

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

SPSA Year:

2017-18     2018-19     2019-20

School Name and School Code	Southridge Tech Middle School 36-67710-6106504		SSC Approval Date: October 22, 2018 and revisions on 12/10/18
School Address	14500 Live Oak Avenue Fontana, CA 92337		Local Governing Board Approval Date: January 16, 2019
Name of Principal	Dr. Roy Rogers	Phone # and Email	909-357-5420 Roy.rogers@fUSD.net
Name of SSC Chairperson	Elizabeth Sanchez	Phone # and Email	909-357-5740 sancer@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>	<div style="text-align: center; background-color: #f2f2f2; padding: 5px;"><b>Vision Statement</b></div> <p style="text-align: center;">Southridge Tech Middle School inspires innovation, independence, and excellence to thrive in an ever-changing competitive world.</p> <div style="text-align: center; background-color: #f2f2f2; padding: 5px;"><b>Mission Statement</b></div> <p><i>Southridge Middle School seeks to:</i></p> <ul style="list-style-type: none"> <li>• <i>Develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.</i></li> <li>• <i>Prepare ALL students to be college and career ready to succeed in a global society.</i></li> <li>• <i>Instill 21st century skills through hybrid technology and instruction, rich curriculum, and real-life experiences.</i></li> <li>• <i>Build partnerships with families, businesses, and higher education.</i></li> </ul>
<b>SCHOOL AND COMMUNITY PROFILE</b>	<p>We are honored and privileged to serve the Southridge community of South Fontana—a service we do not take lightly. Built in 1987, Southridge Tech Middle School sits on 20 acres and includes a library, 41 permanent classrooms, 10 portable classrooms, and three computer labs. In each core class, students can access our curriculum via a laptop and a Makerspace Lab where students employ the design cycle to research, develop, and create. Those who visit our campus will observe professionals who actively engage in meaningful collaboration, encourage and foster life-long learning, and celebrate personal and school-wide growth!</p> <p>Moreover, we currently serve nearly 1010 students located in. Our ethnic demography is as follows: American Indian or Alaska Native 0.1%, Black or African American 6.4%, Asian 1.2%, Filipino 1.1 %, Hispanic or Latino 86.8%, Native Hawaiian or Pacific Islander 0.2%, White 3.4%, Two or More Races 0.8%. In terms of Title I and Categorical programs, our demography is as follows: EL Students 16%, Socioeconomically Disadvantaged 88.0%, Students with Disabilities 12%, Foster Youth 0.8%, English Language Learners 16%, Title I Students 86%, and Students with Disabilities 12%.</p> <p>We are educators who employ a student-centered approach to learning to meet the diverse learning needs of our students. Consequently, we meet regularly to improve our skills and knowledge through focused data analysis, instructional discourse, and professional collaboration to inform decisions that have a direct effect on student learning. It is our belief that through consistent implementation of our District adopted curriculum and through effective use of our common planning time, we will create learning experiences that will prepare our students to excel in a complex, interconnected, shifting world by instilling 21st century skills. We hope that we inspire and foster life-long learning that will help our scholars find success in whatever endeavor—professional or academic—they choose.</p>

<p style="text-align: center;">SPSA HIGHLIGHTS (bullet points)</p>	<p>Southridge Tech SPSA Highlights are as follows:</p> <ul style="list-style-type: none"> <li>• provide a safe, inclusive and welcoming learning environment</li> <li>• engage parents and community partners to support student success</li> <li>• refine and expand targeted interventions and supports for students</li> <li>• provide high quality instruction and ensure all students are career and college ready</li> <li>• implement the Fontana Unified School District board adopted curriculum</li> <li>• use common planning time effectively to ensure consistency of instruction;</li> <li>• review formative assessment data to create new lesson plans to reteach and review specific skills;</li> <li>• differentiate and group students to increase access and student engagement;</li> <li>• standardize and calibrate grading practices and expectations to measure our efficacy;</li> <li>• collect and analyze data to drive our professional development and classroom lessons;</li> <li>• differentiate our professional enrichment times for meaningful and relevant collaboration;</li> <li>• implement close reading strategies across the curriculum;</li> <li>• facilitate academic discourse within each subject content area;</li> <li>• initiate the implementation of thinking maps to align with our cohort family of schools.</li> </ul>
<p style="text-align: center;">INCREASED OR IMPROVED SERVICES</p>	<p>Increasing Services</p> <ul style="list-style-type: none"> <li>• Increases opportunities for students to interact with rich and rigorous curriculum production and peer interaction.</li> <li>• Increases Parent and Community Engagement and communication</li> <li>• Increases opportunities for students to interact with technology via the curriculum</li> <li>• Increases exposure to college and career opportunities for all students</li> <li>• Increases our ability to monitor and evaluate programs centered on student discipline *</li> </ul> <p>Improving Services</p> <ul style="list-style-type: none"> <li>• Improves our response to intervention for students who may need additional support after 1st instruction</li> <li>• Improves the implementation of our AVID program to maximize services for current student population</li> <li>• Improves our professional developments to meet the unique diverse needs of the teachers of Southridge</li> <li>• Improves our Climate and School Culture by: <ul style="list-style-type: none"> <li>• using data to drive all decisions and conversations around student learning and teacher efficacy and effectiveness;</li> <li>• cultivating effective teachers and leadership through differentiated professional developments;</li> <li>• promoting college and career preparedness and readiness for all students within their capacity and program;</li> <li>• increasing opportunities for students, parents, and community members to interact with staff outside of the classroom.</li> </ul> </li> </ul>
<p style="text-align: center;">MOONSHOT</p>	<p style="text-align: center;"><b>INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME</b></p> <p>The <b>MYP</b> is a challenging framework that encourages students to make practical connections between their studies and the real world. Essentially, the MYP is a five-year programme, which can be implemented in a partnership between <b>schools</b>, or in several abbreviated (two, three or four year) formats.</p>

- Southridge scholars will have countless opportunities to explore science, technology, engineering and math subjects.
- Academic courses, electives, clubs, competitions, teams – all allow students to introduce themselves to new concepts or dig in to deepen knowledge in subjects they are already passionate about.

**Gifted and Talented Education (GATE) program**—We offer a STEM After School Program and enrichment trips meet the unique learning needs of our Gifted Students.

**Engineering and Technology Programs**—Students can participate in a 12-week program where students can design, build, test, and refine their own creations in a safe and fun environment. Students who participate in this program compete in local and state competitions

**Technology and Research Library**—students have access to computers, primary and secondary sources, and STEM Makerspace. Our Research and Technology lab has 3D printer, Lego Robots, and other 21<sup>st</sup> century technology and programs.

**AVID Schoolwide**—When stepping onto our campus, All students thrive in an environment where academic expectations are held high and we have developed systems and structures that focus on the needs of students. Moreover, it is not uncommon to see all students taking Cornell notes; using some form of binder, agenda planner, or other organizational tool; and/or engaging in collaborative, dynamic academic activities in our classrooms. Our faculty and staff cultivate a culture of college readiness and success for all students.

Students are accepted to college teams to create a nurturing family-oriented environment and to increase personalization, relevance, and rigor of coursework. Our college team compete for spirit points, attend college field trips, and engage in interdisciplinary lessons and activities for enrichment.

## 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	"SBAC ELA - Distance from Standard and Change (Preliminary)"	"SBAC ELA - Distance from Standard and Change (Preliminary)"	
	-14.2	2019 DFS -12	Change +5
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards	"SBAC ELA - Distance from Standard and Change (Preliminary)"	"SBAC ELA - Distance from Standard and Change (Preliminary)"	
	-53.8	2019 DFS -72	Change -12
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	This outcome was collected differently last year.	50.43%	
NWEA Math: % of students who meet expected <b>fall to fall growth</b>		48.34%	
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	27%	34%	

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. PLC Development:</b> Refine RTI Framework that requires that students make up missing assignments to decrease Ds and Fs as well as receive additional support based on data from Common Assessments.	\$10,000.00		Our 2018-2019 CAASPP scores were as follows: 48.1% of our students met or exceeded the standards. In ELA, our seventh-grade students exceeded the 50% mark with 53.9% of our students meeting or exceeding. In math, the school average was 22.1%, our 6th graders averaged 20.4%, our 7th graders averaged 20.3%, and our 8th graders averaged 22.1%. Math continues to be an area of need with an average -72.9 distance from standard met. The data distribution is noted below:	<b>Continue:</b> Based on the metrics listed, we have decided to continue with this service; this past year, we noted more cohesive lesson plans, streamlined formative and summative assessments as well as enrichment activities for student development. To build a strong RTI, we are considering hiring more College Tutors to support work after school with the supervision of a certificated staff member to

**CAASPP Scores Data**

	ELA	DFS	Math	DFS
6	42.4%	-24.6	20.4%	-72.4
7	53.9%	-1.8	20.3%	-74.4
8	47.5%	-11.1	25.5%	-69.9
All	48.1%	-12.2	22.1%	-72.9

**Q! Grade Report Distribution**

Last year, 476 students in the Fall semester and 458 in the spring achieved a 3.0 GPA or higher. Our grade/GPA distribution is noted below:

Semester 1					
	2.0	2.5	3.0	3.5	4.0
6	89	44	85	47	17
7	56	59	96	54	24
8	75	66	90	52	11
Total Semester I student recognition awards: 476					

Semester 2					
	2.0	2.5	3.0	3.5	4.0
6	53	70	69	62	11
7	49	76	72	75	14
8	67	80	78	65	12
Total Semester II student recognition awards: 458					

**Assessments Lesson Plans**

Throughout the year, teachers met to collaborate regarding pacing guides, assessments, and best practices to support student learning. Below are links to folders with evidence of collected work throughout the year that account for hours spent and used for PLC development

- [PLC Curriculum and Assessments](#)
- [Strategy Brag Sheets](#)
- [College and Career Evidence](#)
- Survey feedback: [PLC Needs](#)

help with two types of support: remediation and homework/classwork completion.

