

2017-2020 Single Plan for Student Achievement (SPSA)		SPSA Year: <input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19 <input checked="" type="checkbox"/> 2019-20	
School Name and School Code	Harry S. Truman Middle School 36-67710-6113351		SSC Approval Date: October 17, 2019
School Address	16224 Mallory Drive Fontana, CA 92335		Local Governing Board Approval Date: <input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum
Name of Principal	Kim M. Hall, Ph. D.	Phone # and Email	909-357-5190 Kim.Hall@fusd.net
Name of SSC Chairperson	Ana Luna	Phone # and Email	909-997-7200 AnaLuna01234@gmail.com
SCHOOLWIDE PROGRAM (SWP)	TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT	
<input checked="" type="checkbox"/> SWP	<input type="checkbox"/> Targeted Assistance Program (TAS)	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)	
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds		<input type="checkbox"/> Targeted Support and Improvement (TSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	

## SCHOOL BACKGROUND

<p><b>VISION AND MISSION</b></p>	<p><b>Mission Statement:</b> Preparing every student for the world of tomorrow, today.</p> <p>Our <b>vision</b> is to prepare all students for high school, college, and a career while meeting their social and emotional needs to ensure academic success.</p>
<p><b>SCHOOL AND COMMUNITY PROFILE</b></p>	<p>Truman Middle School (TMS) is located in Fontana and serves approximately 1,100 students in grades six through eight. A vast majority of the students are of Hispanic descent (91%) followed by White (4%), African-American (3%) and Asians (1%). Nearly 37% of TMS students are English Learners (EL). Of this population 20.7% are identified as well developed based on results from the ELPAC; 42.2% are moderately developed, 18.7% are somewhat developed, and 18.4% are at the beginning stage. Approximately 29% of TMS students are Reclassified Fluent English Proficient (RFEP). Additionally, 4% of TMS students participate in the Gifted and Talented Education (GATE) program, 14% are identified as Special Education, and 14% participate in the Advancement Via Individual Determination (AVID) program elective. All of Truman’s students receive free lunch thus qualifying the school for Title I funding to improve student learning and instructional practices. One percent of Truman students are identified as Foster Youth.</p> <p>Truman Middle School provides a safe and clean environment serving all students, staff, and community and involves all stakeholders in the creation and review of a Safe School Plan. The site contains 51 permanent classrooms, 3 portables, a library, three computer labs, a gymnasium, and locker rooms.</p> <p>Truman is the only middle school in FUSD that offers a French class and a STEM rotation (elective wheel).</p>
<p><b>SPSA HIGHLIGHTS (bullet points)</b></p>	<ul style="list-style-type: none"> <li>• Truman earned a Platinum status (the highest recognition) by the California PBIS Coalition.</li> <li>• We are proud to announce that we have introduced four new elective offerings for our students:             <ul style="list-style-type: none"> <li>○ Spanish</li> <li>○ Spanish for Native Speakers</li> <li>○ French</li> <li>○ STEAM (Science, Technology, Engineering, Arts, Math) Wheel</li> </ul> </li> </ul>
<p><b>INCREASED OR IMPROVED SERVICES (bullet points)</b></p>	<ul style="list-style-type: none"> <li>• Increased the number of college tutors who support math classes</li> <li>• AVID students are now required to do community service</li> <li>• Increased the number of elective offerings</li> <li>• The library is adding a makerspace to support the STEAM program</li> <li>• Increased the number of 75-in televisions and related technology in classrooms</li> <li>• Improved the selection process to ensure that the right students are identified for intervention programs</li> <li>• AVID is now a schoolwide program. All teachers have been trained in focused note taking.</li> <li>• We now offer a Learning Center designed to support students with disabilities.</li> </ul>

