

2025-26 School Plan for Student Achievement

Christa McAuliffe Elementary School

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT



Principal: Cristina Ishii
Address: 8900 Westwold Drive
Bakersfield, CA 93311
Phone: (661) 665-9471
E-mail Address: cishii@pbvUSD.k12.ca.us
Website: www.pbvUSD.k12.ca.us

The following items are included and/or on file with the District:
(Check all that apply)

- SPSA Annual Evaluation
- Recommendations and Assurances SSC
- Data Reports
- X Budgets
- Title I Schools
- Parent and Family Engagement Policy (Title I)
- School Compact (Title I)

FOR DISTRICT OFFICE USE

Item/Action Reviewed	Date
Schoolsite Council Approval Date	May 21, 2025
Board of Trustees Approval Date	June 24, 2025

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Purpose and Description

Select Title I Program:

Targeted Program

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements for Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), or Comprehensive Support and Improvement (CSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The plan involves an analysis of multiple data, setting goals in alignment with state indicators, input from all educational partners, an analysis of progress monitoring data, an assessment of needs, and development of a plan consistent with our needs, ESSA requirements and the LCAP.

The state has identified the school for:

School Vision and Mission

Our vision is to be the model of excellence in education!

Our mission is to engage all educational partners, including staff, students, parents and the community, in the process.

Our purpose is to create a school where kids are excited to learn; where they feel safe, supported, empowered, challenged and inspired!

Educational Partner 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

The development and annual update of the School Plan for Student Achievement (SPSA) is a collaborative and continuous improvement process. At McAuliffe, meaningful input from staff, families, and community members is foundational to shaping a plan that meets the needs of all students.

The Instructional Leadership Team (ILT) initiates the process by reviewing site and student performance data, identifying key challenges, and conducting a root cause analysis. Based on this analysis, the team develops targeted goals and research-based strategies for the following school year. These draft goals and strategies are then incorporated into the SPSA.

The draft SPSA is presented to the School Site Council (SSC) for review. The SSC provides critical feedback and suggestions for improvement before the plan is finalized. Throughout the year, parents and community members are invited to engage in the SPSA process through multiple forums, including English Learner Advisory Committee (ELAC) meetings, Targeted Title I Parent Meetings, school-wide surveys, and other parent engagement opportunities. These venues provide valuable perspectives that inform the plan's development.

At the end of the year, the school conducts a Targeted Title I Annual Review to evaluate the effectiveness of implemented strategies and programs. Recommendations from the review, along with input from staff and parents, are integrated into the SPSA for the upcoming school year. Each

strategy is examined for impact and effectiveness, and action steps are refined accordingly. These updated strategies, along with aligned metrics, form the foundation of the revised SPSA.

The final draft of the SPSA is reviewed and approved by the SSC before being submitted to the PBVUSD Board of Trustees for adoption.

Resource Inequities

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

Not applicable. The school has not been identified as ATSI or CSI.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.17%	%		1	
African American	7.79%	8.67%	7.09%	54	52	37
Asian	4.76%	4%	4.02%	33	24	21
Filipino	1.01%	0.67%	0.96%	7	4	5
Hispanic/Latino	54.11%	53.67%	55.17%	375	322	288
Pacific Islander	%	0.17%	%		1	
White	19.48%	21.83%	23.95%	135	131	125
Multiple/No Response	2.60%	2%	1.15%	18	12	6
	Total Enrollment			693	600	522

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	97	84	51
Grade 1	88	74	62
Grade 2	99	75	68
Grade 3	81	90	59
Grade 4	112	76	74
Grade 5	110	90	68
Grade 6	106	111	91
Total Enrollment	693	600	522

Conclusions based on this data:

1. There was an overall enrollment decline, largely due to the decreased enrollment and pending closure of the virtual learning program for 2023-2024.
2. There were small shifts in the student group with a decrease in African American, Filipino, and Asian students, with no representation from Native American or Pacific Islander groups. Hispanic/Latino and White student populations increased, with the White subgroup showing the highest percentage increase at 2.12% in the last three years. Hispanic/Latino students represent 55.17% of the student population.
3. Grades 4 and 6 continue to be the largest grade levels with CAASPP-tested grades (3–6) representing 56% of the total enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	97	77	65	12.8%	12.8%	12.5%
Fluent English Proficient (FEP)	47	28	20	4.7%	4.7%	3.8%
Reclassified Fluent English Proficient (RFEP)	38	20	12	20.6%	20.6%	15.6%

Conclusions based on this data:

1. English Learner enrollment has steadily declined over the past three years, with 65 EL students in 2023–24.
2. There is a decline in students achieving Initial Fluent English Proficiency, and a 5% drop in RFEP students, though consistent reclassification indicates progress for some ELL students.
3. ELL population makes up 12.5% of the student population.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	79	85	55	78	85	55	78	85	55	98.7	100.0	100
Grade 4	98	71	84	94	69	84	94	69	84	95.9	97.2	100
Grade 5	106	80	63	103	80	63	103	80	63	97.2	100.0	100
Grade 6	104	113	78	103	112	77	103	111	77	99.0	99.1	98.7
All Grades	387	349	280	378	346	279	378	345	279	97.7	99.1	99.6

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2438.	2399.	2404.	37.18	17.65	20.00	19.23	15.29	23.64	17.95	31.76	21.82	25.64	35.29	34.55
Grade 4	2452.	2453.	2449.	14.89	21.74	19.05	24.47	20.29	19.05	29.79	21.74	23.81	30.85	36.23	38.10
Grade 5	2507.	2478.	2474.	21.36	18.75	9.52	31.07	21.25	31.75	27.18	25.00	25.40	20.39	35.00	33.33
Grade 6	2545.	2496.	2514.	22.33	9.91	18.18	37.86	28.83	20.78	24.27	29.73	32.47	15.53	31.53	28.57
All Grades	N/A	N/A	N/A	23.28	16.23	16.85	28.84	22.03	23.30	25.13	27.54	26.16	22.75	34.20	33.69

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.64	12.94	16.36	55.13	61.18	56.36	19.23	25.88	27.27
Grade 4	10.64	15.94	21.43	73.40	59.42	55.95	15.96	24.64	22.62
Grade 5	17.48	15.00	14.29	67.96	65.00	61.90	14.56	20.00	23.81
Grade 6	32.04	9.01	16.88	53.40	58.56	55.84	14.56	32.43	27.27
All Grades	21.43	12.75	17.56	62.70	60.87	57.35	15.87	26.38	25.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.64	12.94	12.73	48.72	50.59	50.91	25.64	36.47	36.36
Grade 4	13.83	10.14	9.52	56.38	62.32	63.10	29.79	27.54	27.38
Grade 5	15.53	10.00	11.11	66.99	60.00	61.90	17.48	30.00	26.98
Grade 6	14.56	8.11	11.69	64.08	55.86	57.14	21.36	36.04	31.17
All Grades	16.93	10.14	11.11	59.79	56.81	58.78	23.28	33.04	30.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.08	15.29	7.27	61.54	71.76	80.00	15.38	12.94	12.73
Grade 4	7.45	15.94	8.33	78.72	68.12	75.00	13.83	15.94	16.67
Grade 5	11.65	10.00	9.52	76.70	70.00	76.19	11.65	20.00	14.29
Grade 6	13.59	10.81	11.69	77.67	74.77	74.03	8.74	14.41	14.29
All Grades	13.49	12.75	9.32	74.34	71.59	75.99	12.17	15.65	14.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.23	12.94	9.09	58.97	63.53	70.91	21.79	23.53	20.00
Grade 4	10.64	13.04	13.10	76.60	75.36	57.14	12.77	11.59	29.76
Grade 5	21.36	12.50	14.29	63.11	65.00	55.56	15.53	22.50	30.16
Grade 6	28.16	10.81	22.08	61.17	66.67	62.34	10.68	22.52	15.58
All Grades	20.11	12.17	15.05	65.08	67.25	60.93	14.81	20.58	24.01

Conclusions based on this data:

1. Across all grade levels (Grades 3–6), participation rates were consistently high at 99.1% of enrolled students tested each year. This reliability in participation provides confidence in the representation of the data.
2. The combined overall percentage of students meeting or exceeding standards have shown slight improvement. There has also been a combined decrease of students at standard nearly met and standard not met. The percentage of students performing below standard in reading has remained high in Grades 3–6. While more than half of the students are “at or near standard,” the percentage above standard declined overall, especially in Grades 3 and 6.
3. There are 10–13% of students performing above standard in 2023–24 and over 30% of students consistently fall below standard in writing across grades, indicating a widespread need to improve students’ ability to produce clear and purposeful writing. There was an improvement in students scoring at or near standard in listening, especially in Grade 3, which rose to 80% in 2023–24. Performance in research/inquiry improved in Grade 6, but declined or remained low in Grades 3–5.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	79	85	55	78	85	55	78	85	55	98.7	100.0	100
Grade 4	98	71	84	94	70	84	94	70	84	95.9	98.6	100
Grade 5	106	80	63	104	80	63	104	80	63	98.1	100.0	100
Grade 6	104	113	78	103	112	77	103	112	77	99.0	99.1	98.7
All Grades	387	349	280	379	347	279	379	347	279	97.9	99.4	99.6

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2420.	2399.	2409.	19.23	9.41	14.55	32.05	16.47	18.18	12.82	32.94	25.45	35.90	41.18	41.82
Grade 4	2448.	2474.	2446.	11.70	15.71	7.14	23.40	38.57	27.38	37.23	15.71	33.33	27.66	30.00	32.14
Grade 5	2469.	2462.	2472.	9.62	11.25	14.29	16.35	15.00	15.87	31.73	22.50	25.40	42.31	51.25	44.44
Grade 6	2513.	2463.	2472.	15.53	5.36	11.69	21.36	10.71	10.39	33.98	28.57	28.57	29.13	55.36	49.35
All Grades	N/A	N/A	N/A	13.72	9.80	11.47	22.69	18.73	18.28	29.82	25.65	28.67	33.77	45.82	41.58

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.08	7.06	14.55	41.03	51.76	43.64	35.90	41.18	41.82
Grade 4	12.77	20.00	10.71	48.94	47.14	48.81	38.30	32.86	40.48
Grade 5	12.50	8.75	12.70	47.12	47.50	55.56	40.38	43.75	31.75
Grade 6	9.71	3.57	9.09	60.19	47.32	48.05	30.10	49.11	42.86
All Grades	13.98	8.93	11.47	49.87	48.41	49.10	36.15	42.65	39.43

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.67	10.59	14.55	56.41	67.06	63.64	26.92	22.35	21.82
Grade 4	11.70	21.43	10.71	53.19	58.57	63.10	35.11	20.00	26.19
Grade 5	7.69	7.50	12.70	64.42	50.00	55.56	27.88	42.50	31.75
Grade 6	10.68	4.46	5.19	65.05	58.93	64.94	24.27	36.61	29.87
All Grades	11.35	10.09	10.39	60.16	58.79	62.01	28.50	31.12	27.60

Conclusions based on this data:

1. Over 98% participation each year, indicates successful test administration and reliable data for analysis.
2. Slight increase in 23-24 for met or exceeded standards students. Third grade demonstrated Improvement in % Met or Exceeded (from 25.88% in 22–23 to 32.73% in 23–24). Fourth grade dropped in % Exceeded from 15.71% to 7.14% in 23-24. There were improvements in percentage of Exceeded in 5th and 6th. The percentage of Not Met remains high (Grade 5: 44.44%, Grade 6: 49.35%).
3. There was an increase in communicating reasoning and problem solving remains a challenge, especially in Grades 5 and 6. A focus need on deepening mathematical discourse and real-world problem-solving while increasing support to address foundational gaps for intermediate students.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1425.9	*	1422.3	1438.6	*	1434.3	1396.2	*	1393.8	17	10	12
1	*	*	*	*	*	*	*	*	*	8	7	5
2	1483.7	*	*	1490.7	*	*	1476.3	*	*	15	9	9
3	*	1475.1	*	*	1476.1	*	*	1473.5	*	7	15	5
4	1521.7	*	1529.3	1517.3	*	1530.8	1525.6	*	1527.3	11	7	12
5	1517.2	*	*	1511.2	*	*	1522.6	*	*	17	9	6
6	*	1516.9	1508.9	*	1519.9	1499.6	*	1513.4	1518.0	6	13	11
All Grades										81	70	60

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.88	*	16.67	52.94	*	25.00	35.29	*	41.67	5.88	*	16.67	17	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	6.67	*	*	73.33	*	*	13.33	*	*	6.67	*	*	15	*	*
3	*	0.00	*	*	26.67	*	*	60.00	*	*	13.33	*	*	15	*
4	18.18	*	33.33	54.55	*	41.67	27.27	*	16.67	0.00	*	8.33	11	*	12
5	17.65	*	*	47.06	*	*	17.65	*	*	17.65	*	*	17	*	*
6	*	15.38	0.00	*	53.85	45.45	*	7.69	45.45	*	23.08	9.09	*	13	11
All Grades	11.11	15.71	28.33	50.62	47.14	35.00	29.63	27.14	28.33	8.64	10.00	8.33	81	70	60

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.76	*	16.67	52.94	*	41.67	29.41	*	25.00	5.88	*	16.67	17	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	40.00	*	*	33.33	*	*	26.67	*	*	0.00	*	*	15	*	*
3	*	6.67	*	*	60.00	*	*	13.33	*	*	20.00	*	*	15	*
4	36.36	*	50.00	27.27	*	33.33	36.36	*	16.67	0.00	*	0.00	11	*	12
5	41.18	*	*	35.29	*	*	11.76	*	*	11.76	*	*	17	*	*
6	*	53.85	9.09	*	23.08	63.64	*	0.00	18.18	*	23.08	9.09	*	13	11
All Grades	27.16	31.43	35.00	43.21	47.14	41.67	22.22	10.00	16.67	7.41	11.43	6.67	81	70	60

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	*	16.67	47.06	*	16.67	47.06	*	41.67	5.88	*	25.00	17	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	6.67	*	*	40.00	*	*	46.67	*	*	6.67	*	*	15	*	*
3	*	0.00	*	*	6.67	*	*	53.33	*	*	40.00	*	*	15	*
4	0.00	*	16.67	54.55	*	33.33	27.27	*	41.67	18.18	*	8.33	11	*	12
5	5.88	*	*	11.76	*	*	52.94	*	*	29.41	*	*	17	*	*
6	*	0.00	0.00	*	15.38	18.18	*	61.54	54.55	*	23.08	27.27	*	13	11
All Grades	4.94	11.43	13.33	37.04	30.00	31.67	39.51	38.57	41.67	18.52	20.00	13.33	81	70	60

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.76	*	8.33	82.35	*	75.00	5.88	*	16.67	17	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	33.33	*	*	66.67	*	*	0.00	*	*	15	*	*
3	*	6.67	*	*	73.33	*	*	20.00	*	*	15	*
4	54.55	*	58.33	27.27	*	41.67	18.18	*	0.00	11	*	12
5	17.65	*	*	70.59	*	*	11.76	*	*	17	*	*
6	*	15.38	0.00	*	61.54	45.45	*	23.08	54.55	*	13	11
All Grades	23.46	25.71	26.67	65.43	62.86	56.67	11.11	11.43	16.67	81	70	60

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.53	*	16.67	64.71	*	75.00	11.76	*	8.33	17	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	33.33	*	*	66.67	*	*	0.00	*	*	15	*	*
3	*	33.33	*	*	46.67	*	*	20.00	*	*	15	*
4	54.55	*	66.67	36.36	*	25.00	9.09	*	8.33	11	*	12
5	64.71	*	*	11.76	*	*	23.53	*	*	17	*	*
6	*	53.85	54.55	*	23.08	36.36	*	23.08	9.09	*	13	11
All Grades	41.98	47.14	53.33	46.91	38.57	40.00	11.11	14.29	6.67	81	70	60

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	*	16.67	94.12	*	66.67	5.88	*	16.67	17	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	6.67	*	*	86.67	*	*	6.67	*	*	15	*	*
3	*	0.00	*	*	40.00	*	*	60.00	*	*	15	*
4	9.09	*	8.33	72.73	*	83.33	18.18	*	8.33	11	*	12
5	5.88	*	*	58.82	*	*	35.29	*	*	17	*	*
6	*	0.00	0.00	*	46.15	45.45	*	53.85	54.55	*	13	11
All Grades	7.41	15.71	13.33	67.90	52.86	66.67	24.69	31.43	20.00	81	70	60

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	29.41	*	33.33	47.06	*	33.33	23.53	*	33.33	17	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	6.67	*	*	86.67	*	*	6.67	*	*	15	*	*
3	*	13.33	*	*	73.33	*	*	13.33	*	*	15	*
4	18.18	*	25.00	72.73	*	66.67	9.09	*	8.33	11	*	12
5	29.41	*	*	52.94	*	*	17.65	*	*	17	*	*
6	*	7.69	9.09	*	69.23	81.82	*	23.08	9.09	*	13	11
All Grades	20.99	27.14	23.33	62.96	58.57	66.67	16.05	14.29	10.00	81	70	60

Conclusions based on this data:

1. For Overall Language, 75.47% of ELLs are at the L3 and L4 levels, with 28.33% at L2 and 8.33% at L1.

2. There has been a smaller EL population or possible reclassification trends. There is a significant improvement in students reaching Level 4 by 2023–2024 with fewer students remaining at Level 1.
3. Students are stronger in oral language at 35% than written at 13.33% in 23-24. Greatest growth seen in Speaking with 43.33%. A need to continue to provide EL support in writing and listening domains.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
522	74.3%	12.5%	0.4%
Total Number of Students enrolled in Christa McAuliffe Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	65	12.5%
Foster Youth	2	0.4%
Homeless	2	0.4%
Socioeconomically Disadvantaged	388	74.3%
Students with Disabilities	100	19.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	7.1%
American Indian	0	0.0%
Asian	21	4%
Filipino	5	1%
Hispanic	288	55.2%
Two or More Races	6	1.1%
Pacific Islander	0	0.0%
White	125	23.9%

Conclusions based on this data:

1. A large majority of students face socioeconomic challenges at 74.3% (388 students).

2. Nearly 1 in 5 students receive special education services, indicating a need for robust inclusion practices and specialized instruction. There are 19.2% (100 students) Students with Disabilities (SWDs).
3. English Learners (ELs) represent 12.5% (65 students).

School and Student Performance Data

Overall Performance

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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Orange	Suspension Rate Yellow
Mathematics Yellow		
English Learner Progress Yellow		

Conclusions based on this data:

1. Yellow in suspension rate demonstrates making progress and the need to continue to strengthen Tier 1 and Tier 2 behavior supports, SEL integration, and restorative practices.
2. Yellow in ELA, Math, EL progress is moderate. Continue gains are necessary to move into higher performance bands.

3. Chronic Absenteeism is "High" with significant concern. Chronic absenteeism is categorized at orange and must be addressed through improved attendance systems, family engagement, and overall supports.

School and Student Performance Data

Academic Performance English Language Arts

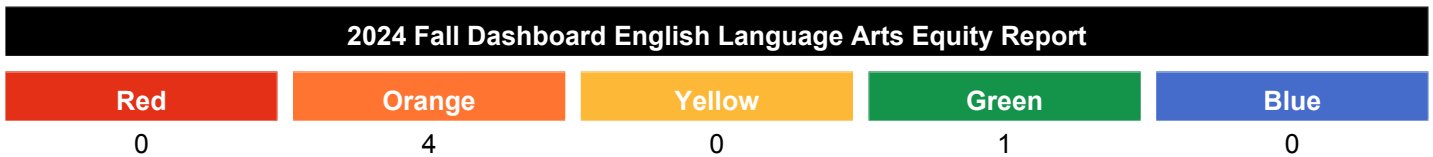
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>17.6 points below standard</p> <p>Increased 4.8 points</p> <p>274 Students</p>	<p>English Learners</p> <p> Orange</p> <p>65.7 points below standard</p> <p>Maintained 1.9 points</p> <p>36 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>28.8 points below standard</p> <p>Maintained 2.6 points</p> <p>206 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>58.3 points below standard</p> <p>Declined 4.1 points</p> <p>62 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>19.1 points below standard</p> <p>Maintained 0.8 points</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>28.6 points above standard</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>31.5 points below standard</p> <p>Maintained 2.1 points</p> <p>160 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>12.4 points above standard</p> <p>Increased 9.9 points</p> <p>66 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts

2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

<p>Current English Learner</p> <p>78.9 points below standard</p> <p>Increased 16.6 points</p> <p>31 Students</p>	<p>Reclassified English Learners</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>English Only</p> <p>13.3 points below standard</p> <p>Maintained 1.5 points</p> <p>228 Students</p>
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Conclusions based on this data:

- All students 3rd-6th grade increased by 4.8 points (274 students) with 17.6 points below standard.
- Strong growth for White students as scored in the Green category with 12.4 points above standard. This was an increase of 9.9 points.
- The following student groups performed at Orange category English Learners (65.7 points below standard), Socioeconomically Disadvantaged students (28.8 points below standard), Students with Disabilities (58.3 points below standard), and Hispanic students (31.5 points below standard). Pronounced declines and deep performance gaps for SWD and ELs.

School and Student Performance Data

Academic Performance Mathematics

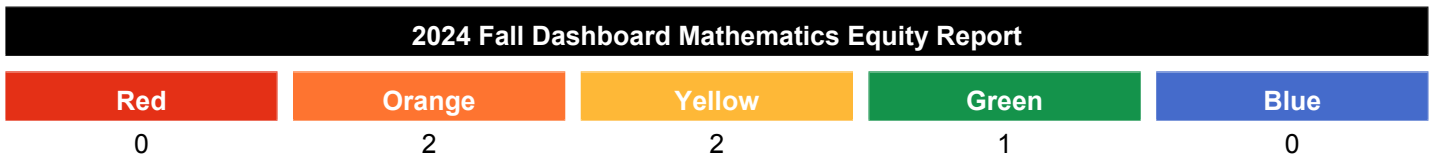
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>45.9 points below standard</p> <p>Increased 5.1 points</p> <p>275 Students</p>	<p>English Learners</p> <p>Orange</p> <p>85.3 points below standard</p> <p>Maintained 1.8 points</p> <p>37 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>55.1 points below standard</p> <p>Increased 4.2 points</p> <p>206 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>84.0 points below standard</p> <p>Increased 10.9 points</p> <p>63 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>51.2 points below standard</p> <p>Increased 9.2 points</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>1.5 points above standard</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>61.1 points below standard</p> <p>Maintained 0.9 points</p> <p>160 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>17.6 points below standard</p> <p>Increased 8.1 points</p> <p>67 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2024 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>85.8 points below standard</p> <p>Increased 22.0 points</p> <p>31 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p>41.9 points below standard</p> <p>Increased 3.4 points</p> <p>228 Students</p>

Conclusions based on this data:

1. Student groups that increased in math performance are Socioeconomically Disadvantaged students at yellow with 4.2 points increase (55.1 points below standard), Students with Disabilities at yellow with 10.9 points increase (84.0 points below standard), African American 9.2 points increase (51.2 points below standard), and White students at green with 8.1 points increase (17.6 points below standard).
2. English learners increase by 22.0 points and English Only students increase by 3.4. Although, English learners are below standard at 85.8 points and English Only is 41.9 points below standard.
3. There was no declining student group in math. The student groups that maintained performance level are English Learners and Hispanics as they remained at their prior color levels, far below standard and need continued support.

