

School Year: 2019-20



School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------------------|-----------------------------------|--|---------------------------|
| Audubon Elementary School | 41690396044812 | | |

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC meetings: 10/22/18, 3/12/2019, 4/19.2019, 5/13/2019

Leadership Team Meetings: 4/20/2019, 5/22/2019

Ed Services Meeting: 4/27/2019

ELAC: 4/30/19

PTA: 4/16/2019, 5/09/2019, 6/11/2019

School and Student Performance Data

Student Population

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

| 2017-18 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 759 | 5.8% | 24.2% | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 184 | 24.2% |
| Homeless | 1 | 0.1% |
| Socioeconomically Disadvantaged | 44 | 5.8% |
| Students with Disabilities | 18 | 2.4% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 8 | 1.1% |
| Asian | 381 | 50.2% |
| Filipino | 42 | 5.5% |
| Hispanic | 61 | 8.0% |
| Two or More Races | 83 | 10.9% |
| Pacific Islander | 2 | 0.3% |
| White | 178 | 23.5% |

Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

School and Student Performance Data

Data Indicators and Targets

| Audubon Elementary School | | | | | | | |
|---|--|--|--|-----------------|-----------------------------|----------------|-----------------|
| Literacy | | | | | | | |
| Summative Indicators | | | | | | | |
| | 16-17 Score [Baseline] | 17-18 Score [Dec 2018] | 17-18 SMFCSD School Expected Targets | | 17-18 Actual Performance | Met Target? | 18-19 Target |
| Overall "Average Points Above Standard" | 45.2 points above standard | 43.2 points above standard | STATUS (EXPECTED LEVEL TO BE ATTAINED) | 10 points above | 43.2 points above | Yes | 10 points above |
| | | | GROWTH (PROGRESS EXPECTED) | 4 point rise | -2 point decrease | No | 4 point rise |
| SED "Average Points Above Standard" | -42.9 points below standard | 15.4 points above standard | STATUS (EXPECTED LEVEL TO BE ATTAINED) | 0 points above | 15.4 points above | Yes | 0 points above |
| | | | GROWTH (PROGRESS EXPECTED) | 15 point rise | 58.4 point rise | Yes | 15 point rise |
| EL "Average Points Above Standard" | 33.5 points above standard | 28.7 points above standard | GROWTH (PROGRESS EXPECTED) | 15 point rise | -4.8 point decrease | No | 15 point rise |
| SwD "Average Points Above Standard" | N/A | -81 points below standard | GROWTH (PROGRESS EXPECTED) | N/A | N/A | N/A | 15 point rise |
| 3rd Grade "Average Points Above Standard" | 27 points above standard | 31.7 points above standard | STATUS (EXPECTED LEVEL TO BE ATTAINED) | 10 points above | 31.7 points above | Yes | 10 points above |
| 5th Grade "Average Points Above Standard" | 59.6 points above standard | 51.7 points above standard | STATUS (EXPECTED LEVEL TO BE ATTAINED) | 10 points above | 51.7 points above | Yes | 10 points above |
| 8th Grade "Average Points Above Standard" | N/A | N/A | STATUS (EXPECTED LEVEL TO BE ATTAINED) | N/A | N/A | N/A | N/A |
| ELPAC Performance | Pending | Pending | GROWTH (PROGRESS EXPECTED) | Pending | Pending | Pending | Pending |
| Leading Indicators | | | | | | | |
| | Baseline [Fall 2018] | Final Assessment [Spring 2019] | | | | | |
| Galileo | 73% Met Standard | 73% Met Standard | STATUS (EXPECTED LEVEL TO BE ATTAINED) | 65 % Met | 73% Met | Yes | 65 % Met |
| | | | GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2) | 80 % Met Growth | 45% Met Growth | No | 80 % Met Growth |
| F&P | Baseline [Fall 2018] 1st Trimester | Final Assessment [Spring 2019] 3rd Trimester | STATUS (EXPECTED LEVEL TO BE ATTAINED) | 65 % Met | 84% Met | Yes | 65 % Met |
| | | | GROWTH (PROGRESS EXPECTED) | 80 % Met Growth | 80% Met Growth | Yes | 80 % Met Growth |

