

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

SPSA Year:

2017-18

2018-19

2019-20

School Name and School Code	Sequoia Middle School 36-67710-6061865		SSC Approval Date: <u>October 16, 2019</u>
School Address	9452 Hemlock Avenue Fontana, CA 92335		Local Governing Board Approval Date: <u>December 11, 2019</u>
Name of Principal	Antonio Viramontes	Phone # and Email	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum 909-357-5400 Antonio.Viramontes@fusd.net
Name of SSC Chairperson	Claudia Gonzalez	Phone # and Email	909-357-5400 ClaudiaG@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

<b>VISION AND MISSION</b>	<p>Assuring High Levels of Learning for All Students!</p>
<b>SCHOOL AND COMMUNITY PROFILE</b>	<p>School Profile and Description: Sequoia Middle School is a single-track, year-round school that serves 1,159 students in seventh and eighth grades. A large percentage of our student body is English Language Learners 23% (267). We have a large Hispanic population 97% (1125), Socio-Economically Disadvantaged 94% (1089) and 17% (199) of our students are identified as Special Education students. Our staff focuses on preparing our students for college and beyond. All students participate in our S.O.A.R. (Sequoia College and Career) Program which helps provide students the skills necessary for college readiness. Under the tutelage of our counselors, our students develop a college and career portfolio where they research and investigate careers of their choice and have the opportunity to go on field trips to visit different universities, and begin researching scholarships that may be available to them. Just as importantly, our students have the opportunity to become involved in an array of opportunities before and after school. Partnering with the City of Fontana, students have the opportunity to participate in basketball, soccer, and volleyball. Our ASB helps to coordinate a variety of clubs and activities that help develop school connectedness. We are proud of our AVID program. At Sequoia Middle School, we mirror the AVID philosophy of OPEN and EQUAL ACCESS TO RIGOROUS COURSES FOR ALL STUDENTS. This belief has led our efforts to maximize our school site with 8 AVID elective courses, implement AVID instructional strategies school wide, and offer Honor level courses within each core content area in both 7<sup>th</sup> and 8<sup>th</sup> grade. We are also proud to have the only middle school competitive Marching Band in Fontana. To additionally help support our students with having a positive learning environment, we have implemented the Positive Behavior Supports Interventions (PBIS) model. Sequoia was recognized as a Gold Medal recipient for its implementation of this student support systems in September 2019.</p>
<b>SPSA HIGHLIGHTS (bullet points)</b>	<ul style="list-style-type: none"> <li>• 100% of the teachers were trained in Critical Reading (Close Reading) as a means to provide our students strategies to interact with text</li> <li>• SBAC data demonstrates a 3.3% increase in ELA School wide and 1.3% decrease in Math School wide.</li> <li>• Teacher participated in implementing AVID strategies school wide to support a consistent note taking strategy for our students to be successful in their classes.</li> <li>• PBIS has been implemented school wide to support student's having a positive learning environment by having structures that focus and model positive expectations and behaviors. Sequoia was recognized as a Gold Medal PBIS school in September 2019.</li> <li>• 100% of the teachers (excluding Math 7 and 8) participated in professional development on best instruction lesson planning and lesson delivery.</li> <li>• 100% of Math 7 and 8 teachers participated in lesson design working with the 5 Mathematical Practices.</li> </ul>
<b>INCREASED OR IMPROVED SERVICES (bullet points)</b>	<ul style="list-style-type: none"> <li>• Sequoia's Instructional Leadership Team (ILT) will keep working to develop the Professional Learning Cycle for our school site.</li> <li>• Our ILT team will keep working with our Professional Learning Communities to insure a common and constant curriculum provided to all of our students.</li> <li>• Our PBIS will keep being developed and implemented to support our students and staff.</li> <li>• In working with T4 Learning, the ILT has decided to utilize this support to help teachers prepare for high quality first instruction provided to our students to help limit the needs for intervention.</li> <li>• In working with Jennifer Moffett, the ILT has decided to utilize this support to help Math 7 and Math 8 teachers prepare for high quality first instruction provided to</li> </ul>

- our students to help limit the needs for intervention.
- Teachers will be given time to calibrate and share students work. This will ensure they are sharing best practices and aligning the instruction with the curriculum.
- Our teachers will utilize the district CFAs online to provide data about student learning and identify trends.