School and Student Performance Data



Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Yellow 50% making progress. Number Students: 52 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 5 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.2%	25%	3.8%	42.3%

Conclusions based on this data:

1. Less than half are advancing at 42.3% progressed at least one ELPI level. More are declining than reaching Level 4 which indicates a need to strengthen targeted language development supports.
2. 21.2% decreased one ELPI level.
3. The following maintained ELPI level 1-3 at 25% and Level 4 ELPI at 3.8%.

School and Student Performance Data

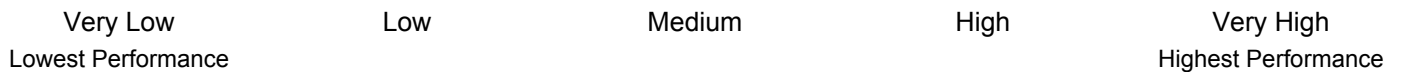
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

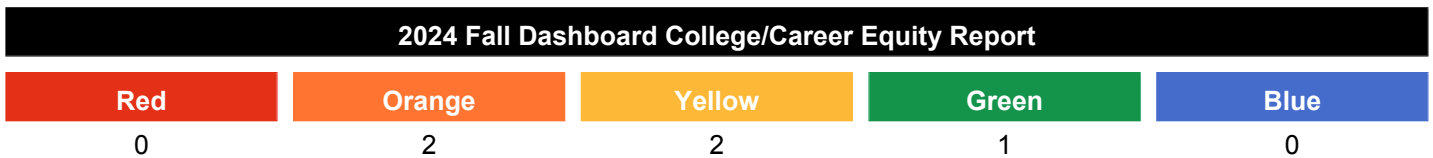
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A - This is a high school indicator.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>24.3% Chronically Absent</p> <p>Declined 1.2</p> <p>572 Students</p>	<p>English Learners</p>  <p>Red</p> <p>26% Chronically Absent</p> <p>Maintained 0.4</p> <p>73 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>28.7% Chronically Absent</p> <p>Increased 0.5</p> <p>436 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>35.4% Chronically Absent</p> <p>Increased 3</p> <p>113 Students</p>	<p>African American</p>  <p>Red</p> <p>24.4% Chronically Absent</p> <p>Increased 3.8</p> <p>45 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>4.8% Chronically Absent</p> <p>Declined 11.2</p> <p>21 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>30% Chronically Absent</p> <p>Maintained 0.1</p> <p>320 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>17% Chronically Absent</p> <p>Declined 10.7</p> <p>47 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>16.5% Chronically Absent</p> <p>Maintained 0.2</p> <p>133 Students</p>

Conclusions based on this data:

1. Chronic absence remains “high,” especially for SWD, SED, Hispanic, and EL students.
2. All our students are at 24.3% chronic absenteeism with a 1.2 point decline. The largest drop are students of Two + Races with 10.7 point decline (47 students).
3. Students performing at the highest rates (Red): SWD 35.4%, SED 28.7%, Hispanic 30%, EL 26%, African American 24.4%.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A - This is a high school indicator.

School and Student Performance Data

Conditions & Climate Suspension Rate

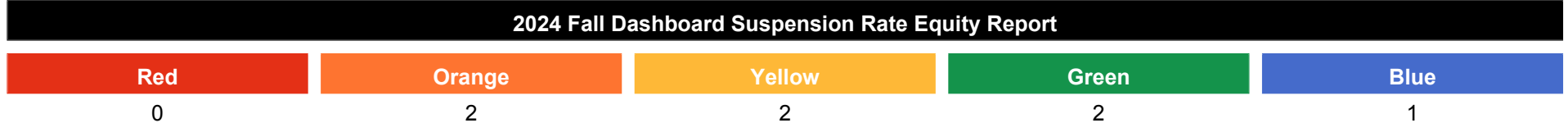
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Maintained 0%</p> <p>597 Students</p>	<p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 1.3%</p> <p>77 Students</p>	<p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>

Foster Youth




No Performance Color

Fewer than 11 students - data not displayed for privacy

6 Students

Homeless




No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

Socioeconomically Disadvantaged




Yellow

1.5% suspended at least one day

Maintained 0.1%

457 Students

Students with Disabilities




Green

1.7% suspended at least one day

Declined 2.7%

116 Students

African American




Green

2% suspended at least one day

Declined 1.3%

49 Students

American Indian




No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Asian




No Performance Color

0% suspended at least one day

Maintained 0%

26 Students

Filipino




No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

Hispanic




Yellow

1.2% suspended at least one day

Maintained 0.2%

334 Students

Two or More Races




Blue

0% suspended at least one day

Maintained 0%

49 Students


Pacific Islander



No Performance Color

0 Students

White



Orange

1.5% suspended at least one day

Increased 0.8%

133 Students

Conclusions based on this data:

1. While baseline suspension rates are low at 1.2%. Rising suspensions for ELs and White students warrant a review of discipline referrals and restorative practices campus-wide. Orange performance levels are English Learners (77 students) at 1.3% increase and White (133 students) at 0.8% increase.
2. There has been a decline in suspension in the following student groups Students with Disabilities 2.7% and African American 1.3%.
3. Yellow performance levels are Socioeconomically Disadvantaged (457 students) at 0.1% maintained and Hispanic (334 students) at 0.2% maintained.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1A English Language Arts/Literacy/ELD

By the end of the year, McAuliffe School will improve achievement in English Language Arts for all students.

By May 2026, McAuliffe School will increase 10 points on the ELA portion of the CA Dashboard for all students.

By May 2026, 60% of EL students will be “making progress towards English language proficiency” on the English Learner Progress Indicator (ELPI) portion of the CA Dashboard.

By May 2026, McAuliffe School will increase 10 points on the ELA portion of the CA Dashboard for Socioeconomic Economically Disadvantaged students.

By May 2026, McAuliffe School will increase 10 points on the ELA portion of the CA Dashboard for Students with Disabilities.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Throughout the year, McAuliffe School's staff and Instructional Leadership Team (ILT) shares SPSA updates with the School Site Council and asks for feedback regarding the plan and programs, which is incorporated within the formal Comprehensive Needs Assessment.

Data reviewed for this goal included the following: SWIFT-FIA Rubrics 3.1-3.3, CAASPP Met/Exceeded, California Dashboard data, Star Reading, Interim Assessment Blocks/Benchmarks (IABs) in Reading, English Learner (EL) Reclassification data, and Staff/Student Surveys. The SWIFT-FIA was completed in January. CAASPP was administered in April 2024. California Dashboard data was updated in November 2024. STAR Reading Assessments were given three times throughout the year. The IABs were given three times throughout the year as district benchmarks. EL Reclassification data identified the number of students reclassifying to Fluent English Proficient. A Student Survey was sent to 3rd-8th graders in April-May. This survey contained questions to assess

student perception of academics in the classroom. The Student Council then analyzed various questions to address gaps. These perceptions were shared with the ILT. Staff surveys were completed in March. Schoolwide responses were aggregated and shared back to teams to review and discuss. These sources helped illuminate strengths and gaps in our program.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

According to the SWIFT-FIA Rubric 3.1 and 3.2, staff ranked McAuliffe School a “2” or “Implementing,” indicating a gap in the quality of data analysis. Teams report the need to focus on PLC Question 1: What do we want all students to learn? by prioritizing the development of common assessments, establishing shared language, and collaboratively breaking down essential standards into clear, student-friendly learning targets while examining data for misconceptions. This indicates a need to refine success criteria and student clarity on learning targets while identifying corresponding data analysis tools. According to 2023-2024 ELA CAASPP results, 40% of students “Met” or “Exceeded” Standard. On the Interim Assessment Blocks (IABs), 44% of students scored Near Standard. 24% scored “Above Standard.” The California Dashboard indicator for ELA is yellow. CAASPP data is showing growth for ELA; however, continued emphasis on Tier 1 instruction needs to remain a priority. STAR Reading data indicated a slight drop. Students scored at 45% “Proficient” at the beginning of the year and 43% “Proficient” in winter, a decrease by 2%. This literacy data indicates a continued need to refine our Tier 1 core and support classes. Our site needs to continue to refine literacy differentiation in all classes. In addition, we need to continue our focus on differentiated instructional groups. EL Reclassification indicated that 50% making progress of our 58 EL students reclassified as Fluent English Proficient. This indicates that our program continues to effectively support language acquisition and is showing continued growth. We will continue to refine our program and provide targeted literacy support for EL students. Overall our program is making gains but requires some refinement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA: Overall	In 23/24, all students were 17.6 points Below Standard	By May 2026, McAuliffe School will increase 10 points on the ELA portion of the CA Dashboard for all students.
CAASPP ELA: Subgroups (EL Students, Students with Socioeconomic Disadvantage status, and Students with Disabilities)	In 23/24, EL Students were 65.7 points Below Standard In 23/24, 50% of EL Students made progress towards English language proficiency	By May 2026, EL students will increase to 60% “making progress towards English language proficiency” on the English Learner Progress Indicator (ELPI) portion of the CA Dashboard. By May 2026, McAuliffe School will increase 10 points on the ELA portion of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>In 23/24, 42.3% of EL Students progressed at least one English Learner Progress Indicator (ELPI) level.</p> <p>In 23/24, Students with Socioeconomic Disadvantage status were 28.8 points Below Standard</p> <p>In 23/24, Students with Disabilities were 58.3 points Below Standard</p>	<p>the CA Dashboard for Students with Socioeconomic Disadvantage status. By May 2026, McAuliffe School will increase 10 points on the ELA portion of the CA Dashboard for Students with Disabilities.</p>
EL Reclassification Rates	24/25 Reclassification Rate: 44%	By May 2026, 40% of students will redesignate as RFEP.
Star Reading (State Benchmark): Overall	24/25 Fall Screener Baseline: percent at "Above" or "At" Benchmark 45%	<p>BOY: The percentage of students scoring "Above" or "At" Benchmark will increase 3%</p> <p>MOY: The percentage of students scoring "Above" or "At" Benchmark will increase 3%</p> <p>EOY: The percentage of students scoring "Above" or "At" Benchmark will increase 3%</p>
Star Reading (State Benchmark): EL Students	24/25 English Learner Fall Screener Baseline percent at "Above" or "At Benchmark" 32%	<p>BOY: The percentage of EL Students scoring "Above" or "At" Benchmark will increase 3%</p> <p>MOY: The percentage of EL Students scoring "Above" or "At" Benchmark will increase 3%</p> <p>EOY: The percentage of EL Students scoring "Above" or "At" Benchmark will increase 3%</p>
Star Reading (State Benchmark): Socioeconomic Economically Disadvantaged students	24/25 Socioeconomic Economically Disadvantaged students Fall Screener Baseline percent at "Above" or "At Benchmark" 48%	BOY: The percentage of Socioeconomic Economically Disadvantaged students scoring "Above" or "At" Benchmark will increase 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>MOY: The percentage of Socioeconomic Economically Disadvantaged students scoring "Above" or "At" Benchmark will increase 3%</p> <p>EOY: The percentage of Socioeconomic Economically Disadvantaged students scoring "Above" or "At" Benchmark will increase 3%</p>
Star Reading (State Benchmark): Students with Disabilities	24/25 Students with Disabilities Fall Screener Baseline percent at "Above" or "At Benchmark" 18%	<p>BOY: The percentage of Students with Disabilities scoring "Above" or "At" Benchmark will increase 3%</p> <p>MOY: The percentage of Students with Disabilities scoring "Above" or "At" Benchmark will increase 3%</p> <p>EOY: The percentage of Students with Disabilities scoring "Above" or "At" Benchmark will increase 3%</p>

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)

All Students, EL students, Socioeconomic Economically Disadvantaged students, and Students with Disabilities

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

First Quarter 2025:

During the first staff meeting of the school year, expectations will be shared that were created in conjunction with the Instructional Leadership Team (ILT). These expectations include the Walkthrough Form, PLC Agenda, district-adopted curriculum, and how these items relate to strong Tier I instruction.

Beginning in September, the Admin Team will monitor instruction through walkthrough data monthly to see schoolwide trends, determine the next walkthrough focus, and identify next steps including professional development and/or coaching. The walkthrough form will collect information on the following subgroups: EL students, Socioeconomic Economically Disadvantaged students, and Students with Disabilities.

ILT meetings will be held monthly to provide feedback to the Admin team and for the Admin team to provide expectations, clarity for PLCs, review Star results, and review walkthrough data. ILT meetings set school-level goals, monitor those goals, and provide feedback on the SPSA.

During PLCs, McAuliffe School teachers will develop theories of action and use the District Curriculum Maps and resources from professional development with PLC Solution Tree to determine focus ELA standards, essential question(s) and deconstruct standards to create unit success criteria to empower all learners to be able to answer

- 1) What do I expect to learn? A focus on learning intention and creating success criteria.
- 2) How will I know I am learning? Students will self and peer assessment providing feedback and reflection.
- 3) How will I adjust my learning? Students will refine their goals in order to practice their learning while adopting the learned strategies.
- 4) What will I do if I already know it? The aim is to accelerate and deepen the learning for transfer into applicable areas.

Teachers will ask themselves:

- 1) What do we want all students to learn?
- 2) How will we know they have learned it?
- 3) How will we respond when learning has not occurred?
- 4) How will we respond when learning has already occurred?

Grade levels will use the Evidence-Analysis-Action (EAA) model to identify classroom trends and student misconceptions to plan instructional next steps with a focus on student feedback. Supplemental materials approved by the principal may be used for reteaching and small group instruction to support mastery learning.

CFAs in ELA will be administered and analyzed by the end of the first quarter.

All classes have Differentiated Instructional Grouping (DIGs). Students below grade level receive guided reading instruction weekly.

The Admin Team (principal, assistant principals, and academic coach) will meet on a weekly basis to monitor SPSA goals and review PLC agendas (with English learners, Socioeconomic Economically Disadvantaged students, and Students with Disabilities included as subgroups within the E-A-A protocol).

Staff meetings will contain a small portion of time devoted to DIGs instruction and the supplementary resources (including but not limited to whiteboards, 95 Phonics Core Program, UFLI Phonemic Awareness program, SMARTIE goals, Write from the Beginning and Beyond, and our Universal Screener being used. Supplemental reading materials will be chosen using the district criteria for supplemental materials. These materials include, but are not limited to, novel sets, leveled readers, Battle of the Books texts, and texts for classroom read alouds.

These resources will be layered intentionally through the year into existing instruction through ongoing professional development, PLC collaboration, and strategic data analysis to ensure alignment with instructional goals and student needs.

- Benchmark Advance, the district-adopted core curriculum, will be used with fidelity to deliver standards-aligned Tier I ELA instruction.

- Teachers will implement leveled readers and Scholastic resources during Differentiated Instructional Groups (DIGs) to meet students at their instructional level through targeted guided reading.

- UFLI Foundations (University of Florida Literacy Institute) will be implemented in grades K–2 as an explicit and systematic phonics program. The curriculum provides a clear scope and sequence to support the development of phonemic awareness, decoding, encoding, and fluency.

- mCLASS DIBELS 8 will be used schoolwide to assess and monitor foundational reading skills and track growth in reading levels, ensuring alignment with intervention needs.

- Frog Street – Element 2: Language and Literacy Learning will be utilized in TK/K classrooms to support oral language and early literacy.

- Write from the Beginning and Beyond professional development will include training in Setting the Stage and Narrative Pacing to support student writing and connect to Thinking Maps across all grade levels.

- Fluency will be emphasized across grade levels through targeted instruction and practice opportunities, using research-based strategies during whole group and small group instruction.

- Comprehension skills will be explicitly taught using district resources and supplemental materials aligned with grade-level expectations.

- Schoolwide implementation of the RACE (Restate, Answer, Cite, Explain) strategy in grades K–6 will continue to support text-based written responses in reading comprehension tasks.

- Thinking Maps will be embedded into reading and writing instruction as a visual tool to promote critical thinking, comprehension, and idea organization.

- English Language Development (ELD) will be provided through Benchmark ELD during designated ELD instruction and Extended ELD for identified students requiring additional support.

- Frames for Fluency will be used as a supplemental oral language tool for ELs in grades K–1.

- Lexia English Language Development will be used for all ELs to supplement integrated and designated ELD instruction.

- Intervention staff will support the intervention teacher in delivering the 95% Phonics Intervention program to students needing Tier II and Tier III support.
- After-school tutoring will be offered to students needing additional support in reading fluency and comprehension.

Second Quarter 2025:

The Walkthrough Form will be used by the Admin Team, and feedback will be given to teachers.

CFAs in ELA will be administered and analyzed by the end of the second quarter.

PLC agendas and EAA documentation will be reviewed by the Admin Team. The Admin Team will meet with grade level teams to discuss data trends, collect feedback, and remove any instructional Tier 1 roadblocks that have arisen since the beginning of the school year.

The Second Quarter staff meetings will contain a portion of time devoted to the use of Thinking Maps and Write from the Beginning during Tier I instruction.

Third Quarter 2026:

The Walkthrough Form will continue to be used by the Admin Team, and feedback will be given to teachers.

CFAs in ELA will be administered and analyzed by the end of the third quarter.

PLC agendas and EAA documentation will be reviewed by the Admin Team. The Admin Team will meet with grade level teams to discuss data trends, collect feedback, and remove any instructional Tier 1 roadblocks that have arisen since the Second Quarter.

Staff meetings will contain a portion of time devoted to PLC agendas, dividing students into proficiency levels, and reviewing data for our Goal 1A subgroups: EL students, Socioeconomic Economically Disadvantaged students, and Students with Disabilities.

Fourth Quarter 2026:

The Walkthrough Form will be used by the Admin Team, and feedback will be given to teachers.

CFAs in ELA will be administered and analyzed by the end of the fourth quarter.

PLC agendas and EAA documentation will be reviewed by the Admin Team. The Admin Team will meet with grade level teams to discuss data trends and collect feedback.

Staff meetings will contain a portion of time devoted to Tier 1 instruction, and the content will be identified based upon both Star data and the walkthrough data collected in February and early March.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's Tier 1 ELA program will be monitored through STAR Reading benchmarks, CAASPP data, District Interims, common formative assessments, and EL Reclassification rates. Data will be monitored as a whole as well by subgroups (English learners, Socioeconomic Economically Disadvantaged students, and Students with Disabilities) to make adjustments to 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.

0	LCFF- District 4300-00: Supplies & Materials	Instructional Materials - Leveled Libraries, Core Literature Freckle, Lexia, Lexia Core 5 Certificated Extra Time	June 30, 2026
0	LCFF- District 4300-00: Supplies & Materials	Supplemental instructional materials/supplies to support Tier I ELA instruction for all students including but not limited to whiteboards, 95 Phonics Core Program, UFLI Phonemic Awareness program, Write from the Beginning and Beyond	October 2025
3000	LCFF- Base 242400-420000: Library: books, supplies & equipment	Awards, books, bookmarks, pencils, and other items to be used as reading incentives.	June 2026
5000	LCFF- Base 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Printing of instructional materials to support Tier I ELA instruction, which are chosen using the district criteria for supplemental materials.	January 2026
4000	LCFF- Base 4200-00: Books - Other Than Textbooks	Supplemental reading materials chosen using the district criteria for supplemental materials, including, but not limited to, novel sets, leveled readers, Battle of the Books texts, and texts for classroom read alouds.	January 2026
0000	Title I, Part A Parent Engagement	Provide a summer school to home program to support for students in K-6 to improve	May 2026

	4300-00: Supplies & Materials	achievement in ELA and help with mitigating summer learning loss as funds become available.	
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learner Students

Applicable During:

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

First Quarter 2025:
 During the first staff meeting of the school year, ELD expectations will be shared. These expectations include the Walkthrough Form, integrated ELD (iELD) instruction, and designated ELD (dELD) instruction.

McAuliffe School teachers will use the district-adopted curriculum in core instruction and dELD to support English learners, Frames for Fluency for newcomers and Kindergarten -1st grade students, and Lexia ELD for all proficiency levels.

During iELD, teachers will increase EL student success with embedded language supports and appropriate scaffolds including building background knowledge, sentence frames, Frayer models, and explicitly taught conversation norms and protocols. Teachers will use universal response and strategic calling to check for understanding of EL students.

During dELD, teachers will continue to use the above strategies while supporting student understanding of how language works. These strategies will be monitored by a Walkthrough Form.

EL subgroups will be analyzed though EAA to ensure they are making adequate progress. Grade and content level teams will use the EAA model by December to determine differentiated needs of EL students.

The Admin Team will monitor dELD instruction through walkthrough data monthly to see schoolwide trends, determine the next ELD walkthrough focus, and identify next steps including professional development and/or coaching.

Targeted professional development for Kagan strategies and Jeff Zwiers’ academic language tools.

Grade level and content area teams will meet on Wednesday afternoons to conduct PLC meetings that include agendas and EAA documentation for data analysis. When analyzing ELA CFAs with the EAA protocol, teachers will separate students by proficiency level and by subgroups. Teachers will look specifically at EL student data for analysis and to determine instructional next steps.

During the first ILT meeting the team will review Star EL data, as well as the dELD walkthrough data.

Staff meetings will contain a portion of time devoted to dELD and iELD instruction using student collaboration strategies.

Second Quarter 2025 through Fourth Quarter 2026:
The AdminTeam will continue using the ELD Walkthrough Form.

When analyzing ELA CFAs with the EAA protocol, teachers will separate students by proficiency level and by subgroups. Teachers will look specifically at EL student data for analysis and to determine instructional next steps.

During ILT meetings the team will review EL data, as well as the dELD walkthrough data.

Staff meetings will contain a portion of time devoted to dELD and iELD instruction based upon what is observed on the Walkthrough form, and we will build capacity in collaborative conversations and engagement strategies.

Throughout the Year:
Assessment: Students will be assessed using the Star at the beginning of the year, middle of the year, and end of the year.

Support: Students identified as “yellow” or “red” will be given an universal screener and 95% assessment to assess needs. These students will be progress monitored on a regular cycle.

The Academic Coach will provide ELA support for students at risk or currently considered Long Term English Learners (LTELs) and provide newcomer support.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's Tier I ELD program will be monitored through walkthroughs data, STAR Reading, CAASPP data, District Interims, common formative assessments, the ELPAC, and EL reclassification rates. Data will be monitored as a whole as well by subgroups (i.e. English learners) to make adjustments to 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.

10000	LCFF- District 242400-420000: Library: books, supplies & equipment	Freckle Leveled Libraries, Core Literature Lexia, Lexia Core 5, Lexia ELD	June 2026
3000	LCFF- Base 4300-00: Supplies & Materials	Frames for Fluency supplemental material to support new comers and K-1st grade	June 2026
5000	LCFF- Base 4300-00: Supplies & Materials	Purchase EL Toolkit, Collaboration Strategies with Jeff Zwiers- Academic Conversations, and Kagan Strategies	June 2026

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, EL students, Socioeconomic Disadvantage students, and Students with Disabilities

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

First Quarter 2025:

As part of our multi-tiered system of support, teachers in K-2nd will utilize UFLI and mClass Dibels 8 universal screener to all students to determine who needs to be administered a diagnostic assessment (PASI/PSI). This data is used to place students in groups based on their instructional reading level and common reading behaviors.

Progress monitoring dates for “At Risk” will be calendared. At the meetings, PASI/PSI data will be used as evidence to determine student needs and instructional next steps.