<p>MOONSHOT</p>	<p><b>Science Technology Engineering Arts Mathematics (STEAM)</b></p> <p>To prepare our students for an increasingly technical workforce and the high school Career and Technical Education (CTE) program, we developed a project-based STEAM elective wheel to promote cross-curricular integration of all subjects, with a primary focus on engineering. The program will make use of our current technology program where students learn about robotics, 3D modeling and fabrication, electronics, coding, web development, animation, game design, and video production within the context of project-based learning. They also learn applicable computer skills, as they apply to other content areas. The students will type, construct academic pieces of writing about social issues, as well as create mind maps to organize their thinking for recall and concept connections. These projects offer opportunities for the integration of other subject matter, most notably from math and science. Together, with select teachers from other content areas, our goal is to create a cohort of STEAM students to take our existing technology program to the next level, namely an integrated program that constructs connections and deeper understanding of core content concepts that relate to the projects our students presently explore.</p>
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## 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 <i>(Change in Distance from Standard or DFS)</i>	-56.6	-53
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-91.8	-109
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	52.6	55.2
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	52	49.44
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	40	37.4

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
<b>1A</b> Staff will analyze results of common assessments and MAP assessments  PLC collaboration time for ILT to monitor the AGP; Monthly  Department Meetings – Dept. teams develop common assessments, discuss assessment data, and share plans to utilize key instructional practices in alignment with the school’s instructional focus area; Monthly			Meeting minutes/agendas: completed the actions Analyzing data helped staff make decisions about instruction. Staff analyzed common assessments at least four times during the school year.	Continue
<b>1B</b> Place students in intervention classes (Math/READ 180).			Enrollment: completed the actions.	Continue

Data review and analysis of testing data to discuss proper placement of students.			Approximately 30% of the student population was enrolled in an intervention class. Placing students in intervention classes helped support their learning.	
<b>1C</b> Differentiate Instruction. Purchase supplemental instructional materials (including software such as BrainPOP) for intervention and enrichment programs including summer. Purchase laptop computers/laptop cart for use in classrooms.	\$38,601	\$29,972	Assessments: Student achievement on the state test increased by 13.2 points in ELA and decreased by 2.6 points in math based on the DFS. Logins (usage): 2,867 logins The supplemental materials were effective as instructional supports.	Modify, decrease number of purchased laptop computers
<b>1D</b> Tutoring - offered to all students. Highly encourage students who are not at grade level; Monthly			Student participation: sign-in sheets Assessments: Student achievement on the state test increased by 13.2 points in ELA and decreased by 2.6 points in math based on the DFS. Tutoring was effective in supporting language arts development.	Continue
<b>1E</b> Implement AVID Strategies. College Tutors. AVID Coordinator. Daily; Coordinates the AVID program	\$3,000	\$14,686	Completed the actions. Student achievement on the state test increased by 13.2 points in ELA and decreased by 2.6 points in math based on the DFS. Support staff was effective in supporting language arts development.	Continue
<b>1F</b> Purchase books for the library for student use	\$5,000		Completed the action. Receipts. Students read more books once they saw books in the library that was of interest to them. So, purchasing the books was effective.	Continue

## 2018-2019 SPSA Annual Evaluation of Effectiveness

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	25	7.2
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-131.5	-126.5
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-173.4	-179.4

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</b></p> <p>Place students in intervention classes (ELD/ALD).</p> <p>Analysis of testing data to discuss proper placement of students; each grading period.</p>			<p>Actions completed.</p> <p>Placing students in intervention classes helped support their learning.</p> <p>Approximately 180 students were enrolled in an ELD/ALD intervention program.</p>	Continue
<p><b>2B</b></p> <p>Invite students to participate in summer intervention program: Basic Reading and Writing Skills and/or mathematics</p> <p>Invite students to participate in summer enrichment programs</p> <p>Unfunded Priority</p>			<p>Priority was not funded. Did not offer a summer reading and writing program.</p>	Discontinue

<p><b>2C</b> ELPAC Testing</p>		<p>\$1,500</p>	<p>Action completed. Three teachers were paid for ELPAC testing. The testing schedule was effective.</p>	<p>Continue</p>
<p><b>2D</b> Hire a Tutor Monitor  Purchase supplemental instructional resources for students</p>	<p>\$36,000</p>		<p>Actions completed. EL student achievement on the state test increased by 15 points in ELA and did not change in math based on the DFS. Support staff was effective in supporting language arts development.</p>	<p>Continue but move to goal 1E.</p>