**Sequoia Sports and Science Academy (S<sup>3</sup>)**

**Problem to resolve:** How do we prevent or reduce sports injuries with our scholar athletes?

*You're going to feel good. But no matter how much you rehab you do, you can't speed up the healing process. I would rather see a guy come back in 14 months and pitch seven, eight or nine more years then come back in 10 months and get hurt again. You cannot mess with mother nature and father time. Nature will heal it if you give it time. ~  
-----Tommy John*

Sequoia Middle School has a strong calling for students to participate in sports to keep engagement in our school activities and hold onto our “Eagle Pride”. Our mission at Sequoia Middle School is assuring High Levels of Learning for All students. Developing the Sequoia Sports and Science Academy (S<sup>3</sup>) will enable our students to develop their day-to-day learning fostering sports and science as the bridging theme across all content areas. We believe that having students engaged in sports and science will reach all of our students. Sequoia Middle School receives students from 7 elementary feeder schools and promotes to all 5 comprehensive high schools, with Kaiser, Summit, and Fontana High Schools being the one’s we send the most students to. Each of our comprehensive high schools have developed a specialized learning pathways for students. Kaiser has developed their KREATE (renewable energy) pathway, Summit has developed the International Business pathway, Fontana has developed the medical field pathway, Jurupa Hills developed the performing arts pathway, and AB Miller developed a technology pathway. As a feeder school to all of our comprehensive high schools, the goal and vision of the Sequoia Sports and Science (S<sup>3</sup>) Academy is to introduce and support our high school’s pathways and to further develop our own identity as a “school of higher learning and expectations” with sports and science as the vehicle to deliver the student learning.

Our goal for our academy to be all inclusive of all students and develop a program of sustainability with reasonable budgetary implications that may need extra support. In developing our master schedule, opportunities will be offered to students that will incorporate our vision. For example, During our Physical Education periods specific targeted instruction will be given on sports skills and sports safety. In our other content areas, such as English Language Arts, supplemental “informational sports” materials maybe utilized to instruct the skills that need to be taught and for Social Studies, plan specific learning opportunities such as how sports have in impact on current events that trace back to the Civil War, to the Civil Rights, to today’s face of sports. Providing students relevance to their learning will impact their engagement and lead to higher learning.

MOONSHOT

## 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	SW Goal is from -34.5 points to -24.5 points (+10 points)	Schoolwide ELA -30.2 points (-5.7 points)
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards	SW Goal is from -92.1 points to -77.1 points (+15 points)	Schoolwide Math -98.6 (-21.5 points)
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	SW Goal is from 49.3% to 52%	60% (+8%)
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	SW Goal is from 46.1% to 52%	47% (-5%)
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	21%	24%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
1A. Supplemental Instructional Supplies and Materials to support classroom Instruction. (3477.00)	662.00	2,815.00	<p style="text-align: center;"><u>SBAC Met/Exceeded</u> Schoolwide ELA 36.4% to 39.7% - Math 18.7% to 17.4%</p> <p style="text-align: center;"><u>SBAC Distance From Met</u> Schoolwide ELA -34.5 to -30.2 - Math -92.1 to -98.6</p> <p style="text-align: center;">Other metrics: Pre/Post Assessments provided as formative assessments by teachers, Unit assessments, Requisitions and Purchase Orders for first instruction and supplemental needs</p>	SSC discussion was to keep supporting instruction with the material that teachers may need. - Continue
1B. Quick Print to support print cost for instructional needs. (12,500.00)		12,500.00	<p style="text-align: center;"><u>SBAC Met/Exceeded</u> Schoolwide ELA 36.4% to 39.7% - Math 18.7% to 17.4%</p> <p style="text-align: center;"><u>SBAC Distance From Met</u> Schoolwide ELA -34.5 to -30.2 - Math -92.1 to -98.6</p> <p style="text-align: center;">Other metrics:</p>	SSC discussion to support instruction with supplemental printing is necessary. - Continue