DIGs will begin in August. During guided reading groups, teachers will listen to students read leveled readers/passages and offer immediate feedback to address phonemic awareness and phonics needs, support fluency, vocabulary, writing, and comprehension.

Students will receive small group instruction in addition to Tier 1 small groups. To support group flexibility and student growth, teachers will monitor progress using mClass Dibels and other formative assessments.

The Instructional Intervention Teacher (IIT) will meet with Dr. Jill Hamilton-Bunch on a monthly basis for Tier 2 professional learning.

95% Group materials purchased by the district will be used during Tier 2 instruction.

Read Naturally materials used for Tier support.

The Intervention teacher will provide ELA support for students in Tier 2 with a focus on the science of reading-foundational reading skills, fluency, comprehension, and writing.

Tutoring will be provided for students who are performing below standard with tutoring support provided on reading fluency and reading comprehension.

Second Quarter 2025 through Fourth Quarter 2026:

The IIT will continue meeting with Dr. Jill Hamilton-Bunch for Tier 2 professional learning.

The IIT will lead meetings with every grade level to review data and discuss student movement to and from Tier 2.

The Intervention teacher will continue providing ELA support for students in Tier 2.

Tutoring will continue: offering after school tutoring opportunities based on targeted skill: fluency and comprehension. Teachers will provide tutoring after school. As part of the instructional support for learning, we will provide additional academic support through tutoring in the area of ELA. Students will be identified for tutoring through the following academic measures: STAR ELA, mClassDibels 8, IAB data. This additional support will take place outside of the regular day and will supplement any interventions that take place during the regular school day.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's Tier II ELA program will be STAR Early literacy benchmarks, STAR Reading, CAASPP data, District Interims, Dibels, PASI/PSI, common formative assessments, PLC meetings, EL reclassification rates, and data collected for SSTs and IEPs. Data will be monitored as a whole as well by subgroups (English learners, Socioeconomic Disadvantage and Students with Disabilities) to make adjustments to 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.

8000	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Certificated Extra Time: Tutoring	June 2026
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5000	LCFF- Base 4300-00: Supplies & Materials	Purchase additional MSRC resources, Read Naturally, 95%, UFLI, and mClass Dibels materials	June 2026
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, EL students, Socioeconomic Disadvantaged students, and Students with Disabilities

Applicable During:

In Person

Strategy/Activity: Tier III

First Quarter 2025:

The Student Success Team (SST) will meet with families as well as a wide range of educational partners academic coach, intervention teacher, school nurse, psychologist, administration, students, parent liaison, and family members, throughout the year to determine needs and strategies to increase the literacy skills and academic success of students needing strategic or intensive intervention.

Purchase supplies to support high quality Special Education instruction that include, but are not limited to, supplemental learning materials related to literacy with learning technology and/or equipment, supplemental curricular materials and Professional Development opportunities, student materials and student incentives/awards. Extra time for both Certificated and Classified staff will be made available to support supplemental special education literacy needs as determined by student data.

Based on achievement data, observational data, feedback and identified individualized needs, Intensive Intervention Center (IIC) teachers and aides will pull out into general education classrooms as appropriate to support all students with Individual Educational Plan (IEPs) as well as general education students during, but not limited to, protected DIGs small group instruction time to scaffold grade level mastery of standards.

IIC and SDC teachers will participate in PLCs with grade level teams as well as with their team to review data and collaborate regarding students' progress toward meeting individualized benchmarks. The IIC teacher will continue to be a member of the ILT and will provide information regarding the SWD subgroup during the first quarter meetings.

Second Quarter 2025 through Fourth Quarter 2026:

SST meetings will continue.

Special Day Class (SDC) teachers will mainstream students as appropriate to encourage and support literacy.

SPED teachers IIC and SDC teachers will collaborate with Instructional Support Staff of administration, psychologist, academic coach, and general education teachers. Special Services district personnel, related services personnel as occupational therapy, vision specialist, speech, and other educational partners as parents, families, community members on a regular basis.

One SPED representative will participate on the Instructional Leadership Team as well as on the Culture and Climate/MTSS Team in order to ensure alignment with P-BVUSD and site based priorities and consistency in all SPED classrooms.

The IIC teachers will work with the IIT in order to help support the planning and facilitation of the end-of-the-quarter meetings with every grade level to review data and discuss student movement to and from Tier 2 and Tier 3.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's Tier 3 ELA program will be monitored through STAR Early literacy benchmarks, STAR Reading, CAASPP and CAA data, District Interims, mClass Dibels, PASI/PSI, common formative assessments, PLC meetings with Special Education and General Education Teachers, EL reclassification rates, and data collected for SSTs and IEPs. Data will be monitored as a whole as well by subgroups of English learners, Students Socioeconomic Disadvantaged students and Students with Disabilities to make adjustments to 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.

10000	LCFF- Base 4300-00: Supplies & Materials	Purchase Write from the Beginning and Beyond, whiteboards, chart paper, post-it notes, highlighter, incentives, etc.	October 2025
5000	LCFF- Base 1100-02: Certificated Teachers - Extra Duty	Extra certificated support is provided via time carding.	June 2026

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1B Mathematics

By the end of the year, McAuliffe School will improve achievement in math for all students.

By May 2026, McAuliffe School will increase 10 points on the math portion of the CA Dashboard for all students.

By May 2026, McAuliffe School will increase 5 points on the math portion of the CA Dashboard for EL students.

By May 2026, McAuliffe School will increase 10 points on the math portion of the CA Dashboard for Socioeconomic Economically Disadvantaged students.

By May 2026, McAuliffe School will increase 10 points on the math portion of the CA Dashboard for Students with Disabilities

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Throughout the year, McAuliffe School's staff and Instructional Leadership Team (ILT) shares SPSA updates with the School Site Council and asks for feedback regarding the plan and programs, which is incorporated within the formal Comprehensive Needs Assessment.

Data reviewed for this goal included the following: SWIFT-FIA Rubrics 3.1-3.3, CAASPP Met/Exceeded, California Dashboard data, Star Math, Interim Assessment Blocks/Benchmarks (IABs) in Math, English Learner (EL) Reclassification data, EL Needs Assessment, and Staff/Student Surveys. The SWIFT-FIA was completed in January. CAASPP was administered in April 2024. California Dashboard data was updated in November 2024. STAR Reading Assessments were given three times throughout the year. The IABs were given three times throughout the year as district benchmarks. EL Reclassification data identified the number of students reclassifying to Fluent English Proficient. A Student Survey was sent to 3rd-8th graders in April-May. This survey contained questions to assess student perception of academics in the classroom. The Student Council then analyzed various questions to address gaps. These

perceptions were shared with the ILT. Staff surveys were completed in March. Schoolwide responses were aggregated and shared back to teams to review and discuss. These sources helped illuminate strengths and gaps in our program.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

According to the SWIFT-FIA Rubric 3.1 and 3.2, staff ranked McAuliffe School a “2” or “Implementing,” indicating a gap in the quality of data analysis. Teams report the need to focus on PLC Question 1: What do we want all students to learn? This will occur by prioritizing the development of common assessments, establishing shared language, and collaboratively breaking down essential standards into clear, student-friendly learning targets while examining data for misconceptions.

This indicates a need to refine success criteria and student clarity on learning targets while identifying corresponding data analysis tools. According to 2023-2024 CAASPP Math results, 30% of students “Met” or “Exceeded” Standard. The California Dashboard indicator for Math is yellow. STAR Math data is showing students scored at 33% “Proficient” at the beginning of the year and 31% “Proficient” in winter, a decrease by 2%. The data indicates a need to examine our Tier I practices. Additionally, Math achievement is likely impacted by the low attendance rates.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math: Overall	In 23/24, all students were 45.9 points Below Standard	By May 2026, McAuliffe School will increase 10 points on the math portion of the CA Dashboard for all students.
CAASPP Math: Subgroups (English Learners, Students with Disabilities, and Students with Socioeconomic Disadvantage status)	-In 23/24, EL Students were 85.3 points below standard -In 23/24, Students with Disabilities were 84.0 points below standard -In 23/24, Students with Socioeconomic Disadvantage status were 55.1 points below standard	-By May 2026, McAuliffe School will increase 5 points on the math portion of the CA Dashboard for EL students. -By May 2026, McAuliffe School will increase 10 points on the math portion of the CA Dashboard for Students with Disabilities. -By May 2026, McAuliffe School will increase 10 points on the math portion of the CA Dashboard for Students with Socioeconomic Disadvantage status.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math (State Benchmark): Overall	24/25 Fall Screener Baseline: percent at "Above" or "At" Benchmark 33%	<p>-BOY: The percentage of students in each subgroup scoring "Above" or "At" Benchmark will increase 3%. The percent of students scoring "Below Standard Standard" on each assessment will decrease by 3%.</p> <p>-MOY: The percentage of students in each subgroup scoring "Above" or "At" Benchmark will increase 3%. The percent of students scoring "Below Standard Standard" on each assessment will decrease by 3%.</p> <p>-EOY: The percentage of students in each subgroup scoring "Above" or "At" Benchmark will increase 3%. The percent of students scoring "Below Standard Standard" on each assessment will decrease by 3%.</p>
Star Math (State Benchmark): EL	24/25 Fall Screener Baseline: percent at "Above" or "At" Benchmark: 27%	<p>-BOY: The percentage of ELs scoring "Above" or "At" Benchmark will increase 3%. The percent of students scoring "Below Standard Standard" on each assessment will decrease by 3%.</p> <p>-MOY: The percentage of ELs scoring "Above" or "At" Benchmark will increase 3%. The percent of students scoring "Below Standard Standard" on each assessment will decrease by 3%.</p> <p>-EOY: The percentage of ELs scoring "Above" or "At" Benchmark will increase 3%. The percent of students scoring "Below Standard Standard" on each assessment will decrease by 3%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math (State Benchmark): SWD	24/25 Fall Screener Baseline: percent at "Above" or "At" Benchmark: 12%	<p>-BOY: The percentage of SWD scoring "Above" or "At" Benchmark will increase 3%. The percent of students scoring "Below Standard Standard" on each assessment will decrease by 3%.</p> <p>-MOY: The percentage of SWD scoring "Above" or "At" Benchmark will increase 3%. The percent of students scoring "Below Standard Standard" on each assessment will decrease by 3%.</p> <p>-EOY: The percentage of SWD scoring "Above" or "At" Benchmark will increase 3%. The percent of students scoring "Below Standard Standard" on each assessment will decrease by 3%</p>
Star Math (State Benchmark): Students with Socioeconomic Disadvantage status	24/25 Fall Screener Baseline: percent at "Above" or "At" Benchmark: 46%	<p>-BOY: The percentage of Students with Socioeconomic Disadvantage status scoring "Above" or "At" Benchmark will increase 3%. The percent of students scoring "Below Standard Standard" on each assessment will decrease by 3%.</p> <p>-MOY: The percentage of Students with Socioeconomic Disadvantage status scoring "Above" or "At" Benchmark will increase 3%. The percent of students scoring "Below Standard Standard" on each assessment will decrease by 3%.</p> <p>-EOY: The percentage of Students with Socioeconomic Disadvantage status scoring "Above" or "At" Benchmark will increase 3%. The percent of students scoring "Below Standard Standard" on each assessment will decrease by 3%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Next Gen	3rd - 6th average score MOY, 2024-2025, was 53%	3rd-6th grow the average score by 10% from BOY to MOY, 2025-2026

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)

All Students, EL students, Socioeconomic Disadvantaged students, and Students with Disabilities

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

First Quarter 2025:
 During the first staff meeting of the school year, math expectations will be shared that were created in conjunction with the Instructional Leadership Team (ILT). These expectations include the Walkthrough Form, PLC Agenda, district-adopted curriculum, and how these items relate to strong Tier I instruction.

Beginning in September, the Admin Team will monitor math instruction through walkthrough data monthly to see school-wide trends, determine the next math walkthrough focus, and identify next steps including professional development and/or coaching. The walkthrough form will collect information on the following subgroups: EL students, Socioeconomic Economically Disadvantaged students, and Students with Disabilities.

ILT meetings will be held monthly to provide feedback to the Admin team and for the Admin team to provide expectations, clarity for PLCs, and review walkthrough data. ILT meetings set school-level goals, monitor those goals, and provide feedback on the SPSA.

During PLCs, McAuliffe School teachers will develop theories of action and use the District Curriculum Maps and resources from professional development with PLC Solution Tree to determine focus math standards, essential question(s) and deconstruct standards to create unit success criteria to McAuliffe all learners to be able to answer

- 1) What do I expect to learn? A focus on learning intention and creating success criteria.
- 2) How will I know I am learning? Students will self and peer assessment providing feedback and reflection.
- 3) How will I adjust my learning? Students will refine their goals in order to practice their learning while adopting the learned strategies.

4) What will I do if I already know it? The aim is to accelerate and deepen the learning for transfer into applicable areas.

Teachers will ask themselves

- 1) What do we want all students to learn?
- 2) How will we know they have learned it?
- 3) How will we respond when learning has not occurred?
- 4) How will we respond when learning has already occurred?

Grade levels will use the Evidence-Analysis-Action (EAA) model to identify classroom trends and student misconceptions to plan instructional next steps with a focus on student feedback. Supplemental materials approved by the principal may be used for reteaching and small group instruction to support mastery learning. CFAs in math will be administered and analyzed each quarter.

All classes have math Differentiated Instructional Grouping (DIGs). Students below grade level receive small group math instruction weekly.

The Admin Team (principal, assistant principal, and academic coach) will meet on a weekly basis to monitor SPSA goals and review PLC agendas (with English learners, Socioeconomic Economically Disadvantaged students, and Students with Disabilities included as subgroups within the E-A-A protocol). Common formative assessments (CFA) in math will be administered and analyzed per month.

Implementation of Go Math core instruction with a focus on number sense and math comprehension.

Weekly lesson planning includes number sense objectives. Teachers implement math talks and problem-solving strategies to incorporate writing in math.

The use of Thinking Maps to support conceptual understanding and written math responses will be used.

Staff meetings will contain training and modeling for integrating Thinking Maps into math problem-solving.

Embedded “Look Fors” from math instructional framework in instructional walkthroughs and feedback to support math framework implementation.

Supplemental technology materials for math (FrogStreet TK, Reflex, Frax, NextGen, and Freckle MathI).

Supplemental materials and items to be printed will be chosen using the district criteria for supplemental materials. The purchase of additional materials to support Tier I include classroom math manipulatives, whiteboards, chart paper, Math Tools Resource Kits, Thinking Classrooms materials, calculators, protractors and Differentiated Math Center materials.

Teachers will begin the year using fundamental math practices such as: number talks, making sense of a problem, persevering through a problem, attending to precision and utilizing appropriate tools, and modeling with math using the CRA model and collaborative math tasks.

Universal Design for Learning (UDL) is incorporated into Tier 1 instruction to give grade-level access to all learners. Strategies for providing universal access include: Number Talk, Numeracy Activity, and the CRA model to focus on specific strategies and expose students to different mental math strategies.

Integrated language supports are used to support our English Learners in their academic discourse within mathematics. In addition, small group instruction is also used to scaffold the necessary skills to master the standards.

All classrooms implement NextGen Math, which differentiates instruction, builds small group lessons, promotes math fluency, creates common formative assessments, uses data to inform instruction, and tracks student success.

The schoolwide mathematics instructional program includes protected time blocks for students to access the grade-level math content. Teachers instruct using the Common Core State Standards via direct interactive instruction (DII) lesson structure while using our District adopted curriculum GoMath and supplemental material Eureka. Core math lessons are introduced with manipulatives and include a clear success criteria for lesson objectives with essential questions, process steps, academic vocabulary, and higher-level questions.

Second Quarter 2025 through Fourth Quarter 2026:

The Walkthrough Form will be used by the Admin Team, and math instructional feedback will be given to teachers.

CFAs in math will be administered and analyzed each month.

PLC agendas and EAA documentation will be reviewed by the Admin Team. The Admin Team will meet with grade level teams to discuss math data trends, collect feedback, and remove any instructional Tier 1 roadblocks that have arisen since the beginning of the school year.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's Tier 1 Math program will be monitored through Star Math, CAASPP data, District Interims, and common formative assessments. Data will be monitored as a whole as well by subgroups (English learners, Socioeconomic Disadvantaged students, and Students with Disabilities) to make adjustments to 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.

0	LCFF- District 4300-00: Supplies & Materials	Instructional Supplies and Materials to support Tier 1 mathematics instruction	June 30, 2026
0	LCFF- District 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Printing of instructional materials to support Tier 1 mathematics instruction.	June 30, 2026
4000	LCFF- Base 4300-00: Supplies & Materials	Provide additional manipulative materials to support Tier I including classroom math manipulatives, whiteboards, chart paper, Math Tools Resource Kits, Thinking Classrooms materials, calculators, protractors and Differentiated Math Center materials	June 30, 2026
0000	Title I, Part A Parent Engagement 4300-00: Supplies & Materials	Provide a summer home to school support for at risk students in K-6 to improve achievement in math and flashcards to help with mitigating summer learning loss as funds become available.	May 2026

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Applicable During:

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

First Quarter 2025:

During the first staff meeting of the school year, math expectations for English learners will be shared that will be created in conjunction with the ILT. These expectations include the Walkthrough Form, iELD instruction, and dELD instruction.

McAuliffe School teachers will use the district-adopted curriculum in core math instruction to support English learners. During integrated ELD (iELD), teachers will increase English learner success with embedded language supports and appropriate scaffolds including building background knowledge, sentence frames, Thinking Maps, Frayer models, and explicitly taught conversation norms and protocols. Teachers will use Kagan engagement strategies. Teachers will use universal response and strategic calling to check

for understanding of English learners. All teachers will integrate English Language Development strategies during math lessons that are anchored in the ELD standards in order to provide students with ongoing opportunities to practice all language domains (Listening, Reading, Writing, and Speaking) in math. English learners will receive structured interactions with peers such as strategic grouping for collaboration with language frames to express processes and solutions, Math Talks/Mathematical discourse, and math notebooks to bridge math with real-world concepts.

During math instruction, teachers will continue to use the above strategies while supporting student understanding of how language works. These strategies will be monitored by a Walkthrough Form. EL subgroups will be analyzed through EAA to ensure they are making adequate progress in math. Grade and content level teams will use the SMARTIE and EAA model to determine differentiated needs of EL students. ELPAC scores or observational notes by domain can be used as evidence.

The Admin Team will monitor math instruction through walkthrough data monthly to see schoolwide trends, determine the next ELD walkthrough math focus, and identify next steps including professional development and/or coaching.

Grade level and content area teams will meet on Wednesday afternoons to conduct PLC meetings that include agendas and EAA documentation for math data analysis. When analyzing ELA CFAs with the EAA protocol, teachers will separate students by proficiency level and by subgroups. Teachers will look specifically at EL student data for analysis and to determine instructional next steps. .

Teachers will be given opportunities to build collective teacher efficacy by collaborating and developing curriculum to meet the needs of their learners, specifically EL students, Socioeconomic Disadvantaged students, and students with disabilities.

Second Quarter 2025 through Fourth Quarter 2026:

The Admin Team will continue using the EL Walkthrough Form. When analyzing math CFAs with the Smartie and EAA protocol, teachers will separate students by proficiency level and by subgroups. Teachers will look specifically at EL student data for analysis and to determine instructional next steps. During ILT meetings the team will look at EL data, as well as the dELD walkthrough data. Staff meetings will contain a portion of time devoted to dELD instruction based upon what is observed on the Walkthrough Form.

Teachers will continue to use best practices to target instruction for students identified as EL or RFEP to accelerate their learning through the use of strategic groupings based on student needs assessments, providing additional scaffolding within integrated EL instruction as well as using materials such as primary language dictionaries of specific domain language (math), manipulatives/realia, visual supports like math word walls or language frames. Additional staff, training, and opportunities to observe expert instruction will be other strategies used.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's Tier 1 Math program for English learners will be monitored through Star Math, CAASPP data, District Interims, common formative assessments, and EL reclassification rates. Data will be monitored to make adjustments to 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.

5000	LCFF- Base 1100-01: Certificated Teachers - Subs	Certificated Extra Time	June 30, 2026
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, Socioeconomic Disadvantaged, English Learners, Students with Disabilities

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

First Quarter 2025:

As part of our multi-tiered system of support, we will provide differentiated mathematics support based on the student needs identified through various assessment measures. Students with learning gaps in math will be given additional small group instruction to target the identified learning gaps based on formative data.

Teachers will use SMARTIE goals to create an instructional plan for reteach and enrichment during PLCs.

Weekly tutoring will be offered to focus on math intervention and specific skills of number sense, fluency, and math writing.

Tutoring will be offered for two days (Tuesday and Thursday) for up to one hour per day. Students will be grouped based on a focus skill for a six-week period for 30 weeks. Teachers will provide tutoring after school.

Students will be identified through data. The tutoring will have entrance and exit assessment to assess number sense, fluency, and math writing and progress monitor growth.

Progress will be monitored. Criteria will be defined for entrance and exit from Tier 2 intervention. The effectiveness of Tier 2 mathematics support will be monitored by classroom teachers using Star Math, NextGen, common formative assessments, and checks for understanding at an increased rate of frequency compared to all students.

Tier 2 Math will be monitored via regular classroom walkthroughs conducted by the Principal, Assistant Principal, and Academic Coach as well as peer and teacher observation and feedback.

A release day will be provided for teachers for professional learning opportunities.

Based on common formative assessment data, students are grouped for small group differentiated math instruction based on need. The teacher-led group focuses on re-teaching math skills with appropriate scaffolds to remediate skill gaps.

To strengthen the core and differentiated small group instruction, we will use intervention kits to build numeracy skills in students who are struggling with core number concepts.

A focus on writing in Math will consist of unpacking word problems and composing responses using strategies. Teachers will be trained in structured writing frames and sentence stems for math.

The Math Framework and writing samples will be reviewed in PLCs.

Second Quarter 2054 through Fourth Quarter 2026:

A release day each quarter will be provided for teachers for professional learning opportunities.

Tutoring will continue: offering after school tutoring opportunities based on targeted skill. Teachers will provide tutoring after school. As part of the instructional support for learning, we will provide additional academic support through tutoring in the area of Math. Students will be identified for tutoring through the following academic measures: STAR Math, NextGen and IAB data. This additional support will take place outside of the regular day and will supplement any interventions that take place during the regular school day.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's Tier 2 Math program will be monitored through STAR Math, CAASPP data, District Interims, and common formative assessments. Data will be monitored as a whole as well by subgroups (English learners, Socioeconomic Disadvantaged, and Students with Disabilities) to make adjustments to 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.

1000	Title I, Part A 4300-00: Supplies & Materials	Instructional supplies to support Tier 2 mathematics instruction (Math intervention kits, etc.)	October 2025
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500	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Printing of supplemental materials to support Tier 2 instruction	October 2025
1882.86	Title I, Part A 4300-00: Supplies & Materials	Supplies and Materials for intervention (math tools, digital chart paper, calculators, realia, manipulatives)	October 2025
8000	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Certificated Extra Time: Tutoring	October 2025

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, Socioeconomic Disadvantaged, English Learners, Students with Disabilities

Applicable During:

In-Person Learning

Strategy/Activity: Tier III

First Quarter 2025:

Targeted intervention using Reflex, Frax, Freckle Math, and NextGen platforms. Monitor of usage and progress will occur via platform reports. Students will be assigned targeted activities per IEP goals or language needs.