| | | Mathematics | | | | | |
|---|--------------------------------|-----------------------------------|--|-----------------|-----------------------------|----------------|-----------------|
| Summative Indicators | | | | | | | |
| | 16-17 Score [Baseline] | 17-18 Score [Dec 2018] | 17-18 SMFCSD School Expected Targets | | 17-18 Actual Performance | Met Target? | 18-19 Target |
| Overall "Average Points Above Standard" | 53.6 points above standard | 47.3 points above standard | STATUS (EXPECTED LEVEL TO BE ATTAINED) | 10 points above | 47.3 points above | Yes | 10 points above |
| | | | GROWTH (PROGRESS EXPECTED) | 3 point rise | -6.4 point decrease | No | 3 point rise |
| SED "Average Points Above Standard" | -57.3 points below standard | -7 points below standard | STATUS (EXPECTED LEVEL TO BE ATTAINED) | 0 points above | -7 points below | No | 0 points above |
| | | | GROWTH (PROGRESS EXPECTED) | 15 point rise | 50.3 point rise | Yes | 15 point rise |
| EL "Average Points Above Standard" | 57.4 points above standard | 48.2 points above standard | GROWTH (PROGRESS EXPECTED) | 15 point rise | -9.2 point decrease | No | 15 point rise |
| SwD "Average Points Above Standard" | N/A | -45.8 points below standard | GROWTH (PROGRESS EXPECTED) | N/A | N/A | N/A | 15 point rise |
| 3rd Grade "Average Points Above Standard" | 60.7 points above standard | 62.6 points above standard | STATUS (EXPECTED LEVEL TO BE ATTAINED) | 10 points above | 62.6 points above | Yes | 10 points above |
| 5th Grade "Average Points Above Standard" | 37.3 points above standard | 22.7 points above standard | STATUS (EXPECTED LEVEL TO BE ATTAINED) | 10 points above | 22.7 points above | Yes | 10 points above |
| 8th Grade "Average Points Above Standard" | N/A | N/A | STATUS (EXPECTED LEVEL TO BE ATTAINED) | N/A | N/A | N/A | N/A |
| Leading Indicators | | | | | | | |
| | Baseline [Fall 2018] | Final Assessment [Spring 2019] | | | | | |
| Galileo | 70% Met Standard | 68% Met Standard | STATUS (EXPECTED LEVEL TO BE ATTAINED) | 60 % Met | 68% Met | Yes | 60 % Met |
| | | | GROWTH (Met Expected DL Score Growth from Benchmark 1 to 2) | 80 % Met Growth | 39% Met Growth | No | 80 % Met Growth |

Data Statements: Strength

Data Statements: Challenges

Why are we getting these results?

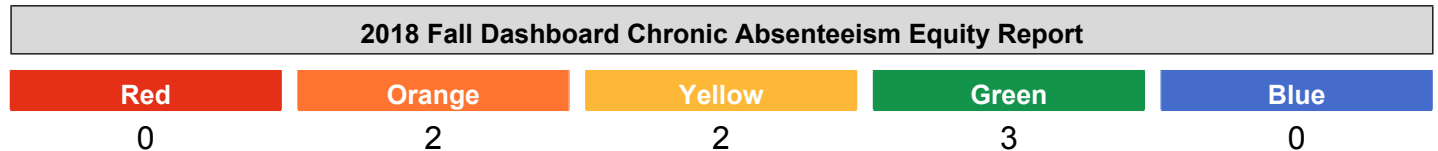
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|--|--|
| All Students  Yellow 3.4% chronically absent Increased 0.9% 785 students | English Learners  Yellow 4.1% chronically absent Increased 0.7% 195 students | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students | Socioeconomically Disadvantaged  Orange 14.3% chronically absent Increased 7.6% 49 students | Students with Disabilities  No Performance Color 8.3% chronically absent Increased 8.3% 24 students |

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|--|---|---|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students | Asian  Yellow 3% chronically absent Increased 0.8% 394 students | Filipino  Green 2.3% chronically absent Increased 2.3% 43 students |
| Hispanic  Orange 6.1% chronically absent Increased 1.3% 66 students | Two or More Races  Green 2.3% chronically absent Increased 1.1% 87 students | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students | White  Green 3.2% chronically absent Maintained 0.2% 185 students |

Data Statement: Strengths

Data Statement: Challenges

Why are we getting these results?

