

2017-2018
Single Plan for Student Achievement (SPSA)

S. Christa McAuliffe Elementary School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Approved by District Board of Education on March 15, 2018.

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Programs			
This plan represents the coordination of the following resources to support student achievement:			
Federal Programs		State Programs	
N/A	Title I Part A School-wide Program (SWP)	S	School-Based Coordinated Programs
	Title I Part A Targeted Assistance School (TAS)	D/S	Local Control Funding Formula (LCFF-LI and LCFF-EL)
D	Title I Part A – Services to Homeless Students	D	Special Education
D	Title II, Preparing, Supports Effective Instruction	D	Gifted And Talented Education (GATE)
D	Title III, Language Instruction for English-Learners	D	Expanded Learning Safe Neighborhoods Partnership Program PrimeTime/HalfTime
D	Title III, Immigrant Students		
Other plans that are coordinated in this plan include:			
D	Local Education Agency Plan (LEA)	D	District Technology Use Plan
D	Local Control and Accountability Plan (LCAP)	S	Western Association of Schools and Colleges (WASC)
S	Other (Action Team for Partnership (ATP))		
KEY:D=District, S=Site, N/A= Not Applicable			
Technical Assistance Provided by Local Education Agency (LEA)			

* - Improving the Academic Achievement of the Disadvantaged

Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
 X English Learner Advisory Committee: January 22, 2018
 X Leadership Team/Department Advisory Committee: January 29, 2018
 X Other committees established by the school (LIST): School Site Council
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 (LEAP).
5. This SPSA is based upon 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. The SSC has reviewed the School Based Coordinated Program legislation and has decided to participate in this program because of the added flexibility it provides.
7. This SPSA was approved by the SSC at a public meeting on: February 22, 2018

Attested:

Typed Names:	Signature:	Date:
Principal: Gerardo Aguilar		
SSC Chairperson: Julia Davis		

School Profile (Elementary Schools)

Purpose

The school profile provides a description of the school that is helpful in understanding the school and district.

Site Description

Student Demographics

Student Demographic by Subgroup

Student Subgroup	2015-16	2016-17	2017-18
American Indian or Alaska Native	4 (0.5%)	3 (0.4%)	2 (0.27%)
Asian	60 (7.8%)	63 (7.8%)	65 (8.67%)
Pacific Islander	3 (0.4%)	4 (0.5%)	5 (0.67%)
Filipino	19 (2.5%)	25 (3.1%)	23 (3.07%)
Hispanic or Latino	493 (63.9%)	531 (65.9%)	497 (66.27%)
African American	50 (6.5%)	47 (5.8%)	33 (4.40%)
White (not Hispanic)	134 (17.4%)	128 (15.9%)	118 (15.73%)
Multiple or No Response	0 (0.0%)	0 (0.0%)	7 (0.94%)
English Learners (EL)	228 (30.3%%)	240 (31.1%%)	231 (30.8%)
Socio-Economically Disadvantaged (SED)	466 (61.9%)	493 (64.6%)	507 (67.6%)
Students with Disabilities	33 (4.4%)	36 (4.7%)	33 (4.4%)
Total Enrollment	771	806	750

Datasource

2015-16 datasource is CDE Dataquest

2016-17 datasource is CALPADS, 12/7/2016

2017-18 datasource is CALPADS, 12/2/2017

S. Christa McAuliffe Elementary is located in the western part of the city of Riverside, California. It is one of fourteen elementary schools located in Alvord Unified School District. The district serves over 20,000 students T K-12. Alvord is supported by a strong educational community that includes parents, students, staff, local businesses, community members, including the Alvord Educational Foundation and the Council PTA. The district has experienced tremendous growth and has plans for an additional high school and support facilities.

Established in 1987, S. Christa McAuliffe Elementary school is a K-5 traditional elementary school currently serving 763 students. These students come from a variety of racial/ ethnic groups, including: African-American, American Indian, Asian, Filipino, Hispanic or Latino, Pacific Islander, and White (Not Hispanic) speaking sixteen different languages.

Our students have a variety of needs including our English Learner, Special Education, and Gifted and Talented Education populations. These students require specialized programs and teacher qualifications. Our highly qualified staff members are trained to support these special needs and are 100% NCLB compliant.

Students attend school for 180 days. The district calendar provides for three early release days a month in order for teachers to collaborate. The class size in grades T K-3 is 30 and grades 4-5 have an average of 32 students.

S. Christa McAuliffe Elementary is graced by seven beautiful trees commemorating the teacher astronaut and her fellow Challenger crew members. The entire school community takes great pride in the school and maintaining the campus. This extra care shows also in the additional clubs staff offers to conduct such as chess, choir, and drama. In addition, the district operates an after-school program for students entitled "Halftime." McAuliffe Elementary is truly an active academic environment.

Enrollment

School Enrollment Trends

Grades	2013-14	2014-15	2015-16	2016-17	2017-18
K	169	134	142	158	138
1	104	140	127	124	112
2	130	106	140	121	123
3	120	127	117	147	122
4	115	125	124	125	143
5	125	121	121	131	112

Facilities and Technology

The school includes a multipurpose room, six laptop mobile carts have been added with state of the art computers, a 14,000 volume library and outdoor play area with hardtop and grass fields.

Instructional Minutes

Daily instructional minutes are as follows: Transitional Kindergarten & Kindergarten - 215 minutes, Grades 1 - 3 - 315 minutes (225 minutes on min. day) grades 4/5 - 330 minutes (255 minutes on min. day).

Alvord Strategic Plan

During 2013-2014 a district Strategic Planning Committee was formed to develop a district strategic plan that would align with district and school site plans. The committee was composed of school board members, district leaders, teachers, parents, classified, and certificated bargaining unit representatives, elected city officials, community leaders from businesses, higher education, and non-profit organizations. The process included creating a receptive climate, assembling relevant information, selection of the planning team, conducting planning sessions to develop district values, beliefs, vision, mission statement, parameters, objectives, and strategies.

District Priorities

Our priorities are: students, teachers and instructional content.

District Values

- Courage
- Inclusiveness
- Innovation
- Integrity

District Vision

The Alvord Unified School District Promise: All students will realize their unlimited potential.

District Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

District Parameters

- We will collaboratively develop policies that support equitable learning opportunities for all.
- We will hold everyone to a high level of accountability.
- We will not allow economic, social and academic barriers to impede the safety and education of our students.
- We will respect and value the diverse roles of all individuals and their contributions.
- We will only tolerate beliefs, decisions and actions that inspire students to succeed.

District Beliefs

We believe:

- In individual empowerment
- Everyone has the right to a world-class education
- Success is our shared responsibility
- Engaged learning strengthens our organization
- Our community is enriched by its diversity
- Innovation with inspiration transforms lives
- Excellence is within everyone

District Objectives

- All students will graduate from high school, ready for college and career
- All students will contribute to a high quality of life in our community.
- All students will be inspired to fulfill their own unlimited potential.

District Strategies

- We will redefine and establish programs for students who pursue an alternative educational pathway.
- We will collaborate with all partners and each other for the benefit of our students and the future of our community.
- We will develop a comprehensive PreK-12 program that ensures quality and engaging instruction.
- We will communicate effectively with all stakeholders in a clear and timely manner.
- We will develop the character of each student to build a better and more unified community.
- We will ensure, develop and support exemplary staff at all levels of the organization.
- We will develop a system for meaningful family engagement.
- We will develop a learning environment that challenges all students to achieve excellence.
- We will develop a learning organization to address the unique situation of each student.

Areas of Pride and Strength

Are school is proud to provide all students with a well rounded education. We offer a high quality educational program for all students. In addition, we have a variety of extra curricular activities students may participate in such as music, 100-Mile Club, art, choir, chess club and student council to name a few.

Central Focus on School Reform

Purpose

The purpose of the central focus on school reform is to describe the reform strategies that provide opportunities for all children to achieve academically.

McAuliffe staff has adopted a data-driven focus to their work. The leadership team is also the data team and has been trained on how to analyze data. Grade level leaders not only analyze district assessments but also common grade level assessments to improve instruction and student learning.

Collaboration Process (EPC 5,6,8)

Leadership team - monthly

Grade Level Collaboration - minimum twice monthly

Full Day Collaborations - 2 per year per grade level

Cite Research/Resources for Central Focus on School Reform

The grade level data team has attended several multi-day researched based training to assist them with their grade level work. A focus on Professional Learning Communities has been crucial to increase collaboration at our school.

School Site Council Membership

2017-18 School Site Council					
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gerardo Aguliar	[X]	[]	[]	[]	[]
Lisa Bringhurst	[]	X			
Jessica Gale	[]	X			
Galen Staples	[]	X			
Julia Davis	[]			X	
Georgina Garzon	[]		X		
Sharon Dodgson	[]			X	
Kione Gonzales	[]			X	
Tami Hoff	[]			X	
Cherie Stewart	[]			X	
Numbers of members of each category	1	3	1	5	

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

Leadership Team

Purpose

The purpose of a school leadership team is to involve the school community in the development, implementation, and monitoring of the school plan. The composition of the leadership team includes the principal, grade level representatives, department representatives, teachers of English Learners, GATE students, Special Education students, support personnel for the at-risk students, school advisory committee representatives, and parent representatives, as much as possible.

Leadership Team

This team meets once a month to review school budgets, review academic data and to spend funds to best meet the academic needs of our students. They are instrumental in providing input as to the strategies and actions that need to take place in order to refine and to ensure that we adhere to what is written in our SPSA.

2017-18 Leadership Team	
Name of Members	Title
Carmen Aparicio	Teacher
Kim Alldis	Teacher
Elizabeth Esch	Teacher
Stephanie Bradley	Teacher
Mark McKaig	Teacher
Carrie Shea	Teacher
Jessica Cassese	Teacher
Kelli Seibert	Teacher

Comprehensive Needs Assessment Components

The school plan is based on a comprehensive school-wide needs assessment of the school's instructional program which includes program planning, monitoring, and evaluation activities conducted during the previous school year with the input of stakeholders which includes the analysis of student performance data in relation to state academic content standards. Program planning activities are conducted at leadership and grade level/departmental team meetings, staff meetings, ELAC and SSC meetings. Current programs are monitored and reviewed on an on-going basis by discussion with staff and the SSC. Evaluation of the SPSA is conducted by analyzing data, reviewing student work, surveys, and discussions with staff and parents. Financial, material, and human resources are considered. Staff, students and parents are involved throughout the evaluation process of all consolidated programs.