TK students will use Frog Street math curriculum for foundational number sense and fluency. TK teachers receive training and plan weekly implementation aligned to standards.

Students who do not respond to this additional support, and who are not already on an IEP, will be referred to our Student Success Team (SST). The SST will meet with families as well as a wide range of educational partners (e.g. academic coach, intervention teacher, school nurse, psychologist, administration, students, parent liaison, family members, etc.) throughout the year to determine needs and strategies to increase the mathematics skills and academic success of students needing strategic or intensive intervention. The team develops a plan for increased intervention, modified strategies, and other actions to meet the unique learning needs of the student.

Based on data achievement data, observational data, feedback and identified individualized needs, Intensive Intervention Center (IIC) teachers and aides will pull out general education students as appropriate to support all students with an Individual Educational

Plan (IEPs) as well as general education students during, but not limited to, protected DIGs time (i.e. small group instruction) to scaffold grade level mastery of standards.

IIC and SDC teachers will participate in PLCs with grade level teams to review data and collaborate regarding students' progress toward meeting individualized benchmarks.

An IIC teacher will be a member of the ILT and will provide information regarding the SWD subgroup meetings.

Purchase supplies to support high quality Special Education instruction that include, but are not limited to, supplemental learning materials related to literacy such as learning technology and/or equipment, supplemental curricular materials and/or Professional Development opportunities, student materials and student incentives/awards.

Extra time for both Certificated and Classified staff will be made available to support supplemental special education literacy needs as determined by student data.

Second Quarter 2025 through Fourth Quarter 2026:

The Student Success Team (SST) will begin meeting with families as well as a wide range of educational partners academic coach, intervention teacher, school nurse, psychologist, administration, students, parent liaison, family members, throughout the year to determine needs and strategies to increase the math skills and academic success of students requiring strategic or intensive intervention.

Special Day Class (SDC) teachers will mainstream students as appropriate to encourage and support literacy. SPED teachers, IIC and SDC teachers, will collaborate with Instructional Support Staff, general education teachers, Special Services district personnel, related services personnel and other educational partners on a regular basis.

At least one SPED representative will participate on the Instructional Leadership Team as well as on the MTSS Team in order to ensure alignment with P-BVUSD and site based priorities and consistency in all SPED classrooms.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's Tier 3 Math program will be monitored through STAR Math, CAASPP data, District Interims, and common formative assessments. Data will be monitored as a whole as well by subgroups (English learners, Socioeconomic Disadvantaged students, and Students with Disabilities) to make adjustments to instruction. Effectiveness will further be monitored by student data during PLC meetings with Special Education and General Education Teachers, classroom walkthroughs and observations, and feedback by the Administrative Team and the Special Services Department.

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.

0	LCFF- Base 4300-00: Supplies & Materials	Include special education teachers during collaboration opportunities with general education teachers during selected professional development and professional learning community weekly meetings.	May 2025
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 2 Comprehensive Educational Experience

By the end of the year, McAuliffe School will improve achievement in science for all students.

By May 2026, 90% of teachers will be proficient teaching the Next Generation Science Standards (NGSS) with the Amplify curriculum.

By May 2026, 90% of McAuliffe School teachers will plan for and teach two integrated science units within an ELA or math unit of study.

By May 2026, 30% of 5th grade students will score a 3 or 4 on the California Science Test (CAST).

By May 2026, 5% of English Learners will score "Standard Met" on the California Science Test (CAST).

Goals will be monitored using CAST interim assessments and PLC developed assessments. PLCs will analyze data consistently, adjusting plans to support student success. Teams will utilize data analysis protocols and processes to determine a problem of practice and plans to correct, where needed.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data that was reviewed that included teacher survey and CAST results revealed several contributing factors to low science achievement:

Inconsistent instructional time for science (less than 90 minutes/week in many classrooms).

Varying levels of familiarity with NGSS among teachers.

Limited professional development hours dedicated to NGSS in the past two years.

Teacher discomfort with fully implementing the Amplify Science curriculum.

Gaps in understanding how to integrate NGSS with ELA and math, and how to assess NGSS learning outcomes using 3-dimensional science assessments.

A lack of clear schoolwide expectations on science instruction frequency and accountability.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

2023-2024 CAST data indicated that 24% of McAuliffe students in grade 5 “Met” or “Exceeded” Standard.

This highlights the need for more consistent and rigorous NGSS-aligned science instruction across all grade levels. This suggests limited instructional time, insufficient integration with ELA or math, and a lack of teacher training in NGSS implementation. The use of Amplify, an effective science program is critical to ensuring a comprehensive educational experience for all students, particularly underrepresented groups. science instruction in all grade levels aligned to the Next Generation Science Standards (NGSS). Using an integration model with science and ELA or science and math will be critical. Elementary teachers require training and clear expectations regarding the school district adopted curriculum and pacing guide. Additionally, CFAs and/or CAST interim needs to be utilized to monitor progress and determine instructional focus.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST: All 5th Grade Students	In 23/24, 24% of 5th grade students scored a 3 or 4 on the California Science Test (CAST).	By May 2026, 30% of 5th grade students will score a 3 or 4 on the California Science Test (CAST).
CAST: 5th Grade English learners	In 23/24, 0% of English learners scored a 3 or 4 on the California Science Test (CAST)	By May 2026, 5% of English learners will score “Standard Met” on the California Science Test (CAST).
CAST: 5th Grade Hispanic students	In 23/24, 28% of Hispanic students scored a 3 or 4 on the California Science Test (CAST)	By May 2026, 35% of Hispanic students will score “Standard Met” on the California Science Test (CAST).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST: 5th Grade Black students	In 23/24, 22% of Black students scored a 3 or 4 on the California Science Test (CAST)	By May 2026, 30% of Black students will score "Standard Met" on the California Science Test (CAST).

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)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Technology

The schoolwide technology used at McAuliffe School centers primarily on classroom Promethean Boards, 1-to-1 student Chromebooks, and educator-assigned Windows-operated Zbooks.

Hardware:

1 to 1 chromebooks for K-6th.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's purchase of technology will be monitored through Walkthrough Forms and 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.

0	LCFF- District 5800-89: Software	iPads (TK and SDC)	September 2025
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0	LCFF- District 5800-89: Software	Chromebooks K-6th	September 2025
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Educational software and licensing (across other curricular areas)

McAuliffe School will develop and refine our current use of evidence-based technology platforms to maximize student achievement. This will include supporting the effective and aligned instructional use of all hardware and software that has been purchased to maximize its educational effectiveness. We will continue to monitor our technology needs in order to provide equitable access to all students throughout McAuliffe School.

We will purchase supportive evidence-based software and licenses to run an effective instructional program to reach all students and support them in their individualized learning at school and at home. Also, we will provide professional development in using the software to maximize student achievement. This will be conducted during a portion of our monthly staff meetings and during PLC time.

We will use the following technology programs.

District Provided Programs:

- Lexia Core 5
- Renaissance Place
- Illuminate
- NextGen Math
- Handwriting Without Tears
- Lexia ELD

Site-Wide Programs:

- Reflex Math & Frax Math
- Science 4 Us & Gizmos

-Freckle: ELA, Lalilo, Math

Monitoring for Effectiveness: The effectiveness of McAuliffe School's purchase of educational software and licensing will be monitored through STAR benchmarks, mClass Dibels 8, CAASPP, CAST, District Interims, common formative assessments, Walkthrough Forms, and EL redesignation rates. Data will be monitored as a whole as well by subgroups to make adjustments to 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.

0	LCFF- District 5800-89: Software	Lexia Core 5 Renaissance Place Illuminate NextGen Math Handwriting Without Tears Lexia ELD	August 2025
15000	LCFF- Base 5800-89: Software	Purchase: Purchase Reflex & Frax Math, Science 4US, Gizmos, Freckle: ELA, Math, Lalilo	May 2026

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Upgrading the school library to improve student achievement (increasing access, increasing collections and circulation, non-fiction research materials, integrated print, media, technology)

Text Offerings:

McAuliffe School will purchase additional library books to support all readers' access to varied subjects and authors within our print library, as well as expand digital library availability. We will purchase texts in Spanish, which will encourage reading in our English learners' native language. We will purchase books for summer reading instruction when the library is open for students and families.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's library strategies and purchases will be monitored through STAR CBM benchmarks, STAR, CAASPP, CAST, District Interims, common formative assessments, Walkthrough Forms, and EL redesignation rates. Data will be monitored as a whole as well by subgroups to make adjustments to 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.

3000	LCFF- Base 242400-420000: Library: books, supplies & equipment	Purchase library books	September 2025
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Improving Science Education (STEM/STEAM)

McAuliffe will partner with Amplify and Instructional Services to provide NGSS and Amplify professional learning sessions for teachers. The professional learning will include an NGSS overview, 5E lessons, and how to effectively plan and instruct an Amplify lesson.

Regarding Amplify, the goal is for each teacher to be able to create science lessons that could potentially be implemented in the classroom.

Another science goal we have is that by May 2026, 90% of teachers will plan for and teach two integrated science units within an ELA or math unit of study. The planning of the integrated units will help the teachers better identify what should be the focus of the units. Furthermore, teachers will use the district pacing guide and provide students with 1 lesson a week.

Technological Needs:

We will purchase STEAM Based activity centers composed of Refill Amplify Science lab Kits and STEAM Kits.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's science education will be monitored through CAST, District Interims, common formative assessments, Walkthrough Forms, and a survey taken by teachers. Data will be monitored as a whole as well by subgroups to make adjustments to 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.

3000	LCFF- Base 4300-00: Supplies & Materials	Display boards, giant post its, crayons, markers, paint, glue sticks and other materials for students to use while engaging in creating hands-on projects.	May 2026
3000	LCFF- Base 4300-00: Supplies & Materials	STEAM Based activity centers composed of Refill Amplify Science lab Kits and STEAM Kits.	May 2026

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners and Students with Disabilities

Applicable During:

In Person (IP)

Strategy/Activity: English Learners: Monitoring EL progress, supporting LTELs, integrated ELD across the curriculum, RFEP monitoring

To support English Language Learners, McAuliffe will further our work in Academic Discourse by integrating ELD standards into science instruction. All students will be learning to explain their thinking using sentence frames that support appropriate language use and foster scientific thinking.

As stated previously in this plan, the expectation is that one common formative assessment (CFA) in both ELA and math will be administered and analyzed per month. Teacher teams will be encouraged to include science questions within one of the monthly CFAs (ELA or math). The teams will use the EAA model to plan next instructional steps. English learners will be one of the subgroups analyzed during EAA to ensure the students are making adequate progress. Star assessment tools and results will be analyzed throughout the year within quarterly PLC data analysis.

Strategies, Actions, Services:

The evidence-based strategy at McAuliffe School primarily use is the direct interactive instructional (DII) model. DII is an instructional practice of teacher modeling, guided practice, and then gradual release to independent practice. The standard and learning objectives for the lessons are posted as well as the academic vocabulary and process steps students will need. Teachers also use think-pair-share strategies, which give English learners time to process what is being asked before they respond, as well as the opportunity to practice language skills with peers. PLC’s will focus on essentials standards and deconstruction with student clarity and success criteria. The engagement strategies will be to incorporate Kagan strategies and Jeff Swiers collaboration instruction. All teachers make use of Thinking Maps, sentence frames, manipulatives, and visual guides to help further comprehension.

Annual Evaluation and Progress Monitoring:

The process used to evaluate and monitor the implementation of our EL program and address the needs of our low-achieving ELs involve the ongoing use of informal and formal assessments. Ongoing re-teaching is provided on targeted skills as necessary. Additionally, the district requires STAR ELA and Math assessments as well as interim assessments to monitor student learning. The program builds fluency and vocabulary development and monitors student growth through an ongoing cycle of assessment, which allows for close monitoring and continual adjusting for the language development of each student. In addition to offering a comprehensive literacy program to students, we will continue to use Ellevation for monitoring our English learners.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's ELD program will be monitored through STAR Reading & Math, mClass Dibels 8, CAASPP data, District Interims, common formative assessments, Walkthrough Forms, and EL reclassification rates. Data will be monitored as a whole as well by subgroups (i.e. English learners) to make adjustments to 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.

0	LCFF- District 1100-01: Certificated Teachers - Subs	District purchase of annual Ellevation subscription	August 2025
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. (Elementary) Strategies for assisting students in the transition from 6th to 7th grade and 8th grade to high school education programs. (Jr. High)

Supplemental Resources: General funds provide basic operational supplies and equipment for use by students and teachers. Additional support materials may be provided for students and for teachers to use to maximize the effectiveness of their instruction. Materials to supplement core instruction, printers, paper, copiers, and computers will be available for instructional enhancement (teachers) and student needs as applicable. Costs may include ongoing maintenance costs, ink, repair, and replacement for damaged/non-working equipment. To increase engagement during lessons in the classroom, additional student supplies will be available such as wet/dry erasable markers, whiteboards, composition books, binders, dividers, folders, student planners, and other educationally related supplies.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's purchase of supplementary resources will be monitored through STAR Reading and Math, mClass Dibels 8, CAASPP data, District Interims, common formative assessments, and EL reclassification rates. Data will be monitored as a whole as well by subgroups to make adjustments to 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.

4000	LCFF- Base 4300-00: Supplies & Materials	Purchase instructional materials for students including wet/dry erase markers, whiteboards, composition books, binders, dividers, folders, student planners and other educationally related supplies.	May 2026
1000	LCFF- Base 4300-00: Supplies & Materials	Support PE with new equipment for use in PE and Sports.	March 2026
0	AMIMBG Prop. 28 4300-00: Supplies & Materials	Continued funding for McAuliffe Lab. The following items are needed storage bins, various construction supplies for design thinking and development, origami paper, clay, and other raw materials for ceramics courses.	March 2026

Strategy/Activity 7
Students to be Served by this Strategy/Activity

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

All Students with a focus on students with disabilities and at risk students

Applicable During:

In Person (IP)

Strategy/Activity: Supplemental Resources (LCFF & Title I as allowable)

Equity of Access: Inclusive outdoor environment and sensory room.

Wellness Room: furnish a wellness center for students with furniture, calming tools, curriculum, & art supplies. This room provides students with sensory opportunities and enforces self-regulation opportunities.

Inclusive outdoor environment:

Improve playground accessibility by June 2026, at least 75 % of extensive-support SPED students will use new playground features at least twice per week. Measured by recess participation logs and teacher & parent accessibility surveys.

1. Remove sandbox; install foam play surface.
2. Install sensory wall & climbing mound (foam/rubber surface).
3. Construct accessible pathway for walkers/wheelchairs.
4. Add shaded zones

Enhance sensory play opportunities by end of 2025–26, 75 % of extensive-support SPED students will engage with sensory areas =3 days/week, and 80 % of parents report satisfaction. Measured by recess participation logs and teacher & parent accessibility surveys.

1. Install sensory hexagon & painted playground games.
2. Develop textured garden for plant exploration.
3. Create “Tranquility Garden” (sand, rocks, seating).
4. Host Sensory Exploration Days with training.
5. Involve parents in equipment assembly/maintenance

Increase parent engagement in wellness by June 2026, host 4 Family Wellness Events, send 8 monthly newsletters, and involve 50 parents. Measured by recess participation logs and teacher & parent accessibility surveys with pre/post knowledge checks.

1. Garden planting/harvest days with families.
2. Quarterly Family Wellness Nights (nutrition/health ed).
3. Launch monthly wellness newsletter.
4. Promote temperature-regulation strategies to parents.

Promote temperature regulation strategies by May 2026, reduce heat-related disengagement by 50% and 80 % of Pre–K students will identify =2 sun-safety strategies. Measured by health office and teacher logs. Station usage records and pre/post assessments.

1. Teach hydration & cooling-down during PE.
2. Monitor use of shaded areas & hydration stations.
3. Send sun-safety materials home.

Monitoring for Effectiveness

Academic & Subgroup Data: STAR Reading/Math, mClass DIBELS 8, district interim assessments, common formative assessments, EL reclassification rates.

Staff & Family Feedback: Teacher self-assessments, surveys, and focus groups to adjust supports.

Walkthroughs & Logs: Monthly science instruction checks, sensory-room usage logs, and playground participation tally.

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.

0	School Improvement Grant 4300-00: Supplies & Materials	KCSOS Cal-Hope Wellness (4K) Materials Purchase the start and expansion to furnish a wellness Room for students with furniture, calming tools, curriculum, & art supplies.	September 2025
0	School Improvement Grant 4300-00: Supplies & Materials	Kern Family Health Care Wellness Grant (50K) Purchase items for outdoor inclusive environment.	June 2026
0	School Improvement Grant 4300-00: Supplies & Materials	Parent Club (10K) Purchase items for outdoor inclusive environment.	June 2026

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

Goal 3 Integrated Educational Supports

By the end of the year, McAuliffe School will reduce suspensions and chronic absenteeism for all students.

By May 2026, McAuliffe School will decrease the overall out-of-school suspensions to a rate below 1% for all students and the following subgroups English Learners, Socioeconomically Disadvantaged students, White and Hispanic students.

By May 2026, McAuliffe School will increase the overall annual attendance rate to 95%.

By May 2026, McAuliffe School will decrease the chronic absenteeism rate for English learners by 10%.

By May 2026, McAuliffe School will decrease the chronic absenteeism rate for Socioeconomically disadvantaged students by 10%.

By May 2026, McAuliffe School will decrease the chronic absenteeism rate for Students with Disabilities by 10%.

By May 2026, McAuliffe School will decrease the chronic absenteeism rate for African American students by 10%.

By May 2026, McAuliffe School will decrease the chronic absenteeism rate for Hispanic students by 10%.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

McAuliffe School's Comprehensive Needs Assessment was conducted by the Positive Behavior Interventions and Supports (PBIS) team in April. During this meeting, the team reviewed all data sources and performed an annual self-assessment using the Tiered Fidelity Inventory (TFI) as the criteria in creating an end-of-year review of the glows and grows of the PBIS program.

The Comprehensive Needs Assessment, teams reviewed all data sources. Strategies to strengthen our current systems were identified and prioritized. A select number of new strategies were also identified. Data reviewed for this goal included the following: STAR Reading and Math data, SWiFT-FIA, and Parent/Student Surveys. The SWiFT-FIA was administered throughout the school year Fall and Spring. The McAuliffe Administration (Admin) Team reviewed each component of the SWiFT FIA and assigned sections to committees that aligned with each section of the assessment. Committees that participated in the SWiFT-FIA included the Leadership Team, Admin Team, Positive School Culture Team, MTSS Team and PreK-6 grade-level teams. A Parent Survey was

administered to assess parent perceptions regarding the PBIS and overall school program. The Student Connectedness Survey was sent out to 3rd-6th graders in the Spring.

Data was collected from the following data sources and reviewed in the following manner:

SWIS Data Reports will inform the Big 5 Drill Down monthly report to guide school wide support focusing on the what, where, when, who, and why of problem behaviors at every PBIS team meeting.

SWIS Risk Index and Risk Ratio report will assist faculty and staff in monitoring equity across ethnic subgroups.

Kern Integrated Data System (KiDS) Behavior Overview and Incident Analysis will provide both the PBIS and the Multi-Tiered System of Supports (MTSS) teams comparative data over the course of multiple school years to monitor behavioral trends.

Check-in Check-out SWIS (CICO-SWIS) data will be collected to determine positive trends in a student's behavior to guide individual interventions.

CA Dashboard Chronic Absenteeism Rate: We reviewed our California Dashboard and analyzed which subgroups were in each category and identified supports and intervention that can be put in place for next year to support these subgroups. Our English learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic were "red" and our White Students were "orange" for chronic absenteeism. There is a correlation on the Dashboard between Chronic Absenteeism and academic achievement. English learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic Students are "orange" in ELA. In math two subgroups: English Learners and Hispanic Students performed at an "orange" performance level.

Schoolwide Attendance, KiDS: According to the Kern Integrated Data System as of Spring 2025, McAuliffe School had a schoolwide average attendance rate of 92.76%. For this school year, English Language Learners were at 93%, Socioeconomically Disadvantaged were at 93%, Students with Disabilities were at 92%, African American were at 93%, Hispanic students were at 93%, and White students average attendance was at 94%.

Student Connectedness Survey: The Panama-Buena Vista Union School District, in collaboration with Kern Education Pledge, is conducting an anonymous School Connectedness Survey for students in grades 3 to 8, aimed at addressing chronic absenteeism and assessing the relationships between students and staff affecting attendance. The survey, voluntary and confidential, seeks to gauge overall school connectedness and identify reasons for student absenteeism without probing into family matters. Data collected will inform strategies to support students and will be utilized by both P-BVUSD administrators and the Chronic Absenteeism Work Group under Kern Pledge to enhance school environments. We reviewed the data from this survey to understand how we can support students in feeling like they belong at our school. The questions we focused on were "If I am absent, I feel like there is a teacher or some other adult at school who will notice my absence" and reasons for why students have missed school in the past 30 days. About 84% of students stated they felt that an adult on campus notices when they are absent. The top reasons why students missed school were illness- feeling physically sick and also having problems with breathing and teeth.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Out-of-school suspensions had maintained a 1.2% suspension rate as in the previous year. This medium level (1.1% - 3.0%) of suspensions placed McAuliffe School in the “yellow” category on the California Dashboard.

McAuliffe scored 97% on the Tier 1 and 88% on Tier 2 TFI, indicating that our foundational structures are in place and strong, requiring minimal refinement. The team indicated that further work is needed on item 2.9 Professional Development in order to provide all staff how to refer students and implement each Tier 2 intervention that is in place and follow-up Parent Professional Development as well. According to the TFI 2.11 Student Performance Data an area of increased need is to provide families communication on Tier 2 referrals and supports we are providing. Lastly, 2.11 Student Performance Data needs more clarity on how intervention outcomes data and decision rules for progress monitoring and modification are communicated with all staff.

This identified need will require our PBIS Tier 1 program to reassess our disciplinary practices, consider ways to be more culturally responsive to the social and emotional needs of our African American students, and employ alternatives to suspension in an effort to reduce out-of-school suspension for all students, but specifically for African American students in the 2024-2025 school year. The MTSS Tier 2 and Tier 3 program will need to employ ongoing behavioral supports and interventions as alternatives to suspension to support students within the African American subgroup.

SWIFT-FIA, Inclusive Behavior Social Emotional Instruction: In Behavior & Social Emotional Support (4.1) and Behavior & Social Emotional Instruction (4.2), we are in the early stages of “Implementing.” There is a need to continue and to reexamine our school’s disciplinary practices and emphasize proactive, reflective, instructive, and restorative approaches to student behavior. Furthermore, the Positivity Project was implemented to promote strong behavior & social emotional Instruction.

CA Dashboard Chronic Absenteeism Rate: To enhance support for English learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American, and Hispanic students it was identified that McAuliffe School must continue to refine attendance efforts such as enhancing Tier 1 attendance practices to better engage students at school, clarifying attendance team roles/responsibilities, and engaging in a root cause analysis to enhance support for the targeted student groups.

Schoolwide Attendance, KiDS: Our school has begun to build a defined structure to monitor attendance and effectively use our staff to support frequent absentees. We have an attendance team this year with different staff members on campus such as our social worker, behavior interventionist, nurse, and attendance clerk. We are still in the process of effectively organizing our attendance data and identifying root causes for chronic absences. An identified need is to provide goal setting and progress monitoring that can generate more mentoring for students' attendance to school. Additionally, it has been identified there is a lack of focus on the affected subgroups identified as having the highest percentage of absenteeism (red, orange, and yellow). Lastly, we have identified a need for more engaging learning experiences school-wide, which would encourage students to attend school.

