

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Christa McAuliffe Elementary School	56725380100362	October 16, 2019	11/13/19

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Christa McAuliffe's outlined plan for the 2019-20 school year is comprehensive and it includes all student groups. Last academic year, our site Leadership Team revised our Vision and Mission Statements to address and outline the collaborative work between McAuliffe Staff, parents and community members in establishing and maintaining a safe and diverse learning environment that inspires academic, emotional, social, and physical growth for every student, every day. The expected outcome for students is that the McAuliffe staff is committed to empowering all children to achieve excellence by unlocking their full potential, incorporating STEAM practices while fostering a student-centered culture, cultivating responsible citizens, and ensuring students are equipped to meet the challenges in the world around them. These efforts include the foundation of teaching students to read, write and finding solutions to mathematical problems.

This academic school year, our students, across all grades will focus on exceeding, achieving or moving closer to their grade-level standards. Teachers are committed to increasing the rigor of instruction and student learning across the English Language Arts and Mathematics content areas.

These areas will be assessed by using STAR 360 Assessments, Intern Assessment Blocks (IABs) and teacher generated assessments (Kindergarten). Teachers have outlined their expectations of incorporating collaborated conversations amongst students. Additionally, teachers are cultivating a Mathematical Mindset with students by using strategies that promote collaborative conversations, reflective learning, peer teaching, note-taking, and Math Talks.

Our site has five Special Day Classes serving students with special needs. Three of those classes are dedicated to students who have moderate to severe disabilities. Two of our Special Day Classes support students who have mild/moderate disabilities and have an eligibility for Emotional Disturbance.

The ultimate expectation is for students to increase achievement scores for every subgroup in all grade levels. This goal will be reached through Teacher Efficacy. Teacher Efficacy will be a by-product of the continued Professional Learning Community, which began two years ago, and provides an arena for teachers to collaborate with grade-level peers to plan, analyze data, set goals, and share strategies to support below the benchmark, at benchmark, and exceeding benchmark students. Students not making significant processes are identified by the teacher, the parent or any other person to the Coordination of Services Team (CST). and/or the Student Success Team (SST). Students identified are receiving Tier I interventions within the classroom. Any student needing Tier II or Tier III level Interventions are supported through our K-2 Reading Specialist in a small group setting, team-teaching amongst the grade-level or our Intervention Support Providers. The student in the Multi-Tiered System of Supports (MTSS), which includes CST and SST, is a multifaceted support system. In addition, students are provided interventions, tools or strategies by social and emotional supports by our site assigned Outreach Coordinator, School Counselor, and Psychologist. The additional services a child might receive are acquiring glasses, medical checks, short-term counseling, sensory items, referrals to long-term counseling and the like.

The aforementioned Vision statement addresses our Science, Technology, Engineering, Arts and Mathematics (STEAM) practices embedded in instruction. McAuliffe has a rich history of the arts; plays, poetry reading and writing, visual arts, etc. Two years ago, our site increased hands-on science instruction. Both science and the arts were shared with and displayed our Annual STEAM night. As previously mentioned, this year, we are incorporating Mathematical Mindset which is aligned to STEAM.

A concerted effort has been made by staff to create and maintain a student-centered culture that cultivates responsible citizens and ensures students are equipped to meet the challenges in the world around them. With this in mind, our site Positive Behavior Intervention and Support (PBIS) Team selected new guidelines for behavior that have rolled it out this year. The guidelines follow the acronym S.T.A.R. These represent Strive to be present every day - Treat others with kindness - Act responsibly - Respect others and their belongings. These guidelines provide expectations to students for their behavior in and out of class. Students are incentivized by receiving S.T.A.R.bucks that they can earn weekly, monthly, trimester and yearly rewards. The expectations are not given in a vacuum. They are shared in assemblies, in the classroom through school signage (coming in the winter) and parents receive them through social media, including our website (coming in the winter). To promote acceptance of all at our school, we created the motto of #WeBelongCMES to demonstrated that all students and staff are accepted and welcomed at our school. This academic year, we began the year with a #Five10Challenge which promotes smiling at someone when they are 10 feet away and say hello when they are five feet away. This coupled with our daily Community Circles builds relationships and connections with others on the campus. The PBIS Team also reviews data and provides support to teachers who request suggestions on how to support a student and their behavior.

A key part to the academic, social and emotional support is parent participation. The strongest component of parent involvement is the site Parent Teacher Association (PTA). The partnership with the PTA provides an avenue for parents to participate through volunteering, fundraising and creating a climate of inclusivity. Our English Learner Committee and School Site Council are also avenues for parents to partner with the school. The role of the parent is vital to the mission and vision we have for students in meeting the goals outlined in the document.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classes are frequently visited by site administration. In 2018-19 the School Principal, along with other district administrators, conducted walkthroughs. The feedback was offered to the Principal as to how to best support instruction. From these discussions, the principal and teachers began examining more deeply researched-based strategies and CA Common Core Standards. This upcoming year, 2019-20, the instructors have agreed that collaborative conversations (a.k.a. oracy) will be the instructional focus in each of the content areas. Walkthroughs will include feedback to Teachers on these practices in the classroom. A key part to classroom observation will be the yearlong review of assessment data.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

McAuliffe has been and will continue to, use district and state assessments to inform and improve instruction and student learning. The Site Leadership team attended a district data day and reviewed the CAASPP results. Additionally, the Department of Pupil Services provided results for the statewide Healthy Kids survey. Both state assessments and surveys are given in the spring. The survey was given to 5th-grade students, parents, and staff. The Leadership Team gathered the data and presented it to the entire school on our first professional development day. Weekly meetings are held with staff to discuss local assessments, planning of instruction and revision of instruction. The local assessments are the STAR Reading and Math, IABs and teacher-selected writing assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is reviewed as a step in the Cycle of Inquiry during grade level meetings. The Cycle of Inquiry is a three part planning (Plan), teaching (Do), assessing (Monitor) and responding plan for student learning (Adjust). The Essential Questions are taken from the DuFour's questions for Professional Learning Communities. It also provides Guiding Question and teachers respond with Team Actions all based on the Common Core State Standards. Through this progress monitoring, any student identified as needing intervention are provided intervention by the classroom teacher, K-2 Reading Specialist, before or after school tutoring for the (3rd-5th) Intervention Support Provider (ISP).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

McAuliffe teachers are in the third year of Professional Learning Community (PLC). The foci this year are collaborative conversations and targeted standards for English Language Arts, Mathematics and Writing. The purpose of the PLC time is to improve student achievement. This year additional time is offered to staff for PLC (Cycle of Inquiry) time. These additional time is offered the Wednesday after the dedicated Tuesday PLC time. This collaborative work will continue up to the administration of the CAASPP.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students identified by a teacher(s) in the data analysis part of the Professional Learning Community (PLC) are supported in class through small group instruction. The groups are flexible and based upon a student's needs. Any student needing supports beyond Tier I classroom intervention is supported within the Multi-tiered System of Supports process that includes daily intervention and analysis of progress daily and within a six-week cycle. Students are referred to the Coordination of Services Team if they do not make significant progress. This Team reviews and discusses the progress of students and determines if a student is to move forward in the process that can lead to assessment for one or more of the 13 handicapping conditions outlined in the Special Education guidelines. At any time, a parent or other person can request an assessment for Special Education.