**Modify:** In the future, we would like to have more of a focus on common assessment data as it relates to student achievement. Teachers would use the data from formative and common assessments to re-teach content in the Knight's Academic Success Center for further reinforcement of concept and skills. The hours are and would be available to ensure this happens.

<p><b>1B. Awards and Incentives:</b></p> <ul style="list-style-type: none"> <li>• Achievement Awards and Academic Growth Recognition</li> <li>• Reading Awards/Incentives</li> </ul>	\$700.00		<p>At Southridge Tech, we know that positive student recognition is essential for student morale and enthusiasm about schoolwork and their outlook on school. Last year, at the end of the fall semester, 476 students were recognized for their effort and academic achievement. During the Spring semester, 458 students received certificates to celebrate their academic performance. Special assemblies were scheduled, parents were invited to come to school and help us celebrate student achievement.</p> <p>Grade Data</p> <table border="1" data-bbox="1204 537 1919 802"> <thead> <tr> <th colspan="6">Semester 1</th> </tr> <tr> <th></th> <th>2.0</th> <th>2.5</th> <th>3.0</th> <th>3.5</th> <th>4.0</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>89</td> <td>44</td> <td>85</td> <td>47</td> <td>17</td> </tr> <tr> <td>7</td> <td>56</td> <td>59</td> <td>96</td> <td>54</td> <td>24</td> </tr> <tr> <td>8</td> <td>75</td> <td>66</td> <td>90</td> <td>52</td> <td>11</td> </tr> <tr> <td colspan="6" style="text-align: center;">Total Semester I student recognition awards: 476 Certificates and pencils</td> </tr> </tbody> </table> <table border="1" data-bbox="1204 837 1919 1102"> <thead> <tr> <th colspan="6">Semester 2</th> </tr> <tr> <th></th> <th>2.0</th> <th>2.5</th> <th>3.0</th> <th>3.5</th> <th>4.0</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>53</td> <td>70</td> <td>69</td> <td>62</td> <td>11</td> </tr> <tr> <td>7</td> <td>49</td> <td>76</td> <td>72</td> <td>75</td> <td>14</td> </tr> <tr> <td>8</td> <td>67</td> <td>80</td> <td>78</td> <td>65</td> <td>12</td> </tr> <tr> <td colspan="6" style="text-align: center;">Total Semester II student recognition awards: 458 Certificates, medallions, pencils, trophies</td> </tr> </tbody> </table> <table border="1" data-bbox="1204 1138 1940 1292"> <thead> <tr> <th colspan="2">Perfect Attendance</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>27</td> </tr> <tr> <td>7th</td> <td>20</td> </tr> <tr> <td>8<sup>th</sup></td> <td>25</td> </tr> </tbody> </table>	Semester 1							2.0	2.5	3.0	3.5	4.0	6	89	44	85	47	17	7	56	59	96	54	24	8	75	66	90	52	11	Total Semester I student recognition awards: 476 Certificates and pencils						Semester 2							2.0	2.5	3.0	3.5	4.0	6	53	70	69	62	11	7	49	76	72	75	14	8	67	80	78	65	12	Total Semester II student recognition awards: 458 Certificates, medallions, pencils, trophies						Perfect Attendance		6th	27	7th	20	8 <sup>th</sup>	25	<p><b>Continue:</b> We have decided to continue with this service and increase the number opportunities for students to be recognized. We have noted an increase in recognition specifically dealing with academics. adding an additional opportunity for students to be recognized at the quarter has also been helpful in communicating that students have opportunities for recognition. As noted in the chart, about 84% of our students have a 2.0 GPA or higher with 46% of our students earning a 3.0 GPA or higher. We have also decided to continue with this particular action as we do want to increase more recognition.</p> <p><b>Modify:</b> Changing the funding source to SUPC as it would be more appropriate to fund recognition for perfect attendance, behavior, and character from this source. As we have recently received a silver recognition for PBiS, this is an identified area of growth identify from data in surveys from parents, students, and staff.</p>
Semester 1																																																																																				
	2.0	2.5	3.0	3.5	4.0																																																																															
6	89	44	85	47	17																																																																															
7	56	59	96	54	24																																																																															
8	75	66	90	52	11																																																																															
Total Semester I student recognition awards: 476 Certificates and pencils																																																																																				
Semester 2																																																																																				
	2.0	2.5	3.0	3.5	4.0																																																																															
6	53	70	69	62	11																																																																															
7	49	76	72	75	14																																																																															
8	67	80	78	65	12																																																																															
Total Semester II student recognition awards: 458 Certificates, medallions, pencils, trophies																																																																																				
Perfect Attendance																																																																																				
6th	27																																																																																			
7th	20																																																																																			
8 <sup>th</sup>	25																																																																																			
<p><b>1C. Develop a Summer Bridge program curriculum that:</b></p> <ul style="list-style-type: none"> <li>• <del>Bridges Math Concepts</del></li> <li>• <del>Introduces students to ELA writing tasks and Close Reading Strategies</del></li> <li>• <del>Provides Students with AVID Strategies</del></li> </ul>	\$8,000.00 Funds moved to Goal 3, Action B		<ul style="list-style-type: none"> <li>• <b>Summer Bridge Student Survey</b>—97% of the students noted that they would recommend our Southridge Summer Program to a friend or the next group of incoming 5th Grade students.</li> </ul>	<p><b>Continue:</b> We offered a summer bridge program; however, it was funded through our General fund. We noted an increase in our student attendance as we had over 200 students</p>																																																																																

<ul style="list-style-type: none"> <li>• <del>Team Building and Social Skills</del></li> </ul>	For Tutors		<ul style="list-style-type: none"> <li>• <a href="#">2019-2020 Summer Bridge Parent Survey</a>— 100% of the parents shared that they felt the staff cared about my student while they attended the Southridge Summer Bridge Program.</li> <li>• <a href="#">CAASPP Scores</a></li> <li>• <a href="#">Attendance Rosters</a></li> <li>• <a href="#">Student Work</a></li> </ul>	<p>attend the summer bridge program. The session was two weeks long and we covered subjects such as advanced math, stem, English language arts, avid, and math support. for the 2020 school year, we are planning to implement this program again and extend it to our incoming 7th grade students that are potentially coming from Dolores Huerta Academy.</p> <p>Moreover parents who brought their students to the summer bridge program also noted that they believe that the teachers prepared their students for the expectations and rigor for middle school period some of them suggested that they would like for us to offer sessions for parents so that they can become acclimated with middle school structures, philosophes, and behaviors.</p> <p><b>Modify:</b> In addition to certificated staff, we really need to add a classified staff member for the Summer Bridge as other classified needs arise during the two-week span.</p>
<p><b>1D. MTSS Implementation and Team SIT Coordinators</b></p> <ul style="list-style-type: none"> <li>• Implement and train teachers on the MTSS SMS process</li> <li>• Evaluate the implementation of our MTSS process</li> </ul>		\$3,000.00	<p>At Southridge Tech, building a positive environment in individual classrooms and throughout the school is a matter of cultivating and maintaining relationships. It takes commitment and consistency from the whole team, administrators, teachers, and support staff.</p> <p>In our school, grade levels are organized into college teams, University of Oregon, Arizona, USC, UCLA, Stanford, and Berkeley. During the 2018-2019 school year, we were able to support our students by having an MTSS Lead teacher for every team. The lead teachers oversee organizing, scheduling, and facilitating teacher-parent meetings to discuss possible academic or behavioral interventions.</p>	<p><b>Discontinue:</b> Funding Source was change SUPC due to allowable expenses. Though behavior indirectly affects student learning, we understand that Title 1 funding should be used for academics. We have decided to change this service to Team Leader hours to support PBiS implementation and help the new Climate and Culture TOA in efforts to support student growth socially and academically. The teachers who oversee these hours will have additional hours to complete paperwork, develop and organize the plan agreed upon in the meeting.</p>



			<ul style="list-style-type: none"> <li>• Paperwork Documents</li> <li>• Minutes and Agenda</li> <li>• Meeting outcomes Area of growth</li> </ul>																										
<b>1E. Supplemental Materials and Technology</b>	\$61,218.00	\$3,246.00	<p><b>CAASPP and GAP Data</b>  <a href="#">CAASPP Scores</a> and GAP data are analyzed once received.</p> <p><b>CAASPP Scores Data</b></p> <table border="1"> <thead> <tr> <th></th> <th>ELA</th> <th>DFS</th> <th>Math</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>42.4%</td> <td>-24.6</td> <td>20.4%</td> <td>-72.4</td> </tr> <tr> <td>7</td> <td>53.9%</td> <td>-1.8</td> <td>20.3%</td> <td>-74.4</td> </tr> <tr> <td>8</td> <td>47.5%</td> <td>-11.1</td> <td>25.5%</td> <td>-69.9</td> </tr> <tr> <td>All</td> <td>48.1%</td> <td>-12.2</td> <td>22.1%</td> <td>-72.9</td> </tr> </tbody> </table> <p>We noted 3.7% increase in our year to year ELA achievement data and a 3% decrease in our Math scores. The data revealed that ELA scores decreased the distance from standard net while our mathematics increased the distance from standard Met. Though efforts were made to use the technology in innovative ways in math, we have noted a need to find additional supplemental resources and learn new programs to help increase student achievement in mathematics.</p> <p><b>MAP Assessment</b>  Regarding Maps assessment, we noted that there has been an inconsistency in the administration of the exam which in some cases may have an impact on student scores. More focused efforts and streamlining the process and ensuring the important of the exam will be stressed in future administration this exam.</p> <p><b>Observations/Walk-throughs/Visits</b>  <a href="#">Walk-Through Follow-Up Feedback</a> are routinely presented to the staff when schools, programs, or district officials visit our campus. We ask that they share strengths they observed as well as share next steps in the process.</p>		ELA	DFS	Math	DFS	6	42.4%	-24.6	20.4%	-72.4	7	53.9%	-1.8	20.3%	-74.4	8	47.5%	-11.1	25.5%	-69.9	All	48.1%	-12.2	22.1%	-72.9	<p><b>Continue:</b> We have noted an increase in the use of technology as well as technical ability of our students for a variety cognitive task. Teachers use technology to help deliver instruction, support student learning, as well as a fest students' proficiencies via the subject content. Moreover, students are also threat demonstrating they're learning via showcases and student led conferences.</p> <p>Additionally, we have noted an increase in the use of test preparation for the CAASPP; all ELA and Math teachers administered IABs and other CAASPP related assessments.</p> <p>Instructional walkthroughs as well as other visits in which schools, programs, and organizations come to visit our school have noted impressive use of technology by both students and teachers.</p> <p>Our showcases have become one of our ways in which we have more student led conferences to demonstrate mastery of their subject content as well as a demonstration of the technical skills in which students have acquired. Hyperlinks below will take you too of course offering or showcase, and which teachers identify learning targets that students had to demonstrate mastery and the various applications in which they used or employed for the cognitive task.</p> <ul style="list-style-type: none"> <li>• <a href="#">Generation Tech</a></li> <li>• <a href="#">Digital Footprints</a></li> </ul>
	ELA	DFS	Math	DFS																									
6	42.4%	-24.6	20.4%	-72.4																									
7	53.9%	-1.8	20.3%	-74.4																									
8	47.5%	-11.1	25.5%	-69.9																									
All	48.1%	-12.2	22.1%	-72.9																									