## 2018-2019 SPSA Annual Evaluation of Effectiveness

<b>LEA/School GOAL 3: Increase Graduation and College &amp; Career Readiness</b>		
<b>School Metrics/Indicators</b>	<b>2018-19 Expected Outcomes</b>	<b>2018-19 Actual Outcomes</b>
Increase the use of Naviance	100%	99%

<b>2018-19 Actions/Services</b>	<b>Estimated Expenditures</b>		<b>Actual Results Include the metric(s) for evaluating the Action/Service</b>	<b>SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue</b>
	<b>Title 1</b>	<b>SUPC</b>		
<b>3A</b> Conduct Naviance classes and Six-to-Eight-Year academic success plans  SBAC Chats  SBAC Scale score goal setting			Actions completed. Using Naviance was effective in getting students to think about their future education and careers. Over 99% of the student population participated in Naviance.	Continue
<b>3B</b> College Tours and other field trips	\$5,000	\$4,430	Actions completed. Visiting college campuses was effective in getting students to think about their education goals. Students followed up by submitting a writing assignment that focused on their education goals. Nearly 75% of students participated in at least one field trip.	Continue
<b>3C</b> AVID Membership fee		\$1,265	Fee paid. All indicators were rated “Meets AVID implementation expectations.”	Continue

<b>3D</b> Increase the number of students enrolled in advanced math classes			Enrollment increased. Enrolling more students in advanced classes was effective in exposing students to advanced curriculum.	Continue
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## 2018-2019 SPSA Annual Evaluation of Effectiveness

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

<b>2018-19 Actions/Services</b>	<b>Estimated Expenditures</b>		<b>Actual Results Include the metric(s) for evaluating the Action/Service</b>	<b>SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue</b>
	<b>Title 1</b>	<b>SUPC</b>		
<p><b>4A</b> Substitute Release Days for teachers to receive content-specific full-day PD for Writing/Argumentative Writing, Math Training, CCSS, Instructional Rounds, Looking at Student Work, etc. Three times per year; Teachers receive training and collaborate with TOAs regarding curriculum and instruction with a specific period of time spent observing lessons</p> <p>Purchase PD related materials</p>	\$1,500		<p>Did not implement the content-specific full-day PD. Teachers were out of their classrooms several times throughout the year for trainings, so we chose not to remove them from students for three additional days.</p>	<p>Modify. Since teachers are being released for training led by the Teaching and Learning Division, we will decrease the number of site-based release days so that teachers do not have too many days out of the classroom away from their students.</p>
<p><b>4B</b> <u>Professional development related costs for travel and conference.</u></p> <p>Substitute Release Days for teachers to receive program-specific PD such as AVID, WEB, co-teaching, PBIS, restorative practices, 504, etc.</p>	\$23,686	\$10,680	<p>Action completed. Teachers attended a Solution Tree PLC Conference, a STEAM symposium, an AVID Summer Institute and AVID Path to Schoolwide Training, and a CAHPERD State conference. Teachers shared their learning with the staff. More than 50% of walkthrough observations confirmed that teachers implemented strategies learned.</p>	<p>Continue</p>

<p><b>4C</b>                  Extended Hourly Pay for PLC collaboration including the PBIS team.</p> <p>PLC collaboration time for the ILT to monitor the AGP/school plan; (discuss instruction and curriculum concerns and decisions that relate to instruction and curriculum.</p>	<p>\$7,893</p>	<p>PBIS team meeting minutes: Action completed. All tiers of the PBIS team met goals to improve the climate and culture on campus. PBIS meetings occurred at least three times per month. Truman was recognized by the California PBIS Coalition and awarded Platinum status. More than 80% of walkthrough observations confirmed that teachers were consistent in providing instructional feedback</p> <p>ILT meeting minutes: The ILT met monthly to analyze data and set instructional goals based on the data. This was effective in determining delivery of instruction. More than 90% of walkthrough observations confirmed that teachers displayed and engaged their student in the learning and success criteria.</p>	<p>Continue</p>
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## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Expected Outcomes	2018-19 Actual Outcomes
Dropout rate			
Suspension rate:	SW	2	1.2
	FY (homeless)		0
	Hisp	2	1.1
	ELL	2	1.2
	AA	2	0
	Sped	2	0
Expulsion rate		0	0
Attendance Rate		96.4	95.91
Chronic Absenteeism Rate		9.98	11.2