Evidence-based educational practices to raise student achievement

Researched based strategies as outlined in Hattie's list of most effective and beneficial were reviewed and discussed by the administration and teachers. Through these discussions, it has been noted that the most effective is teacher collaboration. However, ongoing discussion about effective strategies are held in the Professional Learning Communities as the Common Core State Standards are reviewed and data is analyzed. Teachers have the autonomy to add or modify any strategy they deem appropriate to promote student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parental engagement is made available to parents of under-achieving students through the activities and funding outlined in the School Plan for Student Achievement. This includes a New Student, Transitional Kindergarten and Kindergarten Orientation where academic and behavior expectations are outlined. Throughout the year parents are invited to attend Back to School Night, Family nights that emphasize core content areas and Common Core State Standards. Each trimester parents are asked to attend the Teacher/Parent Conference to discuss their child's progress. However, parents are encouraged to inquire of their child's progress by having informal meetings with teachers, requesting IEPs, or requesting to meet with any support staff such as the School Psychologist, Site Counselor, Outreach Coordinator or Administrator.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Students, Faculty, Staff, Parents and Community members are the Stakeholders all of whom are best served by collaborating with them as they share their goals, strategies, and ideas of how to best serve the families represented at McAuliffe Elementary. Each member is key in outlining and providing input in the goals and activities outlined in this plan. The input for this year's School Plan for Student Achievement (SPSA) began in the spring of 2019 as faculty, staff and parents evaluated the prior year's SPSA. Members of the site Leadership Team, School Site Council and English Language Advisory Committee analyzed the goals, strategies, and funding for the 2019-20 school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The determination of which funded services are offered to students and parents is determined by the analysis of data provided in state standardized assessments, local benchmark and surveys. Attention is given to those areas which indicate low performing students are ranked. Categorical funding from LCFF, Title I, and Title III provide interventions for below benchmark students. Title I funding will subsidize the collaboration time offered in the Professional Learning Communities and purchase the supplies for Mathematical Mindset school-wide.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

A regular part of the creation of the School Plan for Student Achievement (SPSA) is a spring (prior year) evaluation of the goals, strategies and funding by the Site Leadership team. The results are reported back to staff by their team representative. Parent groups such as School Site Council (SSC), English Language Advisory Committee (ELAC) and Parent Teacher Association (PTA) are all informed by the school principal. Likewise, in the fall, all of the stakeholders, parents and staff (certificated and classified) provide input into the plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Vacancies in the para-educator positions in all of the Special Day Classes classes made it a challenge to maintain high standards for positive culture and academics. The reduction of funding also impacted the number of Campus Assistants hours that are available for campus supervision.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.3%	0.14%	%	2	1	
African American	2.2%	2.05%	%	17	15	
Asian	2.0%	1.64%	%	15	12	
Filipino	3.5%	3.55%	%	27	26	
Hispanic/Latino	76.9%	76.64%	%	587	561	
Pacific Islander	0.4%	0.27%	%	3	2	
White	11.5%	12.43%	%	88	91	
Multiple/No Response	%	%	%			
Total Enrollment				763	732	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	128	127	
Grade 1	122	98	
Grade 2	136	114	
Grade 3	123	136	
Grade 4	128	131	
Grade 5	126	126	
Total Enrollment	763	732	

Conclusions based on this data:

Based on the Student Enrollment data provided, the current ethnic makeup of students at McAuliffe is 80% Hispanic; 11% White with the remaining percentage a mixture of ethnicity. The percentage of these groups goes unchanged has gone unchanged from year to year. Approximately one third (1/3) of students enrolled at McAuliffe are Intra/Inter district transfers or overflowed from their home school. The initial projection of enrollment for the 2019-20 was to decrease by 100 students. To date, there has only been a decrease of approximately 30 students. McAuliffe will continue to monitor the Enrollment data to identify any specific supports needed by subgroup or grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	219			28.7%		
Fluent English Proficient (FEP)	41			5.4%		
Reclassified Fluent English Proficient (RFEP)	21			10.2%		

Conclusions based on this data:

The 2018-19 CAASPP data for students assessed are the following: 84% are English Only; 22% are English Learners and 14% are Reclassified (RFEP). The data represented shows an increase of students being Reclassified. This is, in part, largely due to the increased services offered to English Learners after school. The teachers at McAuliffe will continue to offer Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	119	127	117	118	127	114	118	127	115	99.2	100	97.4
Grade 4	123	132	121	123	130	118	123	130	118	100	98.5	97.5
Grade 5	124	124	137	124	124	134	124	124	134	100	100	97.8
All Grades	366	383	375	365	381	366	365	381	367	99.7	99.5	97.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2384.	2407.	2404.	14.41	13.39	13.16	16.10	25.20	18.42	26.27	32.28	38.60	43.22	29.13	29.82
Grade 4	2421.	2425.	2448.	14.63	14.62	17.80	20.33	16.15	22.88	13.01	23.08	24.58	52.03	46.15	34.75
Grade 5	2458.	2456.	2486.	11.29	11.29	17.16	24.19	20.97	29.10	17.74	22.58	18.66	46.77	45.16	35.07
All Grades	N/A	N/A	N/A	13.42	13.12	16.12	20.27	20.73	23.77	18.90	25.98	26.78	47.40	40.16	33.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.86	18.11	16.81	39.83	52.76	63.72	48.31	29.13	19.47
Grade 4	19.51	15.38	15.25	38.21	48.46	51.69	42.28	36.15	33.05
Grade 5	9.68	13.71	20.15	48.39	45.16	47.76	41.94	41.13	32.09
All Grades	13.70	15.75	17.53	42.19	48.82	53.97	44.11	35.43	28.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.56	12.60	8.85	40.68	52.76	53.10	45.76	34.65	38.05
Grade 4	10.57	12.31	11.02	38.21	39.23	56.78	51.22	48.46	32.20
Grade 5	14.52	14.52	14.93	47.58	45.16	51.49	37.90	40.32	33.58
All Grades	12.88	13.12	11.78	42.19	45.67	53.70	44.93	41.21	34.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.02	8.66	11.40	59.32	70.87	65.79	29.66	20.47	22.81
Grade 4	9.76	14.62	13.56	53.66	63.08	72.03	36.59	22.31	14.41
Grade 5	9.68	6.45	20.15	62.90	57.26	53.73	27.42	36.29	26.12
All Grades	10.14	9.97	15.30	58.63	63.78	63.39	31.23	26.25	21.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.41	22.05	20.35	43.22	53.54	50.44	42.37	24.41	29.20
Grade 4	15.45	16.92	14.41	47.15	46.15	53.39	37.40	36.92	32.20
Grade 5	16.13	16.13	28.36	41.13	40.32	42.54	42.74	43.55	29.10
All Grades	15.34	18.37	21.37	43.84	46.72	48.49	40.82	34.91	30.14