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

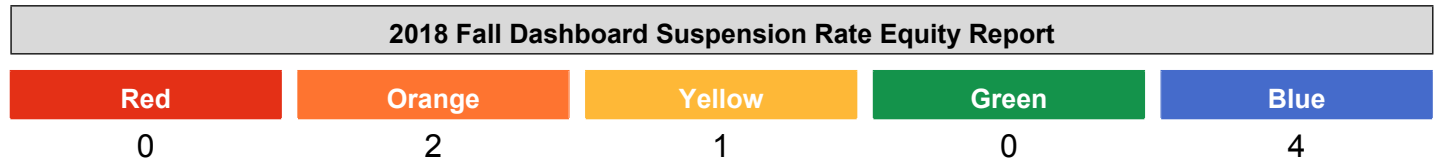
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| All Students  Blue 0.3% suspended at least once Maintained 0% 791 students | English Learners  Blue 0% suspended at least once Declined -0.5% 195 students | Foster Youth  No Performance Color Less than 11 Students - Data Not 1 students |
| Homeless  No Performance Color Less than 11 Students - Data Not 1 students | Socioeconomically Disadvantaged  Yellow 2% suspended at least once Maintained -0.1% 49 students | Students with Disabilities  No Performance Color 0% suspended at least once Declined -4.8% 24 students |

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|--|--|---|---|
| African American  No Performance Color Less than 11 Students - Data 8 students | American Indian  No Performance Color 0 Students | Asian  Blue 0% suspended at least once Declined -0.3% 396 students | Filipino  Orange 2.3% suspended at least once Increased 2.3% 43 students |
| Hispanic  Blue 0% suspended at least once Maintained 0% 67 students | Two or More Races  Orange 1.1% suspended at least once Increased 1.1% 89 students | Pacific Islander  No Performance Color Less than 11 Students - Data 2 students | White  Blue 0% suspended at least once Maintained 0% 186 students |

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

2018 Fall Dashboard Suspension Rate by Year

| 2016 | 2017 | 2018 |
|----------------------------|------------------------------|------------------------------|
| 0% suspended at least once | 0.3% suspended at least once | 0.3% suspended at least once |

Data Statement: Strengths

Data Statement: Challenges

Why are we getting these results?

Describe any strengths or challenges in implementing your improvement strategies this year that impacted these results.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language and Literacy

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 1

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local reading assessments, with the expected outcomes outlined in the table below.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Regarding the California Assessment of Student Performance and Achievement and Progress (CAASPP) in English Language Arts:

- Overall students are performing at or above proficiency
- Socioeconomically disadvantaged students are performing at above proficiency.
- English Learners are performing below proficiency and have made some gains towards closing the gap.
- Students with disabilities are performing significantly below proficiency

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------|--|--|
| | <ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) | <ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P) |
| SBAC ALL Students Status | 43.2 points above | 10 points above proficient |
| SBAC ALL Students Growth | -2 point decrease | 4 or 8 points rise in average distance from proficient |
| SBAC SED Students Status | 15.4 points above | 0 points above proficient |
| SBAC SED Students Growth | 58.4 point rise | 15 points rise in average distance from proficient |
| SBAC EL Students Growth | -4.8 point decrease | 15 points rise in average distance from proficient |
| SBAC SwD Growth | N/A | 15 points rise in average distance from proficient |