Data Analysis and Assessments

Disaggregated assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team members review and evaluate disaggregated assessment results to make determinations about program improvement. They also analyze assessment data to determine strengths and weaknesses of various programs and in areas of instruction. Areas for improvement are then determined using the information gathered from the assessment data in conjunction with surveys and other achievement data. Teachers meet and discuss how students would be assessed. Please refer to the School and Student Performance Data section where an analysis is provided.

Procedures for Analyzing Data

Teachers utilize a variety of assessments to determine students' success. Analysis of the data from these assessments provides teachers, students, and parents with information needed to drive instruction. The data is also used to guide individual and group instruction needed to remediate and/or address areas of weakness.

Procedures for Reporting Results

The school ensures that the results of the CAASPP and CELDT (if applicable), are made available to the teachers, students, and parents in a timely manner. Teachers are trained on reporting the results to parents and discuss questions regarding the results in a manner that equates them to the student's classroom performance. Information from a variety of assessments such as grades, prompt scores, portfolios, and state assessments are included in the discussion. This information is shared with the student and parents in a productive manner that emphasizes strengths and details steps needed for improvement.

Release time is provided for principals, teachers, and support staff to analyze student information throughout the year. The principal and Leadership Team plan activities to analyze data at staff development and grade level meetings to inform instruction and plan interventions.

Parents are informed of their student's progress in the following ways:

Parents are informed of their student's progress in the following ways – 1) trimester reports are sent home to parents, 2) teachers review report with parents through formal and informal conferences, parent portal and 3) ELAC, and SSC meetings are held to discuss general questions about the report, 4) after District benchmarks, and on a regular basis as established by teachers, and 5) through the CDE California Dashboard.

Analysis of Site's Current Instructional Program

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

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

Special consideration is given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Academic Program Survey

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

At the end of 2010 the APS was given to each grade level chair who collaborated with their team members. The information was compiled into one document and used to provide information for developing actions for our SPSA.

Based on the APS, McAuliffe is in the process of implementing Common Core in the areas of language arts and math. The principal observes the teachers a minimum of one to two times a week and then provides feedback to teachers as to the best practices. Each student is provided with their own textbook/anthology. Spanish anthologies are available for those students requiring them to allow for access to the core curriculum. A complete Phonics library is available in each classroom. Houghton Mifflin's Universal Access program allows for differentiation of instruction for students requiring remediation, challenge, and English language development support. This program is in addition to the required minutes of English language development support. Step Up to Writing has been chosen as the school wide writing program. Intervention for Language Arts is three days a week, minimum of 1 hour per session as a before/after school program. Teachers meet at least once a month in grade levels to review curriculum needs and review student data to make adjustments to RLA and math instruction as needed.

McAuliffe is utilizing the mathematics Units of Study. Teachers meet at least once a month in grade levels to review curriculum needs and review student data to make adjustments to instruction as needed. All students have access to their own mathematics textbook. Our school is a STEAM school and uses Project Lead the Way modules are integrated into the curriculum utilizing the adopted textbook and California State Standards as the guide. Intervention for reading will take place during first and second semester.

Standards, Assessment, and Accountability

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

Common formative assessments, screening tools, diagnostics and common grade level assessments are given to provide data for teachers to use to inform instruction and inform student progress.

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

McAuliffe teachers meet in grade level teams at least twice a month for 1 ½ hours to review curriculum and data, and make adjustments to instruction to ensure success for all students. Pacing schedules created by the district are used to assess student progress on a regular basis. Teachers are focused on establishing best teaching practices and differentiating instruction to meet the needs of all students. Monthly, grade levels identify a specific skill that creates a barrier in the learning process for their students. In addition teachers have been trained to make short cycle assessments.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

McAuliffe Elementary has an instructional staff dedicated to the success of their students and who continue to develop their instructional skills. The entire staff is highly qualified under the NCLB requirements

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

All teachers at McAuliffe have had the opportunity to attend math training.

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

Teachers continue to be educated on a variety of instructional practices. All staff development is aligned to content standards and developing their skills in assessing student performance and related professional needs.

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

Our teachers receive ongoing instructional assistance from the principal and consultants. In addition, other district personnel are provided as needed to assist with instructional support.

7. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

All teachers collaborate at their grade level and between grade levels on a regular basis. All of these activities are designed to develop our staff to become the most effective instructional professionals possible.

Teaching and Learning

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

All curriculum and materials are aligned with the grade level performance standards, including intervention materials. In addition, instruction is designed to maximize learning for our students based on the state standards and using research-based instructional methods.

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

In order to accomplish this, a minimum of 60 minutes of language arts instruction for Kindergarten, 2.5 hours for grades 1 – 3 and 2 hours for grades 4 – 5 are ensured each day
Mathematics instruction is delivered daily for one hour.

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

The district has provided a pacing guide schedule to assist the teachers in planning. There is a master schedule for the school in addition to a schedule that is specific to each grade level. A considerable part of the teaching and learning process is accomplished through appropriate curriculum and a disciplined schedule.

11. Availability of standards-aligned instructional materials appropriate to all student groups (ESEA)

All students have accessibility to core curriculum materials. Standards-based instructional materials are available and utilized in all classrooms and to all student groups.

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

All students receive, at a minimum, the recommended number of instructional minutes for reading/language arts and mathematics. Lessons are paced in order to maximize understanding and acquire proficiency in grade level standards. Those that require additional time to acquire a skill or concept are given additional instruction in those areas. This is accomplished through intervention blocks during the instructional day. This flexibility in schedule allows for each student to focus on the standard they need additional practice on. In addition, after-school tutoring is provided to those students needing additional instructional time to acquire proficiency in language arts and/or mathematics. All students have equal access to the core curriculum through specially designed lessons and scheduling. Our focus on standards-based curriculum and scheduling facilitates the effectiveness of the teaching and learning process here at McAuliffe.

Opportunity and Equal Educational Access

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

In school interventions is within the school hours. Each grade level has a specific time when the entire level is involved with Enrichment/intervention. Students receive intervention/enrichment in both Math and Language Arts. The use of DIBELS assessment, BPST II assessments, teacher made assessments assist in placing students correctly. Teachers meet on a regular basis to discuss and monitor student achievement using data and develop reengagement lessons based on their results from the Mini MAC. The teachers of McAuliffe continue to receive training in strategies for differentiated instruction for ELL, GATE, Special Ed, and At Risk students.

14. Research-based educational practices to raise student achievement

Grade levels meet at least twice a month to review student achievement. Grade level meetings are designed for discussion on how to increase student achievement.

Parental Involvement

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

After School Tutoring, Parent Trainings, and Half-time

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932) Such as described in School Plans. Schools shall be deemed to have met this requirement by establishing a school site council.

McAuliffe Elementary School involves the family and community in the children's education in a number of ways. Parent workshops are held throughout the school year on topics that are generated by the parents and are conducted in both English and Spanish. Childcare is provided free of charge on campus. Back to School Nights and Open Houses are held each year to keep parents informed of the academic programs and expectations at the school as well as encourage school involvement. Parents are always invited to annual award ceremonies, monthly flag ceremonies, and evening events. School Site council, PTA, ELAC, and Safety Committee offer parents an opportunity to become involved with the school.

Funding

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

LCFF - EL funds are used to fund tutorial program for English Learners ,laptops, and iPads to support its usage. LCFF - LI to pay for articulation days so teachers can collaborate about how to be meet needs of under performing students. A balance of LCFF - Li and LCFF - EL funds are used to pay for our After School Tutoring programs.

18. Fiscal support (EPC)

LCFF - EL funds to pay for tutoring of English Learners. Title II-A to pay for articulation days so teachers can collaborate about how to meet needs of underperforming students.

SPSA Annual Evaluation

Outcomes

Identify any goals in the most recent SPSA that were met. What actions were particularly effective in meeting the goal?
We set a goal that targeted improved reading acquisition for students who are struggling to read. We had a 10% decrease in the number of students scoring Far Below Basic using DIBELS as an assessment. This was due to in class interventions with targeted students and one-on-one interventions by our Literacy Teacher.

Identify goals in the most recent SPSA that was not met, or was only partially met. What actions related to this goal were ineffective or minimally effective? Identify barriers to full or timely implementation of the actions identified. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

When analyzing data we have determined the following areas of need and options to be taken to overcome barriers:

Language Arts: Responding to literature using a structured writing format is a barrier with students when responding to articles, non-fictional genre, and when taking assessments. Additional PD related to structured writing and reading comprehension skills need to be developed amongst teachers.

ELD - According to our R-30 report we have 29 students who are "At Risk." We will identify students and provide additional supports in with reading foundational skills, writing skills, and math word problem strategies.

Mathematics - We will focus on conceptual building, being able to write rational for answers derived, and giving students opportunities to solve word problems. This will be done through training and teaching models to increase our understanding of methods and pedagogy. We will partner with RCOE to develop a PD plan and coaching cycle.

Involvement/Governance

How was the SSC, ELAC and staff involved in the development and evaluation of the plan?

During the months of October, November and January these groups worked together to review the current plan. They gave input as to instructional funding, needs and direction we should take considering data that has been reviewed.

How was the plan monitored during the school year?

This plan is reviewed by ELAC, SSC and the principal to determine if goals are being addressed in the classroom and the funds are being apportioned appropriately.

What changes, if any, are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

We need to have Leadership review the plan more than one time per year.

Description of Barriers and Related School Goals

One major obstacle we have noticed is that students are having a difficult time using the computer as a medium to write their responses. For example, when responding to literature they are not able to formulate a graphic organizer related to that genre of writing. They are also having a challenge with noting key details related to the piece of literature to use

when trying to justify their responses. So, students need additional opportunities to practice using the computer as a format to respond to literature.

In addition, mathematical concepts need to be developed, multiple way to derive solutions and written expression to justify their answers needs to be a common mathematical practice during instruction.

In addition, "At Risk" students need to be identified and targeted for extra support in mathematics, reading comprehension and writing.