			Pre/Post Assessments provided as formative assessments by teachers, Unit assessments, Quick Print Orders for first instruction and supplemental needs	
1C. Instructional Technology to support student first instructional needs, (i.e. projectors, document cameras, computers, etc.) (6402.00)	938.00	5,464.00	Provided Instructional technology for the classroom to meet the needs of the students. Metrics: 96% of all classrooms have existing technology, 91% classrooms were using technology during classroom visits.	SSC supports the need for ongoing technology to help support instruction. - Continue
1D. Summer Bridge Program <ul style="list-style-type: none"> <li>Coordinator Hours</li> <li>Teacher Hourly Services</li> <li>Materials</li> </ul>	8,851.00		Student invitations were 110 students. 95 students attended and 100% of the students demonstrated understanding of AVID strategies and organizational skills. Map Data demonstrated Reading 54%, Mathematics 41% met/exceeded RIT growth.	SSC supports the need for supporting incoming students. The discussion was supported by parents from SSC asking for more student participation at the next Summer Bridge Program. – Continue
1E. Assessment and Interventions Program <ul style="list-style-type: none"> <li>Intervention Data Analysis Coordinator (1156.00)</li> </ul>		1,156.00	The utilization of an Intervention Data Analysis Coordinator has helped to identify at risk students. This position has worked with the PBIS team for 2/3 interventions. Metrics: SRI data demonstrating 838 average lexile, Grades D/F 12% of students were identified as receiving a F. Suspension 2.3%, Attendance data 96.37% (-.01%). Sequoia went from Silver PBIS to Gold PBIS	SSC supports the need to analysis student data to help identify the needs of our students and having an individual dedicate time for this practice. - Continue
1F. School Library Program <ul style="list-style-type: none"> <li>Books For Library (TBD)</li> </ul> Library Materials and Technology (TBD)			No categorical funds were allocated for this school year.	Pending funding - 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	Greater or equal to 12.6%	6.4%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-120.0 to -110.0	-113.6 (-3.6 points)
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-166.8 to -160.8	-182.8 (-22.0 points)

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: <b>Continue</b> <b>Modify (list the modifications)</b> <b>Discontinue</b>
	Title 1	SUPC		
2A. Student Reclassification and Monitoring Teacher Release Time for student reclassification monitoring and developing reclassification plans for students (8 days for year) (1160.00)		1,160.00	August – May 17 (6.4%) ELL students were reclassified from the 288 monitored ELL students that are serviced at Sequoia. Pre/Post Assessments provided as formative assessments by teachers.	Providing Release days was too limiting for the monitoring process. Parent asked if there was another way to provide support for the EL site monitor. The master schedule was reviewed and provided a perp period for the monitoring process. Additional house may be looked at for PLC time. – Discontinue release days

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Student participation in Career and College readiness – Naviance and Counselor Sessions	1154 Students (100%)	573 Students (50%)
College Fieldtrips attendance records	8 AVID sections	8 AVID sections

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. Development of School Wide AVID Program. <ul style="list-style-type: none"> <li>• Instructional Materials for implementation (easel, etc.) (2716.00)</li> <li>• AVID Coordinators (3602.00)</li> </ul>	2,716.00	3,602.00	For the school year were 11 teachers (affecting 51 student periods) that were coached, 27 coaching sessions, provided 2 PD sessions during staff meetings. The recruitment process was conducted for 7 elementary schools. Coaching topics were Critical reading, Focus Notes, INB, and Socratic Seminars. Map Data demonstrated Reading 54%, Mathematics 41% met/exceeded RIT growth. Grades D/F 12% of students were identified as receiving a F. Classroom visit data supporting implementation of AVID strategies (76%).	SSC supports the developing of a School Wide AVID program. Ongoing training will always be needed to support school needs. - Continue

