

		SPSA Year: <input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19 <input checked="" type="checkbox"/> 2019-20	
School Name and School Code	Kathy Binks Elementary 36 67710 0113423		SSC Approval Date: ____10-17-19____
School Address	7358 Cypress Ave. Fontana, CA. 92336-1975		Local Governing Board Approval Date: <input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum
Name of Principal	Lorena Huizar Rodriguez	909-357-5030	Lorena.HuizarRodriguez@fusd.net
Name of SSC Chairperson	Justine Alvarez	Phone # and Email 909-247-9562 nin_ers@hotmail.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

**VISION
AND
MISSION**

At Kathy Binks Elementary, we believe that all students can learn. We create high academic expectations and support those expectations by offering rigorous core instruction and a comprehensive intervention model.

At Kathy Binks Elementary, we recognize the necessity of a team approach with parents and the school site. We offer support to parents through parent committees, parent workshops, and parent education classes.

At Kathy Binks Elementary, we understand that education must address the whole child. We utilize the Character Counts program to ensure that all students learn to be safe, respectful, and responsible individuals.

At Kathy Binks Elementary, our mission is to ensure students are prepared for life, college, and career.

**SCHOOL
AND
COMMUNITY
PROFILE**

Kathy Binks Elementary School opened its doors in July 2007 and is one of Fontana Unified School District's newest elementary schools. Kathy Binks Elementary School is a modified, traditional school and supports a state preschool program on its campus for children ages 3-4. Kathy Binks Elementary School has 26 teachers which includes 1 Special Day Class (SDC) teacher, 1 Resource Specialist, 1 preschool teacher, and 1 intervention teacher. We service students from preschool to 5th grade. We currently have a full time Speech Therapist and a half-time counselor. Kathy Binks Elementary School offers free breakfast and free lunch to its 648 students and partners with the City of Fontana to offer the Fontana Extended Learning Program (FELP). Kathy Binks Elementary encourages parents to take advantage of the many training opportunities provided at the school site and at the district office.

<p>SPSA HIGHLIGHTS (bullet points)</p>	<p>Kathy Binks Elementary improved and increased student proficiency in both ELA and Math Assessments. A greater percentage of students met their Rasch UNIT (RIT) goal on Measures of Academic Progress (MAP) in grades K-2; 59% in Reading and 63% in Mathematics. A higher percentage of students met/exceeded scores on the Smarter Balance Assessment Consortium (SBAC), 48.9% in ELA and 38.6% in Mathematics. The gains in ELA and Math correlate with our efforts around professional development, instructional practices, and response to intervention.</p> <p>Kathy Binks Elementary increased opportunities for teachers to collaborate in their Professional Learning Communities (PLC). Each grade level was released two full days to plan in their PLCs. Teachers identified essential standards and analyzed student assessment data.</p> <p>Kathy Binks increased student supervision to engage students and reduce discipline referrals. Safety is a high priority at Binks Elementary. We want our students to come to school every day, on time, ready to learn, and be engage with multiple positive activities. Our parents and staff have voiced their concerns regarding increasing supervision hours, which our School Site Council has approved in the form of additional supervision hours. In addition, our school has utilized Character Counts to deliver targeted lessons around the six pillars of character traits (Respect, Responsible, Trustworthy, Caring, Citizenship, and Fairness). Our counselor and Administrators provide ongoing expectation presentations (assemblies) to introduce and remind our students of our behavior and academic expectations. Students are praised for following the three school rules: Be Safe. Be Respectful. Be Responsible. They earn Kool Koala Cards which can be chosen for a prize on Wednesdays during our weekly pep-rally</p>
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> • Tutoring services will be offered before/after school during second semester. • Tutoring for English learners is offered. • English classes are offered to parents to help them assist their child at home. • Foster students are offered services through our school counselor.
<p>MOONSHOT</p>	<p>Kathy Binks ES's goal is to have musically talented students. We currently offer Kathy Binks Guitar Club taught by one of our teachers. Our goal is to offer instrumental music (accompanied by a personal instrument) to all students beginning in third grade. Our goal is to hire a full-time music teacher and purchase instruments for all students in grades 3-5 to enrich their musical skills. Students in K-2 will learn music history and attend a music/choir class once a week.</p>