Performance Data & Conclusions

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	126	120	149	123	119	148	122	119	148	97.6	99.2	99.3
Grade 4	127	127	122	125	125	117	125	125	117	98.4	98.4	95.9
Grade 5	122	119	129	119	119	129	119	119	129	97.5	100	100
All Grades	375	366	400	367	363	394	366	363	394	97.9	99.2	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2413.	2398.	2405.	18	18	16.22	28	17	24.32	27	27	26.35	27	38	33.11
Grade 4	2445.	2464.	2442.	17	21	18.80	19	26	16.24	26	22	23.93	38	30	41.03
Grade 5	2486.	2512.	2481.	13	24	12.40	32	31	33.33	25	20	21.71	29	25	32.56
All Grades	N/A	N/A	N/A	16	21	15.74	26	25	24.87	26	23	24.11	31	31	35.28

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	18	16	13.51	51	40	43.92	31	44	42.57	
Grade 4	18	22	19.66	38	46	47.86	44	31	32.48	
Grade 5	18	26	20.16	48	44	47.29	34	30	32.56	
All Grades	18	21	17.51	46	44	46.19	36	35	36.29	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	12	17.57	47	46	47.30	32	42	35.14
Grade 4	17	24	16.24	52	49	45.30	31	27	38.46
Grade 5	17	32	21.71	50	46	46.51	33	22	31.78
All Grades	18	23	18.53	50	47	46.45	32	30	35.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	14	16.22	70	61	64.19	20	24	19.59
Grade 4	13	15	17.09	62	69	57.26	26	16	25.64
Grade 5	14	18	13.95	60	63	63.57	26	19	22.48
All Grades	13	16	15.74	64	64	61.93	24	20	22.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	18	16.89	57	55	53.38	24	27	29.73
Grade 4	24	26	18.80	47	52	48.72	29	22	32.48
Grade 5	28	39	18.60	52	42	50.39	20	18	31.01
All Grades	24	28	18.02	52	50	51.02	24	23	30.96

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	126	120	149	125	119	148	125	119	148	99.2	99.2	99.3
Grade 4	127	127	122	125	125	119	125	125	119	98.4	98.4	97.5
Grade 5	122	119	129	120	119	129	120	119	129	98.4	100	100
All Grades	375	366	400	370	363	396	370	363	396	98.7	99.2	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2404.	2391.	2408.	6	8	10.14	22	22	27.03	34	29	31.08	37	41	31.76
Grade 4	2458.	2478.	2449.	14	18	15.13	22	30	19.33	36	33	28.57	28	19	36.97
Grade 5	2480.	2485.	2486.	12	14	15.50	23	19	15.50	22	28	30.23	43	39	38.76
All Grades	N/A	N/A	N/A	11	13	13.38	23	24	20.96	31	30	30.05	36	33	35.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	17	18.24	42	39	44.59	43	44	37.16
Grade 4	25	36	21.85	36	32	30.25	39	32	47.90
Grade 5	18	18	20.16	33	36	32.56	50	46	47.29
All Grades	19	24	19.95	37	36	36.36	44	40	43.69

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	13	16.22	46	40	52.03	39	47	31.76
Grade 4	20	15	19.33	40	49	42.02	40	36	38.66
Grade 5	10	14	13.95	45	41	42.64	45	45	43.41
All Grades	15	14	16.41	44	44	45.96	41	42	37.63

**Communicating Reasoning
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	15	19.59	64	55	51.35	21	29	29.05
Grade 4	19	28	15.13	38	46	42.86	42	26	42.02
Grade 5	13	13	17.05	51	46	44.96	37	40	37.98
All Grades	16	19	17.42	51	49	46.72	33	32	35.86

CAASPP Results Data Analysis

English-Language Arts/Literacy

All Students

Current Summative data has indicated that McAuliffe has sustained roughly 40% of our students meeting all assessed standards in language arts. Our greatest areas of need are in the areas of reading for comprehension and in writing responses to literature. Additionally, the Hispanic subgroup struggled in the area of writing (48% scoring in Near Standard and Above Standard), which also included our Students with Disabilities (21.5% scoring in Near Standard and Above Standard).

Our beginning of the year (September, 2017) DIBELS screening resulted in data indicating that 146 students in K-5th grade were reading in the Well-Below Benchmark area. The implication is, as a staff, we must continue to identify gaps and address Reading Foundation Skills in a way that is targeted and strategic.

Mathematics

All Students

Current Summative data has indicated that McAuliffe has sustained roughly 35% of our students meeting all assessed standard in mathematics. Our greatest areas of need are in the areas of Concepts and Procedures and Communicating Reasoning. Additionally, the Hispanic and Students with Disabilities subgroups struggled in the area of Concept and Procedures (43.7% scoring in Near Standard and Above Standard for Hispanics and 25% Near Standard and Above Standard for students with Disabilities respectively), which also included our Students with Disabilities (21.5% scoring in Near Standard and Above Standard).

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			11	10	17	22	30	75	22	40		33	20	8	11
1	22	11	19	48	43	31	28	43	41		3	9	2		
2	19	19	20	44	36	46	22	38	20	14	6	11			3
3	11	23	23	42	26	40	31	28	29	14	19	8	3	5	
4	40	42	37	28	21	34	26	29	20	2	5	10	4	3	
5	50	17	30	38	47	40	12	30	27		7	3			
Total	26	21	25	38	33	37	25	36	27	7	8	10	3	2	1

Conclusions indicated by the CELDT data:

Our current CELDT data (October 2016) indicate that we have 50% of our 224 EL students at the Advanced and Early Advanced levels. Our Intermediate level EL student population has gone down by 5% and is currently at 27%. In addition, 55.70% of our students had positive movement of one level or higher according to our CELDT data. Most of these students struggled in the areas of reading and writing.

2017 English Language Arts Summative Assessment data has indicated that 64.6% of our EL students have either reached near standard, met standard or are above standard in Listening. Our area of need is in Writing with 48% of our EL students scoring near standard, met standard or are above standard.

2016 - 2017 R-30 Report has indicated that we had 18 "At-Risk" student for potentially becoming Longer Term English Learners. The breakdown is as follows: six students in 4th grade and twelve students in 5th grade.

2017 Mathematics Summative Assessment data has indicated that 54.5% of our EL students have either reached near standard, met standard or are above standard in Problem Solving/Modeling and Data. Our area of need is in Concepts and Procedures with 43.7% of our EL students scoring near standard, met standard or are above standard.

Action Plan: Planned Improvements in Student Performance

Performance Goal 1.1: English-Language Arts

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

McAuliffe Elementary will focus on structured writing response to literature. Students will learn how to use a variety of strategies such as noting key details, organizing their thoughts, and responding to literature using a structured writing format. Grade 3 - 5 will also incorporate technology when responding to literature. For example, teachers will give students opportunities to use the laptop to respond, in writing, to the literature being analyzed. In addition, we will continue to provide foundation skills intervention to our low readers and reduce the number of well below basic students by 10% by the end of May of 2018.

Data Used to Form this Goal:

Summative assessment data was used to determine this goal, DIBELS data will be used to monitor our readers and BPST II will be used to diagnose reading foundational skills for tiered interventions.

Findings from the Analysis of this Data:

Current Summative data has indicated that McAuliffe has sustained roughly 40% of our students meeting all assessed standards in language arts. Our greatest areas of need are in the areas of reading for comprehension and in writing responses to literature. Additionally, the Hispanic subgroup struggled in the area of writing (48% scoring in Near Standard and Above Standard), which also included our Students with Disabilities (21.5% scoring in Near Standard and Above Standard).

Our beginning of the year (September, 2017) DIBELS screening resulted in data indicating that 146 students in K-5th grade were reading in the Well-Below Benchmark area. The implication is, as a staff, we must continue to identify gaps and address Reading Foundation Skills in a way that is targeted and strategic.

How the School will Evaluate the Progress of this Goal:

Evidence regarding the success of these strategies will be measured using teacher created assessments, Common Formative Assessments, DIBELS and interim assessments will be used.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	California Common Core State Standards training and Unit of Study planning towards full implementation using adopted text/core curriculum for transitional kindergarten through fifth grades.	Aug.	June			
	3 - Comprehensive PreK-12 program	Common core materials will be used to help teachers teach the priority standards. In addition, Wonders has been adopted as our language arts program and teachers will undergo a variety of trainings.	Aug	June			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Structured writing will be an academic emphasis at our school. Step-Up to Writing will be used as our primary program to teach structured writing.	Aug.	June	4000-4999: Books And Supplies	LCFF-LI	2500
					1000-1999: Certificated Personnel Salaries	LCFF-LI	3500
	3 - Comprehensive PreK-12 program	Reading interventions will take place in the classroom and and before/after school. Focus will be on foundational skills. Materials will be purchased to assist teacher with teaching foundational skills.	Aug.	June	4000-4999: Books And Supplies	LCFF-LI	300
					4000-4999: Books And Supplies	LCFF-EL	300
					1000-1999: Certificated Personnel Salaries	LCFF-LI	3050
	3 - Comprehensive PreK-12 program	Accelerated Reader will be used to increase motivation for reading, Learning A-Z/ Follett to provide leveled readers for students to access, and or NEWSLA to provided leveled non-frictional text for students to access during ELA and ELD.	Aug.	June	4000-4999: Books And Supplies	LCFF-LI	4952
	3 - Comprehensive PreK-12 program	GATE - Depth and Complexity classroom differentiation led by teachers who have attended GATE workshops and training to help bring in higher level thinking skills to increase rigor.	Aug.	June	4000-4999: Books And Supplies	LCFF-LI	0
	3 - Comprehensive PreK-12 program	Kinder camp materials will be used to enhance instruction.	Aug.	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	1500
					4000-4999: Books And Supplies		500
				2000-2999: Classified Personnel Salaries		100	
3 - Comprehensive PreK-12 program	Librarian assistant to provide library services to all students. Areas of focus include research skills and reading incentives. Funded district LCFF.	Aug.	June				
3 - Comprehensive PreK-12 program	Copy paper purchased to supplement common core instruction by making copies.			4000-4999: Books And Supplies	LCFF-LI	1500	
3 - Comprehensive PreK-12 program	Upgrade/buy technology to enhance instruction in the classroom.	August	June	4000-4999: Books And Supplies	LCFF-LI	5711	
Targeted Professional Development							

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
	3 - Comprehensive PreK-12 program	McAuliffe will lead a series of staff developments related to structured writing. . This will be done as a full day releases to conduct the PD.	Aug.	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	4700
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Grade levels will progress monitor at their own designate intervals.	Aug.	June	None Specified		
Academic-Centered Family and Community Engagement	7 - Family engagement	Kinder Camp to take place once a year during the month of August.	June	June			
	7 - Family engagement	Parent Workshop - Topic: Math Nights, Safety Workshops, and 100 Mile Club family events.	March	March			
	7 - Family engagement	Parent trainings to take place to give parents exposure to language skills such as vocabulary building, language development and writing activities.	Aug	June			

Planned Improvements in Student Performance

Performance Goal 1.2: Mathematics

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will reach high standards, at a minimum attaining proficiency or better in mathematics.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

Students in TK - 5 grade will focus on conceptual building and a variety of methods to solve mathematical word problems. Students will increase 10% in both Near Standard and Above Standard as measured by the benchmarks and summative assessments.