Student Connectedness Survey: After evaluating the Student Connectedness Survey, it's evident that fostering positive relationships between adults on campus and our students is paramount. To address this, we aim to enhance our recognition of attendance goals met by extending it beyond classes to individual students. Furthermore, in light of the insights regarding reasons for student absences, it's apparent we need to bolster support for physical health as well as mental health and provide resources for parents to assist their children. Our strategy encourages students to seek support from our school social worker, and expands the availability of "safe spaces" during lunch breaks. Additionally, we aim to further better equip parents with resources and information on physical health and mental health to better support their children.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Suspension Rate: All Students	1.2% of All Students were suspended in 2023-2024.	By May 2026, McAuliffe School will reduce the overall out-of-school suspensions to a rate below 1% for all students.
Kern Integrated Data System (KIDS) Overall Annual Attendance Rate: All Students	92.76% Schoolwide average attendance rate for All Students in 2024-2025.	By May 2026, McAuliffe School will increase the school-wide annual attendance rate to 95% for all students.
CA Dashboard Chronic Absenteeism: English learners (EL)	26% of EL students were chronically absent in 2023-2024. Number of students 73 in this subgroup.	By May 2026, McAuliffe School will decrease the chronic absenteeism rate for English learners by 10%.
CA Dashboard Chronic Absenteeism: Socioeconomically Disadvantaged Students (SED)	28.7% of SED students were chronically absent in 2023-2024. Number of students 436 in this subgroup.	By May 2026, McAuliffe School will decrease the chronic absenteeism rates for Socioeconomically Disadvantaged students by 10%.
CA Dashboard Chronic Absenteeism: Students with Disabilities (SWD)	35.4% of SWD were chronically absent in 2023-2024. Number of students 113 in this subgroup.	By May 2026, McAuliffe School will decrease the chronic absenteeism rates for Students with Disabilities by 10%.
CA Dashboard Chronic Absenteeism: African American Students	24.4% of African American students were chronically absent in 2023-2024. Number of students 45 in this subgroup.	By May 2026, McAuliffe School will decrease the chronic absenteeism rates for African American students by 10%.
CA Dashboard Chronic Absenteeism: Hispanic Students	30% of EL students were chronically absent in 2023-2024. Number of students 320 in this subgroup.	By May 2026, McAuliffe School will decrease the chronic absenteeism rates for Hispanic students by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

All Students with a focus on at-risk student groups based on CA Dashboard: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I Behavior/Attendance

To focus on creating a positive, safe, and respectful school environment for all students, McAuliffe School’s PBIS Climate and Culture Team will complete the following.

First Quarter 2025 (Tier 1 Behavior):

With the assistance of Student Support Services, site administration will train 100% of certificated and classified staff at the beginning of the school year at the first staff meeting on the SEL, Character Strong. This professional learning time will include why we must improve our behavior support for all students, especially those at risk. McAuliffe will continue to remove deficit thinking and promote growth mindset regarding implicit bias and utilizing “Honoring the Harmony in Diversity” training, specific strategies we will use to support our at-risk population and how those SEL resources connect to McAuliffe’s PBIS SOAR behavior expectations.

Teachers will use Character Strong lessons on a daily basis in a proactive fashion to teach students positive behaviors, social/emotional skills, and how to become good digital citizens around four governing PBIS expectations (Show Respect, On Task, Act Appropriately, Are Responsible).

Continue to acquire and display PBIS banners, signs, materials, and supplies to support PBIS implementation. There will be continued implementation of PBIS on the campus to promote and celebrate positive behavior and improved attendance with the use of umbrella expectations modeling of positive behavior, assemblies (outlining behavior, expectations, rewards (no cost), and consequences), promotion of student participation in activities.

PBIS & MTSS team will create a protocol for when students who are represented as at risk enroll at school after the year has already begun. This protocol will include the newly enrolled student meeting the members of the MTSS: site administration, academic coach, front office staff, school psychologist, BIA, school nurse, Student/Family Liaison, Intervention Teacher, and yard aides. Phone calls home will build the relationship with the family and school with an invite to the family to visit the classroom at least once during the quarter in which the student enrolls.

Regular PBIS training will occur for students during morning school announcements, during SEL instruction, and across the campus. Regularly distribute McAuliffe SOAR tickets to promote positive behavior. The use of PBIS Store with prizes and rewards. Cultural responsiveness will be taught throughout the PBIS program to reinforce social awareness and sensitivity to diverse backgrounds. During PBIS meetings, the team will use the SWIS Big 5 Drill Down Report to track actions for alternatives to suspension.

Students are explicitly taught expectations through a passport activity 3 times per year (Fall, Winter, and Spring). Additionally, 3rd-6th grade students receive behavior expectations three times a year. Teachers are given a weekly schedule with developed lessons to review behavior expectations. These lessons address behavior as well as social-emotional learning.

An Awards Assembly is conducted quarterly, students are recognized for academic accomplishments and growth in Reading, Math, Writing, SOAR, and Growth.

Monthly Staff sessions will have a component where behavior data is shared and staff has an opportunity to action plan in support of addressing Tier one behaviors, as well as receive clarification regarding Schoolwide and Classroom Tier 1 structures for reinforcing, correcting and supporting expectations using reflective, restorative, and instructional behavior strategies.

Monthly meetings will occur for classified staff including supervision aides, instructional aides, and paraprofessionals for analyzing behavior data and developing action plans to address behaviors, to include Tier 1 reinforcing, correcting and supporting expectations using reflective, restorative, and instructional behavior strategies.

Positive behavior is also promoted on the playground through structured recess. Aides "open" recess by picking students up from their lines and dismissing them to play. A freeze bell is used to promote an orderly and safe return to class. Structured recess is scheduled 5 days per week for morning recess. Aides and Behavior Intervention Assistant (BIA) are trained to implement structured recess with the support of the Assistant Principal. During morning recess, aides take a class to recess to play a structured game. During lunch recess, the Aides and BIA set up and monitor various games/stations.

First Quarter 2025 (Chronic Absenteeism):

Begin morning announcements. At the start of each day the importance of attendance will be emphasized in a positive message. We will also displace attendance focus messages on the marquee.

Display a sign at each entrance and exit so educational partners and students can see our attendance goal and where we currently stand. ParentSquare messages will be sent explaining the importance of school attendance and informing families of our attendance

goal and current attendance rates for the week. We will also displace positive attendance focus messages on the marquee explaining the importance of school attendance.

Spirit week with daily attendance challenges.

Fun family activities will be planned throughout the school year, which are explained within Goal 4 of this document.

Begin first school-wide attendance incentive campaign and distribute classroom goal-setting for each student to create their own success criteria.

Monthly recognition for attendance: Extra 15 minute recess at the end of the month class competition.

Design and equip a sensory room with materials that support calming, alerting, and self-regulation activities.

Train all staff on sensory regulation strategies, sensory theory, and a proactive tool at Tier 1 level.

Measure outcomes through behavior incident logs, SEL screeners, and teacher/student survey for the effectiveness of a sensory room.

Randomly award students for being at school and on time.

In PBVUSD school attendance is a priority. Teachers are required to take daily attendance in Synergy. This information is then used by the Front Office staff to help determine which students will need a call home and identify the reason for an absence and to clear the absence if possible. In addition to using Synergy as a means to track attendance, PBVUSD uses a system called Attention to Attendance (A2A) to track attendance even further. A2A is used as an early warning and intervention system. This system offers conferencing management and six different attendance intervention letters produced and mailed. A2A provides many other features to increase attendance awareness and encourage students and families to be at school. The assistant principal and attendance team review the A2A data regularly and schedule conferences with families as needed.

Second Quarter 2025 through Fourth Quarter 2026 (Tier 1 Behavior):

Monthly professional learning will continue at staff meetings. This professional learning time will include current KiDS and SWIS data regarding at-risk students, further implicit bias training and connecting the learning to “Honoring the Harmony in Diversity” training, Positivity Project resources, and how to effectively communicate with parents, specifically the parents of at-risk students.

The partnership with Student Support Services will continue regarding planning and training.

PBIS/MTSS team will review the onboarding protocol created during the first quarter. They will gauge whether the enhanced communication is effective and how it can be improved.

Regularly distribute McAuliffe SOAR tickets to promote positive behavior and ensure the PBIS Store has workers at appropriate times during lunch recess.

Survey the staff to see if they believe the training has been beneficial.

At the end of the quarter, administer and review the Student Connectedness Survey for all 3-8 grade students. Share all data with ELAC and SSC in order to receive input and develop the next school year's SPSA.

Second Quarter 2025 through Fourth Quarter 2026 (Chronic Absenteeism):
Continue the strategies from the previous quarter.

All certificated and classified staff will implement proactive strategies with all students with a focus on at-risk student groups based on CA Dashboard: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic students subgroups, by building positive relationships with students through daily 10x10 conversations, modeling a culture of welcome through eye contact, smiling, professional tone, and clear and consistent behavioral expectations.

Certificated and Classified staff will implement proactive strategies with families by modeling a culture of welcome through eye contact, smiling, professional tone, and clear and consistent behavioral expectations, frequent and consistent weekly communication with families via Parent Square, phone calls, and/or positive notes home and opportunities for families to engage in supporting the school in meaningful ways.

At the end of the year, administer and review the Student Connectedness Survey for all 3-8 grade students. Share all data with ELAC and SSC in order to receive input and develop the next school year's SPSA.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's Tier I Behavior and Attendance will be monitored through CA Dashboard data, KiDS, Synergy, SWIS, and A2A.

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.

2000	LCFF- Base 4300-00: Supplies & Materials	PBIS Signage/Posters: Post schoolwide rules/expectations around campus. Include rules for games & Attendance Branding	May 2026
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2000	LCFF- Base 4300-00: Supplies & Materials	Materials and supplies for incentives: PBIS Store, rewards to distribute tickets, and prizes	May 2026
2000	LCFF- Base 4300-00: Supplies & Materials	Structured Recess Materials (add additional funds when available)	May 2026
2000	LCFF- Base 4300-00: Supplies & Materials	Materials and supplies for awards: Certificates, pins, trophies, Block M's, Star pins, etc.	May 2026

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with a focus on at-risk student groups based on CA Dashboard: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier II Behavior/Attendance

First Quarter 2025 through Fourth Quarter 2026 (Tier 2 Behavior)

Overview: Students who do not respond to the Tier 1 behavioral program are potential candidates for Tier 2 support where there is an increase in instruction, structure, and feedback. Effectiveness of this strategy is measured by reduction of suspension and referral rates as well as number of students successfully exited. The multidisciplinary team consists of the Principal, Intervention Teacher, Social Worker, School Psychologist, School Nurse, Bilingual Student/Family Liaison, Behavior Intervention Aide, Academic Coach, Assistant Principal.

Students thrive when their diverse needs are met through coordinated systems of support. Our data reveals a growing need for behavioral, emotional, and sensory regulation supports across all grade levels. Implementing an inclusive sensory space will help promote self-regulation, reduce behavior disruptions, and increase readiness to learn. Access to this resource aligns with UDL (Universal Design for Learning) principles and supports our MTSS framework.

Include training on using the sensory room as a Tier 1 proactive tool, as well as for Tier 2 targeted interventions.

Tier 2 Nomination: Students may be referred for Tier 2 services in any of the following ways:

Staff Nomination: Staff completes a survey indicating need

Parent Nomination: Parent contacts the front office to request support

Office Conference Referral (OCR): Students are recommended based on the frequency of referrals (more than 3 majors in one month)

MTSS meets biweekly to review data, identify new Tier 2 candidates as well as monitor the progress of existing candidates.

Data Collection:

Once a student is nominated, data is collected to develop a clear understanding of the function of the behavior.

The following data may be collected: a behavioral screener may be used, the teacher completes a survey to indicate behavior needs as Strengths/Difficulties Questionnaire, a member of MTSS observes the student, school records are reviewed (grades, attendance, etc.), and/or a member of MTSS may interview staff, parents or the student.

Baseline data is collected and used to set realistic goals.

Interventions:

If the student is deemed a candidate for Tier 2, based on the data collected, a plan is developed. During a Tier 2 team meeting, student referral information and data are reviewed. A Smart Goal is established for behavior. The team identifies an appropriate intervention based on the perceived function of the behavior.

A member of the team communicates with the parents and receives written consent for services.

Potential Tier 2 supports include Check-in Check out, Behavior Contract, Weekly Monitoring Meetings, Structured lunch/recess, Counseling, and Small Group Social Skills using Tier 2 resources from Character Strong.

Progress Monitoring:

The selected intervention is put in place for 4-6 weeks. Student progress is monitored every two weeks.

If the student is positively responding to the intervention and is meeting goals, the team fades the intervention and progress monitors. If the student experiences an increase in problem behaviors, the team will adjust and put services back in place.

Students remain on watch four weeks after intervention fades. If the student is not showing growth toward goals, the team will check the fidelity of the intervention and adjust the support plan. If a student is showing some response, the team will modify goals/intervention plans. If the student is not making progress, the team will consider an alternate intervention.

Staff are provided with an update about the student's progress and goals after the initial monitoring period.

MTSS team meets biweekly to monitor the progress of Tier 2 students. This team includes the Principal, Intervention Teacher, Social Worker, School Psychologist, School Nurse, Bilingual Student/Family Liaison, Behavior Intervention Aide, Academic Coach, Assistant Principal.

First Quarter 2025 through Fourth Quarter 2026 (Tier 2, Chronic Absenteeism)

Teachers monitor students nearly and chronically absent monthly. Teachers communicate with families of nearly and chronically absent students. If communication does not increase attendance, teachers use the MTSS referral form to refer students for Tier II attendance goal setting.

Monitor student attendance rates at Site SPED Meetings.

The assistant principal and Bilingual Student/Family Liaison work directly with students and families to improve attendance for students who are trending towards Chronic Absenteeism. The attendance team: Assistant Principal, School Social Worker, Bilingual Student/Family Liaison, School Nurse, Attendance Clerk review attendance data to identify students who are beginning to experience attendance issues; meet with students and contact families to identify the root causes of attendance issues and to identify strategies to encourage regular attendance; and reviews achievement and attendance data, including STAR levels to help parents understand the impact of absences on academics.

The Attendance Team will coordinate wraparound services as needed.

The Bilingual Student/Family Liaison sets goals with the students and monitors their progress weekly. Effectiveness of this strategy is measured by reduction of Chronic Absenteeism rates as well as number of students positively responding to the intervention through individualized improved attendance.

Tier 2 Attendance Nomination:

Students are selected for Tier 2 Attendance services through a review of KiDS/Synergy attendance data each month.

A multidisciplinary team meets monthly to analyze KiDS/Synergy attendance data along with the documented reasons for students absences and selects a monthly cohort of students to receive services with the attendance mentors. The attendance team meets monthly to review data, identify new candidates as well as monitor the progress of existing candidates.

The Bilingual Student/Family Liaison and student create a goal to decrease the frequency of absences that are tracked weekly. The Bilingual Student/Family Liaison and student meet 2 -3 times per week to discuss progress towards the student's weekly goal and to continue to assess other support needs.

Bilingual Student/Family Liaison conducts home visits for persistent 7–12 absences students.

Small-group parent workshops (bilingual) on managing health barriers to attendance.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's Tier I Behavior and Attendance will be monitored through CA Dashboard data, KiDS, Synergy, SWIS, OCR data, and A2A

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.

1000	LCFF- Base 1100-02: Certificated Teachers - Extra Duty	Certificated and classified extra time Instructional Materials	May 2026
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students with a focus on at-risk student groups based on CA Dashboard: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier III Behavior/Attendance

First Quarter 2025 through Fourth Quarter 2026 (Tier 3 Behavior):

Tier 3 supports may include but are not limited to: one-one short-term individual therapy for targeted behaviors with the school social worker or psychologist; Functional Behavior Analysis, Behavior Intervention Plan, Individual Therapy services; risk assessments and follow-up services.

Students thrive when their diverse needs are met through coordinated systems of support. Our data reveals a growing need for behavioral, emotional, and sensory regulation supports across all grade levels. Implementing an inclusive sensory space will help promote self-regulation, reduce behavior disruptions, and increase readiness to learn. Access to this resource aligns with UDL (Universal Design for Learning) principles and supports our MTSS framework.

Include training on using the sensory room as a Tier 1 proactive tool, as well as for Tier 3 targeted interventions.

When elementary students exhibit behaviors for which they can be suspended, they will be placed on Alternative to Suspension (ATS).

This will include the following format for students, which may change depending on the staff absences and availability:

- first hour with the school psychologist and BIA;
- second hour with the academic coach;
- third and fourth hours with the BIA/school psychologist;
- fifth hour with the assistant principal; and remaining hours with the BIA, school psychologist, IIC, or site admin.

The exact schedule will be solidified the day before ATS begins, and the plan will be communicated to the parent. Discipline practices will apply alternatives to suspension that focus on consequences that involve social-emotional instruction, responsibility taking, restorative practices, and conflict-management.

First Quarter 2025 through Fourth Quarter 2026 (Tier 3, Chronic Absenteeism):

Our attendance team will continue using Synergy to monitor and track attendance patterns and identify students who may be at risk. This data will inform the creation of a communication system aimed at engaging both students and parents. Daily home check calls for top 5 chronically absent students; coordinate with social services as needed. Additionally, administrative efforts will include conducting parent meetings to offer support and address any obstacles hindering regular attendance. (This has been well-documented in Goal 3, Strategy 2.)

The Bilingual Student/Family Liaison will support students, specifically a focus on at-risk student groups based on CA Dashboard: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic Students who are in the “red” for being chronically absent. This will be a standing agenda item on our ELAC, Title I, and SSC meeting agendas. Connect families to district/community health resources for illness or transportation support. During our EOY needs assessment, we will evaluate whether our strategies worked this school year.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's Tier I Behavior and Attendance will be monitored through CA Dashboard data, KiDS, Synergy, SWIS, and entry into A2A.

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.

1000	LCFF- Base 4300-00: Supplies & Materials	Sensory Room material and equipment	April 2026
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity

McAuliffe has several strategies in place to promote school-wide safety. Each year, the School Site Council (SSC) develops a Safe School Plan.

Staff is trained in the components of the plan and participates in annual staff training regarding safety expectations and drill procedures.

Training: Each year, staff completes required district safety courses online.

Monthly emergency drills are conducted to ensure staff and students understand how to respond in emergency situations, including earthquakes, fires, and lockdowns.

In February, a district-wide drill complete with scenarios is practiced. Information from this drill is used to update all safety protocols.

Throughout the year, the site administrator walks the campus and identifies needed structural upgrades to improve safety. Yearly supervision protocols and assignments are updated.

Additional staff is utilized to increase supervision and safety.

Yard aides are assigned to supervise specific areas of the campus.

To increase safety during morning arrival, a student valet program is offered. Student valets are trained to welcome students to campus and open car doors, under the supervision of an adult.

Students learn about proper hygiene and hand washing.

CPR Comprehension only classes are offered to 5th & 6th grade students as well as to parents by our school nurse.

Our School Nurse also offered sun safety classes, healthy eating, teeth health, girls and boys puberty talks.

Monitoring for Effectiveness: The effectiveness of McAuliffe School's Tier I Behavior and Attendance will be monitored through CA Dashboard data, KiDS, Synergy, SWIS, and entry into A2A.

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.

1500	LCFF- Base 4300-00: Supplies & Materials	Emergency/Safety/Medical: Supplies and materials for drills/emergencies, hygiene/hand washing (radios, medical supplies, emergency bags, storage, etc)	April 2026
50	LCFF- Base 4300-00: Supplies & Materials	Materials and supplies for the valet program (vests, etc.)	April 2026

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

Goal 4 Family & Community Engagement

By May 2026, McAuliffe School will provide a minimum of fifty activities or events at a variety of times (morning or evening) for families during the school year.

By May 2026, 20% of our African American families will attend at least one Parent & Family Engagement event.
By May 2026, 20% of our Students with Disabilities families will attend at least one Parent & Family Engagement event.
By May 2026, 20% of our English learner families will attend at least one Parent & Family Engagement event.
By May 2026, 20% of our Socioeconomic Disadvantaged families will attend at least one Parent & Family Engagement event.
By May 2026, 10% increase of parent, family, and community volunteers from 96 to 105.

By May 2026, McAuliffe will provide a minimum of five Title I meetings.

By May 2026, McAuliffe will provide a minimum of five Parent/Family Workshops and Trainings.

By May 2026, McAuliffe will provide a minimum of five Community events and activities.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Throughout the year, McAuliffe School shares SPSA updates with the School Site Council and asks for feedback regarding the plan and programs, which is incorporated within the formal Comprehensive Needs Assessment.

McAuliffe School's Comprehensive Needs Assessment began in January with data collection. Four meetings were scheduled during March and April 2025 to review the data. During these meetings, the Leadership Team discussed the overall implementation of each goal/strategy area as well as the implementation of the current year's plan. They reviewed various data sources and charted observations, successes, and challenges. The team selected a few high-leverage challenges and conducted a root cause analysis to determine the underlying cause of the gap. Strategies to strengthen our current systems were identified and prioritized. A select number of new strategies were also identified. Data reviewed for this goal included the following: SWIFT-FIA, School Site

Council/ELAC Feedback, and Parent Club Feedback. The SWIFT-FIA was completed in February. SSC and ELAC met throughout the year and provided feedback on each SPSA goal area. Parent Survey data was collected in March. Fifty-six surveys were returned. Our ELAC Parent Surveys were completed in February by our parents of English Learners with 41% submitted. These data sources helped illuminate gaps in our program.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KIDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

McAuliffe School demonstrates areas of strength and areas requiring focused improvement in family and community engagement.

Parent survey data revealed that 91% of families agree that McAuliffe has clear behavioral expectations, with 90.9% aware of the schoolwide Student Behavior Expectations. However, awareness of student recognition systems varies:

74.5% were aware of SOAR Tickets,
51% had seen Positive Notes Home,
37.3% received Positive Phone Calls, and
only 11.8% reported their child receiving a Positivity Project Party invitation.

This indicates a need to better communicate and consistently implement positive reinforcement practices schoolwide.

Family perceptions of school climate are strong, with 88.2% reporting that office staff are always polite and respectful, and 94.1% stating that teachers regularly communicate academic progress via ParentVue, ParentSquare, or direct contact.

Regarding engagement opportunities:

86.7% of parents reported the school offers workshops or training to support learning, however, 70.6% of parents do not attend these events, and only 5.9% reported regular attendance.

The stated barriers to participation included:

Other (43.8%),
Childcare (31.3%),
Family scheduling conflicts (25%), and
Timing of events (25%).

This data indicates a need to diversify and adjust the format, timing, and outreach methods for school events to reduce barriers and increase participation. Furthermore, there is a need for various parent workshops or training to support them in their child's learning.

The SWiFT-FIA self-assessment results identified the McAuliffe as “sustaining” in:

- 7.1: Family Opportunities to Participate,
- 7.2: Partnerships with Families, and
- 8.1: Community Collaboration,

We had 86 events this year which focused on having parents on campus and participating with their child in various events, academic accomplishments, and volunteering opportunities. We had 96 volunteers that were invited to our Volunteer Breakfast which included families, parents, and community members. Furthermore, we also partnered with various organizations in a collaborative effort to help our students in academics, science, helping the community, etc.