# 2018-2019 SPSA Annual Evaluation of Effectiveness

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

<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>		
4A. Professional Learning Communities (PLC)- Implementation work for data analysis, planning, and KIP <ul style="list-style-type: none"> <li>• PLC Release Days to review data, develop instructional plans, and align resources (13,050)</li> <li>• ELA7 CFA Release Day Site (1,305)</li> <li>• ELA8 CFA Release Day Site (1,015)</li> <li>• Math7 CFA Release Day Site (1,305)</li> <li>• Math8 CFA Release Day Site (725)</li> </ul>	17,400.00		<p style="text-align: center;"><u>SBAC Met/Exceeded</u> Schoolwide ELA 36.4% to 39.7% - Math 18.7% to 17.4%</p> <p style="text-align: center;"><u>SBAC Distance From Met</u> Schoolwide ELA -34.5 to -30.2 - Math -92.1 to -98.6</p> <p>Other Metrics: Map Data demonstrated Reading 54%, Mathematics 41% met/exceeded RIT growth. Grades D/F demonstrated that 88% of students improved their grades.</p>	SSC teachers shared that a constant need is always time to meet. The current master schedule is built with common prep periods, but more time is needed to meet needs. - Continue
4B. Math 8 Instructional PD Sessions <ul style="list-style-type: none"> <li>• Math 8 PD Consultant (20,000)</li> <li>• Math 7 Teacher Release subs (6,525)</li> <li>• Math 8 Teacher Release subs (3,625)</li> </ul>	30,150.00		<p style="text-align: center;"><u>SBAC Met/Exceeded</u> Schoolwide Math 18.7% to 17.4%</p> <p style="text-align: center;"><u>SBAC Distance From Met</u> Schoolwide Math -92.1 to -98.6</p> <p>Other Metrics: Map Data demonstrated Mathematics 41% met/exceeded RIT growth. Grades D/F demonstrated that 84% of students improved their grades.</p>	This action has not provided the necessary results. - Discontinue
4C. T4 Learning First Instruction PD Sessions <ul style="list-style-type: none"> <li>• T4 Consultant Cost (24,000)</li> <li>• Teacher Release Subs (12,180)</li> </ul>	36,180.00		<p style="text-align: center;"><u>SBAC Met/Exceeded</u> Schoolwide ELA 36.4% to 39.7%</p> <p style="text-align: center;"><u>SBAC Distance From Met</u> Schoolwide ELA -34.5 to -30.2</p>	Modify with less sessions to focus on building a coaching models for teachers. (7 days total)



			Other Metrics: Map Data demonstrated Reading 54%, Mathematics 41% met/exceeded RIT growth. Grades D/F demonstrated that 88% of students improved their grades.	
4D. AVID Teacher Content Trainings <ul style="list-style-type: none"> <li>Teacher Content Trainings (3,720)</li> <li>Teacher Release Subs (3,480)</li> </ul>	7,200.00		<u>SBAC Met/Exceeded</u> Schoolwide ELA 36.4% to 39.7% - Math 18.7% to 17.4%  <u>SBAC Distance From Met</u> Schoolwide ELA -34.5 to -30.2 - Math -92.1 to -98.6  Other Metrics: Map Data demonstrated Reading 54%, Mathematics 41% met/exceeded RIT growth. Grades D/F demonstrated that 88% of students improved their grades. Classroom visit data supporting implementation of AVID strategies (76%).	SSC supports the need to provide the necessary AVID trainings for the staff. - .Continue
4E. Staff Professional Developments <ul style="list-style-type: none"> <li>CASC Conference</li> <li>CMC South Math Conference</li> <li>Conference Release Subs</li> <li>Other Professional Development Sessions</li> <li>PBIS &amp; Renaissance Conference</li> <li>Total (16,500.00)</li> </ul>	3,473.00	13,077.00	<u>SBAC Met/Exceeded</u> Schoolwide ELA 36.4% to 39.7% - Math 18.7% to 17.4%  <u>SBAC Distance From Met</u> Schoolwide ELA -34.5 to -30.2 - Math -92.1 to -98.6  Other Metrics: Map Data demonstrated Reading 54%, Mathematics 41% met/exceeded RIT growth. Grades D/F demonstrated that 88% of students improved their grades.	SSC supports the need to provide the necessary trainings for the staff.- 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		N/A	N/A
Suspension rate:	SW	3.3%	2.8%
	FY (homeless)		7.1%
	Hisp	3.1%	2.8%
	ELL	4.9%	4.3%
	AA	24.0%	5.9%
	Sped	5.1%	1.2%
Expulsion rate		0.0%	0.0%
Attendance Rate		96.0%	96.37%
Chronic Absenteeism Rate		9.5%	9.5%