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-7.2	-5.2
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-19.4	-26.8
NWEA MAP Reading: % of students who meet expected fall to fall growth	52%	56.36%
NWEA Math: % of students who meet expected fall to fall growth	52%	53.39%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	25%	25%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
1A Tutoring	6,000		6 teachers offered tutoring 1st semester. 99% of these students made growth in reading fluency per their pre and post assessment. One student remained the same at 57 words per minute	Continue tutoring. Try and get other grades to offer tutoring.
1B Small group in Blended Learning <ul style="list-style-type: none"> • Furniture to support differentiated instruction • Computer hardware • Computer software 	36,775	10,000	*Renaissance was purchased for STAR and AR. Students read over 185 million words! *19 student computers were purchased, 1 mobile cart, 2 Document cameras, 2 projectors, 16 classroom printers	*Continue renaissance *Continue to purchase student computers (focusing on mobile labs), as well as other technology to support students in the
	11,700			

<ul style="list-style-type: none"> • Instructional technology to support differentiated leaning • Instructional Materials/Other Books Printing	(books) 1,646 (print)	8,500	were replaced, and 24 headphones	classroom
1C Educational Field Trips <ul style="list-style-type: none"> • Transportation • Entrance Fees 		7,000		

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 English Learners (EL) demonstrating at least one level growth toward EL proficiency: English Language Proficiency Assessment California (ELPAC)		Pending Anticipated CDE Update December 2019
Maintain or increase English Learner Reclassification rate	≥12.6%	0.8
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-59.8	-67.5= 2019 Site EL DFS
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-71.6	-86.7= 2019 Site EL DFS

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
2A Tutoring for ELs		412	Tutoring was offered to the 6 newcomers in Fall. 5/6 students met their FUSD RIT goal in Reading	Continue to offer tutoring

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
Increase the number of college and career activities	2 events	3 college/career days

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
3A College and Career Day <ul style="list-style-type: none"> • Incentives for participant • Catering 		1,000	College day was held on 2-2-18 College student presentations held on 2-9-18 Career Day was held on 4-13-18	Combine college/career Day and continue to invite presenters.

2018-2019 SPSA Annual Evaluation of Effectiveness

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

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		
4A PLC Collaboration Time: • Grade Level PLC Sub Release Time	6,000 2,800		Each grade level had two release PLC days.	Continue
4B Professional Development •Additional hours for 1 Trainer of Trainer to plan WFTB PD to staff (10hours) •PD Conferences for teachers and Administrators focused on teacher efficacy	470 10,000 1,3200		5 teachers and the principal attended the AVID summer institute. AVID implementation will begin schoolwide in 19-20	Continue

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			0.0%	0.0%
Suspension rate:	SW		0.3%	0.3%
	FY (homeless)		0.0%	0.0%
	Hispanic		0.0%	0.2%
	ELL		0.0%	0.0%
	AA		0.0%	0.0%
	Sped		0.5%	1.2%
Expulsion rate			0.0%	0.0%
Attendance Rate			97%	96.63%
Chronic Absenteeism Rate			8.0%	7.0%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
5A Student Incentives <ul style="list-style-type: none"> • Brag tags for attendance • Brag tags for Reading Class awards	1,000	1,000	*5,000 monthly attendance tags were purchased and given to students with perfect attendance each month. *3,090 reading brag tags were purchased	Continue to encourage students to be here every day, on time. *Continue to promote reading through incentives/brag tags

5B Student Climate <ul style="list-style-type: none">Engage staff to support OMOCCharacter Counts lessons		972	Decreased amount of referrals	Continue
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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	N=8	N=8
Parent Engagement and Local Climate Survey	121 (25%)	32%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
6A Parent engagement: <ul style="list-style-type: none"> • Childcare • Coffee with the Principal • Parent English Classes • Talent Show • Parent Workshops(2750)/Literacy, Math, STEAM(1575)(7Tx1.5hrx3nights) • ELAC/SSC • Home/school communication • Refreshments 	3,300 1,575	300	Childcare was provided for parents to attend ESL classes and parent empowerment classes as well as ELAC/SSC mtgs.	Continue to provide childcare to promote parent engagement classes.