Although, a need we have according to the SWiFT-FIA is to increase our community benefits as we resulted in “installing” for:

- 8.2: Community Benefits

The data indicates a moderate strength in family partnerships and reveals a critical need to increase community access to and benefit from school-based resources, partnerships, and services.

To address these areas, the PBIS Team, MTSS Leadership Team, Admin Team, and Bilingual Student/Family Liaison will continue to monitor family engagement data, reduce participation barriers, and coordinate strategic improvements to deepen family-school-community partnerships and ensure families feel welcomed, informed, and empowered to support student success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in sheet at the event entrance	2024/2025: African American families attended one Parent & Family Engagement event.	By May 2025, 20% of our African American families will attend at least one Parent & Family Engagement event.
Sign-in sheet at the event entrance	2024/2025: Students with Disabilities’ families attended one Parent & Family Engagement event.	By May 2025, 20% of our Students with Disabilities families will attend at least one Parent & Family Engagement event.
Sign-in sheet at the event entrance	2024/2025: English learners’ families attended one Parent & Family Engagement event.	By May 2025, 20% of our English learner families will attend at least one Parent & Family Engagement event.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in sheet at the event entrance	2024/2025: Socioeconomic Disadvantaged students' families attended one Parent & Family Engagement event.	By May 2025, 20% of our Socioeconomic Disadvantaged students' families will attend at least one Parent & Family Engagement event.
Sign-in sheet at the event entrance	2024/2025: 96 Parent/Family & Community volunteers.	By May 2025, 10% increase of parent, family, and community volunteers from 96 to 105.
Title I Parent & Family Engagement Events	2024/2025: Not a Title I School	By May 2025, McAuliffe will become a Title I school as a Targeted Assistance School (TAS). We will provide a minimum of 5 meetings.
Parent/Family Workshops and Trainings	2024/2025: McAuliffe had the following: -Parent Orientation -Instrumental informational -ELAC Informational -Camp Keep Informational -CPR-Compressions Only Class	By May 2025, McAuliffe will have a minimum of five Parent/Family Workshops and Trainings.
Community Events and Activities	2024/2025: McAuliffe had the following: -Veteran's Assembly -Monthly STEAM Day with EpiSteam -Canned Food Drive -STEAM Night with EpiSteam -Read Across America: Community Readers -Eco Hero Assembly -Volunteer Breakfast	By May 2025, McAuliffe will have a minimum of five Community Events and Activities

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)

All Students with a focus on English Learners, African American Students, Students with Disabilities, Socioeconomic Disadvantaged Students

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities

McAuliffe School will offer several events to increase parent engagement. The Admin Team will regularly communicate with families of all students regarding parent and family engagement opportunities on campus. The Admin team will work with committees on campus to provide regular activities at various times of the day to support involvement on campus.

Title I Parent & Family Engagement Meeting: The Annual Title I meeting, will be conducted in the Fall and is designed to provide information about Title I resources as well as to inform parents on how to access the School Plan for Student Achievement, Parent & Family Engagement Policy, and School Compact on the school website. The Bilingual Student/Parent Liaison will communicate with families and collaborate on planned events along with the team/individuals whose responsibility. The school will also communicate with the families of African American students, Students with Disabilities, Socioeconomic Disadvantaged Students. This communication will be above and beyond the traditional ParentSquare messages and flyers that are sent home, and its purpose will be to personally invite them to Parent and Family Engagement events.

Events include, but are not limited to:

First Quarter 2025

- Title I Informational Meeting
- Quarterly Coffee with the Principal events
- Quarterly Family Picnic
- Monthly Parent Club Meeting
- Monthly Noon Sales/ Spirit Day
- Quarterly Awards Assemblies
- Title I Parent & Family Engagement Night
- Parent Orientation
- Meet and Greet
- Instrumental informational
- Back to School Night
- Skate Night
- ELAC Informational
- Quarterly Family Picnic

- Fall Carnival
- School Site Council
- ELAC

Second Quarter 2025

- Quarterly Coffee with the Principal Events
- Quarterly Family Picnic
- Veterans' Day Assembly
- Monthly Parent Club Meeting
- Monthly Noon Sales/ Spirit Day
- Quarterly Awards Assemblies
- Title I Parent & Family Engagement Night
- Musical/Play Event
- Parent/Teacher Conferences
- Costume Parade
- Camp KEEP Informational
- School Site Council
- ELAC
- Canned Food Drive
- Holiday Shop
- Band & Strings Concert

Third Quarter 2026

- Quarterly Coffee with the Principal Events
- Quarterly Family Picnic
- Read Across America: Celebrity Reader
- Quarterly Awards Assemblies
- Monthly Parent Club Meeting
- Monthly Noon Sales/ Spirit Day
- Title I Parent & Family Engagement Night
- School Site Council
- ELAC
- Valentine's Day Family Dance
- Reclassification Celebration
- Apex Fun Run
- Movie Night

Fourth Quarter 2026

- Quarterly Coffee with the Principal Events
- Quarterly Family Picnic
- Quarterly Awards Assemblies
- Monthly Parent Club Meeting
- Monthly Noon Sales/ Spirit Day
- Band & Strings Concert
- Musical/Play Event
- Art Show
- Book Fair
- School Site Council
- ELAC
- Color Run
- Volunteer Breakfast

During the planned events McAuliffe School will also:

- Reach out to families at the beginning of the school year
- Provide interpreters available for families if requested
- Provide differentiated centers/activities for families and students
- Provide incentives for families of EL students, African American students, Socioeconomic Disadvantages, and Students with Disabilities

Monitoring for Effectiveness: The effectiveness of McAuliffe School's planned engagement activities will be collected through sign-in sheets, feedback, and surveys. Sign in sheets will be provided at the entrance of each event. The sheets will include the name of the student. The front office staff will check the sheet and tally the number of families who attended the event. This data will be shared with the Admin Team, ILT, PBIS/MTSS and Bilingual Student/Family Liaison. These teams will then develop next steps to further enhance parent and family engagement.

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.

1000	LCFF- Base 4300-00: Supplies & Materials	Purchase light refreshments for Coffee with the Principal events	May 2026
1000	LCFF- Base	Purchase Title I Parent & Family Engagement including but not limited to math manipulatives,	May 2026

	4300-00: Supplies & Materials	interactive learning activities, blocks, math books, measuring equipment, science journals, LEGOS, robotics, building blocks, microscopes, STEAM kits, novels, nonfiction texts, leveled readers, literacy journals, books in Spanish	
500	LCFF- Base 1100-02: Certificated Teachers - Extra Duty	Timecards certificated staff members to call the homes of EL students, African American students, and Students with Disabilities	May 2026
500	LCFF- District 2200-02: Classified Support - Extra Duty/Overtime	Timecards certificated staff members to call the homes of EL students, African American students, and Students with Disabilities	May 2026

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities Specific to English Learners

McAuliffe School will communicate with English learner families in their primary language regularly about parent/family engagement opportunities on campus. All school correspondence is sent in English and Spanish.

ELAC

Parents of English learners will have the opportunity to participate in the school's ELAC. A core committee will be elected, and all parents are welcome to attend meetings. Meetings will be scheduled at least four times per year, with childcare provided if needed. Interpreters will be available upon request, with a two-week notice prior to the meeting. Hospitality, interpreters, and miscellaneous meeting supplies will be provided for parents.

ELPAC Parent Training

Implement a multi-week training program for parents titled ELPAC Parent Training to familiarize them with the components and task types of the ELPAC assessment. Small incentives will be provided for attendance and participation, along with the printing of practice materials.

Re-designation Celebration

Host a celebration for families whose students are reclassified as R-FEP (Reclassified Fluent English Proficient). This event will

include the purchase of certificates and light refreshments to honor students' achievements.

Language Support Services

Offer interpreters and translation services in Spanish to assist parents in accessing Parent/Teacher Conference, parent involvement events and training sessions. Efforts will also be made to provide language support for parents who speak languages other than Spanish, based on availability and request.

Monitoring for Effectiveness:

The effectiveness of McAuliffe School's planned engagement activities will be collected through sign-in sheets, feedback, and surveys. Sign in sheets will be provided at the entrance of each event. The sheets will include the name of the student. The front office staff will check the sheet and tally the number of families who attended the event. This data will be shared with the Admin Team, ILT, PBIS/MTSS, and Bilingual Student/Family Liaison. These teams will then develop next steps to further enhance parent and family engagement.

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.

500	LCFF- District 4300-00: Supplies & Materials	Resources, supplies and light refreshments	May 2026
500	LCFF- District 2200-00: Classified Support - Salaries	Interpreters at Family Education events and ELAC	May 2026

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 5 Professional Development Plan

By the end of the year, McAuliffe School will improve achievement for all students.

By May 2026, McAuliffe School will increase 10 points on the ELA portion of the CA Dashboard for all students.

By May 2026, McAuliffe School will increase 10 points on the math portion of the CA Dashboard for all students.

By May 2026, 40% of EL students will be “making progress toward English language proficiency” on the English Learner Progress Indicator (ELPI) portion of the CA Dashboard.

By May 2026, 100% of teachers will receive the Character Strong (SEL District Adopted Curriculum) training.

By May 2026, 100% of K-2nd teachers will receive the UFLI (K-2 District Adopted Curriculum) training.

By May 2026, 100% of TK teachers will receive the Frog Street (TK District Adopted Curriculum) training.

By May 2026, 100% of K-6th teachers will receive the Write From the Beginning and Beyond (Site Writing Curriculum) training.

By May 2026, McAuliffe School will decrease the overall out-of-school suspensions to a rate below 1% for all students.

Goal 5 will be monitored quarterly using a variety of data sources. At the end of each quarter, the Leadership Team will review assessment data, walkthrough data, and data cycle implementation to determine if quarterly goals are being met or on their way to being met. If the data is not on track, the ILT will identify gaps and attempt to determine the root cause. Modified strategies will be implemented to address the gap.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Throughout the year, McAuliffe School shares SPSA updates with the School Site Council and asks for feedback regarding the plan and programs, which is incorporated within the formal Comprehensive Needs Assessment.

McAuliffe School's Comprehensive Needs Assessment began in February with data collection. Four meetings were scheduled during March and April 2025 to review the data. During these meetings, the ILT discussed the overall implementation of each goal/strategy area as well as the implementation of the current year's plan. They reviewed various data sources and charted observations, successes, and challenges. The team selected a few high-leverage challenges and conducted a root cause analysis to determine the underlying cause of the gap. Strategies to strengthen our current systems were identified and prioritized. A select number of new strategies were also identified. Data reviewed for this goal included the following:

- SWIFT-FIA, STAR Reading/Math
- District ELA/Math benchmark assessments
- English Learner (EL) Reclassification data
- Walkthrough Tools
- 24/25 Professional Development Calendar
- Staff/Student Surveys

The SWIFT-FIA was completed in February 2025. Rubrics were assigned to teams, based on expertise. Star Reading and Math Assessments were given three times throughout the year. The district benchmarks in ELA and Math were given three times throughout the year. EL Reclassification data identified the percentage of English learners reclassifying to Fluent English Proficient after administration of the ELPAC. Trends from the Walkthrough Forms were analyzed, and the ILT used that data as they participated in the planning of professional learning days. The Student Connectedness Survey was sent to students in the Spring. Staff surveys were completed in March and addressed various aspects of academic rigor. Schoolwide responses were aggregated and shared back to our various teams to review and discuss. These sources helped illuminate strengths and gaps in our program.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

According to the SWIFT-FIA Rubric 3.3, staff ranked our school a "3" or "Sustaining Implementation," indicating teams have protected time to examine assessment data and plan reteach to ensure quality of data analysis. Teams report having more time to examine data for misconceptions. Teachers have developed SMARTIE Goals and instructional plans in ELA and Math. We have refined assessment tools and calendar time for data analysis and reteach, as well as professional development for data cycles. Staff may also need professional development for data analysis. Therefore, focusing on PLC Four questions teams reported needing more training on

Solution Tree PLC Essentials trainings to further develop identifying/deconstructing essential standards, crafting CFAs, designing interventions/extensions and follow-up work on learning intentions with success criteria.

SWIFT-FIA Rubric 2.1 scored a “2” or “Implementing,” indicating a gap in the quality of data analysis. Teams report the need to focus on PLC Question 1: What do we want all students to learn? by prioritizing the development of common assessments, establishing shared language, and collaboratively breaking down essential standards into clear, student-friendly learning targets while examining data for misconceptions. This indicates a need to refine success criteria and student clarity on learning targets while identifying corresponding data analysis tools. The PLC Question 1: What do we want all students to learn? will address this area with student agency: What do I expect to learn? using success criteria and learning targets.

Instructional walkthroughs had not been consistently implemented. In addition, staff commented that coaching cycles were not fully implemented. This indicates a need for the coaching team to identify strategies to prioritize classroom observations. Implementing cross-grade collaboration to ensure consistent, vertically aligned literacy and math practices by collaborative learning walks.

Star Math data did not indicate significant growth. Students scored at 33% “Proficient” at the beginning of the year and 31% “Proficient” in winter, showing a 2% drop. The data indicates a need to examine our Tier I practices and rigor. EL Reclassification data showed an increase in students reclassifying to RFEP, indicating our EL program is effective in supporting our learners. We were able to maintain as noted on the CA Dashboard in English learners “making progress toward English language proficiency” by 0.8% with 50% making progress. The literacy data indicates a continued need to refine our reading foundation. Literacy strategies need to be consistently used across grade levels and courses. Continued training on our differentiated small groups is needed to close gaps. Strategies to strengthen Tier I math rigor and scaffold conceptual understanding.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA: Overall	In 23/24, all students were 17.6 points Below Standard	By May 2026, McAuliffe School will increase 10 points on the ELA portion of the CA Dashboard for all students.
CAASPP Math: Overall	In 23/24, all students were 45.9 points Below Standard	By May 2026, McAuliffe School will increase 10 points on the Math portion of the CA Dashboard for all students.
CAASPP ELA: Subgroups (EL Students and Students with Disabilities)	In 23/24, EL Students were 65.7 points Below Standard	By May 2026, EL students will increase to 60% “making progress towards English language proficiency” on the English

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>In 23/24, 50% of EL Students made progress towards English language proficiency</p> <p>In 23/24, 42.3% of EL Students progressed at least one English Learner Progress Indicator (ELPI) level.</p> <p>In 23/24, Students with Socioeconomic Disadvantage status were 28.8 points Below Standard</p> <p>In 23/24, Students with Disabilities were 58.3 points Below Standard</p>	<p>Learner Progress Indicator (ELPI) portion of the CA Dashboard.</p> <p>By May 2026, McAuliffe School will increase 10 points on the ELA portion of the CA Dashboard for Students with Socioeconomic Disadvantage status.</p> <p>By May 2026, McAuliffe School will increase 10 points on the ELA portion of the CA Dashboard for Students with Disabilities.</p>
EL Reclassification Rates	24/25 Reclassification Rate: 44%	By May 2026, 40% of students will redesignate as RFEP.
Learning Walks Look-fors	N/A	<p>By May 2026, Walkthrough Tool indicates 100% of staff received training and demonstrate 80% implementation of look fors:</p> <p>Frog Street TK UFLI K-2nd Character Strong K-6 Write From the Beginning & Beyond K-6</p> <p>Quarter 1: 80% of staff demonstrate 50% of District look fors. Quarter 2: 80% of staff demonstrate 60% of District look fors. Quarter 3: 80% of staff demonstrate 70% of District look fors. Quarter 4: 80% of staff demonstrate 80% of District look fors.</p>
CA Dashboard Suspension Rate: All Students	1.2% of All Students were suspended in 2023-2024.	By May 2026, McAuliffe School will reduce the overall out-of-school

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		suspensions to a rate below 1% for all 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)

All Students with a focus on at-risk student groups based on CA Dashboard: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic Students

Applicable During:

In Person (IP)

Strategy/Activity: Professional Learning: Grade/Department Level Collaboration, Professional Reading - all curricular areas (Teachers and Support Staff)

Beginning of the Year Training and Program Overview:
 Teams are trained on PLC practices and expectations at the beginning of the year through a release day of PLC professional development. During this time, the team also develops a customized PLC calendar. Teams are provided with this PLC calendar that outlines strategies that should be implemented monthly. Teams create data cycles connected to focus standards and facilitate monthly data meetings. During these data meetings, student work is analyzed, high-leverage misconceptions are identified and a reteach plan is created. Grade levels calendar and facilitate required data meetings and IAB/District assessment calibration.

Staff Meetings are held once a month. Updates are provided, data is reviewed, and professional development is provided during these meetings as needed.

During monthly Leadership meetings, leads are provided ongoing professional development through articles, videos, case studies, or book studies. They also monitor school data and the implementation of the school plan. The Leadership Team provides feedback on the school plan and helps drive the plan forward.

First Quarter 2025:

During the first staff meeting of the school year, ELA and math expectations will be shared that were created in conjunction with the Instructional Leadership Team (ILT). These expectations include the Walkthrough Form, PLC Agenda, district-adopted curriculum, and how these items relate to strong Tier I instruction. District Curriculum Maps and resources from this school year’s professional

development will help determine the focus for ELA standards, essential question(s), and to deconstruct standards to create unit success criteria that answers

Coaching cycles will begin and teachers who need support will be identified. The Admin Team will provide grade levels support for how to successfully use the Evidence-Analysis-Action (EAA) model to identify classroom trends and student misconceptions and plan instructional next steps with a focus on student feedback. CFAs in ELA/Math will be administered and analyzed each month. We will take a “learn by doing” approach with the Admin Team and district support stepping in to help guide the process.

The Instructional Intervention Teacher (IIT) will begin meeting with Dr. Jill Hamilton-Bunch on a monthly basis for Tier 2 professional learning.

With the assistance of Instructional Services, site administration will train 100% of certificated staff on Amplify for Science, mCLASS DIBELS 8 as a reading screener, Frog Street (TK), UFLI Reading Program (K–2). This curriculum is district adopted and this will be an introductory year for all, but Amplify Science.

Teachers in grades K–6 will be trained on the Restate, Answer, Cite, Explain (RACE) strategy to provide structured support for students in written responses.

Teachers will participate in professional development focused on building students' number sense to strengthen mathematical understanding and fluency. In addition, training will be provided to support students' comprehension of math word problems, including strategies to break down problems and articulate their reasoning through structured pathways.

With the assistance of Student Support Services, site administration will train 100% of certificated staff on Character Strong at the beginning of the school year at the first staff meeting. This professional learning time will include why we must improve our behavior support for our at-risk student groups based on CA Dashboard: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic students. The Honoring the Harmony in Diversity training will help guide the growth mindset, asset based instruction, and removal of implicit bias and deficit thinking.

A full day release day will be provided for each grade level once this quarter for planning purposes.

Second Quarter 2025:

The Second Quarter staff meetings will contain a portion of time devoted to the continuing the use of Thinking Maps and beginning Write from the Beginning during Tier I instruction. The staff will be receiving systematic training on Write From The Beginning and Beyond: Setting the Stage and Narrative writing throughout the year. Time will also be set aside for student engagement instruction based upon what is observed on the Walkthrough Form, and we will build capacity in Kagan and Jeff Swiers strategies with the support of the Professional Development Services with Jill Hamilton Bunch.

The IIT will continue meeting with Dr. Jill Hamilton-Bunch for Tier 2 professional learning. The IIT will lead meetings with every grade level to review data and discuss student movement to and from Tier 2.

McAuliffe School will partner with the Instructional Services science department to provide NGSS and Amplify professional learning sessions for teachers. The Admin Team will be present for all training sessions, and the professional learning will include an NGSS overview, 5E lessons, and how to effectively plan and instruct an Amplify lesson. The goal is that elementary teachers will be able to create science lesson plans that could potentially be implemented in the classroom the next day.

Third Quarter 2026:

Staff meetings will contain a portion of time devoted to PLC agendas, dividing students into proficiency levels, and reviewing data for our Goal 1A at-risk student groups based on CA Dashboard: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic students.

The IIT will lead meetings with every grade level to review data and discuss student movement to and from Tier 2.

McAuliffe School Leadership Team is engaged in an ongoing review of the schoolwide program. Several data points are reviewed, including the SWiFT-FIA, surveys, and achievement data. Gaps in the data are identified and the team identifies a potential solution to address the root cause. From this, a school plan is developed. High-leverage strategies are identified into actionable steps from the larger plans.

Fourth Quarter 2026:

Fourth quarter staff meetings will contain:

- A portion of time that's devoted to Tier 1 instruction, and the content will be identified based upon both Star data and the walkthrough data collected in February and early March.

- A portion of time that's devoted to Tier 1 math instruction, and the content will be identified based upon both Star data and the walkthrough data collected in February and early March.

- A portion of time will include current KiDS and SWIS data regarding at-risk student groups based on CA Dashboard: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic students.

The Admin Team will survey the staff to see if they believe the training sessions throughout the year have been beneficial. This will include questions regarding the science training to gauge whether or not we obtained our goal. EOY data will be provided regarding suspension and next steps will be created for how McAuliffe School can improve.

Observation/Feedback/Coaching:

After initial professional development is conducted a coaching cycle is launched to support implementation of the Training. All teachers are provided with an initial training or overview of expectations. There are between 2-3 cycles per year. Teachers are

scheduled to participate in a cycle. During a cycle, the coach meets with each teacher to explain the coaching process and set goals using a rubric aligned to the professional development initiative. An initial coaching focus is agreed upon, based on school wide goals. Coaching can involve co-planning, modeling, co-teaching, or observation/feedback. Coach and teacher establish a plan for classroom implementation of the first focus. The coach visits the classroom 1-2 times per week to track progress and leave feedback to the teacher. Once a goal is achieved, the coach and teacher move on to the next focus. Meetings continue weekly to review classroom observations and establish goals and plans for the next focus.

Learning Walks:

Classrooms are visited regularly by administration and coaches to support instruction. Prior to developing the school calendar, walkthrough periods are calendared and protected. When staff walk classrooms, a note with “Glow, Grow or Wondering” is provided to the teacher. A formal walkthrough tool is developed to capture site-wide trends and inform professional development needs. Each coach participates in learning walks for all his/her assigned grade levels. Classrooms are observed for the implementation of schoolwide expectations as well as the coaching focus. Data collected on the walkthrough tool and trends are shared with teachers each month in a staff meeting. Data around observation and feedback is discussed during weekly admin team meetings.

Monitoring for Effectiveness:

The effectiveness of McAuliffe School's professional learning opportunities will be monitored through STAR Reading and Math, CAASPP, CAST, District Interims, common formative assessments, Walkthrough Forms, and EL reclassification rates. Data will be monitored as a whole as well by subgroups to make adjustments to 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.

300	LCFF- Base 4200-00: Books - Other Than Textbooks	Purchase professional literature (books) for staff	March 2026
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students and a focus on at-risk student groups based on CA Dashboard: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic Students

Applicable During:

In Person (IP)

Strategy/Activity: Professional Development: Consultants, Conferences – all curricular areas (Teachers and Instructional Support Staff)

Conference Attendance

Throughout the year, conferences are identified that support McAuliffe School's professional development focus for the year. These conferences support the implementation of ELA, ELD, Science, History, Math, PBIS, MTSS, and Equity. Teams such as the Guiding Coalition are selected to participate based on site and department needs. These teams return to McAuliffe School and train the remaining staff.