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. Positive Behavior Interventions Supports (PBIS) <ul style="list-style-type: none"> <li>Teacher Release Days and Planning Hours for PBIS Team (1450)</li> </ul> Provide additional staff training of Restorative Practices with district sponsored resources	\$5,777.00	\$1,160.00	PBIS implementation demonstrated Tier 1 87%, Tier 2 88%, and Tier 3 15% according to the April 2019 Total Fidelity Inventory (TFI). As of May 2019, there were 40 suspensions (May 2018 70 suspensions). Map Data demonstrated Reading 54%, Mathematics 41% met/exceeded RIT growth. Grades D/F demonstrated that 88% of students improved their grades.	Modify (Tier 1 model will meet less time due to implementation status)
5B. Renaissance Program for student involvement and school culture Coordinator hours (1501.03)		1,526.00	Renaissance provided 8 students of the month sessions, celebrating 88 students, ran 2 pep rallies for 1154 students, and provided staff recognitions.	SSC Supports the ongoing development of a positive climate and culture. - Continue

5C. B.R.A.V.E. Program for student social intervention and mentoring Coordinator hours (2100.79)		3,516.00	25 students were serviced with mentors and part of the BRAVE program. 20 students demonstrated positive growth with the mentoring program. All students promoted to the next grade.	SSC Supports the ongoing development of a positive climate and culture. - Continue
5D. Where Everybody Belongs (WEB) student inclusion program and school culture Coordinator hours (2,205.35)		1,850.00	34 weekly lunch time activities were provided as alternative activities during lunch for students as means for positive interactions and engagements. WEB students facilitated the incoming 7 <sup>th</sup> grade orientations at the beginning of the school year.	SSC Supports the ongoing development of a positive climate and culture. - Continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	SSC – 6 Coffee with the Principal – 6 ELAC – 6 Parent Conferences – 2 Parent workshops – 5	SSC – 6 Coffee with the Principal – 6 ELAC – 6 Parent Conferences – 2 Parent workshops – 6
Parent Engagement and Local Climate Survey	25% of school households	21% of school households

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
6A. Parent workshops and trainings to work with parents on attendance, parent conferences, working with students and other identified parent needs. <ul style="list-style-type: none"> <li>• Parent Classes– 4 classes to support homework, ELA, Math, and Special Needs</li> <li>• Math Refresher Courses for Parents</li> </ul> Total Cost (5,500)	5,500.00		Parent attendance sheets (Class capacity of 23 per 4 sessions was reached 100%) , 100% parent feedback was positive and input was to continue. Parent completion rate of parent workshop series – 100%.	Parents from SSC that participated in last year’s classes. SSC supports the ongoing workshops for parents. - 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 commenced in May 2019 with SSC discussing the actions that needed to be approved prior to the school year ending. During this time the goal that was approved and modified was to utilize T4 Learning to change the focus to build on site capacity with literacy across content via development of coaches. Four teachers will be participating in this professional development. During the September 13, 2019 ELAC meeting the school plan was shared with our parents and input was gathered reflecting the 2018-2019 SPSA. Input was shared with SSC. This input In the September 30, 2019 SSC meeting the council evaluated the effectiveness of the 2018-2019 SPSA actions to support our goals. During this process SBAC, MAPs, attendance, behavioral, and other pertinent data was utilized to determine if the goals will be continued, discontinued, or modified. During the October 7, 2019 SSC meeting needs and actions were determined for the needs of the school year. During the October Instructional Leadership meeting, the PLC's expressed a need for time to meet with their PLCs. At the October 16, 2019 SSC meeting, the needs and goals were reviewed and approved by School Site Council.</p>
<p><b>Describe the conclusions drawn from the overall results:</b></p>	<p style="text-align: center;"><b><u>SBAC Met/Exceeded</u></b> Schoolwide ELA 36.4% to 39.7% - Math 18.7% to 17.4%</p> <p style="text-align: center;"><b><u>SBAC Distance From Met</u></b> Schoolwide ELA -34.5 to -30.2 - Math -92.1 to -98.6</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> <ul style="list-style-type: none"> <li>1D. Summer Bridge Program</li> <li>1E. Assessment and Interventions Program</li> <li>3A. Development of School Wide AVID Program.</li> <li>4A. Professional Learning Communities (PLC)- Implementation work for data analysis, planning, and KIP</li> <li>4C. T4 Learning First Instruction PD Sessions</li> <li>4D. AVID Teacher Content Trainings</li> <li>4E. Staff Professional Developments</li> <li>5A. Positive Behavior Interventions Supports (PBIS)</li> <li>5B. Renaissance Program for student involvement and school culture</li> <li>5C. B.R.A.V.E. Program for student social intervention and mentoring</li> <li>5D. Where Everybody Belongs (WEB) student inclusion program and school culture</li> <li>6A. Parent workshops and trainings to work with parents on attendance, parent conferences, working with students and other identified parent needs.</li> </ul> <p>The above actions and goals were based on state assessments, local assessments, discipline data, and attendance data.</p> <p><b>Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?</b></p> <ul style="list-style-type: none"> <li>2A. Student Reclassification and Monitoring</li> </ul>

