

The School Plan for Student Achievement

Howard J. McKibben Elementary School

School Name

19-65037-6022818

CDS Code

Date of previous revision: April 30, 2019

Date of Final Revision: November 6, 2020*

**Revision includes update to the Goals and Activities and the 2019-2020 Actuals per guidance in the October, 2020 FPM Findings.*

The School 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 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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School District

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The District Governing Board approved this revision of the School Plan on April 24, 2019.

II. School Vision and Mission

Mission Statement:

The McKibben community will provide a solid educational foundation in the pursuit of academic excellence. We are dedicated to strengthening lines of communication between school, students, and home to create a positive learning environment where students develop the skills to achieve proficiency on the Common Core Standards. Our mission is to enable all students to become lifelong learners, responsible citizens, and leaders of tomorrow

Vision Statement:

"Given the opportunities and resources there is no limit to what a student can achieve."

III. School Profile

Howard J McKibben is a Transitional Kindergarten (TK) through sixth grade elementary school with approximately 380 students. McKibben first opened its doors in 1962 to the students of the un-incorporated area of Los Angeles known as South Whittier. Our community is a combination of mostly single-family, residential homes and some industry. Our school is located on a major thoroughfare that runs through the area. We are a Title 1 school where all students have access to programs and funding. We have 14 general education classroom settings as well as certificated instructional support staff that include the principal, a resource specialist teacher, a speech and language therapist, a PE teacher and a School Psychologist. Classified instructional support staff include a TK aide, a resource specialist aide, and two interventionists. Our library serves as a hub for library book distribution. Students visit the library regularly. Currently, there is one computer lab with 35 laptop computers, a teaching station with a 72" display screen. The upper grades (3-6) are at a 1:1 device ratio in each classroom. The primary grades (TK-3) have a 2:1 ratio with devices. McKibben School has various support programs such as Accelerated Reader, Think Central, and THINK Together. THINK together is a 3:00-6:00 p.m. after school program with approximately 100 students. Program components include homework, enrichment, and recreation. The THINK Together staff and McKibben staff work closely together to meet the needs of our students. Parents are actively involved and work in conjunction with school staff to provide a quality educational program.

We are committed to our students, parents, and community; whereby providing the leading educational practices in creating an enriching school environment in the following areas:

- *Language Arts and Mathematics curriculum that are aligned with the Common Core State Standards that guides daily instruction.
- *Use of technology to maximize instruction
- *Staff development to promote highly qualified staff and to build leadership capacity
- *An academic program that emphasizes interventions and an any time network of assistance for all students
- *An in school intervention (MTSS) that provides instruction at the student's level. All students participate in this intervention.
- *Implementation of research-based instructional programs/strategies that promote student achievement: Direct Interactive Instruction (D.I.I.), Thinking Maps, and Project Based Learning.
- *Daily and routine student participation in English Language Development (E.L.D) block of instructional time
- *Vertical and horizontal staff articulation meetings that build capacity among all staff members
- *An academic program that supports science and social science
- *A safe, caring, and respectful school climate for all students and staff
- *Implementation of Positive Behavior Intervention Program (PBIS)
- *Healthy and nutritious meal program
- *Priority support is provided to Homeless and Foster and Military families.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Grade levels participate in ongoing district and site level meetings as well as professional development. Data analysis includes curriculum embedded assessments, District benchmarks, California English Language Development Test (CELDT and now the English Language Proficiency Assessment for California (ELPAC), and California Assessment of Student Performance and Progress (CAASPP, CAST, CAA). Release time will be provided for teachers to analyze data, reflect on best practices, redesign instruction, and target strategic intervention. Data analysis will entail disaggregation of assessment scores and student performance trends on curriculum embedded assessments and benchmarks. The principal and teachers will track whole class and individual assessment results in order to redesign instruction, shape classroom practices, and target students who are performing below grade level on key and essential standards. Finally, all teachers will design and implement data-based and research-based in-class targeted instruction. Some teachers will provide after-school interventions for underperforming students (interventions outside the classroom will take place when needed and as funding and classes become available).

B. Surveys

There are several surveys/opportunities to gather input from all stakeholders. Teachers complete a District wide survey on Professional Development plans. All staff members provide input in areas pertaining to student success. Parent input is gathered in areas such as school progress and focus areas at SSC and ELAC. Students participate in Healthy Kids survey and provide input on the LCAP.

C. Classroom Observations

Classroom observations are conducted by the principal on a regular basis. McKibben currently uses two models for classroom observations which includes formal and informal classroom visits. Teachers are formally observed as per the SWTA contract once or twice a year. Each formal observation consists of a pre-observation conference, a formal lesson, and a post observation conference. The Direct Interactive Implementation (DII) tool is used during formal observations to support teachers with the implementation of DII.