Conclusions based on this data:

An analysis of the CAASPP English Language Arts data over the last three years up to 2018-19 indicate scores are 31% in 3rd grade, which is a decrease of 7% from the previous year; 41% in 4th grade, an increase of 10%; 46% in 5th grade, an increase 12%. Both 4th and 5th grade had significant growth in all areas of the CAASPP. The 3rd grade scored lower than the students in prior years in 3rd grade. Specifically, the breakdown of the four claims are as such: Claim #1 Reading was 15% Met and Exceeded; Claim #3 Listening was 10% Met and Exceeded and Claims#2 and #4 Writing Research and Inquiry was 15% Met and Exceeded. A further look into the scores shoes an inconsistency in the scores from year to year. In 2017, our 3rd grade scored higher than 4th and 5th grades. As a result of these scores, classroom teachers will continue to implement collaborative conversations as practices in order to provide all students clearly articulated learning goals based on Common Core State Standards. Teachers will also ensure students are achieving their academic goals through the aforementioned Cycle of Inquiry that includes Planning, Teaching, Assessing and Adjusting any content area. This includes providing small group instruction in English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	119	127	117	118	127	113	118	127	113	99.2	100	96.6
Grade 4	123	132	121	123	130	119	123	129	119	100	98.5	98.3
Grade 5	124	124	137	124	123	132	124	123	132	100	99.2	96.4
All Grades	366	383	375	365	380	364	365	379	364	99.7	99.2	97.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2379.	2384.	2401.	5.08	4.72	7.08	16.95	20.47	26.55	26.27	26.77	28.32	51.69	48.03	38.05
Grade 4	2414.	2413.	2432.	5.69	2.33	7.56	14.63	7.75	21.01	30.08	38.76	27.73	49.59	51.16	43.70
Grade 5	2452.	2434.	2448.	8.06	6.50	6.82	14.52	9.76	11.36	19.35	20.33	31.06	58.06	63.41	50.76
All Grades	N/A	N/A	N/A	6.30	4.49	7.14	15.34	12.66	19.23	25.21	28.76	29.12	53.15	54.09	44.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.41	10.24	12.50	19.49	28.35	37.50	66.10	61.42	50.00
Grade 4	7.32	3.88	15.13	21.14	27.91	23.53	71.54	68.22	61.34
Grade 5	14.52	7.32	7.58	21.77	18.70	22.73	63.71	73.98	69.70
All Grades	12.05	7.12	11.57	20.82	25.07	27.55	67.12	67.81	60.88

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.10	9.45	18.75	38.98	48.03	47.32	44.92	42.52	33.93
Grade 4	13.01	5.43	14.29	31.71	44.19	42.02	55.28	50.39	43.70
Grade 5	11.29	8.13	9.09	31.45	38.21	40.15	57.26	53.66	50.76
All Grades	13.42	7.65	13.77	33.97	43.54	42.98	52.60	48.81	43.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.78	9.45	11.61	54.24	51.97	53.57	38.98	38.58	34.82
Grade 4	10.57	6.98	15.13	36.59	35.66	37.82	52.85	57.36	47.06
Grade 5	8.87	7.32	6.06	38.71	38.21	44.70	52.42	54.47	49.24
All Grades	8.77	7.92	10.74	43.01	41.95	45.18	48.22	50.13	44.08

Conclusions based on this data:

In prior years, our CAASPP Mathematics scores flat-lined; meaning only little growth had been seen. This year was an exception with two of the three grades showing growth. The 2018-19 CAASPP data for students assessed show an impressive growth of 18% for fourth grade. Third and fifth grade had increases of 6% and 1%. The state preliminary scores show the most growth in fourth grade. These scores reflect a practice among that grade in collaboration, identifying student needs and responding with appropriate enrichment or intervention. These teachers report their collaboration with the sharing of resources as one of the factors for increasing student achievement. In 2018-19, third to fifth grade teachers used data from local assessments to inform instruction and determine which students would get intervention in reading and writing. Further review of the data above indicates that students in third and fifth grade had lower scores in Writing and Research/Inquiry Investigation, Analyzing, and Presenting Information. To shore up all Common Core State Standards instruction, teachers will increase their time on the Cycle of Inquiry (Plan, Do, Assess, Adjust).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
732	66.5%	27.7%	0.4%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	203	27.7%
Foster Youth	3	0.4%
Homeless	11	1.5%
Socioeconomically Disadvantaged	487	66.5%
Students with Disabilities	62	8.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.0%
American Indian	1	0.1%
Asian	12	1.6%
Filipino	26	3.6%
Hispanic	561	76.6%
Two or More Races	24	3.3%
Pacific Islander	2	0.3%
White	91	12.4%

Conclusions based on this data:






The 2018-19 CAASPP data provided indicates Socially disadvantaged, English Learners and Hispanic students as significant subgroups; the language most represented is Spanish. Though the numbers are not significantly high in comparison to their other subgroups, our site Homeless and Foster Youth continue to increase and at times vacillates. The Filipino subgroup continues to increase year to year. One of the goals for the site is to ensure that all students regardless of demographic receive rigorous instruction and opportunities for intervention and enrichment. The percentages for students' race/ethnicity is African American 2%; American Indian .%; Asian 1.6%; Filipino 3.6%; Hispanic 76.6%; Pacific Islander .3%; and White 12.4%. Based on this data, McAuliffe teachers will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day, while, at the same time, analyzing formative and summative student achievement data for ELs, Socioeconomically Disadvantaged, and Students with Disabilities subgroups in order to progress monitor

student achievement outcomes, identify underperforming students, and develop targeted, intensive intervention for students not meeting grade-level standards.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

Based on the Dashboard Overall Performance, Christa McAuliffe experienced some significant increases academically, specifically in 4th grade and with math. The data for 2018-19 indicates the two areas needing strategies revamped are English Language Learners and the suspension rates. Instruction of English Language Development and the strategies used for ELs will be reviewed to address the needs of EL students. The teachers and administration have discussed strategies to improve the academics of English Learners. The suspension rate reflects the school climate. The Positive Behavior Interventions and Supports (PBIS) Committee, Site Administration and teachers will continue to use other disciplinary measures prior to suspension. We will continue to monitor and address daily student tardies and absences, implement effective prevention programs and incentives to increase students' positive attendance, and address students' behavioral, social, and emotional needs in order to administer progressive and meaningful measures of corrective action while minimizing the need for student suspension. A key to reducing the suspensions is students building positive relationships with peers and adults. Each class has a teacher-led community circle held daily to build positive relationships.