			<p><b>Microsoft Re-nomination Sway and Conferences</b></p> <p>One of these areas is very evident that we implemented in user devices in innovative ways is through our <a href="#">Microsoft Demonstration School Re-nomination Sway</a> as well as various conferences—<a href="#">Our Story</a>—in which we presented. This expenditure has helped us continue to refine our practices as well that is how we communicate and remember brand. This way is a fantastic demonstration of the work used with this expenditure.</p> <p><b>Device Tracker</b></p> <p>This document, <a href="#">Computer Cart Tracker</a>, verifies all that laptop cards that we currently have on campus over the past three years.</p> <p><b>Tech Showcase</b></p> <p>Our showcases have become one of our ways in which we have more student LED conferences to demonstrate mastery of their subject content as well as a demonstration of the technical skills in which students have acquired. Hyperlinks below will take you too of course offering or showcase, and which teachers identify learning targets that students had to demonstrate mastery and the various applications in which they used or employed for the cognitive task.</p> <ul style="list-style-type: none"> <li>• <a href="#">Generation Tech</a></li> <li>• <a href="#">Digital Footprints</a></li> </ul>	
<p><b>1F. Updating Reading Selections for Library</b></p> <ul style="list-style-type: none"> <li>• Purchase novels and online text that are of literary merit and aligned with Studysync curriculum as well as novels of high interest to the students</li> </ul>	<p>\$6,500.00</p>		<p>The librarian has noted an increase in the number of texts checked out by students. Last year, we made efforts to develop a makerspace in our library where students could employ the design cycle and access texts that would build 21<sup>st</sup> century skills and support the work occurring in their classes. As a result, we purchased the following items that are stored and employed in our Research Engineering and Technology Lab:</p> <ul style="list-style-type: none"> <li>• 3D Printers</li> <li>• Filament/Carts</li> </ul>	<p><b>Continue:</b> We did not purchase Accelerated reader. We did, however, purchase the librarian has noted an increase in the number of texts checked out by students. He has also developed a system of tracking the number of students who enter the library. There have also been text/material purchase that come with assessments aligned with our federal standards. Teachers have also brought their</p>

			<ul style="list-style-type: none"> <li>• After-School Robotics</li> <li>• After-School Race Engineering</li> <li>• Arduinos/Linkbots</li> <li>• Books/Digital Content</li> <li>• Furniture</li> <li>• Little Bits</li> <li>• Ozobots</li> <li>• EV3s</li> </ul> <p>Teachers use the lab for various projects and the goal is to build enrichment opportunities for students outside of the school day.</p>	<p>classes to the library to learn about MLA citing, how to conduct research, and other practices to help students learn how to check out books, hold titles, etc.</p> <p>Teachers also sign-up to bring their classes to use the RET Lab. Teachers work with our librarian to develop lessons in which they 3D print, design and create in our makerspace to promote student engagement.</p> <p>Modify</p>																																																												
<p><b>1G. Knight Academic Success:</b> After school writing, reading, and math lab where students can receive support or enrichment to improve their grades, proficiencies in core class, etc.</p>	<p>\$10,000.00</p>		<p><b>Student Sign-in Sheets</b></p> <ul style="list-style-type: none"> <li>• Approximately, number of students were served. The number of students who attended</li> </ul> <p><b>Semester Grades</b></p> <table border="1" data-bbox="1204 686 1921 875"> <thead> <tr> <th colspan="6">Semester 1</th> </tr> <tr> <th></th> <th>2.0</th> <th>2.5</th> <th>3.0</th> <th>3.5</th> <th>4.0</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>89</td> <td>44</td> <td>85</td> <td>47</td> <td>17</td> </tr> <tr> <td>7</td> <td>56</td> <td>59</td> <td>96</td> <td>54</td> <td>24</td> </tr> <tr> <td>8</td> <td>75</td> <td>66</td> <td>90</td> <td>52</td> <td>11</td> </tr> </tbody> </table> <table border="1" data-bbox="1204 914 1921 1102"> <thead> <tr> <th colspan="6">Semester 2</th> </tr> <tr> <th></th> <th>2.0</th> <th>2.5</th> <th>3.0</th> <th>3.5</th> <th>4.0</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>53</td> <td>70</td> <td>69</td> <td>62</td> <td>11</td> </tr> <tr> <td>7</td> <td>49</td> <td>76</td> <td>72</td> <td>75</td> <td>14</td> </tr> <tr> <td>8</td> <td>67</td> <td>80</td> <td>78</td> <td>65</td> <td>12</td> </tr> </tbody> </table>	Semester 1							2.0	2.5	3.0	3.5	4.0	6	89	44	85	47	17	7	56	59	96	54	24	8	75	66	90	52	11	Semester 2							2.0	2.5	3.0	3.5	4.0	6	53	70	69	62	11	7	49	76	72	75	14	8	67	80	78	65	12	<p><b>Continue:</b> We received many requests for students to receive after school tutoring. As a result, we developed an after school tutoring program where students can use computer and access our curriculum if they did not have devices at home, meet with bilingual aides to receive language support and assistance in completing assignments, as well as support completing projects and assignments for class. Students signed in initially on paper and then we moved to an electronic version to access it easily and verify attendance more efficiently.</p>
Semester 1																																																																
	2.0	2.5	3.0	3.5	4.0																																																											
6	89	44	85	47	17																																																											
7	56	59	96	54	24																																																											
8	75	66	90	52	11																																																											
Semester 2																																																																
	2.0	2.5	3.0	3.5	4.0																																																											
6	53	70	69	62	11																																																											
7	49	76	72	75	14																																																											
8	67	80	78	65	12																																																											

## 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%	5%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-104.2	
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-153.1	

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue																																								
	Title 1	SUPC																																										
<p><b>2A. Certificated and Classified Additional Hours:</b> Teachers will offer support for students that will help them meet the rigor and curricular objectives of their program. The hours will be for planning the ELD Bootcamp for ELPAC and the CAASPP assessment as well as instructing the bootcamps and D's and F's tutoring.</p> <ul style="list-style-type: none"> <li>Teachers will work begin to train reclassified students to help tutor and support these sessions. Students who support ELLs will receive Community Service Hours that count towards student recognition and awards.</li> <li>Reclassified students will volunteer hours at the elementary to support and encourage students to try harder on their assessments.</li> </ul>	\$2000.00		<p><b>CAASPP Scores Data</b> <a href="#">CAASPP Scores</a> and GAP data are analyzed once received.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>ELA</th> <th>DFS</th> <th>Math</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>6</td> <td style="text-align: center;">42.4%</td> <td style="text-align: center;">-24.6</td> <td style="text-align: center;">20.4%</td> <td style="text-align: center;">-72.4</td> </tr> <tr> <td>7</td> <td style="text-align: center;">53.9%</td> <td style="text-align: center;">-1.8</td> <td style="text-align: center;">20.3%</td> <td style="text-align: center;">-74.4</td> </tr> <tr> <td>8</td> <td style="text-align: center;">47.5%</td> <td style="text-align: center;">-11.1</td> <td style="text-align: center;">25.5%</td> <td style="text-align: center;">-69.9</td> </tr> <tr> <td>All</td> <td style="text-align: center;">48.1%</td> <td style="text-align: center;">-12.2</td> <td style="text-align: center;">22.1%</td> <td style="text-align: center;">-72.9</td> </tr> </tbody> </table> <p><b>ELD CAASPP Scores</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>6</td> <td style="text-align: center;">4.2%</td> <td style="text-align: center;">2.1%</td> </tr> <tr> <td>7</td> <td style="text-align: center;">9.3%</td> <td style="text-align: center;">3.7%</td> </tr> <tr> <td>8</td> <td style="text-align: center;">5.1%</td> <td style="text-align: center;">2.6%</td> </tr> <tr> <td>All</td> <td style="text-align: center;">6.4%</td> <td style="text-align: center;">3.1%</td> </tr> </tbody> </table>		ELA	DFS	Math	DFS	6	42.4%	-24.6	20.4%	-72.4	7	53.9%	-1.8	20.3%	-74.4	8	47.5%	-11.1	25.5%	-69.9	All	48.1%	-12.2	22.1%	-72.9		ELA	Math	6	4.2%	2.1%	7	9.3%	3.7%	8	5.1%	2.6%	All	6.4%	3.1%	<p>Continue: Last year, we did not purchase a resource. We had several changes regarding the program as credentialing was an issue. This year, we restructured our Master schedule to provide more opportunity for students to receive support and practice with language using the designated curriculum.</p> <p>Regarding this expenditure, many parents requested a center dedicated to helping students complete work, receive support, and access to resources to help students practice language development and technical skills when needed. As a result, we have opted to continue with this expenditure. We added classified personnel had a positive impact on</p>
	ELA	DFS	Math	DFS																																								
6	42.4%	-24.6	20.4%	-72.4																																								
7	53.9%	-1.8	20.3%	-74.4																																								
8	47.5%	-11.1	25.5%	-69.9																																								
All	48.1%	-12.2	22.1%	-72.9																																								
	ELA	Math																																										
6	4.2%	2.1%																																										
7	9.3%	3.7%																																										
8	5.1%	2.6%																																										
All	6.4%	3.1%																																										

In comparison to our schoolwide data, there is a needed for more focused efforts to support our ELD students in both ELA and mathematics. The achievement distribution is consistent among all grade levels. The data reveals that we may need to send our teachers supporting ELD students to additional training as well as examining our master schedule and other programs to evaluate how they are meeting the language needs of our students.