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>5A</b></p> <p>The attendance team will review attendance data to identify at-risk students. Monthly; periodic site attendance review meetings held to identify at-risk students and create action plans for remediation.</p>			<p>Actions completed. Meeting regularly was effective in determining interventions to support students who are chronically absent. Student grades and test scores: good attendance has a positive impact on students' grades and test scores.</p>	Continue

<p><b>5B</b></p> <p>Awards and Recognition Create certificates, post/display student names, and give awards for perfect attendance and positive behavior.</p> <p>At the end of each semester, recognize student attendance at awards assemblies.</p>	<p>\$1,500</p>	<p>\$1,500</p>	<p>Actions completed. Recognizing students for attendance, behavior, and academics was effective in creating student and parent satisfaction. Students were recognized 12 times during the school year for perfect attendance and 38 times for positive behavior.</p>	<p>Modify: continue the action but without the use of Title I funds.</p>
<p><b>5D</b></p> <p>Analyze behavior and school climate data PBIS meetings held to discuss discipline and referral data, periodic meetings with clerical staff, teachers, and counselors to discuss data and make decisions and adjustments relating to the discipline process and outcomes.</p>	<p>1,000</p>		<p>Actions completed. Meeting regularly was effective in matching specific interventions to selected students. PBIS meetings occurred at least three times per month. Behavioral data decreased by approximately 30%. Academic data wasn't collected but will be next year.</p>	<p>Continue</p>
<p><b>5E</b></p> <p>Reflection Room</p> <ul style="list-style-type: none"> <li>• Utilize PBIS and Restorative Practice activities and curricula.</li> </ul> <p>Cultivate social-emotional skills and team building</p>	<p>\$6,000</p>		<p>Actions completed. Providing time for reflection was effective in reducing repeat offenders. The reflection room was used daily. Behavioral data decreased by approximately 30%. Academic data wasn't collected but will be next year.</p>	<p>Continue</p>

## 2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	8	8
Parent Engagement and Local Climate Survey	25%	28%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
<b>6C</b>  Translation/Interpretation Services As needed; staff is provided to interpret at parent meetings, conferences, individualized education plan (IEPs) and other functions and events that occur throughout the year at TMS and translate letters and notes.		\$1,046	Actions completed. Translating and interpreting was effective ways to ensure two-way communication with students and parents. Translation/Interpretation services were used 2-3 times per week all school year.	Continue
<b>6D</b>  Materials/Refreshments As needed; parental involvement policy, student planners, and other materials Refreshments for parent/community meetings	\$4,800		Actions completed. Students used their planners to keep track of their assignments and assignment due dates. Teachers checked planners twice a month. Supplying students with planners is an effective way for students to keep track of assignment due dates. It is also effective in helping students have a quick reference to school policies and procedures.	Modify: continue providing materials for parent events, but discontinue using Title I funds to provide the refreshments.
<b>6E</b>  Organize Events	\$4,158		Actions completed. There were 8 events during the year. Offering trainings for parents was an effective way to help them support their children at home. Metric: Sign-in sheets	Continue

<p>As needed; events are held to support different programs and activities that take place at TMS. Examples include assemblies, parent meetings, parent education workshops, science fair, etc.</p>			<p>Approximately 700 parents attended the various events.</p>	
<p><b>6F</b> Send parents to a regional CAFE conference</p>	<p>\$1,000</p>		<p>Action completed. TMS paid the registration, parking, and mileage for four parents – CAFE in May 2019. Sending parents to the conference was effective in getting them to learn more about the importance of bilingual education. Metric: feedback from the four participating parents; parent surveys stated that they learned strategies to engage their children.</p>	<p>Continue</p>