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 fifth/seventh/ninth grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	63%	32 (28.3%)

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		
7A Increase school aide hours		2,458	Decrease in number of office referrals	continue
7B ASB (Student Leadership)		2,349	Decrease in number of office referrals, increase in school pride (increase in the number of students applying for ASB)	continue

2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>The School Site Council (SSC) met in May 2019 and again in September 2019 to analyze the current actions and develop current needs. The SSC reviewed data from 2019 Smarter Balanced Assessment Consortium (SBAC) (grades 3-5) as well as on the Measures of Academic Progress (MAP) (grades K-2). The SSC concluded that there needs to be more work around mathematics. Our third-grade students outperformed other students on the SBAC, as a staff we need to dive deeper to find what are some best practices utilized by our third-grade team.</p> <p>Our PLCs met twice this year to plan and analyze data but that did not produce the results we were expecting. PLC release days need to be focused on mathematics, specifically looking at the 8 mathematical teaching practices that support student learning and the 8 standards for mathematical practice (SMPs).</p> <p>Although our attendance has improved slightly, we continue to linger in the top 10 district-wide and have not been able to move up. Our goal is to reach 97%. We need to increase the number of students that attend Saturday School to help with absence recovery, as well as to reward the students that do attend school regularly, especially those students with perfect attendance.</p>
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Describe the conclusions drawn from the overall results:

The SBAC was Administered in the spring of 2019. The results for ELA showed the following information

<i>ELA</i>	<i>2018 %Met and Exceeded</i>	<i>2019 %Met and Exceeded</i>	<i>Difference between 2018 and 2019</i>	<i>2018 Distance From Standard</i>	<i>2019 Distance From Standard</i>	<i>Change in DFS from 2018 and 2019</i>
<i>3rd Grade</i>	<i>39.9</i>	<i>63.3</i>	<i>+23.4%</i>	<i>-18.2</i>	<i>+21.0</i>	<i>+39.2</i>
<i>4th Grade</i>	<i>35.2</i>	<i>42.5</i>	<i>+7.3%</i>	<i>-24.9</i>	<i>-21.7</i>	<i>+3.2</i>
<i>5th Grade</i>	<i>40.7</i>	<i>42.5</i>	<i>+1.8%</i>	<i>-14.9</i>	<i>-12.0</i>	<i>+2.9</i>
<i>Schoolwide</i>	<i>38.4</i>	<i>48.9</i>	<i>+10.5%</i>	<i>-17.2</i>	<i>-5.2</i>	<i>+12</i>

As indicated in the graph above, all grades 3-5 made a positive growth in ELA compared to last year. As noted in the last column, there was a positive change in the Distance from Standard (DFS), meaning we are closing the achievement gap in ELA at Binks. This positive growth can be attributed to: PLC meetings which were more data-driven and teachers were sharing best practices, tutoring that was offered 2nd semester, as well as more access to technology since teachers are using the 1:1 devices from the Mobile Computer lab that was purchased.