**ELPAC Scores**

Grades-2018-2019-Level	ELPAC Summative
Beginning Stage	21
Moderately Developed	72
Somewhat Developed	45
Well Developed	29

This data reveals that we had 29 students who had a qualifying score for reclassification. However, the chart below reveals that students who may have earned a well-developed level score, would not be eligible for reclassification as students may not have a “C” or better in ELA, ALD/ELD, or Social Studies.

**Semester Grade Data**

Semester 1						
	<2.0	2.0	2.5	3.0	3.5	4.0
6	13	14	7	6	1	0
7	17	12	12	7	1	0
8	No Access					
Total Semester I student recognition awards: 15						

Semester 2						
	<2.0	2.0	2.5	3.0	3.5	4.0
6	15	14	7	6	1	0
7	18	12	13	7	1	0
8	No Access					
Total Semester II student recognition awards: 15						

**Other Metrics**

- Time Sheets Sign in Sheets
- [ELPAC and CAASPP Scores](#)

the growth of our Beginning Stage students in the reclassification rates. We decided to continue with the hours allocated to our Bilingual Aides and work on a bootcamp to help prepare students in their language acquisition and development.

We have opted to work on implementing a grade check process for ELD students in which they check in with our classified staff members and certificated lead and receive feedback.

<p><b>2B. College Field Trips and Experience:</b> Develop and pilot a schedule where ELL students attend colleges:</p> <ul style="list-style-type: none"> <li>• 6<sup>th</sup> Grade Valley and CSUSB</li> <li>• 7<sup>th</sup> Grade RCC and UCR</li> <li>• 8<sup>th</sup> Chaffey and USC</li> </ul> <p>Develop grade level college projects in which students use the 21<sup>st</sup> century technology to chronical the event.</p>	\$2,000.00		<p>Overall, our students attended:</p> <table border="1" style="width: 100%;"> <tr> <td>• UCLA</td> <td>• UCR</td> </tr> <tr> <td>• La Verne University</td> <td>• Cal Poly Pomona</td> </tr> <tr> <td>• Mt. Sac</td> <td>• Stemapalooza</td> </tr> </table> <p>The sway includes data and student responses from surveys regarding student impact and other pertinent data.</p> <p>Based on the <a href="#">Southridge Middle School Counseling Data 2018-2019</a>, students have noted that this experience has helped increase their knowledge of what it takes to attend college as well as their desire to attend an university. We would like to require a new: <a href="#">Post-College Reflection</a> form.</p>	• UCLA	• UCR	• La Verne University	• Cal Poly Pomona	• Mt. Sac	• Stemapalooza	<p>Parents have shared they enjoyed our college themed teams and the experiences we have all students. We have worked to ensure that students—regardless of program—have access to experiences that inspire them to attend and purse hire education. Students have also expressed a benefit to attend</p>																													
• UCLA	• UCR																																						
• La Verne University	• Cal Poly Pomona																																						
• Mt. Sac	• Stemapalooza																																						
<p>2C. Supplemental Material</p> <ul style="list-style-type: none"> <li>• Standards Plus \$1000.00</li> </ul>	\$1,000.00		<p><a href="#">ELPAC Summative All Grades</a></p> <p>In the 2018-2019 school year 164 students took the ELPAC. Fifty-five students in 6<sup>th</sup> grade, fifty-two in 7<sup>th</sup> grade and fifty-seven in 8<sup>th</sup> grade. 27 students in the beginning level, 44 in Somewhat develop, 78 in moderately develop and 15 well develop.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th style="background-color: #f08080;">Beginning</th> <th style="background-color: #f0e68c;">Somewhat</th> <th style="background-color: #f0e68c;">Moderately</th> <th style="background-color: #90ee90;">Well Develop</th> </tr> </thead> <tbody> <tr> <td>#</td> <td>27</td> <td>44</td> <td>78</td> <td>15</td> </tr> <tr> <td></td> <td>Students</td> <td>Students</td> <td>Students</td> <td>Students</td> </tr> <tr> <td>%</td> <td>16.46%</td> <td>26.83%</td> <td>47.56%</td> <td>9.15%</td> </tr> </tbody> </table> <p>In the 2018-2019 school year, 163 ELL students took the CAASPP. In ELA our students averaged -104 DFS and in Math they averaged -153.1 DFS.</p> <p><b>CAASPP Scores Data</b></p> <p>9.86% of our ELL students that took the ELA CAASPP met or exceeded the standard. In math 2.1% met or exceeded.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>4.2%</td> <td>2.1%</td> </tr> <tr> <td>7</td> <td>9.3%</td> <td>3.7%</td> </tr> <tr> <td>8</td> <td>5.1%</td> <td>2.6%</td> </tr> <tr> <td>All</td> <td>6.4%</td> <td>3.1%</td> </tr> </tbody> </table>		Beginning	Somewhat	Moderately	Well Develop	#	27	44	78	15		Students	Students	Students	Students	%	16.46%	26.83%	47.56%	9.15%		ELA	Math	6	4.2%	2.1%	7	9.3%	3.7%	8	5.1%	2.6%	All	6.4%	3.1%	<p>Last year, we did not purchase a resource. We had several changes regarding the program as credentialing was an issue. This year, we restructured our Master schedule to provide more opportunity for students to receive support and practice using language via our designated curriculum.</p> <p>We will work on purchasing another supportive structure to support our ELD students. Two years ago, we provided students with Standards Plus. Some of the teacher would like more support with ELD students in providing quick smaller opportunities for ELD students to practice specific skills as they relate to standards that reinforce ELD standards. We would like to have a consumable that students can access and/or interact with in a digital platform to provide immediate feedback.</p>
	Beginning	Somewhat	Moderately	Well Develop																																			
#	27	44	78	15																																			
	Students	Students	Students	Students																																			
%	16.46%	26.83%	47.56%	9.15%																																			
	ELA	Math																																					
6	4.2%	2.1%																																					
7	9.3%	3.7%																																					
8	5.1%	2.6%																																					
All	6.4%	3.1%																																					

## 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
Naviance 97%	Naviance 97%	Naviance 98%

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		
<p><b>3A. College and Career Fair Awareness</b> Pilot and develop a College and career fair for our students to gain exposure to possible college and career options after high school.</p>	\$2,000.00	\$2,000.00	<p>Based on the <a href="#">Southridge Middle School Counseling Data 2018-2019</a>, students have noted that this experience has helped increase their knowledge of what it takes to attend college as well as their desire to attend an university. We would like to require a new: <a href="#">Post-College Reflection</a> form.</p> <p><a href="#"><b><u>Middle School Career Technical Education Presentation</u></b></a></p> <p><b>Microsoft Re-nomination Sway and Conferences</b> One of these areas is very evident that we implemented in user devices in innovative ways is through our <a href="#">Microsoft Demonstration School Re-nomination Sway</a> as well as various conferences—<a href="#">Our Story</a>—in which we presented. This expenditure has helped us continue to refine our practices as well that is how we communicate and remember brand. This way is a fantastic demonstration of the work used with this expenditure.</p>	<p>We are looking to increase the amount and purchase college paraphernalia. We have decided to continue this expenditure as students have bought into the families and teachers have developed a family identity. We also wanted this to extend to communicate our college going culture to the community for all parent and community events as well as future students who attend our campus.</p> <p>In recent years, Career and Technical Education (CTE) programs have become a popular trend and topic at the secondary level. This is not a surprise as these courses help students explore and identify career options or interests while helping students acquire soft skills that are highly competitive and marketable. By developing CTE courses and aligned programs at the middle school level, students can be prepared and ready for a career in high</p>