## 2018-2019 SPSA Annual Evaluation of Effectiveness

<b>LEA/School GOAL 7: Promote Healthy Environments</b>		
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	55.8%	37.3%

<b>2018-19 Actions/Services</b>	<b>Estimated Expenditures</b>		<b>Actual Results Include the metric(s) for evaluating the Action/Service</b>	<b>SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue</b>
	Title 1	SUPC		
<b>7A</b>  Revisit/revise Safe School Plan and School Disaster Plan Yearly; administration meets with SSC to discuss each section of the safe school plan and disaster plan to make adjustments and changes that better support the school and climate.			Revisiting the Safe School Plan is effective in ensuring that everyone knows what to do during an emergency.	Continue
<b>7B</b>  Student and Staff Awards and Recognition Throughout the year; provide certificates and other awards for good behavior.  At the end of each semester; recognize student attendance, behavior and academics at the awards assemblies.	\$500		Actions completed. Recognizing students for attendance, behavior, and academics was effective in creating student and parent satisfaction. Students were recognized 38 times by the administrators throughout the school year for positive behavior. Students were recognized daily by all staff.	Continue
<b>7C</b>  Improve Climate and Culture			Creating a welcoming environment ensures that people will want to be present and belong.	Continue

Post banners and flags all over the campus promoting school motto and school-wide expectations				
Paint murals to improve climate and increase school spirit				

### 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 School Site Council reviewed the metrics and results from each action and service. The council discussed outcomes and made decisions to continue the actions/services, modify them, or discontinue. In some cases, the council moved actions/services from one goal to another and decided to increase or decrease budget allocations based on needs.</p>
<p><b>Describe the conclusions drawn from the overall results:</b></p>	<p>We exceeded the projected outcome on the ELA SBAC by 3.6 points and we exceeded the projected outcome on the NWEA MAP Reading by 2.6 points. Our English learners exceeded the projected outcome on the ELA SBAC by 5 points. We also exceeded expected outcomes in the dropout, suspensions, and expulsions categories in all student groups. All the actions/services listed in goals one and two were effective in achieving the positive results.</p> <p>We missed meeting our expected outcomes in mathematics on the SBAC and the MAP by 17.2 points and 2.56 points, respectively. Our English learners missed meeting our expected outcomes in mathematics on the SBAC by 6 points. The actions/services were not an issue. The adopted curriculum was not aligned well enough to the common core state standards. This year, mathematics teachers will supplement the curriculum with the Discovery Learning Math Techbook.</p> <p>Due to a slight increase in chronic absenteeism, we missed our expected goal of 100% of students participating in Naviance lessons by 0.5 points.</p> <p>None of the actions/services addressed the metrics in goals 7. Much attention was focused on addressing students' social and emotional needs, but not enough attention was focused on students meeting the Healthy Fitness Zone (HFZ) standards.</p> <p>There were notable gaps in performance on the SBAC for our English learners and students with disabilities. This year, teachers will be explicit in their instruction for these student groups. During classroom walkthroughs, administrators will focus on identifying instructional strategies that support these student groups and ensure that teachers are aware of the most effective strategies. Truman has created a Learning Center to support students with disabilities. College Tutors and AVID students assist in the Learning Center twice a week to help with AVID strategies.</p>

### 2017-2020 Planned Improvements in Student Performance

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

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

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
SBAC ELA for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-53	-43
SBAC Math for Grades 3-8: <b>Change</b> in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-109	-99
NWEA MAP Reading: % of students who meet expected <b>fall to fall growth</b>	55.2	57.2
NWEA Math: % of students who meet expected <b>fall to fall growth</b>	49.44	54
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	37.4	42