4B. Math 8 Instructional PD Sessions

The above actions and goals were based on state assessments, local assessments, discipline data, and attendance data.

**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?**

Group	English Language Arts (Not met/Nearly Met – Met/Exceeded)	Mathematics (Not met/Nearly Met – Met/Exceeded)
School Wide	60% - 40%	83% - 17%
Hispanic	60% - 40%	82% - 18%
African American	82% - 18%	100% - 0%
White	72% - 28%	84% -16%
EL	96% - 4%	99% - 1%
SED	60% - 40%	82% - 18%
Foster	83% - 17%	91% - 9%
Homeless	73% - 27%	87%-13%

In English Language Arts our African American, EL, Foster Youth, and Homeless populations demonstrate notable gaps compared to our schoolwide performance. In Mathematics our, African American, EL, and Foster Youth demonstrate notable gaps compared to our schoolwide performance. These gaps in English Language Arts can be attributed to the need to develop best first instructional practices. Our 7<sup>th</sup> grade ELA had notable gains in students that met and exceeded compared to our 8<sup>th</sup> grade ELA. A contributing factor is that our ELA7 is cored with Social Studies 7, which facilitates the use of literacy skills that are being taught at the same time in ELA 7. In ELA 8, our subject are single subject, which presents a disconnect with Social Studies 8 with the use of ELA 8 literacy skills that are being taught at that current time. In Mathematics, the current curricular needs of to align to our Common Core State Standards utilizing the adopted state curriculum in conjunction with supplemental materials that will support student conceptual understanding of the math skills.

**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)?**

Based from the data that has been presented and input from stakeholders the following would be needs

- \* Providing teachers with additional support in quality first instruction and strategies for all content areas
- \* Collaborating to implement best instructional practices for student interventions to support student remediation of skills
- \* Provide a structure for teachers to collaborate and observe classrooms to develop best instructional practices.
- \* Provide teachers the PLC time to plan for instruction and map to meet the instructional needs to administer the district CFAs online

Research has demonstrate that the most effective educational systems (Shanghai, British Columbia, Singapore, and Hong Kong) priority is the professional development of their educators, the development of a system for teacher support, and the development of professional learning communities that are focused on instruction and are data driven.