			<p><b>College and Career Day</b> College and Career day has been a major success in promoting college and career readiness and exposing our students to wonderful opportunities. At this event, we invited community leaders and members, dignitaries, and A variety of public service workers.</p> <ul style="list-style-type: none"> <li>• <a href="#">Career Day Speaker Contact List</a></li> <li>• <b>College and Career Day Flyer</b></li> <li>• <b>Agenda and Bell Schedule</b></li> </ul>	<p>school. We have decided to continue with this expenditure to provide more opportunities for student exploration and skill development that enhances student engagement and prepares them or a variety of careers.</p>																																																																							
<p><b>3B. Avid</b></p> <p>A. <i>Tutors:</i> maintain two tutors and pilot 8<sup>th</sup> Grade high achieving AVID students also leading tutorials as TAs.</p> <p>B. <i>Avid Coordinator Hours:</i> We will also be providing additional hours for the AVID Coordinator(s) to complete various tasks that maintain our certification. Eventually, we would like to reduce the hours from 90 hours a school year to 60 hours.</p> <p>C. <i>Site Membership</i></p> <p>D. <i>Parent Nights:</i> We also like to offer additional hours to teachers to train parents how to use AVID strategies to support student learning at home; also develop a system where students support and/or co-teach these meetings for community service hours.</p>	<p>\$8,000</p>	<p>\$30,000.00</p>	<p><a href="#">CAASPP Scores</a> and GAP data are analyzed once received.</p> <ul style="list-style-type: none"> <li>• Time Sheets</li> <li>• Sign-in Sheets</li> <li>• Team Minutes</li> </ul> <table border="1" data-bbox="1260 706 1956 898"> <thead> <tr> <th colspan="3">AVID Students</th> </tr> <tr> <th></th> <th>ELA DFS</th> <th>Math DFS</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>38.64</td> <td>-44</td> </tr> <tr> <td>8</td> <td>26</td> <td>-52</td> </tr> <tr> <td>All</td> <td>32</td> <td>-48</td> </tr> </tbody> </table> <p>Grades AVID 18/19</p> <table border="1" data-bbox="1260 1008 1956 1157"> <thead> <tr> <th colspan="7">Semester 1</th> </tr> <tr> <th></th> <th>&lt;2.0</th> <th>2.0</th> <th>2.5</th> <th>3.0</th> <th>3.5</th> <th>4.0</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>2</td> <td>3</td> <td>6</td> <td>6</td> <td>10</td> <td>1</td> </tr> <tr> <td>8</td> <td>4</td> <td>2</td> <td>4</td> <td>8</td> <td>11</td> <td>1</td> </tr> </tbody> </table> <table border="1" data-bbox="1260 1195 1956 1377"> <thead> <tr> <th colspan="7">Semester 2</th> </tr> <tr> <th></th> <th>&lt;2.0</th> <th>2.0</th> <th>2.5</th> <th>3.0</th> <th>3.5</th> <th>4.0</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>2</td> <td>5</td> <td>5</td> <td>4</td> <td>8</td> <td>6</td> </tr> <tr> <td>8</td> <td>3</td> <td>5</td> <td>10</td> <td>8</td> <td>4</td> <td>4</td> </tr> </tbody> </table>	AVID Students				ELA DFS	Math DFS	7	38.64	-44	8	26	-52	All	32	-48	Semester 1								<2.0	2.0	2.5	3.0	3.5	4.0	7	2	3	6	6	10	1	8	4	2	4	8	11	1	Semester 2								<2.0	2.0	2.5	3.0	3.5	4.0	7	2	5	5	4	8	6	8	3	5	10	8	4	4	<p>We have opted to reduce the hours of the AVID coordinator and to hire more tutors. We have also reduced the number of sections of AVID as we are looking to go school wide. It is evident that we have moved toward implementing AVID school-wide in that we have restructured our student agenda, implemented PD and required various practices to demonstrate that we have developed a college going culture and structures. We have earned our certification. Refined our recruitment practices. Time sheets were submitted for data collection, recruitment preparation, and fundraising. We are still looking to hire more college tutors to support students throughout the day.</p>
AVID Students																																																																											
	ELA DFS	Math DFS																																																																									
7	38.64	-44																																																																									
8	26	-52																																																																									
All	32	-48																																																																									
Semester 1																																																																											
	<2.0	2.0	2.5	3.0	3.5	4.0																																																																					
7	2	3	6	6	10	1																																																																					
8	4	2	4	8	11	1																																																																					
Semester 2																																																																											
	<2.0	2.0	2.5	3.0	3.5	4.0																																																																					
7	2	5	5	4	8	6																																																																					
8	3	5	10	8	4	4																																																																					
<p><b>3C. College Field Trips and Experiences:</b></p> <ul style="list-style-type: none"> <li>• Develop and pilot a schedule where students attend colleges career exploration trips.</li> </ul>	<p>\$7,000.00</p>	<p>\$2,000.00</p>	<p>Overall, our students attended:</p> <ul style="list-style-type: none"> <li>• UCLA</li> <li>• UCR</li> <li>• La Verne University</li> <li>• Cal Poly Pomona</li> </ul>	<p>We will continue this expenditure. We elected to modify it by dividing our students into colleges where they can develop a</p>																																																																							



<ul style="list-style-type: none"> <li>Develop grade level college projects in which students use the 21<sup>st</sup> century technology to chronical the event.</li> </ul>			<ul style="list-style-type: none"> <li>Mt. Sac</li> <li>Stemapalooza</li> </ul> <p>The sway includes data and student responses from surveys regarding student impact and other pertinent data.</p> <p>Based on the <a href="#">Southridge Middle School Counseling Data 2018-2019</a>, students have noted that this experience has helped increase their knowledge of what it takes to attend college as well as their desire to attend an university. We would like to require a new: <a href="#">Post-College Reflection</a> form.</p> <p><b>Parent Chaperones List</b></p> <p>We recruited more parent volunteers who supported our work and attended college field trips. Nearly 25% of the parent’s chaperones served trips in which their students did not attend.</p>	<p>team/family environment and identity. Each team/college will take their students on a field trip or college experience. We have opted to designate and develop a formalized reflection sheet to use for future SPSA plans that is more cohesive and measures the purposed intended in the School-site plan.</p>
---	--	--	--	--

## 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
Cycles of Professional Learning Continuum Rating	Proficient	Proficient
Conditions of Instructional Leadership Team Success Rating	Proficient	Proficient
Teacher Team Continuum	Proficient	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. Professional Development, Enrichment, and Resources</b> Staff receive program-specific training such as: <ul style="list-style-type: none"> <li>• AVID Site Conference</li> <li>• AVID Summer Institute</li> <li>• Culture &amp; Climate Conference (PBIS)</li> <li>• CATE Conference (ELA)</li> <li>• CUE Conference (Science &amp; Technology)</li> <li>• Classified Staff</li> <li>• Microsoft Training</li> </ul>	\$15,000.00		<b>CAASPP Scores Data</b> <u>CAASPP Scores</u> and GAP data are analyzed once received. <table border="1" style="margin-top: 10px;"> <thead> <tr> <th></th> <th>ELA</th> <th>DFS</th> <th>Math</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>42.4%</td> <td>-24.6</td> <td>20.4%</td> <td>-72.4</td> </tr> <tr> <td>7</td> <td>53.9%</td> <td>-1.8</td> <td>20.3%</td> <td>-74.4</td> </tr> <tr> <td>8</td> <td>47.5%</td> <td>-11.1</td> <td>25.5%</td> <td>-69.9</td> </tr> <tr> <td>All</td> <td>48.1%</td> <td>-12.2</td> <td>22.1%</td> <td>-72.9</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <a href="#">PD Training Form</a></li> <li>• <a href="#">PD Reflection and Next Steps</a></li> <li>• <a href="#">PD Topics and Collaboration Times</a></li> <li>• ILT Minutes Survey/Feedback</li> <li>• Classroom Observations</li> </ul>		ELA	DFS	Math	DFS	6	42.4%	-24.6	20.4%	-72.4	7	53.9%	-1.8	20.3%	-74.4	8	47.5%	-11.1	25.5%	-69.9	All	48.1%	-12.2	22.1%	-72.9	Based on our PD feedback and the restructure of the programs on campus, we have identified needs in which we need to continue to send teachers to trainings and develop a system where they share and train others who attend. Consequently, we are planning to send teachers to trainings centered on AVID, Inclusive Practices, and PBIS/Restorative Practices. Modifications: we will focus our trainings on AVID and Microsoft. Our goal this upcoming year is to hold more Microsoft oriented professional development. In addition to providing more training in focus on mathematics add that as a great need for our academic improvements of programs. Moreover, as we are looking to become then
	ELA	DFS	Math	DFS																									
6	42.4%	-24.6	20.4%	-72.4																									
7	53.9%	-1.8	20.3%	-74.4																									
8	47.5%	-11.1	25.5%	-69.9																									
All	48.1%	-12.2	22.1%	-72.9																									

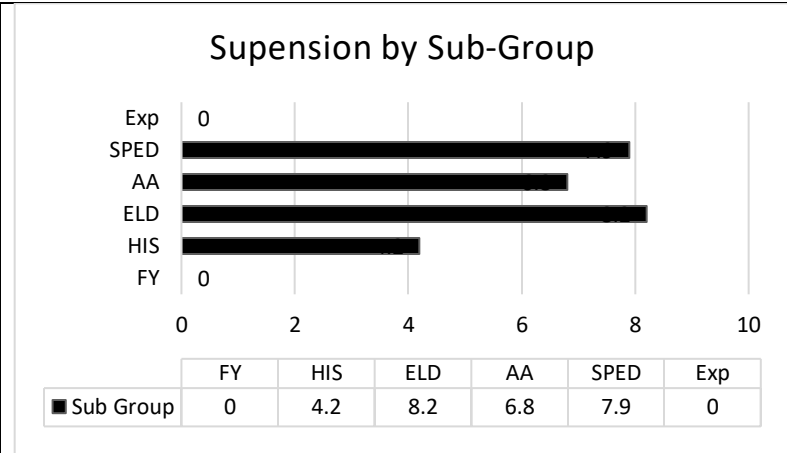
				I be world school, it is imperative that we begin planning and budgeting for the trainings that we will need to take in order to meet the criteria of the International Baccalaureate program.
--	--	--	--	--

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			2018-19 Expected Outcomes	2018-19 Actual Outcomes
Metrics/Indicators				
Dropout rate			N/A	N/A
Suspension rate:	SW		4.0%	4.5%
	FY (homeless)		0%	0
	Hisp		3.5%	4.2
	ELL		6.0%	8.2
	AA		9.0%	6.8
	Sped		5.7%	7.9
Expulsion rate			0	0
Attendance Rate			97.0%	96.90%
Chronic Absenteeism Rate			7.33%	7.9%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue														
	Title 1	SUPC																
<b>5A. Incentive and Positive Behavior Intervention Support Program (PBiS)</b>  PBiS Rewards Software—a program that enables the school track the amount of positive and negative reinforcement allocated to students; it also provides the staff with ways to differentiate recognition to	\$2,000.00	\$1,000.00	Discipline Data <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>SW</th> <th>FY</th> <th>HIS</th> <th>ELD</th> <th>AA</th> <th>SPED</th> <th>Exp</th> </tr> </thead> <tbody> <tr> <td>4.5%</td> <td>0.0%</td> <td>4.2%</td> <td>8.2%</td> <td>6.8%</td> <td>7.9%</td> <td>0.0%</td> </tr> </tbody> </table>	SW	FY	HIS	ELD	AA	SPED	Exp	4.5%	0.0%	4.2%	8.2%	6.8%	7.9%	0.0%	We have decided to find another way to track student incentives and positive support. We have developed an app using the Microsoft power app features the Office 365 suite. Now we currently must start purchasing incentives to recognize students who do meet our expectations. This was also a need identified in previous
SW	FY	HIS	ELD	AA	SPED	Exp												
4.5%	0.0%	4.2%	8.2%	6.8%	7.9%	0.0%												

help motivate students who may need more encouragement.