Solution Tree PLC @ Work:

This is a 3 year series. We have received the PLC Foundations in 2024-2025. The Guiding Coalition will take part in a 3-day training on PLC Essentials. Additionally, we will attend a 2-day training for PLC for Singletons and Smalls, because our grade levels have 2 teachers each. These staff members serve as mentors and representatives for Special Education, Intermediate, and Primary for PLC implementation.

Monitoring for Effectiveness:

The effectiveness of McAuliffe School's professional learning opportunities will be monitored through STAR Reading and Math, CAASPP, CAST, District Interims, common formative assessments, Walkthrough Forms, and EL reclassification rates. Data will be monitored as a whole as well by subgroups to make adjustments to 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.

3,250	LCFF- Base 5200-00: Travel & Conference	Conference fees for Solution Tree: PLC Essentials (5 staff to attend)	March 2026
3,250	LCFF- Base 5200-00: Travel & Conference	Conference fees for Solution Tree: PLC for Singletons and Smalls (5 staff to attend)	March 2026

Goal 6 Staffing and Duties

Instructions: Complete for every supplemental support staff position in direct service to students, position title only (no names). If a position is multifunded, more than one line should be used. For single positions that have multiple people funded exactly the same, use only one line, indicate the total number of positions, and estimate the total cost for all positions. For example, 3 Instructional/Intervention aide positions, all funded the same, should be placed on one line and the estimated total cost of all 3 indicated.

Administrators will consult with the Consolidated Programs Staff Accountant for assistance to complete this section accurately.

COMPLETED BY FISCAL SERVICES						COMPLETED BY SCHOOL		
# of positions	FTE (for each funding source)	Position Title	Base Salary	Funding Source	Obj. code	Identified need	SPSA Goals Supported	Description of Duties and Responsibilities
1	1.0000	Academic Coach	96100.00	LCFF- District	1100-00: Certificated Teachers - Salary	STAR data indicates that 45% of our students do not meet standard in reading, and 54% of our students do not meet standard in math. The addition of an academic coach will provide additional support for students and teachers to assist in increasing the number of students that meet grade-level standard	Goal 1,2,3,5	Assists in the implementation of a three-tiered oversee and model of instruction and intervention and providing supports for all students. Assists grade level teams with data analysis, planning instruction/intervention, and provides professional development through training and coaching. Organize and oversee all assessments and data monitoring.
1	1.0000	Elementary Assistant Principal	128400.00	LCFF- District	1300-00: Administrator's salaries, Certificated Supervisors	School climate has improved with a decrease of suspension of 1.2% of students. and it is imperative to continue to provide support to students. Increasing attendance rates from 24.3% chronically absent students. This indicates a need to	Goal 1,2,3,5	Implement and monitor PBIS/SEL; School safety, emergency drills and supervision; Student Support; Support and Coach 1 grade level; Evaluate classified staff.

						continue strengthening our climate and behavioral systems.		
1	.60	Instructional Intervention Teacher	50200.00	LCFF- District	1100-00: Certificated Teachers - Salary	STAR data indicates that we have shown slight growth in reading and math However, a large percentage of our students are still "At Risk." This indicates a need for continued Tier 2 intervention.	Goal 1a	Implement Tier 2 intervention, support intervention aides, establish progress monitoring cycle.
1	.11	Instructional Intervention Teacher	12100.00	Title I, Part A	1100-00: Certificated Teachers - Salary	STAR data indicates that we have shown slight growth in reading and math However, a large percentage of our students are still "At Risk." This indicates a need for continued Tier 2 intervention.	Goal 1a	Implement Tier 2 intervention, support intervention aides, establish progress monitoring cycle.
1	.375	Instructional Intervention Aide	12000.00	Title I, Part A	2100-00: Instructional Aide - Salaries	STAR data indicates that we have shown growth in reading. However, a large percentage of our students are still "At Risk." This indicates a need for continued Tier 2 intervention.	Goal 1a	Provide Tier 2 Reading Intervention
1	1.00	Student/Community Liaison (Bilingual)	34200.00	Title I, Part A Parent Engagement	2900-00: Other Classified - Salaries	Chronic absenteeism rates indicated that 24.3% of our students are chronically absent. Subgroups data indicated the greatest at risk or below standard are SED, SWD, and ELs. A bilingual Parent Liaison who can focus on students with	Goal 1,3, 4, 5	Coordinates services and provides parent-to-parent support for families with school-aged children targeted as at-risk, in environments such as those where positive attendance can be accomplished. Serves as a communications

						academic and attendance gaps. provide individualized support.		liaison between families, community agencies, and the school for policies, conduct, positive attendance, and student assistance. Meets with students to set attendance goals. Develops and implements attendance interventions. Connects families with wraparound services to combat the root causes of at risk and below standard academic performance.
2	.625	5 Hour School Aide	40000.00	Title I, Part A	2100-00: Instructional Aide - Salaries	STAR data indicates that we have shown growth in reading. However, a large percentage of our students are still "At Risk." This indicates a need for continued Tier 2 intervention.	Goal 1a	Provide Tier 2 Reading Intervention
		Benefits - Title I	77800.00	Title I, Part A	3000-00: Employee Benefits			
		Benefits - District	93400.00	LCFF- District	3000-00: Employee Benefits			
		Benefits - Variable	3614.61	Title I, Part A	3100-00: Substitute/Extra Duty Benefits (variable)			

SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP

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

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

X	English Learner Advisory Committee	Date(s)	5/16/25
	Title I Review Committee	Date(s)	
	Other committees established by the school or district		
X	(list): <i>Committee/Group Name & Date(s)</i>		5/20/25
	Admin Team, MTSS Team, and Instructional Leadership Team (ILT)		

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan and the local control accountability plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

Attested by the following SSC members present:

	Member Name	Term		Role	Signature
		Begin	End		
1.	Cristina Ishii	N/A	N/A	Principal	
2.	Tracy Kendrick	Fall 2024	Fall 2026	Classroom Teacher	
3.	Michelle Goodspeed	Fall 2024	Fall 2026	Classroom Teacher	
4.	Jessica Wise	Fall 2024	Fall 2026	Classroom Teacher	
5.	Maria Striegel	Fall 2023	Fall 2025	Other Staff	
6.	Jason Hayes	Fall 2023	Fall 2025	Parent	
7.	Maria Barbosa	Fall 2024	Fall 2026	Parent	
8.	Yvette Chavez	Fall 2023	Fall 2025	Parent	
9.	Carolina Barboza	Fall 2023	Fall 2025	Parent	
10.	Gloria Garcia	Fall 2024	Fall 2025	Parent	

The SPSA was adopted by the SSC at a public meeting on:

SPSA Annual Review: for School Year 2024-25

1. For each Goal area, describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
2. Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
3. Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Goal 1A, English Language Arts/Literacy/ELD

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Staff implement Benchmark, Benchmark Advance and Steps to Advance. Intermediate grades utilize core literature to supplement comprehension practice. Leveled Readers are provided to differentiate practice for fluency, vocabulary and comprehension. Staff is expected to use district-adopted curriculum. The grade level teams (PLCs) follow the district pacing guides, or Curriculum Maps. PLCs are required to meet quarterly to determine essential standards for instruction, develop CFAs aligned to those standards to monitor progress and inform instruction/intervention, and utilize Tier 1 structures, strategies and resources to provide intervention and enrichment/extension.</p> <p>-The Instructional Support Team (Principal, AP, AC) will provide Professional Learning for instructional staff on the curriculum and resources, how to</p>	<p>1. Overall Implementation and Effectiveness The ELA instructional program was implemented with fidelity. Staff used district-adopted curriculum Benchmark Advance along with core literature and Leveled Readers to target fluency, vocabulary, and comprehension. PLCs followed pacing guides, met regularly to develop CFAs, and used data (STAR, SMARTIE goals, etc.) to guide Tier 1 instruction and plan interventions. The Instructional Leadership Team provided consistent professional development, and inclusive PLC planning incorporated Special Education staff. Instructional aides supported learning through guided groups and PD. Tools like Read Naturally, Freckle, Lexia Core 5, and Lalilo were used to supplement core instruction. These strategies effectively supported ELA learning and intervention needs.</p>	<p>LCFF- District</p>	

<p>utilize them and planning with the Curriculum Maps. -The ILT will plan and organize PLC time to plan instruction, assessment, intervention and enrichment using core curriculum and supplemental resources. -PLCs will meet weekly, or as needed, to determine essential standards, develop CFAs and plan for intervention and enrichment for students, including students with special needs, ELLs and students who are socio-economically disadvantaged.</p> <p>Our core ELA instructional block includes these instructional strategies: Read Alouds, Word Work, Shared Reading and Writing, Guided Reading and Writing and Independent Reading and Writing. The ELA block is a minimum for 120 minutes daily, which includes 60 minutes for differentiated instructional groupings and universal access. Teachers supplement practice with Read Naturally, Freckle, Core Literature and Lexia and Lexia Core 5. -The Instructional Support Team (Principal, AP, AC) will provide Professional Learning and coaching for instructional staff in a well-rounded ELA structure, to include differentiated instructional groupings. -The Instructional Support Team will provide Professional Learning and Support for instructional staff, including classified aides, for implementing</p>	<p>2. Differences Between Intended Implementation and Budgeted Expenditures No major deviations occurred in implementation or spending. All planned strategies and resources were implemented. However, the addition of Lalilo for TK–2 was an enhancement not originally specified. There may be a need to reassess budget allocations to ensure continued funding for newer tools that proved effective.</p> <p>3. Proposed Changes for 2025–26 SPSA Increase structured PLC time to allow deeper CFA analysis and planning.</p> <p>Allocate funds for expanding Lexia ELD and Freckle: Lalilo licenses.</p> <p>Adjust measurable outcomes to include specific fluency targets in 1st–3rd grade based on STAR data trends.</p> <p>Strengthen Tier 1 differentiated strategies for 4th–6th grade comprehension.</p> <p>These updates will be reflected in revised Goal 1 strategies and the Measurable Outcomes section of the SPSA</p>	
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<p>intervention and support at a Tier 1 level for all students.</p> <p>-The Instructional Support Team will provide Professional Learning and Support for instructional staff, including classified aides, paras and the intervention teacher for implementing intervention and support at Tier 2 and 3 levels for all students.</p> <p>-Staff will use STAR, Early STAR, District IABs and other approved assessments to progress monitor all students and determine gaps and instructional needs.</p> <p>-Instructional Aides will be distributed among grade levels to provide instructional support for all students, as needed.</p> <p>-Freckle, Lexia, Lexia Core 5, Core Literature, Thinking Maps and Leveled Libraries will be used with students to support practice of grade level standards.</p>		
<p>-Administration and Instructional staff will ensure a 30 minute block daily for ELD</p> <p>-Administration and Instructional staff will ensure an Instructional Support Block (ISB) to run concurrently with ELD for students who are not ELLs, to focus on ELA support.</p> <p>-The Instructional Support Team will provide Professional Learning, Coaching and Support with resources and strategies to teachers implementing dELD and iELD.</p>	<p>1. Overall Implementation and Effectiveness A 30-minute designated ELD block was implemented schoolwide. Instructional Support Block (Differentiated Instruction) did not occur concurrently, allowing ELs to receive targeted ELA support. Instructional staff received PD and coaching on designated and integrated ELD. PLCs planned using ELD standards and curriculum. ELPAC interims were partially utilized; however, data analysis and further training needs</p>	<p>LCFF- District</p>

-The PLCs will develop plans for dELD and iELD using district-adopted curriculum and other resources to supplement practice of the ELD standards for all students.

-Staff will use ELPAC interims to monitor progress of all students, including LTELs and R-FEPs, and determine gaps and instructional needs.

-Staff will use strategies for iELD, including the Frayer Model, Sentence Unpacking and Academic Conversation, with all students.

-Freckle, Lexia, Lexia Core 5, Thinking Maps and Leveled Libraries will be used with students to support practice of ELD standards.

improvement. The Frayer model was implemented consistently; sentence unpacking and academic conversations occurred inconsistently. Tools such as Freckle, Thinking Maps, and Lexia were used with ELs, and staff received training to integrate them. Overall, ELD implementation showed progress and extended designated ELD was developed to provide more support for LTELs, at risk of becoming LTELs, and newcomers.

2. Differences Between Intended Implementation and Budgeted Expenditures
 Some staff did not fully implement or analyze ELPAC interims as intended. Additional time and resources may be needed for ELPAC training and data analysis. No major budget discrepancies were identified, though added support for Lexia ELD is recommended.

3. Proposed Changes for 2025–26 SPSA
 Continue extended designated ELD for at-risk LTELs and newcomers.

Add targeted professional development for Kagan strategies and Jeff Zwiers' academic language tools.

Expand use of Lexia ELD and incorporate expectations for all ELs to access this tool.

Revise measurable outcomes to include academic conversation

	goals and increased ELPAC progress monitoring.	
<p>-The MTSS Team will meet weekly to determine Tier 2 and 3 interventions and supports for all students not responding to Tier 1 interventions and supports, based on data</p> <p>-An intervention teacher will develop and implement plans to provide Tier 2 intervention to all students who are furthest from meeting standards on the Early STAR and STAR assessments, with a priority to focus on 1st-3rd fluency, then 4th-6th fluency and comprehension.</p> <p>-IIC staff will push into the gen ed classroom to provide resource and support for IIC students. Gen ed students may receive the same support, if it is determined they need the support as a response to intervention.</p> <p>-IIC, SDC and Gen Ed Staff will collaborate to ensure support, resources and interventions are ensured, in gen ed and sped classes, providing access to grade level standards and support for IEP goals.</p>	<p>1. Overall Implementation and Effectiveness MTSS and PLC structures were leveraged effectively to identify and address student needs. MTSS meetings guided Tier 2 and Tier 3 supports. The intervention teacher focused on reading foundations and fluency aligned with STAR assessment results. IIC support transitioned from push-in to more strategic pull-out services to better align with IEP goals. Collaboration among Gen Ed, IIC, and SDC staff was consistent and aligned to support inclusive instruction and access to standards. This system demonstrated high effectiveness in identifying and addressing learning gaps.</p> <p>2. Differences Between Intended Implementation and Budgeted Expenditures No major differences were noted. However, there may be a need to adjust staffing or resource allocations to accommodate increased and additional intervention needs identified through STAR and SST meetings.</p> <p>3. Proposed Changes for 2025–26 SPSA Continue to formalize collaboration structures between Gen Ed and SPED teams for co-planning.</p>	<p>LCFF- District</p>

	<p>Increase intervention staffing or adjust schedules to provide intervention support.</p> <p>Expand data team training to improve use of assessment results for planning.</p> <p>Update annual measurable outcomes to include % of students improving fluency/comprehension across tiers.</p>		
Total Amounts:			

Goal 1B, Mathematics

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Staff implement Go Math curriculum, with Next Gen to supplement. Staff is expected to use district-adopted curriculum. The grade level teams (PLCs) follow the district pacing guides, or Curriculum Maps. PLCs are required to meet quarterly to determine essential standards for instruction, develop CFAs aligned to those standards to monitor progress and inform instruction/intervention, and utilize Tier 1 structures, strategies and resources to provide intervention and enrichment/extension.</p> <p>-The Instructional Support Team (Principal, AP, AC) will provide Professional Learning for instructional staff on the curriculum and resources, how to utilize them and planning with the Curriculum Maps.</p> <p>-The ILT will plan and organize PLC time to plan instruction, assessment, intervention and enrichment using core curriculum and supplemental resources.</p> <p>-PLCs will meet weekly, or as needed, to determine essential standards, develop CFAs and plan for intervention and enrichment for students, including students with special needs, ELLs and students who are socio-economically disadvantaged.</p> <p>Our core Math instructional block</p>	<p>Implementation and Effectiveness of Strategies/Activities: The implementation of strategies under Goal 1B reflects positive successful progress toward achieving a viable and guaranteed math curriculum. Many components were implemented with consistency, such as the use of Go Math, adherence to pacing guides, regular PLC meetings, and data-driven SMARTIE goals. The full implementation of the CRA method and the use of Building Thinking Classrooms as a professional resource was not realized. Additionally, the use of supplemental material was adhered. PLCs successfully engaged in instructional planning, analysis of CFAs, and interventions based on tiered levels of support informed by STAR Math and other assessments. However, while Universal Access was part of the plan, it was not fully implemented with consistency.</p> <p>Despite these gaps, the effectiveness of implemented strategies was evident in the professional learning cycle, the development of instructional plans informed by performance tiers, and the use of supplemental programs such as Freckle, Frax, Reflex, and Happy</p>	<p>LCFF- District</p>	

<p>ensures access to grade level standards while addressing acquisition of foundational skills. Universal access is provided, as needed. The Math block is a minimum for 60-75 minutes daily. Teachers supplement practice with Next Gen resources.</p> <p>-The Instructional Support Team (Principal, AP, AC) will provide Professional Learning and coaching for instructional staff In the core elements of Math Instruction, including the CRA method and providing Universal Access. Time for this professional learning will be the first Wednesday of the month, and as needed. Staff will have access to the book, "Building Thinking Classrooms" as a resource for this learning.</p> <p>-The Instructional Support Team will provide Professional Learning and Support for instructional staff, including classified aides, for implementing intervention and support at a Tier 1 level for all students.</p> <p>-The Instructional Support Team will provide Professional Learning and Support for instructional staff, including classified aides, paras and the intervention teacher for implementing intervention and support at Tier 2 and 3 levels for all students.</p> <p>-Staff will use STAR, CFAs and other approved assessments to progress monitor all students and determine gaps and instructional needs.</p>	<p>Numbers to support differentiated learning at school and at home. Coaching, modeling, and walkthrough data also showed that key practices were reinforced throughout the year.</p> <p>Differences Between Intended Implementation and Budgeted Expenditures: CRA method and "Building Thinking Classrooms": While intended to be a central professional learning focus, these were not fully implemented or embedded in instructional practice.</p> <p>Universal Access: Although included in the plan, Universal Access strategies were not fully or consistently used across classrooms and further training will be implemented.</p> <p>Changes Based on Analysis of Implementation and Dashboard Data: Refocus PD Priorities: Shift professional learning priorities to fully implement the district and school-wide focus and calendarized in the annual PD plan. The focus will be on number sense and language in math in core, differentiated instruction, and additional tutoring.</p> <p>Clarify and Monitor Universal Access: Include specific, measurable expectations for Universal Access implementation across all grades and monitored through</p>	
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<p>-Instructional Aides will be distributed among grade levels to provide instructional support for all students, as needed.</p> <p>-Next Gen will be used with students to support practice of grade level standards.</p>	<p>classroom observations and walkthrough data.</p>	
<p>-The MTSS Team will meet weekly to determine Tier 2 and 3 interventions and supports for all students not responding to Tier 1 interventions and supports, based on data</p> <p>-IIC staff will push into the gen ed classroom to provide resources and support for IIC students. Gen ed students may receive the same support, if it is determined they need the support as a response to intervention.</p> <p>-IIC, SDC and Gen Ed Staff will collaborate to ensure support, resources and interventions are ensured, in gen ed and sped classes, providing access to grade level standards and support for IEP goals.</p> <p>Integrated ELD is incorporated throughout the day and across subject matters, as in math. Instructional strategies and language supports are utilized to provide students with opportunities to become proficient with grade-level content. Teachers will use the instructional supplies and materials as visuals and realia to promote conversations and verbal interaction among students. Language frames are used</p>	<p>Implementation and Effectiveness of Strategies/Activities:</p> <p>The stronger implementation in collaborative planning and intervention systems. The MTSS process was active and responsive, involving SST and PLCs in data-informed decisions. There was strategic integration of support from Special Education (IIC, SDC) and general education staff to promote access to standards and IEP goals, along with weekly MTSS meetings to coordinate Tier 2 and 3 interventions.</p> <p>Additionally, the inclusion of Integrated ELD strategies within math instruction highlights an intentional approach to scaffold academic language and content for English learners. This included use of language frames, visuals, and academic vocabulary instruction aligned to ELPAC data.</p> <p>Overall, these actions reflect implementation of collaborative structures and instructional supports. There was a focus to ensure access to grade-level math standards for diverse learners, including</p>	<p>LCFF- District</p>

<p>according to ELPAC data for scaffold support. Manipulatives are used to make content accessible to students. Academic vocabulary is strategically taught using math domain specific terms.</p> <p>During biweekly data meetings, teachers monitor the progress of their EL students through CFAs, STAR, GoMath, and NextGen assessments. Based on these metrics, teachers may increase or decrease the level of classroom support to meet the need(s) of the student. RFEP students are monitored throughout the year and provided additional support when needed.</p>	<p>English learners and students with disabilities.</p> <p>Differences Between Intended Implementation and Budgeted Expenditures: Professional Learning and Coaching: Though monthly PD was provided, some of the deeper elements regarding Math Tier 1 strategies were not fully executed, which may point to a difference in how time and resources were allocated versus what was planned. Although, a focus on Thinking Maps in math was implemented and utilized heavily.</p> <p>Use of Instructional Aides: While aides were to be distributed across grade levels to provide instructional support, the implementation details of their role in Tier 1–3 instruction are unclear, which may suggest a gap in the use of that allocated resource.</p> <p>Changes Based on Analysis of Implementation and Dashboard Data: Integrate EL Supports in Math Planning: Strengthen the alignment between ELD supports and math instruction by embedding ELD strategies into math lesson planning templates.</p> <p>Enhance Data Use in MTSS: Clearly define how MTSS data meetings will use CFA and STAR data to adapt instruction and intervention more nimbly.</p>	
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	<p>Instructional Aides Role Clarity: Ensure instructional aides have a clear role in Tier 1–3 math supports. Adjust budget expenditures and staffing assignments in the SPSA to reflect this refined focus.</p>	
Total Amounts:		

Goal 2, Comprehensive Educational Experience

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>-Each classroom has a promethean board, including rooms that provide intervention and enrichment.</p> <p>-Chromebooks are provided at a 1-1 ratio in classes 1st-6th, and ipads at a 1-1 ratio in SDC classes.</p> <p>-Chromebooks are allowed to go home with 5th and 6th grade students provided the student and parent sign an agreement.</p> <p>-Go Guardian is used to monitor technology use.</p> <p>-Technology is used to support practice of learning intentions and standards and is not to be used for instruction.</p> <p>-Software and programs are purchased to support instruction, such as Lexia Core 5 and Freckle.</p>	<p>Implementation and Effectiveness of Strategies/Activities: All classrooms, including intervention and enrichment spaces, are equipped with Promethean Boards, enhancing student engagement and supporting multimodal instruction.</p> <p>A 1:1 student-to-device ratio was successfully implemented in Grades 1–6 with Chromebooks and in SDC classrooms with iPads. Plans are in motion to expand this to include Kindergarten in 2024–2025.</p> <p>Expansion of 1:1 Technology Access: Kindergarten students will be included in the 1:1 device distribution to ensure equity in access and support foundational digital literacy skills from the earliest grades.</p> <p>Though Chromebooks were not sent home with 5th and 6th graders as planned due to device repair and responsibility concerns, GoGuardian was effectively used to monitor student use during school hours.</p> <p>Technology was widely used not only to support the practice of learning intentions and standards but also meaningfully integrated throughout instruction. Programs such as Lexia Core 5 and Freckle were effectively</p>	<p>LCFF- District</p>	