## 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	Schoolwide ELA -30.2 points	Schoolwide ELA -20.2 points (+10 points)
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards	Schoolwide Math -98.6	Schoolwide Math -83.6 (+15 points)
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	60%	62%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	47%	52%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	24%	34%

<b>Identified Need(s):</b>	Students need additional support in developing a conceptual understanding of math, reading comprehension, and development of writing skills across the content areas.
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<b>SWP Requirements:</b> [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:	<b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b>	<b>TIMEFRAME(s)</b>
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	<ul style="list-style-type: none"> <li>Teachers will utilize the district-developed unit and quarterly common assessments which are aligned to the challenging state academic standards and plan for targeted instruction.</li> <li>Professional development to ensure high-quality first instruction and planning time for PLC</li> <li>Teachers will provide high-quality first instruction including scaffolds to support all students</li> </ul>	Quarterly/Semester

Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education	<ul style="list-style-type: none"> <li>The school will implement a multi-tiered system of supports during school and after school</li> <li>Student Participation in the Summer Bridge Program</li> </ul>	September 2019- April 2020 July 2019- August 2019
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	Teachers will utilize the district-developed unit and quarterly common assessments which are aligned to the challenging state academic standards Provide students Extended Learning Opportunities	Quarterly/Semester September 2019- April 2020

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
1A. Summer Bridge Program Coordinator Hours Teacher Hourly Services Materials	Pre and Post assessments Fall and Winter Data	Incoming 7 <sup>th</sup> grade students and targeted 8 <sup>th</sup> grade students	Administration and Categorical Clerk	12,824.22
1B. Extended Learning Opportunities Instructional Support during the instructional day Extended Learning Opportunities	Pre and Post assessments, Fall and Winter Data, D/F Reports	7 <sup>th</sup> and 8 <sup>th</sup> grade students with D/F in Math/ELA	Administration and Categorical Clerk	23,286.00
<b>Total Estimated Cost for This Goal:</b>				\$36,110.22



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	6.4%	≥12.6%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	School wide ELA = -120.00	School wide ELA = -110.00 (+10 points)
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	School wide Math = -166.8	School wide Math = -156.8 (+6 points)

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Teachers need additional support in the use and implementation of response frames and academic language needs to help students meet the annual growth target.</li> <li>Provide teachers additional time to meet with TOAs to support in Common Formative Assessments, Study Sync with the ELD curriculum, and instructional practices to help support the reclassification process.</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. Professional Learning Communities (PLC)- Implementation work for data analysis, planning, teacher learning walks <ul style="list-style-type: none"> <li>ELD/ALD PLC Planning Hours (10 each teacher)</li> </ul>	PLC Agenda, PLC Minutes, classroom visits data, and D/F reports.	ELL students	EL Site Monitor and Administration	\$1,933.00
<b>Total Estimated Cost for This Goal:</b>				\$ 1,933.00

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

Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the use of Naviance	573 students (50%)	1159 (100%)

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Students need to have more awareness of college and career readiness, so 100% of all students will create an online portfolio on Naviance.</li> <li>• All students need to create an 8 year plan for high school graduation and preparation with 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
<b>Total Estimated Cost for This Goal:</b>				\$0.00

**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	Developing	Proficient
Instructional Leadership Team Rating	Developing	Proficient

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Provide teachers additional days to meet to review Common Formative Assessments and instructional practices to help meet the needs to increase ELA and Math Achievement.</li> <li>• All teachers need to be receiving Professional Development on planning and delivering quality focused First Instruction with integrated best instructional practices and, AVID strategies, and Checking For Understanding (CFU).</li> <li>• Teachers need to receive PD focusing on student-teacher relationships.</li> <li>• Teachers need to receive PD focusing on integrating technology within the curriculum.</li> <li>• Teachers need additional support with developing literacy across all content areas.</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. Professional Learning Communities (PLC)- Implementation work for data analysis, planning, teacher learning walks PLC Planning Hours (10 each teacher) PLC Release Day (1 day each teacher) Teacher Learning Walks (2 period each teacher)	PLC Agenda and Minutes Classroom visits D & F Report	All	PLC leads and Administration	\$32,864.00
4B. AVID Summer Institute July 2019 Registration and Travel Expenses	PLC Agenda and Minutes. Walkthrough Data	All	Administration and AVID Coordinators	\$15,885.20
4C. Consulting Services <ul style="list-style-type: none"> <li>• Consultant</li> <li>• Teacher Release Subs</li> </ul>	PD Surveys, Walkthrough Data	All	Teachers and Administration	\$15,672.00
<b>Total Estimated Cost for This Goal:</b>				\$64,421.20