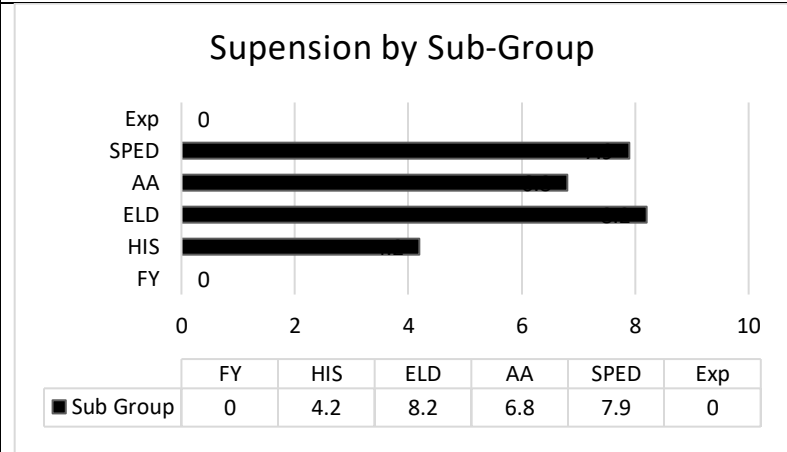
schoolwide surveys and part of the PBISTFI assessment a student still note that they have not been recognized for: Being respectful! Being responsible! Being safe! We have decided that we really need to make a system that allows students to earn opportunities such as unstructured time, school resources, etc.

Attendance

Attendance rate	Chronic Absentee Rate
96.90%	7.9%

**5B. Enrichment Opportunities**  
Additional hours will be used to facilitate focus groups that teach various social skills as well as interest-based activities to help students advocate/respond appropriate to situations and contribute positively to school culture.

\$15,000.00      \$15,000.00



We have decided to continue with this expenditure. We are working to develop a Makerspace lab where students can build skills with a focus on STEM. The funds here will also enable us to provide extended opportunities for students to participate in STEM related activities outside of the classroom.

**Gate Program**  
After School Robotics Program

**Modify:** We decided to offer Enrichment Opportunities in Literacy and Science, Technology, Engineering, and Mathematics and provide hourly time for extended learning opportunities outside of the Traditional School Day; specifically we would like to offer opportunities for students to engage in Literacy Reading Program and Writing Program and Science, Technology, Engineering, and Mathematics, Fluency and Literacy Program.

## 2018-2019 SPSA Annual Evaluation of Effectiveness

<b>LEA/School GOAL 6: Strengthen Family and Community Engagement</b> <span style="color: red;">Sites to complete this table</span>		
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	<ul style="list-style-type: none"> <li>• AAPAC –2</li> <li>• AVID Family Night - 2</li> <li>• Coffee w/Principal – 6</li> <li>• ELAC – 5</li> <li>• Parent-Teacher Conferences – 2</li> <li>• SSC – 9</li> <li>• Science Fair – 1</li> </ul>	<ul style="list-style-type: none"> <li>• AAPAC –2</li> <li>• AVID Family Night - 0</li> <li>• Coffee w/Principal – 6</li> <li>• Dia De Los Muertos Celebration-1</li> <li>• ELAC – 5</li> <li>• Parent-Teacher Conferences – 1</li> <li>• SSC – 9</li> <li>• Science Fair – 1</li> <li>• Microsoft Showcases-2</li> <li>• Awards Ceremonies-2</li> </ul>
Parent Engagement and Local Climate Survey	20% Completion Rate	

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		

<p>6A. Professional/Parent Conferences and Development</p>	<p>\$3,000.00</p>		<p>We met as a leadership team and noted that an area of growth for our campus is marketing. We developed a list of parent committees and community events to promote and encourage parent engagement. Though many of the parent events we initially drafted were not implemented this past school year, we adjusted throughout the year as we noted parents requested specific meetings and or events to continue to foster healthy communication and engagement with parents and the community. To specify, we had 5 community events where parents family members and community members were able to attend for student recognition, cultural celebrations, and school recognition that were not on our original list. Not to mention, every month we facilitated a coffee with the principal that became a major avenue for parents to share freely their thoughts opinions and make suggestions that will support us in the long run. made great changes that have made an impact on the culture and climate of our campus. We've listed all the meetings below that we've had with a quantifiable number.</p> <p>Parent Committee Notes</p> <ul style="list-style-type: none"> <li>• AAPAC –2</li> <li>• AVID Family Night - 0</li> <li>• Coffee w/Principal – 6</li> <li>• Dia De Los Muertos Celebration-1</li> <li>• ELAC – 5</li> <li>• Parent-Teacher Conferences – 1</li> <li>• SSC – 9</li> <li>• Science Fair – 1</li> <li>• Microsoft Showcases-2</li> <li>• Awards Ceremonies-2</li> </ul>	<p>We are going to continue this expenditure. However, we need to become more creative in how we recruit and/or market the learning opportunities to our parents. We are also looking to extend learning opportunities to parents of our feeder schools as well. We do feel that we need to increase our ability to reach parents for the following committees: African American parent advisory committee, English language advisory committee. We also noted an increase in the number of school site council meetings, and we feel we</p>
<p>6B. Schoolwide Communication</p> <ul style="list-style-type: none"> <li>• Student Agenda</li> <li>• School Website</li> </ul>	<p>\$3,865.00</p>		<ul style="list-style-type: none"> <li>• Teacher Usage Student Survey</li> <li>• Lesson Plans/Agenda</li> </ul>	<p>We will continue with this expenditure; however, we found a cheaper version of the student agenda. Many of the pages were not used or applicable to current practices here at Southridge.</p>

## 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 Yet	Data Not Available Yet

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		
<p><b>7A: Improve Climate and Culture</b>            Improve climate and school culture through facilitating assemblies, rallies, and workshops on the following topics:</p> <ul style="list-style-type: none"> <li>• Bullying prevention</li> <li>• Drug prevention</li> <li>• Middle school transition</li> <li>• Overcoming stress/anxiety</li> <li>• Girls empowerment</li> <li>• Anger management</li> <li>• School environment</li> </ul>	\$5,500.00		Attendance Parent feedback Teacher Feedback	We would like to continue with this expenditure; we will look for other social based assemblies that support PBIS and other social and emotional growth. We did not fund these sub-goals as we discovered that they should be funded by unrestricted funds. We did not fund these sub goals as we discovered that they should be funded by unrestricted funds. Will continue this expenditure as it is directly tied to WEB program. We will propose that this sub-goal serve as the overarching goal; services we are looking to add are: PBiS Assemblies, Social and Emotion presentations, WEB transition activities, and Student leadership/mentoring programs. Moreover, we are looking to combine all of the expenditures under the goal Action Service Title: Improve Climate and School Culture.



## 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 conducted to complete the school site plan as follows:</p> <ul style="list-style-type: none"> <li>• Data was collected and synthesized into a PowerPoint presentation that was communicated to the School Site Council</li> <li>• The SSC reviewed the data as well as previous established goals</li> <li>• The information and data presented at the school site council was also shared with the leadership team in which we reviewed academic achievement data and schoolwide results with the staff.</li> <li>• Administration sent out a survey to request needs for student achievement and support</li> <li>• ELAC was involved in this process in that we covered all of the information and data at their meetings and requested that they provide us with information an solutions to problems of practice in our efforts to support English language learners.</li> </ul>
<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><b>Goals and which we met our outcomes were as follows:</b></p> <ul style="list-style-type: none"> <li>• ELA School-wide Data</li> <li>• Depth of knowledge of Classrooms Visited</li> <li>• Increase in the number of students reaching a 3.0 GPA or higher</li> <li>• We met our attendance rate metric</li> <li>• Naviance metrics</li> <li>• Professional Development             <ul style="list-style-type: none"> <li>• Cycles of professional learning continuum rating</li> <li>• Conditions of instructional leadership team success rating</li> <li>• Teacher team continuum</li> </ul> </li> <li>• Increase the number of parent and community engagement events</li> </ul> <p><b>The actions and services that were most effective in achieving those results were the following:</b></p> <ul style="list-style-type: none"> <li>• increased technology and instructional resource</li> <li>• development of arenites academic success center</li> <li>• college and career field trips and experiences</li> <li>• enrichment opportunities during the school day as well as after school</li> <li>• increase and student recognition both socially, academically, and behaviorally</li> </ul>

- increase in showcase opportunities to highlight curriculum and professional development
- continuum of services to support development of teachers

**Which (if any) goals were not met based on overall student/school performance? Which actions/services were least effective?**

**Goals and which we met our outcomes were as follows:**

- Overall academic achievement in mathematics
- re classification rates for our English language learners
  - Overall ELPAC scores
  - English language learner students achieving a 3.0 GPA or higher
- Decrease the number of suspensions by subgroups specifically schoolwide, Hispanic, English language learners, and special education students

**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?**

**ELA achievement data we noted the following gaps:**

- English language learners earned a distance from standard score of -104.2
- special education students and a distance from standard score of -117.5

**mathematics achievement data we know that the following gaps:**

- African American students earned a distance from standard score of -114.1
- English Language Learners earned a distance from standard score of -153.1
- Special Education students and a distance from standard met score of -171.5

After examining the data, it became evident that efforts need to be made in providing training and development centered on differentiation. The data itself also enabled us to see the gaps very clearly so that we can begin making decisions that impact our practices as well as the direction of our professional development. In many other PLC's, we have discussed the need for us to ensure that we focus on mastery as well as completing our pacing as we want to ensure that students have access to all the content standards. When we fail to get through our pacing guide, we have noticed that we are increasing the gap versus decreasing the gap. So, we do believe that we need to have more time within our professional learning communities to streamline our practices, horizontally and vertically aligned curriculum, and provide feedback to one another how about areas where we can improve as practitioners. As we move forward to more inclusive practices, it will be necessary for us to focus on differentiating our instruction for each of these subgroups.