<b>Identified Need(s):</b>	<p>Teachers need supplemental resources to differentiate instruction, assistance in delivering instruction, and time and support in developing the plans.</p> <p>Teachers need the service of an additional tutor monitor to assist with differentiating instruction in the classrooms.</p> <p>Students need increased rigor, instructional materials, increased access to differentiated curriculum and instruction, enrichment, intervention, remediation, and access to up-to-date literature and nonfiction text.</p> <p>Students need access to technology to become familiar with the testing platforms.</p> <p>Students need recognition and awards to increase engagement with learning.</p>
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<b>SWP Requirements:</b> [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	<b>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</b>	<b>TIMEFRAME(s)</b>

<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>The AVID coordinator will model AVID strategies for all teachers.</p> <p>Counselors will conduct Naviance lessons and six-to-eight-year academic success plans.</p> <p>PLC/Dept. teams will agree on common assessments to administer, discuss assessment data, and share plans to utilize key instructional practices in alignment with the school's instructional focus area</p>	<p>August 2019 – May 2020 Monthly</p>
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>The STEAM wheel provides enrichment in science, technology, engineering, arts, and mathematics.</p> <p>Tutoring - offered to all students, but will highly encourage students targeted students (ELs and SWDs)</p>	<p>August 2019 and as needed with new student enrollments throughout the school year</p> <p>Throughout the school year</p> <p>August through November</p> <p>Throughout the school year</p>
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>Staff will analyze results of common assessments and MAP assessments</p> <p>Tutoring - offered to all students, but will highly encourage students targeted students (ELs and SWDs)</p> <p>Place students in intervention classes (Math/READ 180, Integrated Coding and Computing), and ELD/ALD as needed based on assessment results.</p> <p>The attendance team will review attendance data to identify students with chronic absenteeism and provide support and offer incentives.</p> <p>The admin/counseling team will analyze referrals and student grades to identify at-risk students for PBIS tiers II and III and will provide appropriate support such as social and emotional counseling.</p>	<p>September 2019 – May 2020 Twice a week</p> <p>Monthly</p> <p>Throughout the school year</p>

<p><b>2019-20 Evidence-based Actions/Services</b> <b>Must address the Identified Needs</b></p>	<p><b>Metric(s) for evaluating Action/Service</b> <b>Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)</b></p>	<p><b>Pupils to be served</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>2019-20 Estimated Cost</b></p>
				<p><b>Title 1</b></p>
<p><b>1A</b> Differentiate Instruction.</p> <ul style="list-style-type: none"> <li>• Purchase supplemental instructional materials.</li> <li>• Purchase laptop computers for use in classrooms.</li> <li>• College Tutors and Tutor Monitors</li> </ul>	<p>Grades Assessment results Software login usage</p>	<p>All</p>	<p>Teachers</p>	<p>\$11,798</p>

Additional hourly for planning, data analysis, and collaboration				
<b>1B</b> Implement AVID Schoolwide <ul style="list-style-type: none"> <li>• College Tutors</li> <li>• Tutor Monitor</li> </ul>	Grades Assessment results	All	Teachers	\$64,443
<b>1C</b> Support Literacy Across Content Areas Purchase books and academic material (maker space) for the library for student use.	Grades Assessment results	All	Teachers Librarian	\$5,000
<b>Total Estimated Cost for This Goal:</b>				\$81,241

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	7.2	12.6
SBAC ELA for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-126.5	-116.5
SBAC Mathematics for English Learners: <b>Change</b> in average scaled score points from Meets Standards	-179.4	-169.4

<b>Identified Need(s):</b>	<p>Teachers need professional development to better address the needs of our English learners.</p> <p>Students need additional support to develop English language skills such as scaffolding, one-to-one and small group instruction, and immediate feedback.</p> <p>Students need hands-on use of technology.</p> <p>Students need access to more primary language supports such as the Spanish version of Brainpop.</p>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
<b>2A</b> Provide Professional Development <ul style="list-style-type: none"> <li>• Workshops, trainings, travel/conferences</li> <li>• Additional hourly</li> <li>• Substitute teachers</li> <li>• Professional books</li> <li>• Planning Time</li> </ul>	Walkthroughs Participant feedback	EL	Teachers	\$3,500