Data Used to Form this Goal:

Data was taken from 2017 Summative data.

Findings from the Analysis of this Data:

Current Summative data has indicated that McAuliffe has sustained roughly 35% of our students meeting all assessed standard in mathematics. Our greatest areas of need are in the areas of Concepts and Procedures and Communicating Reasoning. Additionally, the Hispanic and Students with Disabilities subgroups struggled in the area of Concept and Procedures (43.7% scoring in Near Standard and Above Standard for Hispanics and 25% Near Standard and Above Standard for students with Disabilities respectively), which also included our Students with Disabilities (21.5% scoring in Near Standard and Above Standard).

How the School will Evaluate the Progress of this Goal:

This goal will be evaluated through classroom visitations, teacher made assessments, and Summative data.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	California Common Core State Standards training and planning towards a focus on problem solving and data analysis will be done during the school year.	Aug.	June			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Our mathematical instructional focus will be in the areas of problem solving and data analysis.	Aug.	June			
	3 - Comprehensive PreK-12 program	McAuliffe will institute a STEAMS program through Project Lead the Way. The program requires a series of modules to be purchased in order to run the program. Third, fourth and fifth grades will need to purchase refill items for all modules and second grade will need to purchase a minimum of two modules to start their program in 2018 - 2019.	Aug.	June	4000-4999: Books And Supplies	LCFF-LI	4700
	3 - Comprehensive PreK-12 program	The Project Lead the Way organization charges a yearly participation fee. This fee will be paid in order to begin order the modules needed for next year.	Aug.	June	5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	750
Targeted Professional Development	3 - Comprehensive PreK-12 program	Teachers and administrators will attend the California Math Council conference to gain insight into new mathematical strategies.	Oct.	Oct.	1000-1999: Certificated Personnel Salaries	LCFF-EL	1500
						LCFF-LI	1500
	3 - Comprehensive PreK-12 program	A lead teacher will attend the Project Lead the Way training during the summer of 2018.	July	Aug.	5000-5999: Services And Other Operating Expenditures	LCFF-LI	1000
	3 - Comprehensive PreK-12 program	We will focus on building concepts and procedures with teacher. We will utilize district TOSA's or RCOE math experts to lead us in our PD. This will include full day releases.	March	June	1000-1999: Certificated Personnel Salaries	LCFF-LI	2350
					1000-1999: Certificated Personnel Salaries	LCFF-EL	4700
					0000: Unrestricted		5040
					5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	3650
Achievement/Data Driven Structure and Support	2 - Collaborate with partners	Twice monthly collaboration time built in school day to allow time for analyzing of data and collaboration.	Aug.	June			
Academic-Centered Family and Community Engagement	7 - Family engagement	Conduct a series of workshops for parents: <ul style="list-style-type: none"> Number Talks Conceptual understanding Mental math strategies Overview for Engage NY (4th and 5th Grades) 	March	March			

Planned Improvements in Student Performance

Performance Goal 2: English Learners

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All limited-English-proficient students will attain proficiency in English, at minimum meeting annual measurable achievement objectives (AMAO).

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

An academic focus will be in the area of writing in responding to literature and to math word problems. This will be measured through the use of writing rubrics, Assumptive assessments, and ELPAC. We will see an increase 5% increase in the number of EL students score 3's and 4's on their writing rubrics, a 15% increase in the number of students scoring At or Above on the Summative assessment.

Our ELA/ELD program will focus on writing, reading comprehension, and speaking in complete sentences throughout the year with ELA/ELD common core standards being the driving force in instruction. This will be completed and implemented by June of 2018 and evidenced through writing samples, structured writing through the use of Step Up to Writing program, and through the use of sentence frames.

Our mathematics program will focus on conceptual building, multiple ways/strategies to solve word problems, and the development of mathematical vocabulary to increase understanding. This is a three year project in conjunction with RCOE. We will begin phase one of this process in January of 2017 and end in June of 2019. Success will be measured through the use of rubrics, teacher created assessments, and Summative assessments.

Data Used to Form this Goal:

The CELDT section of the Five-Year High Stakes Testing Profile information was analyzed, R-30, and 2017 ELA and Math Summative data was used.

Findings from the Analysis of this Data:

Our current CELDT data (October 2016) indicate that we have 50% of our 224 EL students at the Advanced and Early Advanced levels. Our Intermediate level EL student population has gone down by 5% and is currently at 27%. In addition, 55.70% of our students had positive movement of one level or higher according to our CEDLT data. We re-designated 13 students during the 2016 - 2017 school year. Most of these students struggled in the areas of reading and writing.

2017 English Language Arts Summative Assessment data has indicated that 64.6% of our EL students have either reached near standard, met standard or are above standard in Listening. Our area of need is in Writing with 48% of our EL students scoring near standard, met standard or are above standard.

2016 - 2017 R-30 Report has indicated that we had 18 "At-Risk" student for potentially becoming Longer Term English Learners. The breakdown is as follows: six students in 4th grade and twelve students in 5th grade.

2017 Mathematics Summative Assessment data has indicated that 54.5% of our EL students have either reached near standard, met standard or are above standard in Problem Solving/Modeling and Data. Our area of need is in Concepts and Procedures with 43.7% of our EL students scoring near standard, met standard or are above standard.

How the School will Evaluate the Progress of this Goal:

This will be completed and implemented by June of 2016 and evidenced through writing samples, text dependent questions revolving around a comprehension skill, and through the use of sentence frames.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	ELD Program: Student grouped according to student proficiency level. Teachers will use the ELD standards as their guide to instruct students in language acquisition. Teachers will develop lessons to integrate ELD instruction within the instruction across content areas.	Oct.	June			
	3 - Comprehensive PreK-12 program	The use of text dependent questions to assist with comprehension will be used as part of common core instruction.	Dec.	June			
	3 - Comprehensive PreK-12 program	Sentence frames will be used during LA and ELD instruction, as well as mathematics, to assist student in responding in complete sentences.	Dec.	June			
	3 - Comprehensive PreK-12 program	Writing will be embedded as part of instruction through the use of response frames, structured writing, and prompts across all content areas.	Dec.	June			
	3 - Comprehensive PreK-12 program	Development of mathematical language to aide in students' understanding of mathematical concepts.	Jan.	June			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	Interventions will be provided to EL and LTEL students in the area of vocabulary development, writing, and in mathematics.	Oct.	May	1000-1999: Certificated Personnel Salaries	LCFF-EL	1807
	3 - Comprehensive PreK-12 program	Bilingual aides to provide primary language support to students.District Title III and District Title I funded.	Aug.	June			
	2 - Collaborate with partners	Students, teachers and parents will visit nearby colleges/universities as an upward bound program to expose students to higher education. Campuses will be visited as study trips.	Aprl	May	4000-4999: Books And Supplies	LCFF-EL	807
	3 - Comprehensive PreK-12 program	Teachers will purchase common core material to supplement the core program in order to meet the needs of EL students.	Aug.	June	4000-4999: Books And Supplies	LCFF-EL	2500
	3 - Comprehensive PreK-12 program	Copy paper to be purchased to make copies of common core materials to enhance ELD instruction.	Aug.	June	4000-4999: Books And Supplies	LCFF-EL	2500
Targeted Professional Development		.					
	3 - Comprehensive PreK-12 program	A series of professional development based on our needs assessment.	Jan.	June			
	3 - Comprehensive PreK-12 program	Teachers will participate in full day release time to revisit Step-Up-to-Writing techniques.	Oct.	Nov.	1000-1999: Certificated Personnel Salaries	LCFF-EL	4500
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Targeted EL students will be monitored to measure progress using DIBELS, BPST 2, math journals, and writing samples. This will enable use to monitor the effective of instruction during first best instruction and during interventions.	Sept. & Jan.	Sept. & Jan	None Specified		
	3 - Comprehensive PreK-12 program	English Learner Facilitator	Aug.	June	1000-1999: Certificated Personnel Salaries	LCFF-EL	2,596

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Academic-Centered Family and Community Engagement	7 - Family engagement	Parent professional development will be conducted based on a parents' needs assessment. Parents have expressed a need for strategies they can use to help their children with homework, mathematics and writing.	Aug.	June	1000-1999: Certificated Personnel Salaries	LCFF-EL	1000
	7 - Family engagement	Parents will attend CAFE to gain knowledge on how to help their children at home with academics.	April	May		LCFF-EL	850

Planned Improvements in Student Performance

Performance Goal 3: Safe and Drug-Free Environment Conducive to Learning

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

By June 2018, the average daily attendance will increase by .5%.

By June 2018, suspensions and discipline for drugs, alcohol, tobacco, or physical violence will decrease by 10%.

McAuliffe Elementary will increase its ADA .5% this year to 97% as an overall average. Once a month we will strive to reach 97% ADA as measured by our attendance reports.

We will decrease our suspension rate to no more than 2 suspensions for this year. This will be measured through a data base that the principal keeps track of.

Data Used to Form this Goal:

Monthly attendance reports have been used to track our monthly attendance percentage and District data for 2017. The principal suspension data base was used to determine the number of suspensions.

Findings from the Analysis of this Data:

The findings from the monthly attendance reports indicate that our monthly ADA fluctuates from anywhere from 95.55% to 97.28%. We show a steady decline in attendance from October through February. This might be due to fall illnesses and other factors.

We had a total of 6 suspensions for the 2016 - 2017 school year. We are working towards reducing the number of suspensions by providing behavioral interventions provided by the school counselor.