Informal observations are done on a monthly basis. These informal observations consist of feedback, an informal note, or a "Snap-shot" feedback form. Feedback will address areas such as lesson design, differentiated instruction, and assessments. District initiatives pertaining, but not limited to, Thinking Maps, CGI, GLAD, and other effective research based strategies. Additionally, Instructional Rounds is an ongoing opportunity for teachers to observe classroom with a focus in mind. There are usually two to three opportunities to participate in an Instructional round throughout the year.

D. Student Work and School Documents

Current student work is displayed in all classrooms. At a minimum, each classroom displays student work that reflects work samples from English language arts and mathematics. Posted student work reflects each students' personal best. Student work and other documents presents evidence of communication, creativity, critical thinking, and collaboration (4 C's). Teachers are in the beginning stages of incorporating Project Based Learning (PBLs). Student work also supports and provides evidence of the implementation of district initiatives such as Thinking Maps. Write from the Beginning and Beyond and GLAD.

E. Analysis of Current Instructional Program (See Appendix B)

Common Core State Standards drive the instruction at McKibben. Teachers use effective, research based strategies such as Direct Interactive Instruction (DII) and Thinking Maps to deliver instruction. Standards-based learning objectives are evident in all classrooms and in all core areas. Checking for understanding is used by all teachers and supported by our instructional program when it comes to active participation. There are agreed upon non-negotiables that include standard-based instruction, academic language, higher level questioning, critical thinking, and differentiation. Daily ELD rotations are used to meet the needs of our EL's, RFEPs, and EO's. Teachers have access to curriculum maps, lesson plans, and formative unit assessments.

V. Description of Barriers and Related School Goals

Area of Concern:

The student groups showing low achievement levels on SBAC test results, are the English Language Learners, Hispanic students, and the socio-economically disadvantaged. This reflects the need to bolster performance and increase achievement in this area. As such, McKibben has the goal to refine and increase its emphasis on maintaining performance levels (preventing slippage) and increasing student proficiency levels through high-leverage instructional strategies, standards based bell-to-bell (direct) instruction, with intervention built into daily instruction.

The following barriers are identified as affecting student achievement:

- *Ongoing change in enrollment
- *Student attendance and tardy concerns
- *Increasing student Socio-Emotional needs

VI. Planned Improvements in Student Performance

The school site council 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LCAP Goal #1: Create a learning environment where students feel safe and flourish as they develop skills needed to be competitive in the 21st Century global market through full implementation of Common Core State Standards and effective use of technology	
SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) McKibben will facilitate personal student success by providing a safe and secure environment where mutual respect is demonstrated by students and staff. McKibben will implement state standards, course access, pupil achievement, and other pupil outcomes.	
Student groups and grade levels to participate in this goal: All McKibben all TK-6 students will participate in this goal. Target Student Groups: High Achievers, Students with Disabilities, Hispanic, Foster Youth, English Language Learners, and Socio-economic disadvantaged students as well as Homeless, Foster Children, and Military Families.	Anticipated annual performance growth for each group: High Achievers - Pilot Program, Completion of Student Application and Project Jr Achievers - Pilot Program, Completion of Student Application and Project All students will participate in the CAASPP assessment, at the rate of 95% or higher, in ELA and Math to establish a comparison to the baseline scores. The overall CAASPP scores will increase at the state required 5% yearly growth.
Means of evaluating progress toward this goal: 1A: Progress made by students will be measured by longitudinal growth on district assessments, and teacher records. 1B: Progress made by students will be measured by continuous growth on the: *Universal Screener data *Weekly/Unit Tests, Formative Assessments *Principal observations *Teacher Evaluations	Group data to be collected to measure academic gains: Data resulting from multiples measures: Teacher-generated assessments, CELDT/ELPAC Tests, District Benchmark Assessments, all Core Program Assessments. Additional measures of assessment: attendance rates, the Physical Fitness gram evaluation of 5th and 7th grade students, Olweus implementation, Healthy Kids Survey, PBIS Intervention Support Checklist, referrals to community agencies (Pacific Clinics, Whole Child and Spiritt Family Services) evidence from Parent Conferences, SST meetings, IEP meetings, 504 meetings,

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.0 The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching and learning process.					