<b>Total Estimated Cost for This Goal:</b>		\$3,500
<b>LEA/School GOAL 3: Increase Graduation and College &amp; Career Readiness</b>		
<b>Metrics/Indicators</b>	<b>2018-19 Outcomes</b>	<b>2019-20 Expected Outcomes</b>
Increase the use of Naviance	99%	100%

<b>Identified Need(s):</b>	Students need increased rigor and opportunities to experience learning outside of the classroom.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as scored writing samples/projects, course enrollment, quarter/semester grades, student attitudes and perceptions about college and careers)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
<b>3A</b> Extended Learning Opportunities Academic field trips that align to CCSS	Grades Common assessment results to measure effectiveness of extended learning opportunities Surveys to assess effectiveness of fieldtrips	All	Teachers	\$700
<b>Total Estimated Cost for This Goal:</b>				\$700

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>	Teachers need professional development for effective delivery of common core state standards curriculum and to design rigorous, engaging instruction. Teachers need professional development in AVID strategies such as Collaborative Study Groups. Teachers need increased opportunities to work together as a PLC to analyze student work and to plan differentiated support.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as walk-throughs, PLC agendas)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
<b>4A</b> Professional Development <ul style="list-style-type: none"> <li>Workshops, trainings, planning time</li> <li>Travel/Conference</li> <li>Additional Hourly</li> <li>Substitute Teachers</li> <li>Professional books and other PD-related materials</li> </ul>	Walkthroughs	All	Teachers	\$32,606
<b>4B</b> Provide PLC Collaboration <ul style="list-style-type: none"> <li>Additional Hourly</li> <li>Substitute Teachers</li> <li>Professional books and other related materials</li> <li>Printing</li> </ul>	Agendas and Minutes (Notes) Common assessment results Grades	All	Teachers	\$6,205
<b>Total Estimated Cost for This Goal:</b>				\$38,811

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate			
Suspension rate:	SW	1.2	0.2
	FY (homeless)	0	0
	Hisp	1.1	0.1
	ELL	1.2	0.2
	AA	0	0
	Sped	0	0
Expulsion rate		0	0
Attendance Rate		95.91	96
Chronic Absenteeism		11.2	10.2

<b>Identified Need(s):</b>	Teachers need training in restorative practices and PBIS. Students need modeling on positive behaviors and counseling (social and emotional support). Students need opportunities to participate in restorative practices such as the reflection room for goal setting and team building.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 Attendance supports and incentives are not allowable out of Title I.
<b>5A</b> Implement PBIS and Restorative Practices <ul style="list-style-type: none"> <li>Additional hourly</li> <li>Printing/Materials</li> </ul>	PBIS Database: Number of Caught Being Good slips and Perfect Attendance recognition	All	PBIS team Teachers	\$1,000

	Number of Referrals Academic grades			
<b>5B</b> Reflection Room <ul style="list-style-type: none"> <li>• Additional hourly</li> <li>• Printing</li> </ul>	Data from Q Student Information System Academic grades	Students assigned to the reflection room	Teachers	\$2,500
<b>Total Estimated Cost for This Goal:</b>				\$3,500

LEA/School GOAL 6: Strengthen Family and Community Engagement		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	8	15
Parent Engagement and Local Climate Survey	28%	28%

<b>Identified Need(s):</b>	<p>Parents need opportunities to participate in training that will help them support their children at home to improve student achievement.</p> <p>Parents need communication in their primary language.</p> <p>Parents need timely communication to make informed decisions regarding their child’s education.</p> <p>Teachers need methods for communicating with parents such as through the use of student planners and newsletters.</p>
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as the academic achievement of students receiving Title I services, # of events, sign-in sheets, parent event feedback forms)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>
<b>6A</b> Parent Engagement and Involvement <ul style="list-style-type: none"> <li>• Trainings/Conferences/Travel</li> <li>• Family Learning Events</li> <li>• Parent Involvement Programs</li> <li>• Childcare</li> <li>• Translation/Interpretation</li> </ul>	Parent Surveys Sign-in sheets Interpreter’s Log	All	Administrators Teachers Parents Interpreter	\$4,553
<b>6B</b> School-to-Home Communication <ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Student Planners</li> <li>• Printing/Materials/Supplies</li> </ul>	Parent Comments	All	Administrators Teachers	\$450