The following information is our Math data from SBAC

<i>MATH</i>	<i>2018 %Met and Exceeded</i>	<i>2019 %Met and Exceeded</i>	<i>Difference between 2018 and 2019</i>	<i>2018 Distance From Standard</i>	<i>2019 Distance From Standard</i>	<i>Change in DFS from 2018 and 2019</i>
<i>3rd Grade</i>	<i>44.5</i>	<i>62.6</i>	<i>+18.1%</i>	<i>-16.2</i>	<i>+20.9</i>	<i>+37.1</i>
<i>4th Grade</i>	<i>26.4</i>	<i>35.7</i>	<i>+9.3%</i>	<i>-43.4</i>	<i>-30.0</i>	<i>+13.4</i>
<i>5th Grade</i>	<i>25.9</i>	<i>19.6</i>	<i>-6.3%</i>	<i>-48.7</i>	<i>-67.6</i>	<i>-19</i>
<i>Schoolwide</i>	<i>32.4</i>	<i>38.6</i>	<i>+6.2%</i>	<i>-34.4</i>	<i>-26.8</i>	<i>+7.6</i>

As indicated in the graph above, students in grades 3 and 4 made a positive change in the DFS. However, 5th grade did not. This data implies that our students need more differentiated instruction in math. Teachers need to incorporate Number Talks in their daily lesson to develop metacognition as well as to increase math reasoning. Teachers will begin working with our Teacher on Assignment (TOA) who will model lessons during math block. Also, we will focus our tutoring specifically in the area of mathematics.

Furthermore, it is worth noting that there was an increase in the percentage of students meeting or exceeding standard in the following

groups: Hispanic, African American, Students with Disabilities (SWD) as well as our students among the socially economically disadvantaged (SED).

In reference to our K-2 students on the MAP assessment, more than 50% of students met their goal projection from Fall to Spring as indicated in the graph below

Grade	Reading	Math
Kindergarten	64%	43%
First	71%	66%
Second	55%	67%

In analyzing our performance data, one can conclude that Binks Elementary has a need to focus on Mathematical Practices. This includes providing tutoring opportunities in Math, focusing Professional development in math, having the TOA model lessons using effective instructional practices in math, incorporating the 8 standards of mathematical practices during math lessons as well as supporting teachers in becoming fluent on the 8 mathematical teaching practices that support student learning.

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: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-5.2	+4.8
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	-27	-11.8
NWEA MAP Reading: % of students who meet expected fall to fall growth	56.36	52%
NWEA Math: % of students who meet expected fall to fall growth	53.39	52%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	25%	39%

Identified Need(s):	<ul style="list-style-type: none"> Students need increased opportunities for extended learning and more Common Core aligned materials and software in order to achieve their annual academic growth target. Students need tutoring opportunities earlier in the year More computers for students to use in the classroom are needed.
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SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	<ul style="list-style-type: none"> * Full implementation of CCSS * Continue implementation of Close Reading and Thinking Maps * Improve Response to Intervention (RTI) * Full implementation of My Math and its components * Full implementation of Wonders and its components 	August 2019-May 2020

<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<ul style="list-style-type: none"> * Close Reading * Thinking Maps * Reading Wonders small group intervention * United 2 Read (A2i) grades K-2 * Number Talk * Kagan strategies for cooperative groups * Visible Learning (Learning targets and Success criteria developed for essential standards) * WFTB 	<p>August 2019-May 2020</p>
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<ul style="list-style-type: none"> *Tutoring *Small group targeted interventions 	<p>August 2019-May 2020</p>

2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
<p>1A Tutoring in math</p>	<ul style="list-style-type: none"> • Pre-assessment • Post-assessment • MAP data 	<p>All students scoring below MET on Math IABs in gr 3-5, all students scoring below 50% in MAP math assessment gr 1-2</p>	<p>Teachers</p>	<p>2,000</p>
<p>1B Small Group in blended learning</p> <ul style="list-style-type: none"> • Furniture to support differentiated instruction • Supplemental Printing • Instructional Materials/Other Books • Instructional technology 	<ul style="list-style-type: none"> • AR increase in word count • MAP data 	<p>1-5</p>	<p>Principal</p>	<p>29,304</p>
<p>1C Intervention coordinator</p> <ul style="list-style-type: none"> • Additional hourly pay NTE 20hrs 	<ul style="list-style-type: none"> • Strategic intervention in place for students via SIT 	<p>K-5</p>	<p>Administration Coordinator</p>	<p>1,000</p>
Total Estimated Cost for This Goal:				<p>32,304</p>