How the School will Evaluate the Progress of this Goal:

The attendance goal will be measured using monthly attendance reports and the suspension data will be measured using the in school suspension data base. Our goal is to maintain a 97% monthly attendance rate.

Strategies	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	We will continue to provide character education to our students using Second Step conducted by our school counselor.	Aug.	June			
Research-based Strategy Instruction/ Supplemental Instruction	5 - Develop character of students	We will encourage students to come to school by provide a perfect attendance incentives in our to reach our goal of 97% year attendance.	Aug.	June	4000-4999: Books And Supplies	LCFF-LI	200
	5 - Develop character of students	Our school counselor will provide a series of classroom presentations dealing with friendship skills, conflict resolution, and emotional management. She will also develop a Peer Leader program that is designed to resolve conflict resolution on the playground.	Aug.	June	4000-4999: Books And Supplies	LCFF-LI	500
	5 - Develop character of students	We will use materials from the Dairy Council to provide nutrition lessons in order to continue our goal of providing good health habits at our school.	April	June			
Targeted Professional Development	7 - Family engagement	Review attendance and suspension data with teachers and parents.	Aug.	June			
	5 - Develop character of students	Teachers will participate in a series of equity trainings in order to establish an equitable environment at our site.	Jan.	June	4000-4999: Books And Supplies	LCFF-LI	200
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Data will be used to track attendance averages and suspension rates throughout the year.	Aug.	June			
Academic-Centered Family and Community Engagement	7 - Family engagement	Review suspension, expulsion, data with ELAC and SSC parents.	Aug.	June			
	7 - Family engagement	The counselor will provide a workshop on character development and problem solving trainings.	Aug.	June			

Planned Improvements in Student Performance

Performance Goal 4: High School Graduation and College Readiness

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA PERFORMANCE GOAL: All students will graduate from high school and be college/ career ready.

LCAP CONDITIONS OF LEARNING GOAL 1: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

LCAP PUPIL OUTCOMES GOAL 2: Students will be prepared to be college and career ready when they graduate from high school.

LCAP ENGAGEMENT GOAL 3: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

SCHOOL SMART GOAL:

(Specific, Measurable, Achievable, Results Oriented, Time Bound)

All students will leave McAuliffe ready for middle school by being able to read at grade level to access grade level content.

Data Used to Form this Goal:

DIBELS and the BPST II will be used to measure this goal.

Findings from the Analysis of this Data:

Our beginning of the year (September, 2017) DIBELS screening resulted in data indicating that 146 students in K-5th grade were reading in the Well-Below Benchmark area. Mid-Year data has indicated that we have 109 students at this moment scoring in the Well-Below Benchmark area. That means we have reduced the number of Well-Below benchmarks by 37 students. However, as a teachers, we must continue to identify gaps and address Reading Foundation Skills in a way that is targeted and strategic.

How the School will Evaluate the Progress of this Goal:

DIBELS and BPST II data will be used to measure students progress throughout the year.

Focus Area	Strategic Plan Strategy	Actions To Be Taken	Start Date	Comp. Date	Estimated Costs		
					Type	Funding Source	Amount
Standards-Based Core Curriculum and Assessment	3 - Comprehensive PreK-12 program	All students will be given access to grade level content in language arts.	Aug.	June			
Research-based Strategy Instruction/ Supplemental Instruction	3 - Comprehensive PreK-12 program	For those students scoring Well-Below benchmark in reading a variety of in class reading interventions will be applied in order to get them to grade level.	Aug.	June			
Targeted Professional Development	3 - Comprehensive PreK-12 program	Teachers have been trained to administer BPST II in order to diagnosis those specific foundational skill areas students are struggling with.	Aug	June			
Achievement/Data Driven Structure and Support	3 - Comprehensive PreK-12 program	Continual analyzing of DIBELS and BPST II data by teachers and administrators.	Aug.	June			
Academic-Centered Family and Community Engagement	3 - Comprehensive PreK-12 program	Parents will be given an overview of interventions being offered at ELAC meetings, SSC, and other parent events.	Aug.	June			
	7 - Family engagement	College and Career events will take place during school hours and at Parent Nights to expose students and families to career related fields. Students will take study trips to local universities and colleges to gain exposure.	March	June	5000-5999: Services And Other Operating Expenditures	LCFF-LI	500

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-EL	26,710	0.00
LCFF-LI	39,413	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF-EL	26,710.00
LCFF-LI	39,413.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF-EL	850.00
1000-1999: Certificated Personnel	LCFF-EL	16,103.00
4000-4999: Books And Supplies	LCFF-EL	6,107.00
5800: Professional/Consulting Services	LCFF-EL	3,650.00
	LCFF-LI	1,500.00
1000-1999: Certificated Personnel	LCFF-LI	15,100.00
4000-4999: Books And Supplies	LCFF-LI	20,563.00
5000-5999: Services And Other	LCFF-LI	1,500.00
5800: Professional/Consulting Services	LCFF-LI	750.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	31,203.00
4000-4999: Books And Supplies	26,670.00
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating	4,400.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Area	Total Expenditures
Reading/Language Arts	28,013.00
Mathematics	20,150.00
History/Social Studies (Secondary Only)	
Science (Secondary Only)	
Limited English Proficient Students	16,560.00
Highly Qualified Teacher/Paraprofessional	
Safe and Drug-Free Learning Environment	900.00
High School Graduation/College Readiness	500.00

**Program Descriptions
School Based Coordinated Program (SBCP)**

Intent

To provide school site flexibility in the use of certain state-funded categorical resources.

Description of Site Program

The SBCP legislation provides greater flexibility for schools and school districts to better coordinate the funds they receive while ensuring that schools continue to receive funds to meet their needs. This legislation focuses authority to exercise such flexibility at the school level, with the approval and under the policy direction of the governing board. The School Site Council decides which funding sources it wishes to coordinate. The funding sources are:

- a) Local Control Funding Formula-Low Income (LCFF-LI)
- b) Local Control Funding Formula-English Learners (LCFF-EL);
- c) Title I (if applicable)

The greatest benefits of becoming a SBCP school is the opportunity afforded teachers, other school staff, the Principal, parents, and students (in secondary schools) to work together to design and implement a program in which resources received by the school are coordinated and utilized to ensure that all students acquire the knowledge, the understanding, and the skills of the core curriculum of the district. It is the opportunity to focus the attention of the entire school community on what is and should be happening for all the students in the school, rather than looking at what the separate funding resources seem to be dictating for certain groups of students within the school population. By providing an integrated program, planned jointly by classroom teachers and specialist teachers, a SBCP also presents the opportunity to more effectively coordinate instructional delivery systems needed by students who have a combination of special needs. A SBCP plan must address the needs of all students, even when funding for those students is not included in the plan. Funds must be expended as specified in the school plan.

Coordination of Services

Expenditures are directly related to the core curriculum and advance the goals in the Local Education Agency Plan, and achievement of the student outcomes in the district's Strategic Plan, and the Local Control Accountability Plan. Coordination between categorically funded staff and regular staff is emphasized to provide a cohesive program for all students. Grade-level and subject-specific meetings as well as Leadership Team meetings are designed to facilitate coordination and planning. Paraprofessionals and teachers also meet regularly to implement a well-articulated program that enables student learning. This site's teaching staff continuously assesses and modifies instruction to ensure that students are experiencing success with the core curriculum. Staff development is structured to promote student success in meeting state/district standards in all subject areas. Teachers, parents, and students have opportunities for input to the curriculum throughout the school year. All staff members work together to provide a coherent program for all students on a continuous basis.

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

- o Local Control Funding Formula-Low Income (LCFF-LI)
- o Control Funding Formula-English Learners (LCFF-EL);
- o Title I (if applicable);
- o Special Education (including specially designed academic instruction and related services).

Objectives

The school recognizes the necessity to continue to meet collaboratively in order to improve student learning. Consistent follow through on ideas and implementation will continue and a more comprehensive approach to staff development related to Common Core and its implementation.

Program Descriptions English Learner (EL) Program

Intent

To develop English Learners' proficiency in English and in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study with curriculum designed for such students.

EL students who acquire a good working knowledge of English during a temporary transition period and meet the district's transfer criteria are then transferred into English-language mainstream classrooms. EL students are re-classified as fluent English proficient after meeting established criteria to ensure that these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school district's average native English-language speakers.

Description of District Program

The Alvord Unified School District currently provides the following basic instructional service programs to identified English Learner (EL) students:

- o **Structured English Immersion (SEI)**: K-12 EL students who are assessed on the California English Language Development Test (CELDT) and score at "less than reasonable levels of fluency in English" receive a minimum of 30 minutes daily English Language Development (ELD) instruction at their fluency level, and access to core content subjects through specially designed academic instruction in English (SDAIE) techniques and primary language support. The district uses CELDT levels 1-3 to identify the SEI students. Standards-based ELD instruction focuses on essential English listening, speaking, reading and writing skills, and is directed to students' English proficiency levels. Teachers provide comprehensible core content instruction, based on state grade-level standards, and appropriate SDAIE instructional strategies. Bilingual Instructional Assistants provide primary language support for core content instruction. In the SEI program, both ELD and content courses are taught by teachers with appropriate EL State authorizations or interim teachers in training for the appropriate EL State authorizations.
- o **English Language Mainstream (ELM)**: K-12 EL students who are assessed on the CELDT and score at "reasonable levels of fluency in English" (CELDT levels 4 - 5) receive standards-based ELD instruction daily, with listening, speaking, reading and writing skills at students' English proficiency levels. SDAIE strategies continue to be used in the core content subjects. Teachers in the ELM classroom are responsible for providing services and instruction that continues the students English Language Development, prepares them for reclassification, and recoups any academic deficits that may have been incurred in the core curriculum as a result of language barriers. Teachers in the ELM program hold appropriate State EL authorizations or, as interim teachers, are in training for those authorizations.
- o **Alternative bilingual program**: Spanish speaking K-12 EL students whose parents sign and are granted a parental waiver are enrolled in the district alternative bilingual program. Students enrolled in this program receive daily standards-based academic instruction through their primary language in core content subjects and daily standards-based English instruction in ELD. As students increase their English proficiency, they receive access to increasing amounts of English core instruction, provided through SDAIE instructional strategies.