| Metric/Indicator | Baseline/Actual Outcome <ul style="list-style-type: none"> ● 17-18 for Summative Indicators (e.g., SBAC) ● 18-19 for Leading Indicators (Galileo, RI, F&P) | Expected Outcome <ul style="list-style-type: none"> ● 18-19 targets for Summative Indicators (e.g., SBAC) ● 19-20 targets for Leading Indicators (Galileo, RI, F&P) |
|-------------------------------------|--|---|
| SBAC 3rd Grade Students Status | 31.7 points above | 10 points above proficient |
| SBAC 5th Grade Students Status | 51.7 points above | 10 points above proficient |
| SBAC 8th Grade Students Status | N/A | 10 points above proficient |
| Galileo All Students Status | 73% | 65% of students meet or exceed grade level expectations |
| Galileo All Students Growth | 45% | 80% of students make Expected Growth |
| Galileo "Sub-group" Growth | will determine baseline in 2019-2020 | 80% of students make Expected Growth |
| Elementary: F&P All Students Status | 84% | 65% of students meet Grade Level Benchmark |
| Elementary: F&P All Students Growth | 80% | 80% of students make Expected Growth |
| Elementary: F&P "Sub-group" Growth | will determine baseline in 2019-2020 | 80% of students make Expected Growth |
| Middle: RI All Students Status | | 65% of students meet Grade Level Benchmark |
| Middle: RI All Students Growth | | 80% of students make Expected Growth |
| Middle: RI "Sub-group" Growth | | 80% of students make Expected Growth |

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

Strategy & Supporting Actions 1

Strategy

Implement targeted and intensified support for reading and language arts with identified students

Students to be Served by this Strategy

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

Students in Tier 1 needing additional reading & literacy Tier 2 interventions

| | | | |
|---|---|--|--------|
| Certificated intervention teacher provides direction and guidance to students who are reading below grade level | .5 FTE Certificated Reading Specialist | 1000-1999: Certificated Personnel Salaries District LCFF Supplemental A | 64,223 |
| RSP Teacher supports the implementation of language and literacy instruction working with small groups. | 1 FTE RSP teacher, no additional cost to site | 1000-1999: Certificated Personnel Salaries Special Education | 0 |
| Reading Specialists collect and analyze early literacy summative and formative ELA and English Learner data; identify students from 1st-2nd Grades for reading intervention using Reading Recovery and Leveled Literacy Intervention | .5 FTE Certificated Reading Specialist (expense captured above) | 1000-1999: Certificated Personnel Salaries District LCFF Supplemental A | 0 |
| ELD Certificated Teacher supports implementation of ELA/ELD standards and provides support in the classroom. Coordinates designated instruction for ELL. She analyzes ELPAC data to support best integrated and designated instruction. Facilitates ELD para-educator support. Presents at English Language Advisory Committee, ELAC meetings | .5 FTE ELD Teacher | 1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A | 63,432 |
| ELD Para-educator supports small group designated instruction for English Learners. | English Language Para-educator Classified (5 hours/day) | 2000-2999: Classified Personnel Salaries | 38,851 |
| MTSS Data Meetings: During data meetings our focus on integrating Response to Intervention RtI and Positive Behavior Instruction and Intervention Supports, PBIS, to form a multi-tiered system of support, MTSS. In this work we utilize a variety of academic and behavior data to enhance the effectiveness of all systems. | Release time for teachers by providing substitute teachers | 1000-1999: Certificated Personnel Salaries District LCFF Supplemental A | 5,000 |
| Reading Specialist supports teachers to integrate RtI and PBIS in their classrooms. | 0.5 RTI Coach | 1000-1999: Certificated Personnel Salaries PTA | 64524 |

Strategy & Supporting Actions 2

Strategy

Teachers will provide grade-level, standards aligned Tier 1 instruction, using the Benchmark curriculum, to all students.

Students to be Served by this Strategy

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

All Students

| | | | |
|---|--|------------------------------|---|
| Benchmark consultants provide training for teachers. | Substitute costs to release teachers for training (no cost to site; paid for by central) | District LCFF Supplemental C | 0 |
| Teachers collaborate during Wednesday collaboration days to analyze student work and assessments. Analysis data will be used in planning units and lessons. | Wednesday collaboration time (no additional expense) | | 0 |

Strategy & Supporting Actions 3

Strategy

Teachers will provide integrated ELD strategies in reading and literacy lessons.

Students to be Served by this Strategy

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

English Learners

| | | | |
|--|--|--|---|
| ELD Certificated Teacher supports implementation of integrated ELD standards by providing professional development opportunities for teachers. | .5 FTE ELD Teacher/Staff meetings (expense captured above) | | 0 |
| ELD Certificated teacher collaborates with teachers in developing integrated ELD lessons and provides support in classroom. | .5 FTE ELD Teacher/Wednesday collaboration meetings (expense captured above) | | 0 |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Increase student achievement in mathematics, as measured by CAASPP, Galileo, and local assessments, with the expected outcomes outlined in the table below.