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.1 All core and supplemental materials used in classrooms are aligned to current common core grade level content standards and are implemented appropriately.	2019- ongoing		4150.	Title 1
1.2. Various forms of formative and summative CCSS based assessments are used to monitor progress towards mastery of CCSS.	2019 - ongoing			
1.3 Data will be analyzed during grade level meetings, data conferences, and trimester reviews. This information will be used to differentiate instruction and provide enrichment/intervention in a timely manner.	2019 - ongoing	grade level meetings/vertical collaboration	5973.	S/C Title 1
1.4 McKibben teachers and administrator will appropriately implement the District's Common Core Standards-Based Report cards.	2019 - ongoing			
1.5 Data Analysis/Progress Monitoring Regular grade level data conferences and/or professional development days (including release time for teachers) will be conducted by the Principal/Instructional Coach using assessment data to track student progress and inform instructional practices.	2019 - ongoing	Roving Substitutes		S/C
1.6 All K-6 teachers will continue to receive I-pads and Chromebooks for academic in-class intervention and enrichment for Advanced students as well as struggling learners and ELs (as funding becomes available).	2019- ongoing			S/C

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>1.10 Teachers will focus their instructional efforts on high leverage strategies / initiatives to increase the intended rigor of the common core standards. These strategies/initiatives include:</p> <ul style="list-style-type: none"> • Using local-adopted, standards-aligned instructional materials, curriculum, & assessments • Participating in the CAASPP and train students in the skills needed to take the CAASPP • Teaching students how to use academic language at all times • Integrating anytime, Intensive, Strategic and Supportive Academic and Behavioral Response to Intervention strategies that focus on a positive reward system • Grouping students for differentiated instruction • Consistently using Leveled Sentence Frames and SDAIE strategies as needed throughout the instructional day and across all subject areas • Implementing the 4c's "Super Skills" for the 21st Century: Communication, collaboration, critical thinking, and creativity • Integrating technology to maximize instruction and learning • Developing rigorous and relevant instruction that motivates students to achieve at higher levels: Hess' Cognitive Rigor Matrix / Webb's Depth of Knowledge Levels • Creating a positive school climate that includes an anti- bullying component 	2019- ongoing	site based support from district coaches	95644.	Title 1
<p>1.12 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.</p>	2019- ongoing	Office Supplies		S & C
<p>1.13 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): McKibben will organize activities to stimulate family participation based on information gained from parent input in the areas of parenting, communicating, learning at home and decision-making, collaborating with the community and volunteering as evidenced by scheduled activities and parent sign-in sheets. A student incentive component will be added to these activities to increase parent support and participation(class pass).</p>	2019- ongoing	child care/translation	\$2330.00	S/C and Title I

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.14 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): The school will annually ensure a correctly composed and elected School Site Council and English Learner Advisory Committee.	2019- ongoing	translator/interpreter		S/C and Title I
1.15 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): McKibben will hold multiple opportunities for parents to attend Title-I Parent meeting and one School Advisory Committee Meeting annually. At each meeting, parents will receive information about the school's CAASPP data, state standards for reading, supplemental support available for Title-I students, and ways that they can support reading at home as evidenced by agendas and minutes.	2019- ongoing	translator/interpreter		S/C and Title I
1.16 Teachers will regularly inform parents of their child's academic and personal progress by monitoring communication through Trimester Progress reports, parent/teacher conferences, promotion and retention conferences, Student Study Team (SST) conferences, Class Dojo, and AERIES communication: Nov./Feb./April/June/As needed	2019- ongoing	translator/interpreter		S/C and Title I
1.19 Auxiliary services for students and parents (including transition from preschool, elementary, and middle school) * Transition IEP's will be scheduled and held for students with disabilities who are transitioning into and out of McKibben as needed. Parents, school staff and receiving teacher will attend meetings to review IEP goals as evidenced by IEP. * A Sixth Grade Forum and middle school orientation program for students and parents will be held each year in order to familiarize the parents and review the standards and expectations as evidenced by agendas and sign-in sheets. * Site administrator and 6th-grade teachers, and other selected staff members will collaborate with the middle school to create orientation programs for incoming students.	2019- ongoing			
2. An environment where students feel safe and secure, and mutual respect is demonstrated by students and staff.				
2.1 All students, faculty, and staff have been trained to employ the Olweus Bullying Prevention Program via a kick off assembly, weekly class meetings, and the school site discipline plan.	2018- ongoing	PBIS/Olweus incentives Monthly meetings		centralized district funds
2.2 A Positive Behavior Intervention support team will be established and meet monthly. Data collection for out of class referrals will be analyzed. This team will be responsible for overseeing school wide implementation.	2018- ongoing			
2.4 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2018- ongoing	Consumable Replacement		TBD