**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)?**

## 2017- 2020 Planned Improvements in Student Performance

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

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

<b>LEA/School GOAL 1: Increase Proficiency and Strategic Thinking</b>		
<b>Elementary and Middle School Metrics/Indicators</b>	<b>2018-19 Outcomes</b>	<b>2019-20 Expected Outcomes</b>
SBAC ELA for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards	-12	-2
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards	-72	-42
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	50.43%	55.43%
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	48.34%	53.34%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	34%	38%

<b>Identified Need(s):</b>	<p>Teachers needs</p> <ul style="list-style-type: none"> <li>Teachers need to develop a system of analyzing student data and communicating the results to students to help them reflect on their learning and academic achievement</li> <li>Teachers need to develop a RTI system to address learning needs after first instruction before employing Tier Two strategies or intervention.</li> <li>Teachers need to develop and refine Tier Two and Tier Three Interventions to address academic, social, and emotional needs of students</li> <li>Teachers need to increase use of technology to implement district curriculum with fidelity and provide additional opportunities for students to interact with rigorous curriculum and utilize 21st century skills</li> <li>Teachers need to focus professional development times in which instructional strategies are modeled and implemented to build capacity amongst each PLC</li> <li>Teachers need to differentiate instruction to meet the diverse learning needs of the staff/faculty and students.</li> </ul> <p>Student needs</p> <ul style="list-style-type: none"> <li>Students need to receive differentiated instruction to be proactive in supporting first instruction</li> <li>Students need support in remediation and support in ELA and Mathematics</li> <li>Students need time to process lessons at their own speed and level to move to deeper understanding of concepts.</li> </ul>
----------------------------	--

<p align="center"><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:</p>	<p align="center"><b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b></p>		<p align="center"><b>TIMEFRAME(s)</b></p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p><b>1A. PLC Development:</b> The goal is to strategically target students who have currently earn AP or at any ELA/math and assigned tutoring. Eventually we would like to have two types of tutoring:</p>		<p>1A. PLC Development</p> <ul style="list-style-type: none"> <li>October 2019 –May 2020</li> </ul>
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p align="center"><b>Grade Recovery</b></p> <p>Regarding grades, the goal will be to have continued rotations were students can attend a class where the teacher will help them with completing their assigned; in these situations, students may be lacking motivation for resources at home to complete the task. They may just need a place to study or even extra support and completing the assignments.</p>	<p align="center"><b>Common Assessment (RTI)</b></p> <p>Regarding common assessments, the goal here would be to have teachers who are prepared to strategically support students who may not have mastered the skill or concept based on the data from our common assessments. In reality, teachers here would be re-teaching, but missed on common data.</p>	<p>1B. Student Recognition (Awards and Incentives):</p> <ul style="list-style-type: none"> <li>October 2019 –May 2020</li> </ul> <p>1C. Summer Bridge program</p> <ul style="list-style-type: none"> <li>May –June 2020</li> </ul>
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p><b>1B. Student Recognition (Awards and Incentives):</b> Additionally, we would like to increase recognition for students who performed well on all exams that determine their proficiency such as the mass assessments as well as CAASPP assessments. The goal would be to recognize students who have demonstrated growth and for have consistently demonstrated a mastery of the content standards.</p> <p><b>1C. Summer Bridge program:</b> Summer Bridge helps our incoming 6<sup>th</sup> grade students’ transition to Southridge. In upcoming years, the program will offer engaging reading, mathematics, organizational strategies, as well as necessary social skills in hopes of helping students become familiar with the SMS way.</p> <p><b>1E. Supplemental Materials, printing supplies, and technology Equipment:</b> Purchase of additional resources to assist departments or teachers in enhancing and making content matter comprehensible for our students.</p> <p><b>1F. Updating Reading Selections for Library:</b> The library needs to be updated with new texts and titles.</p> <p><b>1G. Knight Academic Success:</b> After school writing, reading, and math lab where students can receive support or enrichment to improve their grades, proficiencies in core class, etc.</p>		<p>1E. Supplemental Materials, printing supplies, and technology Equipment</p> <ul style="list-style-type: none"> <li>January 2020 – June 2020</li> </ul> <p>1F. Updating Reading Selections for Library:</p> <ul style="list-style-type: none"> <li>December 2019—May 2020</li> </ul> <p>1G. Knight Academic Success:</p> <ul style="list-style-type: none"> <li>October 2019 –May 2020</li> </ul>

<p align="center"><b>2019-20 Evidence-based Actions/Services</b></p>	<p align="center"><b>Metric(s) for evaluating Action/Service</b></p>	<p align="center"><b>Pupils to be served</b></p>	<p align="center"><b>Person(s) Responsible</b></p>	<p align="center"><b>2019-20 Estimated Cost</b></p>
				<p align="center"><b>Title 1</b></p>

<p>1A. Provide Hours and Support of PLC Development:</p> <p>Refine RTI Framework that requires that students make up missing assignments to decrease Ds and Fs as well as receive additional support based on data from Common Assessments.</p> <ul style="list-style-type: none"> <li>Additional Hourly Time to: <ul style="list-style-type: none"> <li>Develop lessons and planned differentiated instruction</li> <li>Revise pacing guides to support remediation and support of student learning in Math and Language Arts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Sign-in Sheets</li> <li>PLC Assessments &amp; Lesson Plans</li> <li>Common Formative Assessment Data</li> </ul>	All	Administrators PLC/ILT Leaders	\$10,000.00
<p>1B. Recognize Student Academic Achievement Awards and Incentives:</p> <ul style="list-style-type: none"> <li>Achievement Awards and Academic Growth Recognition</li> <li>Reading Awards/Incentives</li> </ul>	<ul style="list-style-type: none"> <li>Quarter Grade Awards</li> <li>Semester Grade Awards</li> <li>Promotion Awards</li> </ul>	All	Clerical Staff	\$2,000.00
<p>1C. Offer a Bridge Academic Skills and Literacy Summer Bridge Program</p> <p>Provide additional Hourly Time to:</p> <ul style="list-style-type: none"> <li>Develop lessons and planned differentiated instruction</li> <li>Instruct students outside of the traditional calendar year</li> </ul>	<ul style="list-style-type: none"> <li>Survey and Feedback Form</li> <li>Sign-in Sheets</li> <li>SB ELA/Math Common Assessments</li> </ul>	In Coming Students	Administrators Teachers	\$8,000.00
<p>1E. Differentiate Instruction and Provide Blended Learning</p> <ul style="list-style-type: none"> <li>Purchase Instructional Technology (Hardware) student laptops and desktops</li> <li>Purchase Instructional software such as Edpuzzle, NEWSELA</li> <li>Instructional resources and printing</li> </ul>	<ul style="list-style-type: none"> <li>Common Formative Assessments</li> <li>Walkthrough and Observation</li> <li>Weekly Lesson Plans</li> </ul>	All	All Staff	\$26,101.00
<p>1F. Update Reading Selections for Class and School Library</p> <ul style="list-style-type: none"> <li>Purchase novels and online text that are of literary merit and aligned with Studysync curriculum; Differentiated novels of high interest to the students.</li> </ul>	<ul style="list-style-type: none"> <li>Common Formative Assessments and Curriculum Guides</li> <li>Library Checkout List</li> <li>MAP Assessment Scores</li> <li>Classroom Sign-up Logs</li> <li>Library Sheets</li> </ul>	All	Librarian	\$6,500.00

<p>1G. Provide Tutoring and Extended Learning Opportunities After School—</p> <ul style="list-style-type: none"> <li>• Provide additional hours for teachers support students with literacy, mathematics, and work completion.</li> <li>• Instructional resources and printing</li> </ul>	<ul style="list-style-type: none"> <li>• MAPS: ELA/Math</li> <li>• Grade Distribution Reports</li> <li>• Student Sign-in Sheets</li> </ul>	All	Administrators Teachers	\$10,000.00
<p>1H. Offer Enrichment Opportunities in Literacy and Science, Technology, Engineering, and Mathematics</p> <ul style="list-style-type: none"> <li>• Provide hourly time</li> <li>• Provide Instructional Materials</li> <li>• Instructional resources and printing</li> </ul>	<ul style="list-style-type: none"> <li>• MAPS: ELA</li> <li>• Student Sign-in Sheets</li> <li>• Showcase Participation</li> </ul>	African American ELL Students SPED Female	Administrators	\$7,000.00
<b>Total Estimated Cost for This Goal:</b>				\$69,601

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	5%	≥10%
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-104.2	-94.2
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-153.1	-149.1

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>Students need additional support to help them better understand the importance of the ELPAC test. The tutoring sessions will provide students with Amy or similar situations and scenarios that mimic the felt test. You also help students understand the reclassification process for FUSD.</li> <li>Teachers need to be provided training and support in the classroom to support students who are developing English as a second language</li> <li>Students need additional support and resources to help with classwork and homework completion</li> </ul>
----------------------------	--