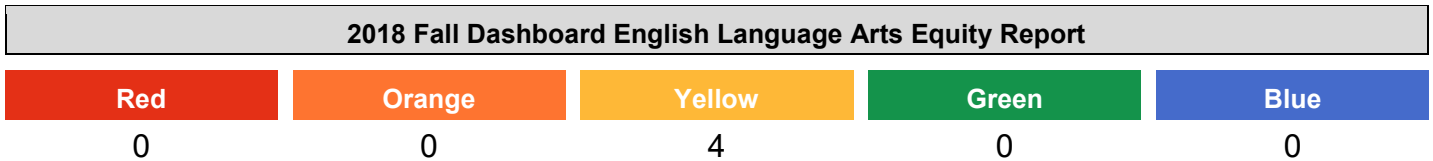
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 39.2 points below standard Increased 7.9 points 364 students	<p>English Learners</p>  Yellow 52.1 points below standard Increased 8.8 points 103 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Socioeconomically Disadvantaged</p>  Yellow 46.5 points below standard Increased 18 points 252 students	<p>Students with Disabilities</p>  No Performance Color 121.1 points below standard Declined -28.2 points 36 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 7.3 points below standard Declined -3.9 points 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 45.4 points below standard Increased 13.7 points 283 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 11.5 points below standard Increased 5.1 points 38 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.4 points below standard Declined -6 points 60 students	5.5 points above standard Increased 12.7 points 43 students	34.4 points below standard Increased 6.6 points 257 students

Conclusions based on this data:

The data for 2018-19 indicates all students increased this past year along with English Learners and students who are Socioeconomically Disadvantaged. However, students identified as Students with Disabilities are rated as declining by -28.2 points. Since the Hispanic subgroup is the largest represented on-site, the scores reflect most of them as not meeting or exceeding the standards. Other groups to fall below are the White and Filipino subgroups. The other groups have less than ten students and they are not reported on the Dashboard. McAuliffe classroom teachers will continue to implement evidence-based instructional practices that include collaborative conversations in order to provide all students clearly articulated learning goals based on Common Core State Standards. To increase student achievement for English Learners in the area of English Language Arts, teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; provide opportunities for student collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards.

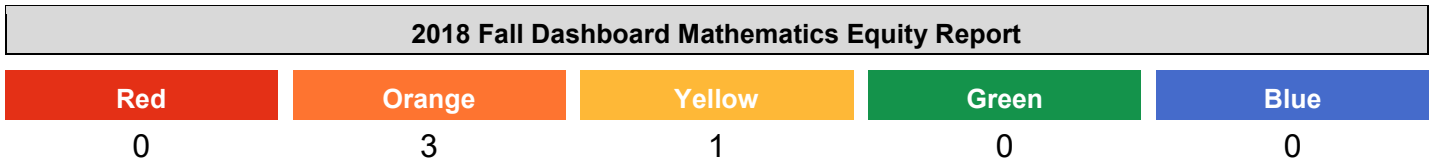
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 72.3 points below standard Declined -4.6 points 363 students	<p>English Learners</p>  Orange 85.8 points below standard Declined -12.4 points 103 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Socioeconomically Disadvantaged</p>  Yellow 77.8 points below standard Increased 4.3 points 251 students	<p>Students with Disabilities</p>  No Performance Color 137.9 points below standard Declined -28.1 points 35 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 53.7 points below standard Declined -24.3 points 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 78.6 points below standard Maintained 0.2 points 283 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 43.6 points below standard Maintained -2.5 points 37 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.5 points below standard Declined -28.3 points 60 students	42.8 points below standard Maintained 0.4 points 43 students	67.9 points below standard Maintained -1.9 points 256 students

Conclusions based on this data:

The data for 2018-19 indicates Overall All students declined this past year along with English Learners and Students with Disabilities. However, Students identified as Socioeconomically Disadvantaged rated as inclined the most significantly. McAuliffe Teachers will work with the district selected Teacher on Special Assignment and implement Mathematical Mindset strategies and Math Talk as a part of the teaching of the Common Core Standards. Students who are underperforming in Math, English Language Arts, and English Language Development will be provided with small group intervention before, during, and after school.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
181	35.9%	38.1%	13.3%	12.7%

Conclusions based on this data:

The data for 2018-19 indicates that several students rank in the higher levels, Level 4 Well Developed and Level 3 Moderately Developed on the ELPAC. The remaining two levels Somewhat Developed and Beginning Stage total 26% together. Based on the Dashboard data, classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

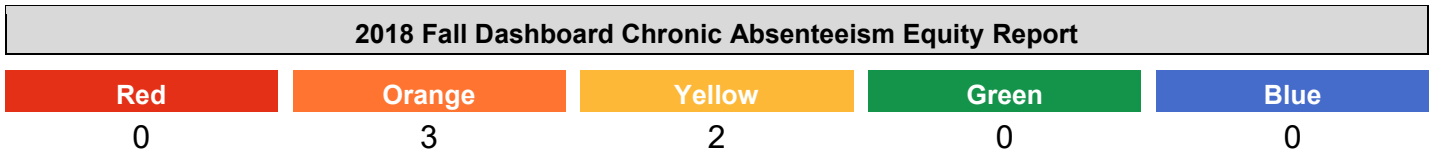
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 11.1% chronically absent Maintained 0.4% 766 students	<p>English Learners</p>  Orange 8.8% chronically absent Increased 0.6% 216 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color 26.3% chronically absent Declined 7% 19 students	<p>Socioeconomically Disadvantaged</p>  Orange 13.1% chronically absent Maintained 0.2% 542 students	<p>Students with Disabilities</p>  Yellow 14.3% chronically absent Declined 5.2% 77 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 13.3% chronically absent Declined 1.7% 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 7.1% chronically absent Increased 7.1% 14 students	 No Performance Color 3.7% chronically absent Increased 0.5% 27 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.4% chronically absent Declined 1.2% 587 students	 No Performance Color 4.2% chronically absent Declined 10.1% 24 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Orange 13.7% chronically absent Increased 5.9% 95 students

Conclusions based on this data:

The number of students who were chronically absent in all grades subgroups is over 10%. This increase, despite ongoing efforts to decrease it, includes students spanning all grade levels. Parents have reported: 1. the late start makes it difficult for parents to get their child care prior to sending the to school thus having to leave them at home alone to get ready. The student doesn't then make it to school. 2. if their child misses the school bus, they are then unable to get their child to school since they live across town. 3. they were unfamiliar with the process for reporting absences, despite letters and phone calls that go home. The district has secured a new absence reporting system that will add texts to parents when their child is absent. This along with site strategies will aid in lowering the number of chronic absenteeism.