The Alvord Unified School District uses state LCFF funds and federal funds, including Title III funding to provide the following supplemental services to increase the effectiveness of instruction for EL students:

- o Professional Development, mentoring, and coaching of district stakeholders including teachers, administrators, paraprofessionals, other staff, parents, or community members to increase the linguistic and academic achievement of English learners
- o Staff development includes use of Instructional Specialists-English Learners to provide research-based support for elementary and/or secondary teachers, staff, and parents of EL students involved with instruction for English Learners, including tutorials (before and after school hours), intervention programs (during the school day), or summer school classes targeted to EL student needs.
- o Bilingual assistants at each school to provide primary language support in core academic subjects for English Learners with a focus on EL students at lower proficiency levels.

A District Title III Year 4 Action Plan has been implemented to meet the Proficient goals of Annual Measureable Achievement Objective (AMAO) 3 in Reading/Language Arts and mathematics and maintain continued achievement of AMAO 1 & 2. The Plan incorporates quarterly monitoring of site/District strategies including:

- o use of EL assessment data
- o collaborative EL lesson planning
- o administrator supervision of differentiated instruction
- o implementation of EL differentiated professional development strategies
- o improved EL access to core, intervention and advanced materials and courses
- o increased EL parent/advisory training to understand/assist their own children’s educational needs

Title III funds may only be used to supplement, not supplant.

Description of Site Program

All EL students are classified as either SEI (structured English Immersion) or ELM (English Language Mainstream) and are placed in a classroom with an appropriately qualified teacher. EL students receive 30 minutes of ELD instruction each day. Students access the core curriculum through the use of our Units of Study and supplemental items.

Personnel (List the staff to be paid from Categorical Funds. DO NOT list additional hours. List the positions, percentage and cost for each funding amount.)

One Bilingual Assistant : multi-funded 30% Title I District (\$5,812) and 70% Title III District (\$13,562)
 English Learner Facilitator Stipend: 100% LCFF-EL Site (\$2,755)

Title	Description
Bilingual Assistant	Provide primary language support to beginner and early intermediate EL students
English Learner Facilitator	Assists with ELAC meetings, attends district meetings, maintains EL records, assists with redesignation process.

Objectives

- Increase the proficiency level of all EL students in Reading/Language Arts
- Increase the proficiency level of 5th grade EL students in Reading /Language Arts as mesured by CELDT and CST

**Program Descriptions
Gifted and Talented Education (GATE) Services**

Intent

To identify gifted and talented students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and provide high quality differentiated learning opportunities that meet the students' particular abilities and talents.

Description of District Services

Gifted and Talented Education services shall be available to provide unique learning environments and opportunities for pupils who are identified as gifted and talented as measured by tests and demonstrations of intellectual achievement and unique production. Full participation of pupils from economically disadvantaged and varying cultural backgrounds shall be ensured.

The Alvord Unified School District is committed to providing appropriate and challenging services to meet the diverse needs of gifted and talented students. Administrators, teachers and parents are provided with growth opportunities in meeting these needs. Given a stimulating learning environment, students meet their full potential and demonstrate their unique productive talents as they work through challenging situations

The Alvord Unified School District GATE services have provisions for:

- o Differentiated opportunities for learning commensurate with abilities and talents of individuals
- o Development of sensitivity and responsibility to others
- o Assistance in developing self-generating problem-solving abilities
- o Support in developing a realistic and healthy self-concept
- o Alvord Unified School District has a wide range of options for GATE students at varying sites:
 - Differentiation within the regular classroom
 - Enrichment opportunities
 - Special group instruction away from the regular class
 - Classes in which GATE students are clustered
 - Seminars and study trips
 - Grade level advancement
 - College level courses (Honors, Advanced Placement, International Baccalaureate)

GATE students receive differentiated curriculum and instruction throughout the regular school day, as well as during enrichment opportunities. Appropriate differentiation refers to the following principles, when applied to the standard adopted instruction and curriculum: Depth, Complexity, Novelty, and Acceleration, according to standards adopted by the California Association for the Gifted (CAG).

Description of Site Services

Students are identified each year for GATE through the 3rd grade NNAT testing, by examining standardized test scores, and through teacher recommendation. Students will be placed in a GATE/High Achievers class led by a GATE certified or GATE trained teacher. For the 2017 - 2018 school year we currently have the following number of GATE certified teachers: Four in kindergarten, two in 1st, two in 2nd, one in 3rd, two in 4th and two in 5th grade.

Teachers have and are attending the Depth and Complexity workshops that are district sponsored and led by Dr. Kaplan.

Objectives

- Teachers will become versed in Depth and Complexity in order to apply these strategies to their instruction
- Depth and Complexity strategies will be taught to all students including gifted and potentially gifted students.

Program Descriptions Special Education Program

Intent

All individuals with exceptional needs have a right to participate in free appropriate public education. Special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs, prepare them for further education, employment and independent living.

Description of District Services

Special Education ensures that all individuals with exceptional needs are appropriately identified and assessed. Students are provided a free appropriate public education program to meet their unique needs, prepare them for further education, employment and independent living. A full continuum of program options for special education and related services is available to meet the educational and service needs of these students, including general education, Specially designed academic instruction, related services, and transportation.

Students are offered full and equitable opportunities which promote maximum interaction with non-disabled peers in the least restrictive environment. Steps are taken to ensure that individuals with exceptional needs participate in academic, nonacademic, and extracurricular services and activities to promote maximum interaction with the general school population. Policies and procedures regarding parent involvement and IEP development are clearly defined, consistently used, and documented through SELPA. There is coordination of instruction and curriculum with special and regular education staff.

Objectives

- o All individuals with exceptional needs are appropriately identified, assessed in all areas of suspected disability.
- o Students with disabilities are provided free appropriate public education programs and services to meet their unique needs, prepare them for further education, employment and independent living.
- o Increase collaboration between Special education teachers, related service providers and general education teachers to best support students.

Description of Site Services

McAuliffe Elementary currently has one full time RSP teacher and a full time speech and language teacher. The program in is designed for the RSP teacher to provide support in the classroom as well having those students who need additional time to be serviced in the RSP classroom.

Objectives

1. Consistenlty invite parents to participate in ELAC, PTA and SSC.
2. Provide parent support opportunities including but not limited to Parent Institutes, Parent Acadmic Nights, and Kinder Camp.
3. Annually update site Parent Involvement Policies.
4. Annually update and communicate site Parent Compact.

Program Descriptions Technology Program

Intent

To provide students with up-to-date technology to enhance their academic proficiency in language arts, math, science, and history.

Description of District Services

The District believes that through the meaningful integration of technology, student academic achievement can be improved. To facilitate this integration, the District developed a comprehensive technology plan that includes both curriculum and professional development components detailing how teachers and students will incorporate technology into the teaching and learning processes. The overall goal of integrating technology into the learning and teaching processes is to help all students attain proficiency in mathematics and language arts and enable all students to earn a high school diploma.

Before developing this plan, the District assessed the current practices and access to technology of all its elementary, middle and high schools. The course of action to bring technology to teachers and students include:

- o Using technology to improve teaching and learning
- o Assisting students acquire technology and information literacy skills
- o Utilizing technology that ensures appropriate access to all students
- o Using technology for efficient student record keeping and assessment
- o Making teachers and administrators more accessible to parents via utilizing technology
- o Providing professional development opportunities for administrators and teachers

The District will monitor its success and progress with implementing the curriculum content and professional development technology components on an annual basis.

The school's current technology practices and site technology objectives are described in the next two sections.

Description of Site Program

McAuliffe currently has over 140 computers arrayed in every classroom and a 40 station computer lab. All computers are multimedia ready and are connected to the Internet, one server, and a TV/VCR/DVD in every classroom. The computers are used to supplement the regular instructional program through tutoring software, providing research resources, supplemental programs in reading, and coordinating attendance and grading efforts for staff. We recently acquired 3 mobile lab stations (2 laptop carts and 1 iPad cart). In addition, primary grade students have access to the computer lab once a week. Students have access to TenMarks, Accelerated Reader, Mickey's Typing Instructor (2nd grade only), Project Lead the Way apps., etc. Students utilize these computers, under teacher supervision, to gather information for research projects and to develop research presentations. Students receive general computer knowledge through the day to day interaction with their teachers. Teachers have begun to more effectively utilize the technology as they develop presentations and use the internet to improve student vocabulary, supplement their instruction using educational videos, and help with classroom management.

Needs: McAuliffe is in great need of technology upgrades. The greatest need is to add additional mobile carts in order to give each grade level their own mobile station. There is also a need to replace the existing technology (such as the LCD projectors and document cameras) due to reaching their longevity.

Objectives

Year 1 Implementation or Phase-In

- Visit a school that is utilizing technology effectively
- Develop a technology team
- Training is critical to ensure that technology is used appropriately and in a way that is innovative...thereby creating an environment of immersion into technology.
- Mobile Carts need to be purchased for use within classrooms
- Set a plan for a roll-out of programs across time...i.e. Google Docs, keyboarding program

Year 2 Implementation or Phase-In

- Additional Mobile Cart to increase access to technology

Year 3 Implementation or Phase-In

- Ensure mobile cart per grade level
- May increase number of computers in classrooms at the primary level in lieu of mobile cart (TK-1)
- Additional purchase of iPads due to theft

**Program Descriptions
School Safety Program**

Intent

To provide counseling services to students and families to reduce and prevent drug, alcohol, tobacco use, and violence.

Description of District Services

Student Services supports drug, alcohol, tobacco, and violence prevention and reduction counseling services in order for all students to attend safe and drug-free schools. The focus is to reduce barriers to learning and build resiliency factors leading to student success, academically, emotionally, socially, and physically.

The district contracts with providers to offer counseling services to students and families at each school site throughout the school year. Counseling services consist of drug, alcohol, and violence prevention and reduction training. Students learn to recognize and relinquish harmful behaviors and habits, and develop strategies for a successful school career and life.