	<p>used to differentiate learning and provide targeted support in ELA and math.</p>	
<p>Use of software to support practice of standards: Freckle Lexia Lexia Core 5 Mystery Science Next Gen</p>	<p>The strategy to allow Chromebooks to be taken home by upper-grade students was not implemented due to logistical concerns regarding device responsibility and repair costs. As a result, funds originally allocated for take-home tech support were reallocated toward in-school tech use, software subscriptions, and device maintenance.</p> <p>Supplemental programs Mystery Science and PLTW were not utilized as planned. Instead, more focused efforts on Amplify, Next Gen, and Lexia were prioritized. This shift did not significantly impact budgeted expenditures as resources were redirected to support core and widely adopted programs.</p>	<p>LCFF- District</p>
<p>-Instructional Support Team to provide on-going professional learning, resources and coaching to staff for planning and implementing NGSS lessons, using Amplify, NGSS Standards, and other resources, such as Mystery Science and PLTW. Professional Learning occurred in 2023, providing resources and supplemental curriculum for NGSS instruction. For 2024-2025, the instructional support team will be present at PLCs to help guide teachers in the use</p>	<p>Professional learning and coaching were provided to support NGSS implementation, primarily using Amplify, Next Gen, and CAST interim assessments. While Mystery Science and PLTW were intended for supplemental use, they were not implemented.</p> <p>Teachers integrated science instruction into ELA blocks at least once per quarter, as outlined in the curriculum maps. However, system will be developed to support and monitor science</p>	<p>LCFF- District</p>

<p>of curriculum, supplemental resources and CAST interims to support instruction and monitoring progress toward proficiency of the NGSS.</p> <ul style="list-style-type: none"> Teachers will integrate science lessons into their ELA block no less than once per quarter, and as per Benchmark and the Curriculum Maps. <p>-A STEAM Lab will be maintained and accessible for group, hands-on STEAM and Science projects. The lab has an inventory of supplies and a calendar for scheduling classes. The lab is maintained and monitored by the assistant principal and the STEAM Team.</p> <p>-PLCs will meet weekly to determine scope and sequence of science instruction aligned with district Curriculum Maps, select and develop assessments for monitoring progress and develop and implement action plans to intervene and enrich science instruction.</p>	<p>integration into ELA instruction, including lesson documentation and walkthrough observations aligned to curriculum expectations. This will ensure consistent integration across all classrooms will be enhanced in 2024–2025.</p> <p>The STEAM Lab was effectively maintained by the academic coach-led STEAM Team, providing hands-on STEAM experiences. A key enhancement was the addition of a Community STEAM Team, which provided weekly lessons and boosted student engagement in applied sciences.</p> <p>Weekly PLCs effectively collaborated to align instruction with curriculum maps, design assessments, and implement enrichment/intervention strategies.</p>	
Total Amounts:		

Goal 3, Student Engagement & Campus Climate

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>-PBIS and MTSS Teams develop 3 Tiers of support for behavior and attendance, with input from staff, parents and students, to include components for teaching, reinforcing, correcting and supporting behavior and attendance expectations.</p> <p>-PBIS, MTSS and Support Staff provide professional learning, coaching and resources for implementing PBIS, SEL and attendance support.</p> <p>-Support staff provides coaching, support and monitoring for implementing PBIS, SEL and attendance support.</p> <p>-Staff will include a Morning Meeting, a daily block, for behavior lessons, SEL lessons, goal setting, building relationships and restorative practices.</p> <p>-Schoolwide and Classroom structures will be put in place to teach, reinforce, correct and support behavior and attendance expectations.</p> <p>-We implement S.O.A.R. expectations, Show Respect, On Task, Act Appropriately, Are Responsible.</p> <p>Expectations are defined for every area on campus and are taught by teachers weekly, and by support staff twice a year in assemblies. In addition to classroom strategies for reinforcing, correcting and supporting, we provide SOAR tickets, a SOAR Store and a SOAR Room</p>	<p>Implementation and Effectiveness</p> <p>All strategies outlined in this section were fully implemented with fidelity. The PBIS and MTSS teams developed a clearly defined three-tiered system of supports for both behavior and attendance, using collaborative input from staff, students, and families. Implementation included regular professional development and embedded coaching provided by support staff.</p> <p>Morning Meetings were consistently used across classrooms to reinforce SEL lessons, build relationships, establish daily goals, and integrate restorative practices. Schoolwide and classroom structures for teaching, reinforcing, correcting, and supporting behavior and attendance expectations were clearly defined and consistently practiced. These actions significantly contributed to an improved school climate and increased Tier 1 support effectiveness.</p> <p>Major Differences No major differences occurred between the planned implementation and actual execution in this section. Budgeted expenditures aligned closely with actual implementation needs, particularly around training, materials, and</p>	<p>LCFF- District</p>	

<p>to reinforce expectations. We have a 5 step system for correcting behaviors for -office managed vs. classroom managed behaviors. We have support in place for students and staff, including a self-referral form for staff, students and parents for supporting expected behavior.</p> <p>-We implement SEL lessons that blend monthly character traits with CASEL skills and integrate science. Lessons are taught, practiced and reinforced during the Morning Meeting each day. Character tickets given out weekly and reinforced Friday in the SOAR Room.</p> <p>-Monthly Staff sessions will have a component where behavior data is shared and staff has an opportunity to action plan in support of addressing Tier one behaviors, as well as receive clarification regarding Schoolwide and Classroom Tier 1 structures for reinforcing, correcting and supporting expectations.</p> <p>-Monthly meetings will occur for classified staff, including supervision aides, for analyzing behavior data and developing action plans to address behaviors, to include Tier One reinforcing, correcting and supporting expectations.</p> <p>Attendance</p> <ul style="list-style-type: none"> • Each grade level will develop a plan to support 	<p>staffing for SEL, PBIS, and MTSS.</p> <p>Changes for 2024–2025 In the coming year, efforts will be focused on deepening the impact of Morning Meetings by aligning them more explicitly with schoolwide data trends and priority behaviors. Additionally, PBIS and MTSS teams will incorporate a more data-driven protocol for staff reflection and targeted professional development.</p> <p>Implementation and Effectiveness</p> <p>The school fully implemented its SOAR expectations: Show Respect, On Task, Act Appropriately, and Are Responsible with consistent weekly lessons and twice-yearly assemblies. Reinforcement systems such as SOAR tickets, the SOAR store, and the SOAR room were used effectively.</p> <p>While the original plan included character trait instruction and tickets, this shifted due to district adoption of the Positivity Project. The transition was successful: weekly Positivity Project lessons replaced the original model, and reinforcement systems were adapted to include Positivity Project tickets and weekly student celebrations.</p> <p>Monthly staff and classified meetings were held to review behavior</p>	
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<p>excellent attendance</p> <ul style="list-style-type: none"> • Staff to post weekly attendance numbers on a sign in front of the school, on Parent Square, in the staff bulletin and in the Multi-purpose room. • Staff will provide incentives weekly to students with excellent attendance • Teachers will include student monitoring of their attendance data during Morning Meetings daily and weekly • Mentoring will be provided to students who need additional support for improving attendance • Staff, led by the MTSS team, will provide support, resources and conferencing for parents and students to improve attendance 	<p>data, clarify Tier 1 structures, and take collective action. Key practices such as reflection, restorative conversations, and instructional interventions were emphasized and reinforced as top Tier 1 responses.</p> <p>Major Differences</p> <p>The only significant difference was the district-led change from character trait instruction to the Positivity Project. Though this altered the original plan, implementation remained aligned to the goal and continued to support positive climate and SEL outcomes. Expenditures were adjusted accordingly to support the new curriculum.</p> <p>Changes for 2024–2025</p> <p>The Character Strong a new SEL curriculum will be embedded in next year’s SPSA. Lessons learned around student ownership and engagement with the strengths will inform a more structured alignment with Morning Meeting and SEL reinforcement.</p>	
<p>-MTSS Team meets weekly to analyze data and review student Tier 2 referrals to determine interventions and support for behavior and attendance</p> <p>-SSTs are held to determine support or intervention. MTSS and</p>	<p>Implementation and Effectiveness</p> <p>Attendance systems were implemented schoolwide, with grade-level teams developing attendance action plans and goals reviewed quarterly. Weekly and monthly</p>	<p>LCFF- District</p>

<p>SSTs monitor progress and determine next steps for support for behavior and attendance.</p> <p>-Staff are trained to implement Tier 2 services for behavior, including Check in Check Out, Mentoring and Social Skills groups.</p> <p>-Staff are utilized to implement Tier 2 attendance supports, including parent conferences, attendance conferences, home visits and resources and support provided by school nurses and school social workers.</p>	<p>incentives were consistently used, and communication through signage, ParentSquare, school-wide broadcasts, and Morning Meetings kept staff, students, and families informed and engaged.</p> <p>Students were involved in monitoring their own attendance data, especially during Morning Meetings. While some classes implemented this with fidelity, broader support is needed for consistent application schoolwide. Mentoring was initiated for students with attendance challenges, though implementation was limited in scope. The MTSS team supported attendance interventions through biweekly meetings, and SST systems were used to monitor progress and adapt strategies.</p> <p>Major Differences</p> <p>The only significant gap was the limited implementation of mentoring supports for students with attendance issues. This slowed progress in supporting Tier 2 attendance needs.</p> <p>Changes for 2024–2025</p> <p>Mentoring will be expanded to involve more staff members and structured tracking systems.</p> <p>The Morning SEL Meeting will include explicit, easy-to-use protocols for</p>	
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	<p>students to self-monitor attendance.</p> <p>The MTSS team will continue meeting biweekly but will adopt a tighter loop of progress monitoring using digital trackers and short-cycle reviews.</p> <p>The SPSA will be updated in Strategies/Activities to reflect these shifts and in the Metrics/Indicators to add specific mentoring data and student reflection logs.</p>	
Total Amounts:		

Goal 4, Parent & Family Engagement

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>-Parent Club will fundraise to provide for student enrichment, including support for student field trips.</p> <p>-We host "Rush Week" the first week of school to sign up parents for the Parent Club and/or to volunteer. This is followed by a Parent Volunteer Training provided by staff.</p> <p>-The Parent Club will sponsor activities such as our annual school carnival.</p> <p>-We have an active SSC and ELAC that advise and monitor our school plans for student achievement, including our ELLs, SWDs and students who are socio-economically disadvantaged</p> <p>-We put on various events throughout the year to engage families, such as Family Picnics, a Health Awareness Faire, Career Day, Food Drive and Holiday Card-making</p> <p>-We put on a Back to School Night, Open House, STEAM Fair, Music concerts and Drama productions to showcase student work and talents</p> <p>-We hold weekly IEPs, 504s, SSTs and Parent Conferences in the Fall to communicate student progress and needs</p> <p>-We host a Volunteer Appreciation Breakfast to show gratitude to the many contributions our parents have made to our school and program.</p>	<p>Overall Implementation and Effectiveness:</p> <p>The school effectively implemented the majority of its planned strategies and activities to increase parent and family engagement. Key highlights include: Field Trips and Enrichment: Every grade level had the opportunity to participate in at least one field trip supported by the Parent Club, demonstrating strong alignment with the goal of enriching student experiences through family partnerships.</p> <p>Parent Involvement Initiatives: "Rush Week," Back to School Night, and monthly volunteer training opportunities provided multiple entry points for parents to engage in the school community. A Volunteer Appreciation Breakfast further strengthened relationships with parent partners.</p> <p>Ongoing Engagement Events: The school hosted quarterly family picnics, a Health Awareness Faire, canned food drive, holiday card-making activities, and fine arts showcases (STEAM Fair, music, drama). While most activities were completed successfully, Career Day was not held and is identified as a future opportunity for engagement.</p>	<p>LCFF- District</p>	

Planned Opportunities for Input

- The SSC will meet at least 6 times in the year to monitor, advise and give input on the SPSA.
- The ELAC will meet at least 4 times in the year to give input to the SSC on the development of the SPSA, specifically addressing the needs of ELLs.
- We will conduct an ELL Needs Assessment Survey annually to gather data and input on the needs of our ELLs to help in the development of our ELD program and services to our ELLs and families.
- Administration will conduct a Parent Orientation will be held in August to share information with parents and receive input on the development of our school programs.
- Staff will hold a Back to School Night will be held in September and will give parents the opportunity to provide input

Parent Communication and Input: Back to School Night, Parent Orientation, and surveys via ParentSquare allowed for consistent two-way communication. Although Town Halls and Parent Cafés were not held, the introduction of a bilingual parent liaison will support these engagement efforts moving forward.

Overall, the strategies were implemented with fidelity and were effective in supporting strong family-school partnerships, building trust, and increasing parent engagement in alignment with the school's priorities.

Differences Between Intended Implementation and Actual Implementation/Budgeted Expenditures

Town Halls/Parent Cafés were not implemented as intended. These were planned as quarterly events to provide more consistent and structured input opportunities but were not executed. This change did not result in a major budgetary impact but did limit some engagement opportunities.

Career Day was not conducted, which deviated from the original plan. This may have affected exposure to career-related learning experiences.

Parent Surveys were conducted as needed but

<p>to the development of school programs.</p> <ul style="list-style-type: none"> • Administration will hold Town Hall meetings and/or Parent Cafes will be conducted quarterly to provide parent opportunities to give input on a variety of needs to assist with developing school programs. • Administration will conduct Parent surveys will be conducted using Parent Square as needs arise in order to inform the development of school programs. • Staff will conduct Parent Conferences annually to communicate regarding student progress and solicit parent input on the development of schoolwide and classroom programs. 	<p>lacked consistency in timing and focus. A more structured and regular survey cycle would have yielded clearer data for decision-making.</p> <p>Budgeted expenditures for events, trainings, and parent communications were used effectively; any unspent funds related to the missed events will be redirected next year to enhance engagement efforts.</p> <p>Changes for 2025–2026 SPSA As a result of this year’s analysis and review of family engagement practices:</p> <p>Addition of Bilingual Parent Liaison: A key strategy change is the inclusion of a bilingual liaison to improve access, communication, and participation for families of English Learners and underserved populations. This will support implementation of the previously unfulfilled Town Halls and Parent Cafés.</p> <p>Increased Survey Consistency: Parent surveys will be distributed on a more regular schedule (quarterly) with a clear focus on program development and family feedback to better inform planning.</p> <p>Reinstatement of Career Day: Career Day will be reintroduced as part of the annual engagement calendar to support student exploration and</p>	
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	<p>parent participation in academic and career conversations.</p> <p>Expanded Volunteer Opportunities: Based on feedback, the school will provide more diverse and flexible volunteer roles to encourage wider family involvement.</p> <p>Monitoring Family Engagement Metrics: A formalized system to collect and review engagement data (event participation, volunteer hours, parent feedback) will be introduced to more effectively track progress and adjust strategies.</p>		
<p>-An ELAC committee is formed to communicate needed information to parents, including a description of our ELD program, the reclassification process and how to improve school attendance.</p> <p>-The ELAC committee also provides input to the SSC in the development of our school plan, specifically how to support the needs of ELLs.</p> <p>-We provide interpreters, as requested, for parent conferences, IEPs, 504s and SSTs.</p> <p>-Our parents of ELLs have access to all family and parent engagement activities.</p>	<p>Advisory Committees (SSC and ELAC): Both committees met as scheduled and provided input on the development and monitoring of the SPSA. ELAC remained instrumental in supporting English Learner programs.</p> <p>Academic Communication: Regularly scheduled IEPs, 504s, SSTs, and parent-teacher conferences successfully maintained clear and consistent communication between school and families regarding student needs and progress.</p>	<p>LCFF- District</p>	
Total Amounts:			

Goal 5, Professional Learning/Professional Development

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>-A Professional Learning Plan will be developed for 2024-2025, for certificated and classified staff, to include training, coaching and a review of needs to develop a focus for coaching and PL differentiation.</p> <p>-PLCs will be ensured 3/4 Wednesdays, for time to determine essential standards, develop and analyze CFAs, plan for intervention and enrichment.</p> <p>-Staff are trained on the district and school initiatives before school begins.</p> <p>-The school site provides monthly time and space for teachers to learn from each other across grade levels.</p> <p>-The school site provides coaching (including modeling), with the support team and peers, for refining the initiatives.</p> <p>-The site provides mini-workshops throughout the year to differentiate support for the district initiatives being implemented.</p> <p>-PLCs are conducted 3/4 Wednesdays with one purpose being to engage in collective inquiry in order to learn best practices from each other.</p> <p>-PLCs will develop agendas to guide weekly work around determining essential standards, creating CFAs and determining next steps for intervention and enrichment based on</p>	<p>Implementation and Effectiveness of Strategies/Activities:</p> <p>During the 2024–2025 school year, the school successfully implemented a comprehensive and layered professional learning plan for both certificated and classified staff. The strategies outlined in the SPSA were carried out with strong fidelity and alignment to site goals, district initiatives, and student achievement priorities. Professional Learning Plan: A well-structured professional learning plan was developed and implemented, focusing on SMARTIE goals, instructional planning in ELA and Math, and district respect agreements. Coaching, quarterly planning days, and grade-level support time ensured effective implementation and alignment to instructional priorities.</p> <p>PLC Time and Structure: Grade-level PLCs were scheduled 3 out of 4 Wednesdays monthly, with additional opportunities for collaboration. PLCs consistently used the four PLC questions (from Solution Tree) to guide work on essential standards, CFAs, and responsive instruction for enrichment and intervention. PLC agendas were used to guide and track progress.</p>	<p>LCFF- District</p>	

<p>results of assessments.</p> <p>-The Instructional Support Team and the ILT will guide PLCs in the work on Impact Teams</p> <p>-Each Wednesday paras are provided training from the teachers they support.</p> <p>-Monthly the AP provides PL and PLC for supervision aides and school aides for training in active supervision and instructional support, and a review of behavior data and planning for next steps.</p> <p>-Consider Book studies to enhance initiatives.</p> <p>-Instructional Support Team to develop and provide a google form to solicit staff feedback on all professional learning provided.</p> <p>-Instructional Support Team to meet weekly to analyze data from the google form PL surveys, coaching logs and classroom walk throughs to determine additional support for implementing PL initiatives.</p> <p>-The Instructional Support Team will conduct Cognitive Coaching cycles aligned with professional development at least 2 times annually.</p> <p>Professional Development, Consultants, Conferences</p> <ul style="list-style-type: none"> • Professional Learning facilitated by District Specialists, Instructional Support Team and model staff. • Consider partnership with KCSOS, Write from the 	<p>Coaching and Support: The Instructional Support Team, including the academic coach, assistant principal, and principal, provided weekly coaching, modeling, and feedback to staff. Cognitive Coaching cycles were initiated, though there is room for more consistent and widespread participation.</p> <p>Cross-Grade Collaboration: Monthly staff meetings included cross-grade level sharing of successes, challenges, and strategies, guided by data and school-wide initiatives. This enhanced collective teacher efficacy and continuous improvement.</p> <p>Paraprofessional and Classified Staff Development: Weekly and monthly professional learning sessions were facilitated for paraprofessionals and school aides. These sessions focused on active supervision, behavior data analysis, and instructional strategies.</p> <p>Mini-Workshops and Book Studies: Targeted mini-workshops were implemented to address district initiatives and school priorities. While formal book studies were not implemented, professional learning incorporated key frameworks from The Advantage, The Speed of Trust, Overcoming the Five Dysfunctions of a Team, Harmony and</p>	
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<p>Beginning and other consultants.</p>	<p>Diversity, and Thinking Maps.</p> <p>Use of Data: Regular collection and analysis of staff feedback through Google Forms, coaching logs, and classroom walkthrough data informed ongoing supports. The Instructional Support Team met weekly to review this data and respond with differentiated coaching and PD.</p> <p>Overall Effectiveness: The strategies were highly effective in fostering a culture of collaboration, data-driven instruction, and continuous improvement. PLCs functioned with purpose, coaching was embedded in practice, and professional development aligned tightly to student achievement goals. Staff reported increased clarity and confidence in their instructional practice.</p> <p>Major Differences in Intended vs. Actual Implementation or Budgeted Expenditures:</p> <p>Book Studies: While book purchases were initially considered, funds were not used for this purpose. Instead, the concepts were embedded in PD sessions without the formal structure of a book study.</p> <p>Feedback Systems: Although the goal was to collect feedback after each professional learning session, the actual</p>	
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	<p>implementation resulted in quarterly and inconsistent feedback. Plans are in place to address this gap moving forward.</p> <p>Cognitive Coaching Cycles: The intention was for all staff to participate in at least two coaching cycles; however, cycles were completed with a smaller group of staff. Plans are in place to expand participation and consistency in the coming year.</p> <p>Changes for the Upcoming Year:</p> <p>Based on the implementation analysis and school-wide data, the following changes will be made for the 2025–2026 school year: Expanded and Consistent Feedback Collection: A structured feedback form will be used after each professional learning session to better assess impact and refine future PD planning. This will be reflected in the SPSA under the updated "Monitoring and Evaluation" section.</p> <p>Increased Cognitive Coaching Cycles: The Instructional Support Team will increase the frequency and participation rate of coaching cycles, ensuring each certificated staff member engages in at least two per year. This update will be documented in the "Strategies/Activities" section.</p>	
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	<p>Formal Book Study Integration: While books were not purchased this year, the school will consider formal book study implementation, aligned to PLC goals or instructional practices, particularly focused on Academic Conversations and Kagan Strategies. This revision will be added to the "Professional Learning Strategy" narrative in the SPSA.</p> <p>Paraprofessional PD Expansion: Building on the current structure, the school will refine and formalize monthly PLC structures for paraprofessionals and instructional aides, integrating feedback loops and targeted training based on SPED support needs.</p> <p>Sustained External Partnerships: The school will continue year two of the Thinking Maps initiative and begin implementation of Write from the Beginning and Beyond, targeting full implementation by the end of 2026–2027. This will be reflected in the timeline and outcomes section of the SPSA.</p>		
Total Amounts:			

SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP

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 (Check those that apply):

<input checked="" type="checkbox"/>	English Learner Advisory Committee	Date(s)	5/16/25
<input type="checkbox"/>	Title I Review Committee	Date(s)	
<input checked="" type="checkbox"/>	Other committees established by the school or district (list): <i>Committee/Group Name & Date(s)</i>		5/20/25
	Admin Team, MTSS Team, and Instructional Leadership Team (ILT)		
- 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 and the local control accountability 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.
- Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

Attested by the following SSC members present:

	Member Name	Term		Role	Signature
		Begin	End		
1.	Cristina Ishii	N/A	N/A	Principal	<i>Cristina Ishii</i>
2.	Tracy Kendrick	Fall 2024	Fall 2026	Classroom Teacher	<i>Tracy Kendrick</i>
3.	Michelle Goodspeed	Fall 2024	Fall 2026	Classroom Teacher	<i>Michelle Goodspeed</i>
4.	Jessica Wise	Fall 2024	Fall 2026	Classroom Teacher	<i>Jessica Wise</i>
5.	Maria Striegel	Fall 2023	Fall 2025	Other Staff	<i>Maria Striegel</i>
6.	Jason Hayes	Fall 2023	Fall 2025	Parent	<i>Jason Hayes</i>
7.	Maria Barbosa	Fall 2024	Fall 2026	Parent	<i>Dolores Barbosa</i>
8.	Yvette Chavez	Fall 2023	Fall 2025	Parent	
9.	Carolina Barboza	Fall 2023	Fall 2025	Parent	
10.	Gloria Garcia	Fall 2024	Fall 2025	Parent	

The SPSA was adopted by the SSC at a public meeting on: *5/21/2025*