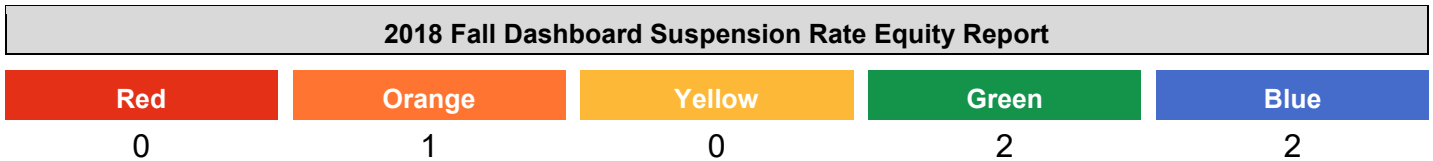
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.8% suspended at least once</p> <p>Maintained -0.2%</p> <p>783 students</p>	<p>English Learners</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>218 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>Declined -4.5%</p> <p>22 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.7% suspended at least once</p> <p>Declined -0.5%</p> <p>552 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>3.9% suspended at least once</p> <p>Increased 2.7%</p> <p>77 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 5.9% suspended at least once Declined -3.2% 17 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0% suspended at least once Maintained 0% 14 students	 No Performance Color 0% suspended at least once Maintained 0% 27 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.5% suspended at least once Declined -0.3% 598 students	 No Performance Color 4.2% suspended at least once Increased 4.2% 24 students	 No Performance Color Less than 11 Students - Data 2 students	 Green 1% suspended at least once Maintained -0.1% 99 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.1% suspended at least once	1% suspended at least once	0.8% suspended at least once

Conclusions based on this data:

The data for 2018-19 indicates all students the rate of suspension had a significant increase among Hispanics, Asians and African Americans. This increase was due largely to a season when students violated school rules that required suspension. In all cases, other forms of correction were offered.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Mathematics

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All students will reach high academic standards in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction.
 To provide equipment, materials and technology resources that support high quality instruction.
 To provide opportunities for teachers to collaborate to improve teaching and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1. CAASPP ELA</p> <p>Grades 3rd - 5th: Percentage of students at Met or Exceeding level on English Language Arts CAASPP</p>	<p>31% of students Met or Exceeded on the CAASPP in 3rd grade.</p> <p>41% of students Met or Exceeded on the CAASPP in 4th grade.</p> <p>46% of students Met or Exceeded on the CAASPP in 5th grade.</p>	<p>3rd-5th: The percentage of students scoring at the Met or Exceeded standards on the English Language Arts CAASPP will increase by 10% points. Those who scored met or exceeded will maintain their status on the CAASPP.</p> <p>Students identified as not having met or nearly meeting the standard for CAASPP will decrease by 10%.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.</p>
<p>2. CAASPP Math</p> <p>Grade 3rd - 5th: Percentage of students at Met or Exceeding level on Math CAASPP</p>	<p>33% of students Met or Exceeding on the CAASPP in 3rd grade.</p>	<p>3rd - 5th: The percentage of students scoring at the Met or Exceeded standards on the Mathematics CAASPP will increase by 10% points. Those</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>29% of students Met or Exceeding on the CAASPP in 4th grade.</p> <p>18% of students Met or Exceeding on the CAASPP in 5th grade.</p>	<p>who scored met or exceeded will maintain their status on the CAASPP.</p> <p>Students identified as not having met or nearly meeting the standard for CAASPP will decrease by 10%.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.</p>
<p>3. District and Site Assessment - STAR 360 Reading and Early Literacy</p> <p>Kindergarten - 1st: Percentage of students achieving CAASPP benchmark on STAR Early Literacy Assessment</p> <p>2nd - 5th: Percentage of students achieving CAASPP benchmark on STAR 360 Reading</p>	<p>29% of students At or Above benchmark level on STAR 360 Early Literacy Assessment in Kindergarten at the beginning of the year (2019-20).</p> <p>38% of students At or Above benchmark level on STAR 360 Early Literacy Assessment in 1st Grade at the beginning of the year.</p> <p>40% of students At or Above benchmark level on STAR 360 Reading in 2nd Grade at the beginning of the year.</p> <p>36% of students At or Above benchmark level on STAR 360 Reading in 3rd at the beginning of the year.</p> <p>41% of students At or Above benchmark level on STAR 360 Reading in 4th at the beginning of the year.</p> <p>43% of students At or Above benchmark level on STAR 360 Reading in 5h at the beginning of the year.</p>	<p>As measured by the STAR 360:</p> <p>Kindergarten will increase At or Above benchmark level on STAR 360 Early Literacy to 50% by January 30th and 70% by June.</p> <p>1st will increase At or Above benchmark level on STAR 360 Reading to 50% by January 30th and 65% by June.</p> <p>2nd will increase At or Above benchmark level on STAR 360 Reading to 50% by January 30th and 60% by June.</p> <p>3rd will increase At or Above benchmark level on STAR 360 Reading to 41% by January 30th and 46% by June.</p> <p>4th will increase At or Above benchmark level on STAR 360 Reading to 47% by January 30th and 55% by June.</p> <p>5th will increase At or Above benchmark level on STAR 360 Reading to 53% by January 30th and 66% by June.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.
<p>4. District and Site Assessment - STAR 360 Math and Kinder Math Assessment</p> <p>Kindergarten: Site Assessment for Math</p> <p>1st - 5th: Percentage of students achieving CAASPP benchmark on STAR 360 Math</p>	<p>31% of students At or Above benchmark level on STAR 360 Math in 1st Grade at the beginning of the year.</p> <p>33% of students At or Above benchmark level on STAR 360 Math in 2nd Grade at the beginning of the year.</p> <p>31% of students At or Above benchmark level on STAR 360 Math in 3rd at the beginning of the year.</p> <p>33% of students At or Above benchmark level on STAR 360 Math in 4th at the beginning of the year.</p> <p>12% of students At or Above benchmark level on STAR 360 Math in 5h at the beginning of the year.</p>	<p>Kindergarten: As measured by a teacher-generated assessment, 98% of students will recognize numbers up to 20, 98% of students will add single digits to 5 and 80% will add single digits to 10 by the end of the school year.</p> <p>As measured by the STAR 360:</p> <p>1st will increase At or Above benchmark level on STAR 360 Math to 45% by January 30th and 55% by June.</p> <p>2nd will increase At or Above benchmark level on STAR 360 Math to 43% by January 30th and 53% by June.</p> <p>3rd will increase At or Above benchmark level on STAR 360 Math to 41% by January 30th and 51% by June.</p> <p>4th will increase At or Above benchmark level on STAR 360 Math to 38% by January 30th and 43% by June.</p> <p>5th will increase At or Above benchmark level on STAR 360 Math to 33% by January 30th and 66% by June.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.</p>
5. English Learners Reclassification Rate	34 students were classified using the CELDT data.	Increase the amount of students who are reclassified

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		using the ELPAC assessment by 10% of students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in grades K-2

Strategy/Activity

The Reading Specialist's role is to improve reading achievement. Our teacher is site-based and will support struggling readers in grades K, 1st and 2nd. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized Services 1000-1999: Certificated Personnel Salaries K-2 Reading Specialist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implementation of District adopted ELA/ELD curriculum as aligned with CCSS. Ensure the appropriate time for reading language arts instruction at each grade level through monitoring daily classroom schedules and observations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

0	District Funded None Specified District Adopted Materials
0	District Funded None Specified Admin Learning Walks (year 2)
5000	LCFF - Targeted 4000-4999: Books And Supplies Core Materials and Copies
125	Discretionary 5800: Professional/Consulting Services And Operating Expenditures Spelling Bee Registration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will have use of the laminator, Duplo and Canon copy machines in order to make the necessary copies of instructional materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Copies and Lamination
0	Centralized Services None Specified Copier Contract