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A. Provide extended learning in language and vocabulary support <ul style="list-style-type: none"> <li>Provide Certificated and Classified Additional Hourly</li> </ul>	<ul style="list-style-type: none"> <li>Time Sheets</li> <li>Student Sign-in Sheets</li> </ul>	ELD Students  Academically Low Students	Administrators Teachers Clerical Staff	\$5,000.00

	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> </ul>			
2B. Provide tutoring in both ELA and Mathematics to support reading and math fluency.	<ul style="list-style-type: none"> <li>• Time Sheets</li> <li>• Student Sign-in Sheets</li> <li>• Common Formative Assessments</li> </ul>	Academically Low Students	Administrator ELD Coordinator	\$3,000.00
2C. Provide Bilingual Blended Learning Opportunities <ul style="list-style-type: none"> <li>• Rosetta Stone Purchase, Edpuzzle, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Time Sheets</li> <li>• Student Sign-in Sheets</li> <li>• Common Formative Assessments</li> </ul>	ELD Students	Administrators Teachers Clerical Staff	
<b>Total Estimated Cost for This Goal:</b>				\$8,000.00



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

<b>Metrics/Indicators</b>	<b>2018-19 Outcomes</b>	<b>2019-20 Expected Outcomes</b>
Naviance	Naviance 97%	Naviance 98%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Students need help to learn the importance of passing classes.</li> <li>• Teachers need a systemic method of analyzing the number of D’s and F’s in core classes.</li> <li>• Teachers need to increase their knowledge of the A thru G Requirement to share information (8th graders)</li> <li>• School needs to increase the number of field trip opportunities to colleges or universities</li> </ul>
----------------------------	--

<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>
<p>3A. Implement Avid Program</p> <p>A. <i>Tutors:</i> maintain two tutors and have 8th Grade high achieving AVID students also leading tutorials as TAs.</p> <p>B. <i>Avid Coordinator Hours:</i> We will also be providing additional hours for the AVID Coordinator(s) to complete various tasks that maintain our certification. Eventually, we would like to reduce to 60 hours.</p> <p>C. <i>Site Membership</i></p> <p>D. <i>Parent Nights:</i> We also like to offer additional hours to teachers to train parents how to use AVID strategies to support student learning at home; also develop a system where students support and/or co-teach these meetings for community service hours.</p>	<ul style="list-style-type: none"> <li>• MAP Assessment Scores</li> <li>• Time Sheets</li> <li>• Sign-in Sheets</li> </ul>	<p>At Risk Students</p> <p>Middle Range Students</p>	<p>AVID Coordinator</p> <p>AVID Site Team</p>	\$5,000.00
<b>Total Estimated Cost for This Goal:</b>				\$5,000.00



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

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

<b>Identified Need(s):</b>	<p><b>The following are our identified needs:</b></p> <ul style="list-style-type: none"> <li>• Teachers need to differentiate and group students to increase access and student engagement.</li> <li>• Teachers need to provide collaborative learning groups and collaborative groups of study to increase student engagement (AVID Strategies)</li> <li>• Teachers need to implement positive behavior intervention support and restorative practices to help reduce the number of suspensions</li> <li>• School needs strategies to help teachers collaborate and Co teach to support students with special needs</li> <li>• Teachers need effective methods of incorporating technology and blended learning experiences in the classroom</li> </ul>
----------------------------	--

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
<p>4A. Professional Development, Enrichment, and Resources</p> <p>Staff receive program-specific training such as:</p> <ul style="list-style-type: none"> <li>• Differentiation and Reducing Achievement Gap</li> <li>• Co-teaching and Collaborative Models</li> <li>• AVID Site Conference</li> <li>• AVID Summer Institute</li> </ul>	<ul style="list-style-type: none"> <li>• PD Training Form</li> <li>• ILT Minutes</li> <li>• Survey/Feedback</li> <li>• PD Minutes</li> <li>• Conditions for a Successful Meeting</li> <li>• Survey PLC Action Items Lesson Plans</li> </ul>	All Students	Administrators ILT Leaders PLC Chairs Leadership Team	\$15,000.00
<b>Total Estimated Cost for This Goal:</b>				\$15,000.00

**LEA/School GOAL 5: Engage Students & Decrease Dropout Rates**

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

Dropout rate		NA	NA
Suspension rate:	SW	4.5%	4.0%
	FY (homeless)	0	0
	Hisp	4.2%	4%
	ELL	8.2%	7.2%
	AA	6.8%	6%
	Sped	7.9%	7%
Expulsion rate		0	
Attendance Rate		96.90%	97%
Chronic Absenteeism		7.9%	7.5%

<b>Identified Need(s):</b>	<ul style="list-style-type: none"> <li>• Students need to learn how to advocate for themselves in a manner that is appropriate and effective</li> <li>• School needs to develop other means of correction that effectively helps students acquire skills necessary to help them make better choices if they find themselves in a similar situation</li> <li>• School needs to develop more frequent opportunities to recognize when students demonstrate appropriate behavior</li> <li>• School needs to increase opportunities for students to revisit and reinforce expectations</li> </ul>
----------------------------	---

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>Attendance supports and incentives are not allowable out of Title I.</i>
<b>Total Estimated Cost for This Goal:</b>				=

LEA/School GOAL 6: Strengthen Family and Community Engagement <b>Sites to complete this table</b>		
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	<ul style="list-style-type: none"> <li>• AAPAC –2</li> <li>• AVID Family Night - 0</li> <li>• Coffee w/Principal – 6</li> <li>• Dia De Los Muertos Celebration-1</li> <li>• ELAC – 5</li> </ul>	<ul style="list-style-type: none"> <li>• AAPAC –2</li> <li>• AVID Family Night - 1</li> <li>• Coffee w/Principal – 6</li> <li>• Dia De Los Muertos Celebration-1</li> <li>• VAPA Showcase 3</li> </ul>

	<ul style="list-style-type: none"> <li>• Parent-Teacher Conferences – 1</li> <li>• SSC – 9</li> <li>• Science Fair – 1</li> <li>• Microsoft Showcases-2</li> <li>• Awards Ceremonies-2</li> </ul>	<ul style="list-style-type: none"> <li>• ELAC – 5</li> <li>• Parent-Teacher Conferences – 1</li> <li>• SSC – 9</li> <li>• Microsoft Showcases-2</li> <li>• Awards Ceremonies-2</li> </ul>
Parent Engagement and Local Climate Survey	20%	23%

<b>Identified Need(s):</b>	<p><b>We have identified the following needs:</b></p> <ul style="list-style-type: none"> <li>• Need to increase parent involvement</li> <li>• Need to increase parent knowledge of CCSS and SBAC</li> <li>• Need to increase parent awareness of Q Parent Connect</li> <li>• Need to increase parent awareness of Common Core Standards and SBAC demands</li> <li>• Need to develop data collection processes to: <ul style="list-style-type: none"> <li>• measure/assess our objectives and goals for events</li> <li>• modify/revise dates, and times to maximize the number parents we serve</li> <li>• determine the types of events or workshops necessary to increase parent engagement</li> </ul> </li> </ul>
----------------------------	--

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>
<p>6A. Parent Engagement Opportunities:</p> <ul style="list-style-type: none"> <li>○ Provide additional hourly for staff members to provide and develop workshops &amp; resources: <ul style="list-style-type: none"> <li>○ Support learning at home (i.e. Microsoft teams, StudySync, Discovery, etc.)</li> <li>○ Literacy and mathematics fluency workshops</li> </ul> </li> <li>○ Instructional resources and printing such as Math Family Night Kits Nifty Numbers TM Kit.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Committee Notes</li> <li>• Parent Feedback Survey</li> <li>• Parent Sign in Sheets</li> </ul>	All	Teachers Clerical Staff	\$3,536.00

<b>Total Estimated Cost for This Goal:</b>	\$3,536.00
--	------------

**Unfunded School Site Council Priorities**

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Laptops/Computers on Wheels (Technology)	VAPA Students	\$36,000.00 2 Carts	Teachers Clerical Staff
3D Printer (Technology)	Math Students	\$5,000.00	Teachers
Robotics (Technology)	All Students	\$500.00 ea. Student involved	Teachers
STEM Program Development	All Students	\$10,000.00	Administrators, STEM Teachers

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

Federal Programs		Allocation
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation including carryover</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$101,137.00
<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).	\$3,536.00
<b>Total amount of federal funds allocated to this school</b>		\$101,137.00

**The following site-level supports are included in the district’s 2017- 2018 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>• ELPAC 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> <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>

## School Site Council Membership

The SSC shall be composed of

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

Name	Position	Length of Term	Term Expires	Minimum Numbers
Dr. Roy Rogers	Principal	Not-Applicable	Not-Applicable	1
Danielle Keebler	Classroom Teacher	1 years	May 2020	1
Chris Fisher	Classroom Teacher	1 years	May 2020	1
Pamela Matea	Classroom Teacher	1 years	May 2020	1
Kimberly Brito	Classroom Teacher	1 years	May 2020	1
Genevieve Perez	Other Staff Member (Specify): Chairperson	1 years	May 2020	1
<b>Sub Total: 6</b>				
Lizbeth Martinez	Parent/Community Member	1 years	May 2020	1
Kelli Gonzales	Parent/Community Member	1 years	May 2020	1
Stacie Bell	Parent/Community Member	1 years	May 2020	1
Rubi Sanchez	Student Member	1 years	May 2020	1
Janine Betcher	Student Member	1 years	May 2020	1
Jennifer Ortiz	Student Member	1 years	May 2020	1
<b>Sub Total: 6</b>				

				<b>Total: 12</b>
--	--	--	--	------------------

# RECOMMENDATIONS AND ASSURANCES