Description of Site Program

McAuliffe works diligently to provide students with instruction that lays a foundation for an appropriate understanding of drug, alcohol, and tobacco prevention and how to reduce violence. All McAuliffe teachers have been trained in and all students participate in the district approved drug prevention curriculum, Too Good for Drugs. The school participates in the annual Red Ribbon Week activities and teachers use "teachable moments" to instruct students on conflict resolution and overall safety. In addition, our school participates in "Kindness Week," which promotes a variety of different forms of kindness. All students receive instruction in school and district rules twice a year. Staff and site administration collaborate frequently regarding school safety. It is regularly discussed at site staff meetings and leadership team meetings. The staff at McAuliffe celebrates student success through a variety of student recognition programs. We have also instituted a Anti-Bullying Protocol in order to allow students a methodical way to report bullying. In addition, we have a full time school counselor to assist with students' emotional needs. The counselor has instituted a Peer-Mediation program to give students the skills to defuse conflicts out on the playground. She also provides character building classroom lessons to develop good character.

Objectives

- 1) Increase the percentage of students indicating feeling safe at school by reducing the number of incidents of violence on the playground.
- 2) To involve all staff members in mentoring an at risk student.
- 3) To reduce the number of referrals made to the office for bully-like behaviors through effective discipline procedures.
- 4) The implementation of a Bullying reporting procedure that includes a quick follow-up and resolution.

Program Descriptions Parent and Family Engagement Program

Intent

To establish strong, healthy, and systematic school, family, and community partnerships which lead to effective family engagement that supports student achievement and closes the achievement gap.

Description of District Services

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

Parent involvement is encouraged through Board Policy and School Parent Compacts as a step in improving student achievement. All parents are kept informed of their child's progress toward meeting grade level standards through report cards and progress reports, parent workshops, conferences and meetings. District-wide expenditures from supplemental programs are designed to provide students additional support for succeeding with the core curriculum and to enhance parents' abilities to assist their children in the learning process.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.
4. Receive training that fosters effective and culturally sensitive communication with the home, including training and how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process in both at school and at home.
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

Alvord schools have received Parent Engagement Initiative Leadership training (Parent PELI) and are forming Action Teams for Partnership (ATP) as an arm of their School Site Councils (SSC). These teams are made up of school staff, parents and community members who work together to set school goals and plan activities around Joyce Epstein's 6 Types of Parent Involvement in order to increase parent engagement and increase student achievement. All District parent involvement programs are built around these 6 types of parent involvement: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

Description of Site Services

McAuliffe has implemented an Action Teams for Partnership program that oversees and helps to implement parent workshops and parent involvement activities.

Objectives

The ATP team will continue to implement parent workshops on homework assistance, common core information, and parenting skills. They will also plan parent involvement activities that invite parents to our school in order to get them involved in their child's education. We have a series of events taking place this year and next with Math Family Nights, 100 Mile Club running events, and parent workshops on safety just to name a few.

**Program Descriptions
Expanded Learning Program
Prime-Time / Half-Time**

Intent

Provide a safe and positive expanded learning environment for students of the Alvord Unified School District during the after school hours by providing daily educational, recreational, and enrichment activities. The main academic goal of the Expanded Learning Program is to assist students in increasing proficiency in Reading and Mathematics.

Description of District Services

Alvord's After School Programs is provided at 12 elementary schools and four middle schools. The program is aligned to the regular school day through the use of curriculum binders with activities that are aligned to the school day curriculum and a coach liaison at each site to provide instructional support.

The program provides both homework assistance and tutoring in order to support classroom instruction and help students attain state standards in Math, Language Arts, Science and Social Science. Materials used include technology based products and technology-based instruction to ensure the students are receiving individualized instruction in an interactive manner. Reinforcement and practice of skills taught takes place in a disguised manner using games and other non-traditional tools so that the students remain engaged after a long day at school. Alvord students are also engaged in high interest, high movement, motivational and enrichment activities. Enrichment activities are research based and promote asset development, character and leadership development, movement, collaboration and team building, creative expression, anger management, conflict resolution, and tolerance and appreciation of others. All activities provide high interest practice in academics, reinforce newly acquired skills, and promote the physical and emotional well-being of our students.

A few of the enrichment activities seen frequently at sites include board games to reinforce thinking, strategy and problem solving; craft projects that develop creativity; cooking including discussions about nutrition; and campus beautification and gardening projects. Each site provides an opportunity for student to showcase their enrichment talents. At the Elementary level, students participate in sports tournaments in Soccer and Soccer, or Basketball. At the Middle School level, a tournament is planned for these 5 sports: Soccer, Basketball, Football, Soccer, Volleyball, and Softball. Middle school students also have skateboarding, music (musical instruments), art and Wii clubs. The "Extravaganza" is a culminating event held at the end of each year for middle school students to showcase their projects, compete against each other in a variety of athletic events, and come together to show their school spirit.

Objectives

- Provide homework assistance.
- Improve students' attendance in school.
- Improve or maintain students' grades.
- Provide students opportunities to engage in cultural enrichment activities.
- Reduce/avoid harmful risk-taking behaviors among students.

Categorical and Local Control Funding Formula Allocation Narrative

2017-2018

Directors, Coordinators, Instructional Specialists, Director's Assistant, Assessment/Evaluation Technician, Secretary, Clerks, and part-time clerical assistance staff the Categorical/English Language Learners Offices and provide indirect services. Bilingual assistants, project specialists/instructional coaches, intervention teachers, librarians, elementary library assistants, and instructional computer assistants provide direct support to school sites. These positions are single and multi-funded from a combination of sources including, Title I (TI), Title III (TIII) and Local Control Funding Formula (LCFF) funds. LCFF supplemental and concentration grants are targeted to increase and improve services for students from low-income families, English learners, and foster youth.

Funding for Title I is applied for annually through the Consolidated Programs Application process. Funding allocations to the schools are on a per pupil basis. The Central Office monitors the expenditures of program funds for a variety of programmatic considerations. Foremost among the considerations are guidelines for the use of the funds that will meet the needs of students and the annual audit requirements including the Federal Program Monitoring (FPM) criteria. The school's portion of each program is as follows:

LCFF-LI funds provide targeted support for students from low income families and foster youth at each site which supplements and supports the district's educational program. The school's allocation is \$39,413.

LCFF-EL funds provide targeted support for English Language Learners (ELL) at each site which supplements and supports the district's educational program for ELL students. The school's allocation is \$26,710.

Title I funds provide support for students at risk of not meeting academic standards and who reside in areas with high concentrations of children from low-income families. The school's allocation for Title I is 0. There is a carryover of 0 for a total allocation of 0

*Supplemental and Concentration grant portion of Local Control Funding Formula (LCFF)

Categorical Budget Narrative		
Object Code	Description	Narrative
1110	Teacher's Salaries - Extra Duty	<ul style="list-style-type: none"> Hourly rate for certificated staff to perform leadership duties, grade level planning/articulation, parent education/involvement activities and other duties related to categorical programs. Salaries for Special Projects Personnel to manage and conduct categorically related duties. Includes Certificated Personnel Salaries (Project Specialists/Instructional Coach). Includes Classified Personnel Salaries (Clerks, Instructional Assistant/Computer, Instructional Assistants, and Bilingual Assistants). Hourly rate for classified staff to perform additional duties related to categorical programs may be necessary.
1130	Teacher's Salaries - Substitutes	
1140	Teacher Salaries - Stipends	
1900	Teacher's Salaries Project Specialists/Instructional Coaches	
2100	Instructional Aide's Salary	
2110	Instructional Aide's Salary - Hourly	
2200	Classified Support Salaries	
2400	Clerical, Technical, Office Staff Salaries	
2410	Clerical, Technical, Office Staff Salaries - Hourly	
2900	Other Classified Salaries	
2910	Other Classified Salaries - Hourly	
3000	Employee Benefits	
4200	Books/Other Ref Materials (Instructional Books Other Than Textbooks)	Books to enhance students' language development. Materials to maintain and enhance classroom programs, parent workshops, and professional development (VENDOR).
4300	Instructional Materials and Supplies	Instructional materials and supplies that are used (student workbooks, supplies, etc). Non-instructional supplies and resources used for support, efficiency, organization, and enhancement of program i.e., maintenance, parent workshops, office supplies, identifying equipment. (VENDOR)
4405	Equipment \$500.00 - \$4999.99	Equipment and supplies \$500.00 through \$4999.99 per item.
5200	Travel, Conferences	Professional development related to focus areas in the SPSA.
5300	Dues and Memberships	Memberships and dues in professional associations.
5620	Leases	Expenditures for rental by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide leased equipment for the use of resource development for the instructional program.
5630	Repairs	Expenditures for repairs or maintenance by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide repairs or maintenance for the use of resource development for the instructional program.
5640	Maintenance Contract	Expenditures for maintenance agreements by outside vendors of sites, buildings, and equipment to maintain categorical programs/equipment. Provide maintenance contract for equipment for the use of resource development for the instructional program.
5800	Assemblies/Other Services	Assemblies
5815	Consultants	Consultants
5845	Printing	Outside printing. Copies to maintain supplemental programs.
5850	Software license	Purchase site license rights for technology applications across the curriculum for use in the computer lab and classrooms.
5910	Postage	Postage for various communications, i.e., parent involvement, parent advisory council, business-related communication.
5920	Telephone	Cover telephone costs incurred in the management of categorical programs.
6400	Equipment over \$5,000.00	Equipment and supplies over \$5,000.00 per item.