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use Star360 Program as an assessment/monitoring tool to identify students for intervention placement and leveled-instruction. The assessment will be administered every six weeks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
None Specified
STAR 360 Assessment Software

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use curriculum assessments and CAASPP Interim Assessment Blocks to determine progress in Reading and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
None Specified
Assessment

3500

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Subs for CAASPP Assessment

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in Transitional Kindergarten and Kindergarten

Strategy/Activity

Release time will be provided for teachers to administer Essential Skills assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

175

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
1 Substitute Salary for TK Teacher(s) once a year.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will input all formative assessments results into IO, our Student Data System, evaluate and analyze results and use the information to inform instructional decisions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
None Specified
Data Monitoring

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Language Appraisal Team (LAT) to monitor catch-up plans for all 3rd grade EL students identified as "at risk" by teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

350

Title III
1000-1999: Certificated Personnel Salaries
Substitute (twice a year) Salary

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teacher collaboration, observations and data analysis will occur in order to best address the needs of all students and at the same time maintain a professional learning community. Meetings to take place weekly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

24325

Title I
1000-1999: Certificated Personnel Salaries
Two Wednesdays per month September through March (20 teachers at \$220 per month)
Grades 1st, 3rd-5th, 5 SDC.

2100

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Leadership Team Meetings with Consult Data Analysis with Leverage Learning (2 Days of Meetings)

5880

LCFF - Targeted
1000-1999: Certificated Personnel Salaries

	Leadership Team at Data Analysis Meeting (Lemonwood and site)
6500	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Two Wednesdays per month September through March (20 teachers at \$220 per month) Grades 1st, 3rd-5th, 5 SDC.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Curriculum and Instruction Department Professional Development to teachers that will include:

- Mathematical Mindset
- Math fluency
- Reading Specialist support
- Data review (IAB, STAR, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Substitutes' Salaries
5,000	Title I 4000-4999: Books And Supplies Dot Journals, Materials for fluency (games), Math Mindest Books (Jo Boaler)
2000	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Graphics
1100	Title I 5800: Professional/Consulting Services And Operating Expenditures Mathematical Mindset Professional Development at VCOE with Jo Boaler
875	Title I 1000-1999: Certificated Personnel Salaries

Substitutes

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure deployment and implementation of iPads to assist students with the mastery of Common Core State Standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

350

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Extra Office Staff Salary

250

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Extra Hours for IT

600

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Extra Support for IT

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide subscriptions for Apps (VPP) for devices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

LCFF - Targeted
None Specified

Applications and/or Subscriptions (\$3560 currently available on voucher)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Repair or replace IT equipment.

Media Tech and IT will support the STEAM units by keeping equipment in working condition and advising on new equipment.

Provide technology for student presentation of STEAM (Focus Strand) to peers and students.

Provide technology display of student data at CST/SST/IEPs and staff data meetings in Conference Room and Library.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Centralized Services None Specified Library Media Technician Salary
842	LCFF - Targeted 4000-4999: Books And Supplies Charger Cords Replacement
500	LCFF - Targeted 4000-4999: Books And Supplies Earbuds
0	Centralized Services None Specified Site Technology Technician Salary

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Purchase materials to support emotional regulation to students, parents and teachers; includes the Therapeutic Learning Class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials (\$250 per class)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library Media Technician to support students before school creating a learning environment to support the love of learning in a safe learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4740

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Librarian AM Extra Hours Salary

110

LCFF - Targeted

5800: Professional/Consulting Services And
Operating Expenditures
VCOE Librarian Training

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will be able to showcase their projects to peers, parents and community members during a parent STEAM night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2700

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Teachers Salary Extra Hours Salary (15
Teacher; two hours, two days)

1000

LCFF - Targeted
4000-4999: Books And Supplies
Materials

200

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Campus Supervisors Extra Hours Salary (2
staff; two hours)

0

Centralized Services
None Specified

	District Funded Mystery Science
4000	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Field Trip Entrance Fees
3500	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Field Trip Transportation
3950	LCFF - Targeted 4000-4999: Books And Supplies Printer Cords \$250; Printer \$1000; Projector and Apple TV \$1500; Sound System \$1500

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use Accelerated Reader Program to support reading comprehension and fluency and as an assessment tool for identifying students in need of intervention.

Recognize students' growth on reading on AR and other areas of academics with school-wide challenges.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Accelerated Reader Program
2000	LCFF - Targeted 4000-4999: Books And Supplies Incentives
3500	LCFF - Targeted 4000-4999: Books And Supplies Incentives - Shirts
800	LCFF - Targeted 4000-4999: Books And Supplies Incentives - Student Store

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students who are under performing or who are in need of socio-emotional supports.

Strategy/Activity

Child Find: The process of identifying student progress, enrichment, instruction and interventions. This includes CST/SST or 504 meetings that reviews diagnostics assessment for struggling readers per benchmark data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

750

Title I
2000-2999: Classified Personnel Salaries
Translation

7500

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Substitutes for Meetings

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in grades 2-5

Strategy/Activity

Use MyOn and Newsela Programs to support reading comprehension through access on 1:1 devices for 2nd through 5th grades at home with or without internet.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
None Specified
MyOn Digital Library

0

District Funded
None Specified
Newsela

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Materials and supplies will be purchased to support and supplement the core instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7045	Discretionary 4000-4999: Books And Supplies Warehouse Materials
0	Title I 4000-4999: Books And Supplies Materials
3405	Title III 4000-4999: Books And Supplies Materials
0	LCFF - Targeted 4000-4999: Books And Supplies Materials

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Extra clerical support will be provided for special school events (i.e conferences, meetings, opening and closing of the school).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

100

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Extra Clerical Support Salary

500

Title I
2000-2999: Classified Personnel Salaries
Translator's Salary

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Extra clerical support will be provided to support the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

30363

Discretionary
2000-2999: Classified Personnel Salaries
Staff Member Salary

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Implement the District Master Plan for English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0	District Funded None Specified Instruction, Assessment and Student Monitoring
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Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Ensure implementation of McGraw-Hill ELD Curriculum through direct and embedded ELD instruction. Content area instruction will be supported through SIOP strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0	District Funded None Specified Instruction, Assessment and Student Monitoring
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0	District Funded None Specified Learning Walks
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Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Students placed in ELPAC proficiency leveled groups for ELD and provide instruction and intervention based on language goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Instruction, Assessment and Student Monitoring
1340	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Hours 20 hrs to assist with coordination of ELPAC

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Use data to target the specific educational needs of EL students and provide appropriate support and/or intervention.