Goal 2

Our school personnel will use multi-level instructional strategies for math to include all students with various needs in the general education classroom and coursework.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Regarding CAASPP Math data:

- Overall students are performing at or above proficiency
- Socioeconomically disadvantaged students are performing below proficiency and making progress in closing the gap
- English learners are performing below proficiency
- Students with disabilities are performing below proficiency.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome <ul style="list-style-type: none">• 17-18 for Summative Indicators (e.g., SBAC)• 18-19 for Leading Indicators (Galileo, RI, F&P) | Expected Outcome <ul style="list-style-type: none">• 18-19 targets for Summative Indicators (e.g., SBAC)• 19-20 targets for Leading Indicators (Galileo, RI, F&P) |
|--------------------------------|---|--|
| SBAC ALL Students Status | 47.3 points above | 10 points above proficient |
| SBAC ALL Students Growth | -6.4 point decrease | 3 or 5 points rise in average distance from proficient |
| SBAC SED Students Status | -7 points below | 0 points above proficient |
| SBAC SED Students Growth | 50.3 point rise | 15 points rise in average distance from proficient |
| SBAC EL Students Growth | -9.2 point decrease | 15 points rise in average distance from proficient |
| SBAC SwD Growth | N/A | 15 points rise in average distance from proficient |
| SBAC 3rd Grade Students Status | 62.6 points above | 10 points above proficient |
| SBAC 5th Grade Students Status | 22.7 points below | 10 points above proficient |

| Metric/Indicator | Baseline/Actual Outcome <ul style="list-style-type: none"> • 17-18 for Summative Indicators (e.g., SBAC) • 18-19 for Leading Indicators (Galileo, RI, F&P) | Expected Outcome <ul style="list-style-type: none"> • 18-19 targets for Summative Indicators (e.g., SBAC) • 19-20 targets for Leading Indicators (Galileo, RI, F&P) |
|--------------------------------|--|---|
| SBAC 8th Grade Students Status | N/A | 10 points above proficient |
| Galileo All Students Status | 68% | 60% of students meet or exceed grade level expectations |
| Galileo All Students Growth | 39% | 80% of students make Expected Growth |
| Galileo "Sub-group" Growth | will determine baseline in 2019-2020 | 80% of students make Expected Growth |

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

Strategy & Supporting Actions 1

Strategy

Teachers will provide grade-level, common core mathematics instruction aligned to Tier 1 instruction, using the enVision curriculum as the primary resource. Teachers will supplement additional resources to provide scaffolding and challenge students, including using technology.

Students to be Served by this Strategy

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

All students

| | | | |
|---|---|--|--|
| MTSS Data Meetings: During data meetings our focus on integrating Response to Intervention Rtl and Positive Behavior Instruction and Intervention Supports, PBIS, to form a multi-tiered system of support, MTSS. In this work we utilize a variety of academic and behavior data to enhance the effectiveness of all systems. | Release time for teachers by providing substitute teachers. | | |
| Teachers collaborate during Wednesday collaboration days to analyze student work and assessments. Analysis data will be used in planning units and lessons. | Wednesday collaboration days | | |

Strategy & Supporting Actions 2

Strategy

Teachers will provide Integrated ELD strategies in math lessons.

Students to be Served by this Strategy

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

English Learners

| | | | |
|--|--|--|---|
| ELD Certificated Teacher supports implementation of integrated ELD standards through mathematics by providing professional development opportunities for teachers. | .5 FTE ELD Teacher/Staff Meetings (expense captured in Goal 1) | | 0 |
| ELD Certificated Teacher collaborates with teachers in developing integrated ELD lessons and provides support in classrooms. | .5 FTE ELD Teacher/Wednesday collaboration meetings (expense captured in Goal 1) | | 0 |

Strategy & Supporting Actions 3

Strategy

Implement targeted and intensified support for mathematics with identified students.