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC	Pending Anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	0.8	12.6 % ≥12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	-67.5	-59.8
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	-86.7	-71.6

Identified Need(s):	<ul style="list-style-type: none"> • EL students need tutoring to engage in language development • Supplemental materials are needed to support ELD • Teachers need supplemental printing of supplemental materials
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
2A Tutoring for Els <ul style="list-style-type: none"> • Additional hourly (NTE 15 hours) for bilingual aide 	Student will increase one proficiency band	English Learners	Bilingual aide and Principal	437
2B Supplemental Printing	Teacher-student data chats	English Learners	Teachers	233
2C Supplemental Instructional ELD Materials	ELPAC	English Learners	Teachers and Administration	350
Total Estimated Cost for This Goal:				1,020

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the number of college and career activities		Open lines of communication between school and home

Identified Need(s):	<ul style="list-style-type: none"> • Students need exposure to AVID strategies to prepare them for college/career • Teachers need Professional development in AVID strategies/philosophy
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2019-20 Evidence-based Actions/Services <i>Must address the Identified Needs</i>	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
3A AVID Implementation <ul style="list-style-type: none"> • Materials needed to support AVID implementation 	Student attitudes about college and career A minimum of 60% of students will have a take-home parent communicator (calendar for k-3, agendas for 4-5) with daily signature	K-5	Counselor and Principal	500
Total Estimated Cost for This Goal:				500

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	Developing	Proficient

Identified Need(s):	<ul style="list-style-type: none"> Teachers need Professional Development on creating purposeful activities during small group instruction Teachers need time to collaborate with their PLC and TOAs to analyze instructional practices. Teachers would benefit from professional development to address numeracy gaps, number sense, procedural knowledge, conceptual knowledge as well as on teacher efficacy and AVID implementation
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
4A PLC Collaboration Time: <ul style="list-style-type: none"> Sub Release Time Additional hourly pay 	<ul style="list-style-type: none"> MAP Walkthrough data 	K-5	Administration Teachers	8,000
4B Professional Development <ul style="list-style-type: none"> PD Conferences for teachers and Administrators (eg., teacher efficacy, PLC, AVID) 	<ul style="list-style-type: none"> AVID implementation PLC minutes SBAC/MAP Walkthrough data 	K-5	Administration Teachers	5,000
Total Estimated Cost for This Goal:				13,000

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		0%	0%
Suspension rate:	SW	0.3%	0.2%
	FY (homeless)	0.5%	0%
	Hisp	0.2%	0%
	ELL	.05%	0%
	AA	0.2%	0%
	Sped	1.2%	0.9%
Expulsion rate		0%	0%
Attendance Rate		96.63%	>96%
Chronic Absenteeism		7%	5.5%

Identified Need(s):	<ul style="list-style-type: none"> Students need extended learning opportunities around behavior and social/emotional supports
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>Attendance supports and incentives are not allowable out of Title I.</i>
5A Provide Extended Learning Opportunities <ul style="list-style-type: none"> Additional hourly for (NTE 12 hrs): 	Increase in attendance Decrease in behavior incidents MAP data	At-risk students	Administration Counselor	582

Total Estimated Cost for This Goal:	582
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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	>8
Parent Engagement and Local Climate Survey	32%	>25%

Identified Need(s):	<ul style="list-style-type: none"> Kathy Binks needs to Increase opportunities for parent engagement.
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>
6A Parent engagement: <ul style="list-style-type: none"> Childcare Coffee with the Principal Parent English Classes Parent Workshops Home/school communication 	Sign in sheets Event survey	K-5	Secretary Administration	3,000
Total Estimated Cost for This Goal:				3,000

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1:1 devices for students	all	30,000	Administration
Instructional materials	all	10,000	Administration

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

Federal Programs			Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation including carryover Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.		\$50,406.00
<input checked="" type="checkbox"/>	Title I, Part A: Parent and Family Engagement 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).	1,825.00	
Total amount of federal funds allocated to this school			\$50,406.00