Provide time, through staff development and release time for teachers to analyze EL assessments. Develop and review goals that focus on areas of need. Develop grade level block systematic ELD instruction time, 45 minutes for 1st-5th and 30 minutes for Kindergarten.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Instruction, Assessment and Student Monitoring

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Recognize student Reclassification at an annual assembly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Discretionary
4000-4999: Books And Supplies
Incentives

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Low performing students in grades 2-5 who require intervention

Strategy/Activity

Provide an ISP to work with 3rd-5th grade students identified as being below benchmark in ELA and Math. 2nd graders will receive support in math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
ISP Teacher Salary

Strategy/Activity 36

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 37

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, GATE students

Strategy/Activity

Interventions and Enrichment:

- Provide Before and After School Tutoring.
- Provide STEAM Enrichment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7452	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Before and After School Support Teacher Salary
2262	Title III 1000-1999: Certificated Personnel Salaries Before and After School Support Teacher Extra Hours

Strategy/Activity 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Low performing students and students who need socioemotional support.

Strategy/Activity

Conduct meetings with student study team to review, within our Multi-Tier System of Supports (MTSS), cases of students who are not making sufficient progress on grade level standards or who are demonstrating a need for behavior and social-emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Process for identifying students strengths and needs
3500	Title I 1000-1999: Certificated Personnel Salaries CoST/SST Substitutes (20 days)
3500	Title I 1000-1999: Certificated Personnel Salaries IEP Substitutes (20 days)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2018-19 was year two of McAuliffe's site journey with Professional Learning Communities. Discussions were held as to what types of researched based strategies and which standards provided the most academic growth potential for students. The discussions revealed that more professional development would be needed in both of these areas. First, teachers were asked to return to the basics of teaching. Specifically, what were they doing on a daily basis which could be directly be attributed to student learning. Each grade level and each teacher had a separate response. With this information in hand, the teachers began to discuss what areas of support were needed to increase student learning. As a result, teachers and administration began working with Leverage Learning Group, Inc. with Jason Willoughby. During these trainings, extensive discussion was held on the Cycle of Inquiry based on the PLC guiding questions.

Our Reading Specialist aided in providing interventions to students and securing their academic footing during the grade level classroom instruction. Those who did not progress, were given additional interventions and referred to the MTSS for CST/SST next steps including, being assessed for a possible learning disability under the 13 handicapping conditions. An advantage to this upcoming year is that students were already identified as needing support at the end of last academic year. The current assessments will only confirm their academic standing.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in implementation and/or budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In the upcoming year, teachers will closely look at instruction, data, and intervention through the Cycle of Inquiry in English Language Arts. The site Leadership Team have committed to these cycles of inquiry for the purpose of improving instruction. The Reading Specialist will continue to support students in kindergarten through second grade, while an ISP will support English Language Learners and English only students in grades third through fifth. Teachers will continue to work with Leverage Learning on analyzing data and improving instruction.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Chronic Absenteeism	11.7% of the students were identified as Chronic Absentees.	Decrease the amount of Chronic Absentees by 2%.
2. Referrals to Office	385 Referrals from TK to 5th Grade were made to the office.	Decrease the amount of office referrals by 10%.
3. Suspensions	3.64% Suspensions were on the rise in the past year.	Reduce the amount of suspensions by 10%.
4. Healthy Kids Survey	41% of students stated that "adults really care about every student." 29% stated "adults acknowledge and pay attention to students."	Increase the amount of students who score higher on areas related to connections with others and positive relationships on campus by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implementation of PBIS school-wide and CHAMPS in common areas, such as, bathrooms, cafeteria, and hallways.

Staff will fully implement CHAMPs in all grade levels using all components of the program for Positive Behavior Support.

Establish school guidelines and implement throughout campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6000

LCFF - Targeted
4000-4999: Books And Supplies
Materials

500

LCFF - Targeted
4000-4999: Books And Supplies
Student Leadership Team Meeting

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Ensure confidential of documents and sensitive student information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

480

Discretionary
None Specified
Contract for Shredding Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Hold Champs & Guidelines assemblies every six to eight weeks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1790

700

Source(s)

LCFF - Targeted
5800: Professional/Consulting Services And Operating Expenditures
Assemblies from outside agency; others in house

LCFF - Targeted
4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Outreach Consultant will support students by coordinating services needed at school and by helping families access social services in the community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Centralized Services
None Specified
Outreach Coordinator Salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student discipline data will be monitored at intervals throughout the year to determine students/families who will receive referral to outside agencies from ORC or support from the Site Counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
None Specified
Monitor student discipline data

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Maintain a site Positive Behavior Intervention Support (PBIS) committee to lead school in implementation of multi-tiered system of support for behavior and social/emotional skill development at all school sites.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

750

LCFF - Targeted
5800: Professional/Consulting Services And
Operating Expenditures
Teacher PD

250

LCFF - Targeted
4000-4999: Books And Supplies
Counseling Materials

2800

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Substitutes for PBIS CHAMPs classroom
observation

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All staff and students will participate in monthly emergency drills and annual earthquake drills. A school-wide evacuation drill will be conducted annually. A student reunification exercise will be conducted in the Spring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

LCFF - Targeted
4000-4999: Books And Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The School Comprehensive Safety Plan Committee Leadership Team will monitor the Comprehensive Safety Plan and make revisions as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
No cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student attendance will be monitored. Incentives for good attendance will be provided to individual students and classes.

At the start of each trimester, a campaign focusing on attendance will be done.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Incentives

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus Supervisors work to support student supervision before school, during recess and lunch, and at dismissal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Discretionary
2000-2999: Classified Personnel Salaries
Three Campus minutes increase of hour of 15 minutes each.

250

LCFF - Targeted
5800: Professional/Consulting Services And
Operating Expenditures
CHAMPs Professional Development for
Campus Assistants

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students, Staff, and Parents will participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey for data collection related to social-emotional health and school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
None Specified
Parent Survey

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Offer enrichment to student to support positive relationships and a positive culture amongst students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3756

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Teacher Salary

1000

LCFF - Targeted
4000-4999: Books And Supplies
Materials

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide staff training for implementation of NCPI practices for students needing immediate intervention for safety of self and others.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Staff Training

2100

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Certificated Subs

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide training to students, staff, and parents on Disaster Preparedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded
2000-2999: Classified Personnel Salaries
No Cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Foster and Homeless Students

Strategy/Activity

The site Counselor and/or ORC will provide: individual and/or small group counseling, support for Foster and Homeless students and lessons in the classrooms on Positive Behavior and conflict resolution skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCFF - Targeted
4000-4999: Books And Supplies
Materials