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Reduce the suspension rate for all students and subgroups by creating a positive school atmosphere and using other means of correction.</li> <li>• Continue to provide social and emotional supports for our students that may be experiencing in school adjustments with the demands a middle school environment through WEB and Renaissance.</li> <li>• Continue to develop our PBIS system of support for our Tier 2 and 3 students.</li> </ul>
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**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:	SW	2.8%	1.8%
	FY (homeless)	7.1%	6.1%
	Hisp	2.8%	1.8%
	ELL	4.3%	3.3%
	AA	5.9%	4.9%
	Sped	1.2%	0.2%
Expulsion rate		0.0%	0.0%
Attendance Rate		96.37%	96.50%
Chronic Absenteeism		9.5%	8.5%

2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 Attendance supports and incentives are not allowable out of Title I.

<b>Total Estimated Cost for This Goal:</b>				\$ 0.00

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	SSC – 6 Coffee with the Principal – 6 ELAC – 6 Parent Conferences – 2 Parent workshops – 5	SSC – 6 Coffee with the Principal – 6 ELAC – 6 Parent Conferences – 2 Parent workshops – 5
Parent Engagement and Local Climate Survey	21%	25%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Need to work with families to maintain positive student attendance habits and positive interactions at school.</li> <li>• Need to work with families on developing communication pathways for fostering of the teacher-parent relationship.</li> <li>• Need parents to feel more welcome in our school community.</li> <li>• Need to keep developing pathways to help parents and families provide input for school programs and develop student-based programs.</li> <li>• Need to provide parent workshops that will support their needs. (working with the students, parent conferences, AOD, parent skills)</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 <i>May not be used for food</i>
6A. Parent workshops and trainings to work with parents on attendance, parent conferences, working with students and other identified parent needs. <ul style="list-style-type: none"> <li>• Parent Classes– 4 classes to support homework, ELA, Math, and Special Needs</li> <li>• Science Engagement Class for Parents</li> <li>• Total Cost</li> <li>• Materials</li> </ul>	Parent Sign In sheets, Number of parent events, parent feedback forms	School Wide	Community Liaison, Community Aide, Administrator	\$4,631.58
<b>Total Estimated Cost for This Goal:</b>				\$4,631.58

### Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Classroom Furniture for Math 180 and Read 180 classrooms	Targeted Math and ELA	\$5,000.00	Administration
Classroom Libraries	All	\$5,000.00	Administration and ELA Departments
AVID Easels	All	\$5,000.00	Administration and AVID Coordinator
QuickPrint Printing Cost	All	\$3,000.00	Administration
Instructional Supplies and Materials	All	\$5,000.00	Administration

**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.	\$107,096.00
<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).	\$4,505.00
<b>Total amount of federal funds allocated to this school</b>		\$107,096.00



**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> <li>• Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff</li> </ul>

	<ul style="list-style-type: none"> <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
Antonio Viramontes	Principal	Not-Applicable	Not-Applicable	1
Claudia Gonzalez	Classroom Teacher	2 Years	June 2021	1
Kristin Badawi	Classroom Teacher	2 Years	June 2021	1
Christine Clark	Classroom Teacher	2 Years	June 2021	1
Lauren Fernandes	Classroom Teacher	2 Years	June 2021	1
Aida Guerrero	Other Staff Member (Specify): Community Liaison	2 Years	June 2021	1
<b>Sub Total: 6</b>				
Lucio Rojas	Parent/Community Member	2 Years	June 2020	1
Maria Gallardo	Parent/Community Member	2 Years	June 2021	1
Diana Rodriguez	Parent/Community Member	2 Years	June 2021	1
Zayra Guzman	Student Member	2 Year	June 2021	1
Sarai Ramos	Student Member	2 Year	June 2021	1
Karma Robinson	Student Member	2 Year	June 2021	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 *Diana Rodon* \_\_\_\_\_  
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: 10/16/2019.

Attested:

Antonio Viramontes  
Typed name of School Principal

*Antonio Viramontes*  
Signature of School Principal

10/16/19  
Date

Claudia Gonzalez  
Typed name of SSC Chairperson

*Claudia Gonzalez*  
Signature of SSC Chairperson

10/16/19  
Date