Students to be Served by this Strategy

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

Students in Tier 1 needing additional mathematics Tier 2 interventions

| | | | |
|--|---|--|---|
| Certificated intervention teacher provides direction and guidance to students who are reading below grade level. | .5 FTE Certificated Reading Specialist (expense captured in Goal 1) | | 0 |
|--|---|--|---|

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

Goal 3

All school personnel in instructional and other roles will share in responsibility to educate all students in our school and employ culturally appropriate and sustaining practices to promote a positive and strong school culture.

Identified Need

Students need to develop emotional regulation and conflict management techniques through direct instruction, common vocabulary and positive support from our teachers and staff.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|------------------|
| California Healthy Kids Survey Grade 5 | 71% of 5th grade students report feeling connected to school "most of the time" or "all of the time" | area of growth |
| California Healthy Kids Survey Grade 5 | 82% of 5th grade students report feeling the adults at school have high expectations "most of the time" or "all of the time" | area of growth |
| California Health Kids Survey Grade 5 | 79% of 5th grade students report feeling safe at school "most of the time" or "all of the time" | area of growth |
| California Healthy Kids Survey Grade 5 | 91% of 5th grade students report feeling academically motivated "most of the time" or "all of the time" | area met |
| California Healthy Kids Survey Grade 5 | 68% of 5th grade students report feeling the school has an anti-bullying climate "most of the time" or "all of the time" | area of growth |
| California Healthy Kids Survey Grade 5 | 77% of students feel the school offers social emotional learning | area of growth |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|------------------|
| | supports "most of the time" or "all of the time" | |
| SWIS Suite- office managed referral tracking system | Office managed referrals school-wide average 0.42 per day. | area of growth |
| SWIS Suite- office managed referral tracking system | 37.6% of office managed referrals school-wide cite physical aggression as the problem behavior | area of growth |
| SWIS Suite- office managed referral tracking system | 43.5% of office managed referrals school-wide cite the playground as the location for the problem behavior. | area of growth |

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

Strategy & Supporting Actions 1

Strategy

School-wide implementation of Soul Shoppe

Students to be Served by this Strategy

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

All students

| | | | |
|--|--|--|----------|
| Teachers teach conflict resolution and emotional regulation skills by utilizing Soul Shoppe vocabulary and instructional tools. Teachers and staff will build their social emotional toolkit through Soul Shoppe assemblies and classroom visits to use with students. | Soul Shoppe assemblies, lesson materials and parent information. | 5800: Professional/Consulting Services And Operating Expenditures PTA | |
| Counselor supports teachers with implementing Soul Shoppe lessons. The lessons will support students with emotional regulation and conflict resolution through Soul Shoppe common language and tools. | FTE .4 | 1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A | |
| YSB counselor support students with emotional regulation through Soul | YSB Counselor | 1000-1999: Certificated Personnel Salaries Donations | 1,680.00 |

| | | | |
|--|--|------------------------|------|
| Shoppe common language and tools. | | | |
| Soul Shoppe trains our staff for one session and parents for another session on Soul Shoppe tool and strategies. | Soul Shoppe Training for staff and parents | 0000: Unrestricted PTA | 7400 |

Strategy & Supporting Actions 2

Strategy

School-wide implementation of Playworks

Students to be Served by this Strategy

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

Playground support for grades 1-5

Playworks games taught to all students through PE/PMT

| | | | |
|--|------------------|---|--------|
| Playworks Site Coordinator will model and teach games, strategies and systems to PE/PMT teachers and students for five-days each month to develop and sustain a positive educational culture for everyone, starting at recess. | Playworks/Teamup | 5800: Professional/Consulting Services And Operating Expenditures PTA | 21,825 |
|--|------------------|---|--------|

Strategy & Supporting Actions 3

Strategy

Teachers will teach mindfulness and calming techniques based on "Mindful Schools" and "Project Happiness", to encourage students to regulate their emotions. The school counselor will lead mindfulness lessons and share resources to support teacher learning.