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

McAullife has currently 722 students currently enrolled in the TK-5th grade classes. It's population is a mixture of ethnicities, languages and socio-economic statuses. Approximately one third of students enrolled are designated as overflow or transfer students. In 2018-19 students rated

higher in one area on the Healthy Kids survey; but lower in three other significant areas. The higher area was in perceived safety. The lower areas were caring relationships, meaningful relationships and school connectedness. Regardless of the demographics, the site is seeing an increase of students needing social/emotional support. This is seen by the increase of referrals made to Ventura County Behavior Health, the SARB process and site/school counseling.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were and are no differences in the planned actions and funding with the exception of walkie-talkies. The radios used by staff are highly needed and require maintenance, repair or replacement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The most significant adjustment to this goal is 1. Increase of absenteeism. Despite rigorous efforts to decrease chronic absenteeism, the school had an increase of students chronically absent. 2. Connection with Others. Based on the Healthy Kids Survey, the students at McAuliffe feel safe but not connected. The school team questions whether or not the timing (spring) of the year has any merit to their responses. Nevertheless, the data states students don't feel connected. Two significant campaigns were deployed this year. The first is the Five10Challenge, meant to increase connectivity amongst students, staff and parents across the grade levels. The other is Community Circles. These family meeting-type gatherings allow students to connect better with their peers and the adult in the classroom. The circles are held every day and allow children to be heard and connected.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Coffee with the Principal Participation	In 2018-2019 an average of 12 parents attended Coffee with the Principal.	Increase parent attendance to an average of 25 in attendance.
ELAC Sponsored Parent Events Sign-in Sheets	In 2018-19 an average of on parent attended ELAC meetings.	Increase parent attendance to an average of 15 in attendance.
Healthy Kids Survey Parent Completion	In 2018-19 an insignificant number of parents completed the Healthy Kids Survey.	Increase parent participation in completed the survey. The information gathered will guide our school site in supporting parents.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in 1st through 5th grade

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games, and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
No cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide support for parents, staff, and students in the area of attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Centralized Services
2000-2999: Classified Personnel Salaries
Outreach Consultant Salary (see Goal 2)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Centralized Services
2000-2999: Classified Personnel Salaries
Counselor salary (see Goal 2)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Transitional/Kindergarten and New Students

Strategy/Activity

Transitional/Kindergarten and New Students to McAuliffe Orientation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Orientation Night

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Maintain effective communication with parents using the Ed Connect system and translation services.

Increase communication via McAuliffe Website.

Use social media to promote teaching and learning activities and school-wide events. This includes using Peach Jar to share announcements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Ed Connect
0	District Funded 5000-5999: Services And Other Operating Expenditures Website

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct parent meetings such as: Title 1 meetings, ELAC, Coffee with the Principal, and Elementary to Middle School Transition meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title I 4000-4999: Books And Supplies Parent Involvement Meetings Coffee w/ the Principal
250	Title III 2000-2999: Classified Personnel Salaries Child Care
250	Title III 4000-4999: Books And Supplies ELAC Snacks

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Develop, implement and distribute the Parent Involvement Policy and School Compact with input from stakeholders - School Site Council, English Learner Advisory Committee, Parent Teacher Association, and Title 1 parent meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title III 4000-4999: Books And Supplies Materials
500	Title III 2000-2999: Classified Personnel Salaries Babysitting
500	Title III 4000-4999: Books And Supplies Snacks

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last academic year, efforts were made to provide more parent involvement through workshops/training. English Language Learner parents were present in higher numbers when their child was receiving Reclassification. Unfortunately, they were not present in the English Language Advisory Committee meetings. At the request of those in attendance, classes were offered by the Ventura County Office of Behavior Health. The line of workshops entitled Logrando Bienestar, focused on the emotional well-being of students. The facilities offered opportunities for parents to identify signs of needed emotional help in their child. These workshops were offered in Spanish every other week. An English speaking parent provided feedback stating that the workshops were a great topic, but offered at an inconvenient time. A second set of workshops were offered based on the feedback and there were no participants in the evening. Prior to these workshops being offered, discussions were held with other parent groups, such as PTA, in efforts to provide a training for parents. The goal again, was for parents to have a better understanding of what children are learning, their role in the process of education and how to get more involved in school regardless of their child's age. The classes would be conducted by parents of McAuliffe after they had been trained by a PTA representative. These set of workshops were not offered. Despite these workshops not having the parents in attendance, there was an increase in other meeting offered to parents. These include, parent conferences, STEAM night, Family Math night, and Understanding A-G Requirements.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Two sets of workshops were considered and both were on their way to being offered. The change in mid-year leadership within PTA caused a disruption in plans for implementation. Furthermore, the cost and funding, which was to be shared, was prohibitive in nature on the parent association.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Parents are held in high esteem at McAuliffe not only because they provide nurture and a sense of well-being in the children, but because they are a voice for setting a positive mindset towards learning. Continued efforts will be made to support and cultivate the home/school connection to a greater degree. The use of social media to promote events and provide tools will be increased this year. This medium of communication is an effort to engage younger parents who feel adept at using social media already. The traditional workshops will be offered as well. Starting in October, at the request of ELAC, classes be offered to parents of English Language Learners which focus solely on academics. The hope is to increase parent awareness and support of student learning, Reclassification, and monitoring. Other standalone workshops will be offered to support math and reading in the home.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$64,082.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$205,065.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$54,975.00
Title III	\$9,107.00

Subtotal of additional federal funds included for this school: \$64,082.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
Centralized Services	\$0.00
Discretionary	\$43,263.00
District Funded	\$0.00
LCFF - Intervention	\$14,952.00
LCFF - Targeted	\$82,768.00

Subtotal of state or local funds included for this school: \$140,983.00

Total of federal, state, and/or local funds for this school: \$205,065.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	43,263.00	0.00
Title I	54,975.00	0.00
Title III	9107.00	0.00
LCFF - Targeted	82,768.00	0.00
LCFF - Intervention	14,952.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Centralized Services	0.00
Discretionary	43,263.00
District Funded	0.00
LCFF - Intervention	14,952.00
LCFF - Targeted	82,768.00
Title I	54,975.00
Title III	9,107.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Centralized Services	0.00
2000-2999: Classified Personnel Salaries	Centralized Services	0.00
None Specified	Centralized Services	0.00
2000-2999: Classified Personnel Salaries	Discretionary	35,363.00
4000-4999: Books And Supplies	Discretionary	7,295.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	125.00

None Specified	Discretionary	480.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	14,952.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	29,586.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	7,740.00
4000-4999: Books And Supplies	LCFF - Targeted	32,042.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	2,900.00
None Specified	LCFF - Targeted	0.00
1000-1999: Certificated Personnel Salaries	Title I	47,375.00
2000-2999: Classified Personnel Salaries	Title I	1,250.00
4000-4999: Books And Supplies	Title I	5,250.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,100.00
1000-1999: Certificated Personnel Salaries	Title III	3,952.00
2000-2999: Classified Personnel Salaries	Title III	750.00
4000-4999: Books And Supplies	Title III	4,405.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	170,439.00
Goal 2	32,376.00
Goal 3	2,250.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Mary Arias Elisondo	Principal
Sara Cervantes	Classroom Teacher
Maria Liston	Classroom Teacher
Taylor Lumas	Classroom Teacher
Amy Dahm	Other School Staff
Jessica Gomez	Parent or Community Member
Ellis L. Green	Parent or Community Member
Bonny ibarra	Parent or Community Member
Karen Scott-Hill	Parent or Community Member
Maria McDaniels	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


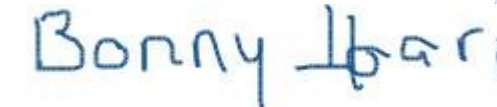
Recommendations and Assurances

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 10/16/18.

Attested:

	Principal, Mary Arias Elisondo on 10/16/19
	SSC Chairperson, Taylor Lumas on 10/23/19