Alvord Unified School District
McAuliffe Elementary School
English Learners Advisory Committee

AGENDA

January 22, 2018

I pledge allegiance to the flag
Of the United States of America
And to the Republic for which it stands
One nation, under God, indivisible
With liberty and justice for all

I. Introductory Procedures

1. Call to Order
2. Welcome/Sign-In (EL 4b)
3. Pledge of Allegiance

II. Action Items

1. Agenda
 - a. Approval of minutes from meeting on November 27, 2017*
 - b. Election of New ELAC members (EL4a *) (All new members need to be elected)

III. Discussion/Information

1. Needs Assessment: ELPAC Test
2. CALPADS
3. R30
4. SPSA/SSC Input and Update (EL4d2)
5. LCFF-EL Budget Discussion (EL9 and EL4d2)
6. School Attendance (EL4c2)
7. ATP Report
8. CAFE
9. DELAC Report

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

VI. Adjournment

1. Next Meeting: Monday, February 26, 2018 at 2:30 in Room 5
2. Adjournment

**Alvord Unified School District
McAuliffe Elementary School
English Learners Advisory Committee**

Minutes

January 22, 2018

I pledge allegiance to the flag Of the United States of America And to the Republic for which it stands One nation, under God, indivisible With liberty and justice for all

I Introductory Procedures

1. Call to Order-at 2:42 p.m. by Mrs. Uceda
2. Welcome/Sign-In (EL 4b)
3. Pledge of Allegiance-led by Mrs. Uceda

II. Action Items

1. Agenda
 - a. Approval of minutes from meeting on November 27, 2017*-
1st motion by Mrs. Sarhan, 2nd by Mrs. Rangel
 - b. Election of New ELAC members (EL4a *) (All new members need
to be elected) New member: Sukahpal Virk -1st motion by
Mr. Aguilar, 2nd by Mrs. Sarhan

III. Discussion/Information

1. Needs Assessment: ELPAC Test-presented by Mrs. Uceda
2. CALPADS-presented by Mr. Aguilar
3. R30-presented by Mr. Aguilar
4. SPSA/SSC Input and Update (EL4d2)-Goal 2 was discussed and input from
parents was given. This information will be reviewed at the next SSC
meeting on February 21st.
5. LCFF-EL Budget Discussion (EL9 and EL4d2)-presented by Mr. Aguilar
6. School Attendance (EL4c2)-presented by Mr. Aguilar. McAuliffe won a
district award for attendance.
7. ATP Report-Parent volunteers (Copycats) will be started soon. A math night
will be discussed at the next ATP meeting.
8. CABE-The Anaheim CABE on February 2nd was discussed. Mrs. Rangel will
attend.
9. DELAC Report-Mrs. Sarhan will present at the next ELAC meeting on
February 26th.

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

VI. Adjournment


1. Next Meeting: Monday, February 26, 2018 at 2:30 in Room 5
2. Adjournment- at 4:00 p.m. by Mrs. Uceda

Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan. Meeting documentation is on file at the school site and district. (Check those that apply and list date of meeting)
 X English Learner Advisory Committee: January 22, 2018
 X Leadership Team/Department Advisory Committee: January 29, 2018
 X Other committees established by the school (LIST): School Site Council
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 (LEAP).
5. This SPSA is based upon 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. The SSC has reviewed the School Based Coordinated Program legislation and has decided to participate in this program because of the added flexibility it provides.
7. This SPSA was approved by the SSC at a public meeting on: February 22, 2018

Attested:

Typed Names:	Signature:	Date:
Principal: Gerardo Aguilar		2/21/18
SSC Chairperson: Julia Davis		2/21/18



**McAuliffe Elementary School
School Site Council Agenda**

February 21, 2018

Meeting Location: Conference Room Time: 2:30 p.m.

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve meeting Minutes from January 17, 2018
2. Approve Categorical Expenditures: None at this time.
3. Approve participation in a School Based Coordinated Program (SBCP)
4. Approve participation in Centralized Services
5. Approve site categorical budgets for 2017-2018
6. Approve the 2017-2018 Single Plan for Student Achievement

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topics: See SPSA approval items
3. Single Plan for Student Achievement (SPSA)
 - Review/analyze achievement data
 - Finish evaluating effectiveness of last year's SPSA actions
 - Begin reviewing and updating SPSA goals/actions
 - Document Input from SSC members
4. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - Action Team for Partnership (ATP)
 - District Parent Advisory Committee (PAC)
5. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Interventions
6. Local Control and Accountability Plan (LCAP) – Continue Discussion
7. Principal's Report

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

4. Agenda building for next meeting
5. The next SSC meeting is scheduled for March 21, 2018
6. Adjournment: Action Item

**McAuliffe Elementary School
School Site Council
Minutes
February 21, 2018
Meeting Location: Room 36
Time: 2:30pm**

I. Introductory Procedure

1. Call to Order at 2:40pm
2. Establishment of Quorum: Quorum was established: G. Aguilar – principal, K. Gonzales – parent/community member, J. Davis – parent/community member, G. Garzon – other staff, T. Hoff – parent/community member, L. Bringhurst – teacher, G. Staples – teacher, J. Gale - teacher
3. Pledge of Allegiance: recited
4. Welcome: Gerardo Aguilar, Principal

II. Action Items

1. Approval of meeting minutes from January 17, 2018 (Staples/Davis), (7-0-0)
2. Approval of Categorical Expenditures for Expenditures for: None at this time
3. Approve participation in School Based Coordinated Program (SBCP)
 - a. Allows the use of different funds to provide for PD's and materials
 - b. Motion/seconded/carried to approve school based coordinated program (Staples/Davis) (7-0-0)
4. Approve participation in Centralized Services
 - a. Administrative fees and funding for bilingual aide
 - b. Motion/seconded/carried to approve participation in Centralized Services (Hoff/Bringhurst), (7-0-0)
5. Approve site categorical budgets for 2017-2018
 - a. Total allocations and expenditures by funding source
 - i. LCFF-EL for \$26,710
 - ii. LCFF-LI for \$39,413
 - b. Motion/seconded/carried to approve site categorical budgets for 2017-2018 (Staples/Hoff), (7-0-0)
6. Approve the 201-2018 Single Plan for Student Achievement
 - a. Motioned/seconded/carried to approve the 2017-2018 Single Plan for Student Achievement (Staples/Davis), (7-0-0)

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topics: See SPSA approval items
3. Single Plan for Student Achievement (SPSA)
 - a. Review/analyze achievement data
 - i. Mr. Aguilar shared the plan digitally with the SSC
 - ii. Recommendations and Assurances
 - ii. Dates when plan was shared with ELAC and LTDAC and SSC
 - iii. Central Focus on School Reform
 - iii. All members of SSC correctly documented
 - b. Finish evaluating effectiveness of last year's SPSA actions
 - i. Performance Goal 1.1 - ELA
 - c. Begin reviewing and updating SPSA goals/actions
 - i. Performance Goal 1.1 ELA
 - ii. Structured writing
 - ii. Step Up to Writing program (K-5 grades)
 - ii. Programs for Reading
 - i. Accelerated Reader program as part of an enrichment program
 - ii. Reading A-Z provided for level readers for students to access
 - b. NEWSLA provided leveled non-fictional text for students to access during ELA and EL
 - c. Document Input from SSC members
 - ii. Performance Goal 1.2: Mathematics
 - a. Conceptual building and variety of methods to solve mathematical word problems
 - i. Math journals

- ii. Working on teaching how to analyze word problems
 - ii. STEAM program
 - a. Adding 2nd grade next year
 - i. Find a leader for that group
 - ii. Series of modules to be purchased
 - ii. Project Lead the Way
 - a. A lead teacher will attend the PLW training during the summer of 2018
 - i. Week long workshop
 - ii. \$1,000 (room, board and registration)
 - ii. Professional Development focus on building concepts and procedures with teachers.
 - a. Additional parent workshops
 - i. Number talks
 - ii. Conceptual understanding
 - iii. Mental math
 - iv. Overview of Engage NY
 - ii. Performance Goal 2.0 - English Learners
 - a. ELA/ELD will focus on writing, reading comprehension, and speaking in complete sentences throughout the year with ELA/ELD common core standards being the driving force in instruction
 - i. 2016-2017 R-30 report has indicated that we had 18 "At-Risk" students
 - b. Continue with sentence frames as well as mathematics, to assist student in responding in complete sentences
 - c. Writing to be embedded throughout the program
 - d. Development of mathematical language to aide in students understanding of mathematical concepts.
 - e. Interventions for EL and LTEL students in the area of vocabulary development, writing and in mathematics
 - f. Bilingual aides to provide primary language support to students
 - g. Visiting nearby colleges/universities
 - h. Professional development
 - ii. Performance Goal 3.0 - Safe and Drug-Free Environment
 - a. Best attendance in the district
 - i. Awarded \$500 to the school, students get to decide how it's used
 - b. Second step
 - i. Counselor provides classroom presentations dealing with various skills
 - c. Dairy Council program
 - i. Focus on healthy meal choices
 - d. Suspension intervention
 - d. Document Input from SSC Members
4. Reports from Parent Committees
 - a. English Learners Advisory Committee (ELAC)
 - i. Report in general of the population
 - ii. Waiting for an update to see if they attended the CABE in Anaheim
 - b. Action Team for Partnership (ATP)
 - i. Math and Safety Night
 - i. Good ticket program
 - i. Seatbelt checks and workshops
 - c. District Parent Advisory Committee (PAC)
 - i. No update at this time
5. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - i. Round 2 of coaching visits coming up this Friday
 - i. Helping with implementing what they have been taught
 - b. Parent and Family Involvement Opportunities
 - i. Partnership with Riverside Office of Traffic Safety
 - c. Interventions

- i. Reading intervention teacher reviewed mid-year DIBELS data with Mr. Aguilar
 - i. This is done to pull kids out that are no longer in need of intervention and make room for those that may be in need of the reading interventions
6. Local Control and Accountability Plan (LCAP) – Continue Discussion
 - a. Not at this time
7. Principal's Report
 - a. Parent involvement nights
 - b. Library on hold
 - i. Installation of bookcases (need to be bolted to the ground)
 - ii. Checking to see if the media room can be made available and start having the students using it and getting that routine in place

IV. Hearing Session/Public Comments

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Julia Davis interested in observing on Friday with Shirley Roath.

V. Adjournment

1. Agenda building
 - a. LCAP Goal #2
2. The next SSC meeting is scheduled for Wednesday, March 21, 2018
3. Adjournment: 3:48pm - (Staples/Davis) (7-0-0)

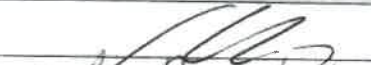






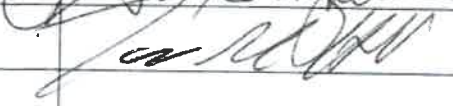

Handouts Distributed During Meeting:

- Meeting Agenda for February 21, 2018
- Meeting Minutes from the January 24, 2018

McAuliffe Elementary School

School Site Council
Sign-In Sheet

February 21, 2018

Name	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Gerardo Aguilar		Principal	
Lisa Bringham		Teacher	
Jessica Gale		Teacher	
Galen Staples		Teacher	
Georgina Garzon		Other Staff	
PARENTS/ COMMUNITY MEMBERS			
Julia Davis		Parent/Community member	
Sharon Dodgson		Grandparent/Community member	
Klone Gonzales		Parent/Community member	
Tami Hoff		Parent/Community member	
Cherie Stewart		Parent/Community member	

NON-MEMBERS/GUESTS		
Name	Signature	Title