Students to be Served by this Strategy

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

All students

| | | | |
|---|------------------------|---|---|
| The school counselor will lead mindfulness lessons and share resources to support teacher learning. | FTE 0.4 | 1000-1999: Certificated Personnel Salaries District LCFF Supplemental A | |
| Site Admin and school counselor will lead a Kindness Campaign. | Establish meeting time | | 0 |

Strategy & Supporting Actions 4

Strategy

School-wide Implementation of Positive Behavior Intervention and Support (PBIS)

Students to be Served by this Strategy

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

All students

| | | | |
|--|--|--|---|
| Teachers and staff teach expected routines and behaviors in classrooms and across school settings. | Taught to students in classrooms and across school settings. | | 0 |
| Site admin will hold 3 PBIS assemblies throughout the year to cultivating a community committed to our Four Pillars of Excellence- Respect, Responsibility, Safety and Engagement. | Asst. Principal will plan and facilitate PBIS assemblies | | 0 |
| Establish a PBIS team to bi-monthly to review/analyze SWIS data, report findings to staff and identify ways to support positive behavior. | Funding to support PBIS meeting time for team members. | | |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement

LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

Goal 4

Our school personnel understands the importance of building positive relationships with their students and students' families and provides families and students with resources to participate in school decisions.

Identified Need

To strengthen systems of family communication and participation

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------------|--|------------------|
| California School Parent Survey | 95% of parents "strongly agree" or "agree" feeling welcome to participate at school | area met |
| California School Parent Survey | 89% of parents reported they attended a school or class event | area met |
| California School Parent Survey | 57% of parents reported attending a parent-teacher organization or association meeting | area of growth |
| California School Parent Survey | 93% of parents "strongly agree" or "agree" school keeps them well-informed about school activities | area met |

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

Strategy & Supporting Actions 1

Strategy

Provide a variety of school communications

Students to be Served by this Strategy

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

all students

| | | | |
|---|---|--|-----|
| Site administrators offer informal opportunities for parents to meet with them through Coffee with the Principals | Establish and communicate Coffee with the Principal meeting times with provided coffee and snacks | | 500 |
| Provide weekly communications to families through Wednesday Envelopes | Establish a Wednesday Envelope team to coordinate information to send to families | | |
| Site admin and website team will maintain and update school website | Establish meeting times for website team to update school events, communications and pictures on the school website | | |
| Monthly principal updates through newsletter | Establish dates for newsletters to go home and to be posted on school website | | |
| Site Admin and ELD Specialist will hold four English Learner Advisory Committee (ELAC) Meetings | Establish and communicate ELAC meetings | | 500 |
| Through a Back-to-School night for parents share school-wide and class-room information to parents about academics, communications, parent engagement opportunities, school culture, etc. | Communicate Back-to-School night to families through the school website and Wednesday envelope | | |
| Site Admin and School Site Council (SSC) Chair will hold 5 SSC meetings | Establish and communicate SSC meetings | | |

Strategy & Supporting Actions 2**Strategy**

To strengthen systematic procedures to gather feedback and input from families and students

Students to be Served by this Strategy

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

All students

| | | | |
|---|------------------------------|--|---|
| Create in collaboration with School Site Council a survey | School Site Council Meetings | | 0 |
|---|------------------------------|--|---|

| | | | |
|---|--|--|--|
| to gather baseline data for students' families to solicit feedback on why families participate in school events, volunteering, etc. | | | |
|---|--|--|--|

Strategy & Supporting Actions 3

Strategy

Provide opportunities for families and staff to engage in various school events

Students to be Served by this Strategy

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

All students

| | | | |
|--|--|--|------|
| Frequent teacher communications | Teachers will share with families the method and frequency to expect communications from the classroom | | |
| Provide Parent-Teacher Conferences two times a year. | Establish and communicate Parent-Teacher Conference dates | | |
| Audubon PTA will host School Socials two times a year. | Parents, students, and staff engage in fun activities after school and get to know each other. | 0001-0999: Unrestricted: Locally Defined PTA | 3500 |

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- N/A Secondary Students

| Name of Members | Role |
|-----------------|----------------------------|
| Jaime Soria | Principal |
| Irene Wang | Parent or Community Member |
| Doris Yoon | Parent or Community Member |
| Debanu Das | Parent or Community Member |
| Mayumi Oiwa | Classroom Teacher |
| Alison Thompson | Classroom Teacher |
| Douglas Garriss | Other School Staff |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9-30-19.

Attested:

Jaime Soria
Irene W Wang

Principal, Jaime Soria on 9-30-19

SSC Chairperson, Irene Wang on 9-30-19