<b>Total Estimated Cost for This Goal:</b>	\$5,003
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**Unfunded School Site Council Priorities**

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Additional funds for <b>1A</b> Differentiate Instruction → Purchase supplemental instructional materials	All	\$25,000	Teachers
Laptop computers for elective classes such as AVID and Spanish.	All	\$80,000	Teachers
Additional Tutor Monitor	All	\$36,000	Administrator
Spanish Version of BrainPop	English Learners	\$1,400	Teachers

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

<b>Federal Programs</b>		<b>Allocation</b>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation including carryover</b> Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$132,755.00
<input checked="" type="checkbox"/>	<b>Title I, Part A: Parent and Family Engagement</b> Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$4,403.00
<b>Total amount of federal funds allocated to this school</b>		\$132,755.00

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

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

	<ul style="list-style-type: none"> <li>• Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff</li> <li>• Supplemental funding for Advanced Placement and International Baccalaureate exams</li> </ul>
Goal 4	<ul style="list-style-type: none"> <li>• Professional development for teachers on adopted curriculum</li> <li>• Professional Learning Community (PLC) support for sites</li> <li>• Professional development for principals and assistant principals</li> <li>• Additional assistant principal support at select elementary sites</li> <li>• Extended work year for elementary and middle school principals</li> <li>• Induction and PAR support for school sites/teachers</li> </ul>
Goal 5	<ul style="list-style-type: none"> <li>• PBIS and Restorative Practice professional development for Cohorts</li> <li>• PBIS extra hourly for site coaching support</li> <li>• Extra hourly for PBIS implementation</li> <li>• PBIS and Restorative practice materials</li> </ul>
Goal 6	<ul style="list-style-type: none"> <li>• Community Aides, Community Aides – Bilingual, and Outreach Liaisons for parent and student engagement</li> <li>• Parent Workshops to increase parent engagement</li> <li>• Professional Development for Community Aides, Community Aides – Bilingual and Outreach Liaisons</li> <li>• Family Math and Literacy Nights</li> </ul>
Goal 7	<ul style="list-style-type: none"> <li>• District Safety Officers at elementary and middle school sites</li> </ul>

## School Site Council Membership

The SSC shall be composed of

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

Name	Position	Length of Term	Term Expires	Minimum Numbers
Kim Hall	Principal	Not-Applicable	Non-Applicable	1
Scotty Kirkpatrick	Classroom Teacher	2 years	June 2021	1
Virginia Johnson	Classroom Teacher	2 years	June 2020	1
Fariyal Billah	Classroom Teacher	2 years	June 2021	1
Wendy Ramirez	Classroom Teacher	2 years	June 2021	1
Tonya Duncan	Other Staff Member (Specify): Guidance Tech	2 years	June 2021	1
Ana Luna	Parent/Community Member	2 years	June 2021	1
Demetria Bennett	Parent/Community Member	2 years	June 2020	1
Alma Cota	Parent/Community Member	2 years	June 2021	1
Kevin Huerta	Student Member	1 year	June 2020	1
Geovanny Rivera	Student Member	1 year	June 2020	1
Jazmine Morales	Student Member	1 year	June 2020	1
				<b>Total: 12</b>

## RECOMMENDATIONS AND ASSURANCES

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Required:**

English Learner Advisory Committee \_\_\_\_\_ Senia Konto \_\_\_\_\_ Senia Konto 10.23.19  
Signature

**Recommended:**

Special Education Advisory Committee \_\_\_\_\_ \_\_\_\_\_  
Signature

**Optional:**

Other committees established by the school or district (specify) \_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/17/2019.

Attested:

Kim Hall \_\_\_\_\_ Kim Hall \_\_\_\_\_ 10/23/19  
Typed name of School Principal Signature of School Principal Date

Ana Luna \_\_\_\_\_ Ana Luna \_\_\_\_\_ 10/23/19  
Typed name of SSC Chairperson Signature of SSC Chairperson Date