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"> • Supply closet to provide instructional supplies and materials for students • 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. • Read 180/System 44 Blended Learning Curriculum and computer adaptive software, library, headphones w/mic, CD players w/headphones • School-wide access to Lexia computer adaptive software and instructional activities • Add+Vantage Math Recovery; teacher professional development, assessments, student instructional activities, student manipulatives • School-wide access to Moby Max computer adaptive software and instructional activities • Instructional materials for GATE activities • GATE enrichment, PD and extended learning opportunities • Title I Alternative Supports to provide extended learning opportunities • Purchase/repair of musical instruments • VAPA sponsored field trip to performance
Goal 2	<ul style="list-style-type: none"> • CELDT and ELPAC Administration and calibration • EL Site Monitors to assess and monitor the status of English Learners and English Learners who have reclassified • ELD curriculum, core and supplemental • Bilingual Aides • Translators • English Learner Teachers on Assignment for instructional support
Goal 3	<ul style="list-style-type: none"> • Naviance, a college planning tracking system • Credit recovery programs, online and on site • Extra hourly for counselors to support students academically • PSAT, ACT with Writing, and SAT for high school students • Extra hourly and professional development for the design, implementation, and continued support of CTE-Linked Learning pathways • Extra hourly and professional development for the design, implementation, and continued support of the High School Academies • Additional extra hourly support for the implementation of Next Generation Science Standards activities, professional development, and Science & Technology Fair • Site Coordinators for Advanced Placement and International Baccalaureate programs • Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff • Supplemental funding for Advanced Placement and International Baccalaureate exams

<p>Goal 4</p>	<ul style="list-style-type: none"> • Professional development for teachers on adopted curriculum • Professional Learning Community (PLC) support for sites • Professional development for principals and assistant principals • Additional assistant principal support at select elementary sites • Extended work year for elementary and middle school principals • Induction and PAR support for school sites/teachers
<p>Goal 5</p>	<ul style="list-style-type: none"> • PBIS and Restorative Practice professional development for Cohorts • PBIS extra hourly for site coaching support • Extra hourly for PBIS implementation • PBIS and Restorative practice materials
<p>Goal 6</p>	<ul style="list-style-type: none"> • Community Aides, Community Aides – Bilingual, and Outreach Liaisons for parent and student engagement • Parent Workshops to increase parent engagement • Professional Development for Community Aides, Community Aides – Bilingual and Outreach Liaisons • Family Math and Literacy Nights
<p>Goal 7</p>	<ul style="list-style-type: none"> • District Safety Officers at elementary and middle school sites

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
Lorena Huizar-Rodriguez	Principal	Not-Applicable	Non-Applicable	1
Maria Gassner	Classroom Teacher	1Year	May 2022	1
Sam Salas	Classroom Teacher	3 Years	May 2020	1
Tim Mayer	Classroom Teacher	3 Years	May 2020	1
Patricia Martinez	Other Staff Member: Secretary	2 Year	May 2021	1
Sub Total: 5				
Maria Avila	Parent/Community Member	1 Year	May 2022	1
Justine Alvarez	Parent/Community Member	3 Years	May 2020	1
Ahahi Balcazar	Parent/Community Member	2 Year	May 2021	1
Sandy De Leon	Parent/Community Member	2 Year	May 2021	1
Neil Gapasin	Parent/Community Member	1 Year	May 2022	1
Sub Total: 5				
Total: 10				

RECOMMENDATIONS AND ASSURANCES

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

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

Required:

English Learner Advisory Committee _____  _____
Signature

Recommended:

Special Education Advisory Committee _____
Signature

Optional:

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

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

Attested:

Lorena Huizar-Rodriguez
Typed name of School Principal


Signature of School Principal

10.17.19
Date

Justine Alvarez
Typed name of SSC Chairperson


Signature of SSC Chairperson

11/7/19
Date