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
2.5 District Approved Interventions / Enrichment programs will be implemented by district staff, peer tutors, peer mediators, content experts, consultants, and/or community volunteers to meet and enrich the academic needs of all students. These interventions / enrichment programs will be provided following an Any-Time Support Model and could take place in and/or out of the school campus (i.e. fieldtrips, assemblies, Consultants, etc.)	2018- ongoing	Intervention/Enrichment before/after school		S & C
2.6 Coaching will be used to build leadership capacity in the teaching staff and the principal.	2018- ongoing	district coaches		Title 1
2.7 A safe and secure learning environment is provided by funding becomes available including staff training on CPI, bullying, and suicide prevention. Additional resources will be added as funding becomes available.	2018- ongoing	district CPI training w/subs		centralized district funds
3. A culture where positive behavior is the norm and there is no tolerance for bullying.				
3.1 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2018- ongoing			
3.2 Students will be provided opportunities to practice and develop their leadership skills. A student incentive / reward system will be implemented to increase student motivation and student achievement.	2018- ongoing	Extra pay, supplies: vests, signs		LCFF
3.3 A safe and secure learning environment is provided including staff training on CPI, bullying, and suicide prevention as funding allows.	2018- ongoing			centralized funds
3.4 THINK Together and the South Whittier School District have applied for a 21st Century Grant to expand the number of students served on each campus and during the summer. Additional funding will continue to be explored via both competitive and non-competitive funding.	2018- ongoing			
3.5 District partners, such as Whole Child, Pacific Clinics, and SPIRITT Family services, will continue to receive school site and district referrals on an as needed basis for students who require additional support services.				
3.6 Parent volunteer program will be implemented in order to provide supervision in parking lots before and after school.		Safety supplies: vests, signs		LCFF
4. Full implementation of the district Wellness Policy				
4.1 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2018- ongoing			
4.2 Coaching will be used to build leadership capacity in the teaching staff and the principal.	2018- ongoing	district coaches		centralized funds
5. All students, including low income students, have access to basic health services.				
5.1 McKibben will continue to increase the use of new technologies in order to more effectively communicate with parents and to increase parent involvement and engagement.	2018- ongoing	During 10 hours of District and 60 hours per contract		
6. Maintain a culture characterized by trust, professionalism, and high expectations for all students, having access to a system of personal support services, activities, and opportunities at the school and within the community.				
6.1 The staff will support district efforts that cater to the unique academic and social/emotional needs of adolescents, including metacognitive strategies and university and career awareness. Staff will develop programs that prepare students for success in middle school, high school, the university level and career/workforce.	2018- ongoing			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
6.2 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2018- ongoing			
6.3 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): McKibben will annually ensure a correctly composed and elected School Site Council and English Learner Advisory Committee.	2018- ongoing			
6.4 The site administrator will ensure that teachers regularly inform parents of their child's academic and personal progress by monitoring communication through Trimester Progress reports, parent/teacher conferences, promotion and retention conferences, Student Study Team (SST) conferences, Teleparent, Class Dojo, and Blackboard: Nov./Feb./April/June/As needed	2018- ongoing			
6.5 McKibben will hold a Back to School Night event in the fall to review grade level standards and expectations as evidenced by agendas and sign-in sheets. In the spring of each year, Open House events will be held to showcase student work reflecting grade level standards	2018- ongoing			
6.6 McKibben will continue providing Parent Education Trainings that target parents of English language learners.	2018- ongoing			
6.7 McKibben will provide child care and attendance incentives to encourage attendance and participation at parent meetings, trainings, workshops. These activities will be scheduled at a variety of convenient times to enable parents to participate in school-related meetings and training sessions as evidenced by meeting schedules.	2018- ongoing		1900.	Title 1
6.8 McKibben will continue to increase the use of new technologies in order to more effectively communicate with parents and to increase parent engagement.	2018- ongoing			
6.9 Leadership teams will be used to build leadership capacity in the teaching staff and the principal.	2018- ongoing	Leadership		LCFF
6.10 District partners, such as Whole Child, Pacific Clinics, and Spiritt Family services, will continue to receive school site and district referrals on an as needed basis for students who require additional support services.	2018- ongoing			
7. Library/media resources and services:				
7.1 The Library Resource Media Center (LRMC) is open and available to students as funding is available.	2018- ongoing			District
7.2 Every classroom is currently scheduled to spend one period a week in the LRMC.	2018- ongoing			
7.3 Students and staff have opportunities to research using the internet and print.	2018- ongoing	ink, paper		LCFF
7.4 Students and staff have the opportunity to select recreational literature to read.	2018- ongoing			
7.5 The Library/Media Clerk has provided services to students and staff. Continued staffing of position will be contingent upon availability of funds.	2018- ongoing			TBD
7.6 New books, software, and other materials are purchased annually to update the collection.	2018- ongoing	Books, software, ink, other materials		LCFF
7.7 Accelerated Reader will be implemented to motivate students and to manage student reading.	2018- ongoing			District

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
7.8 Parents will be utilized as parent volunteers for processing books and processing AR awards and prizes.	2019- ongoing	awards		LCFF

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #2: Provide opportunities and support for students as they develop and expand their knowledge across a broad course of study which will prepare them for college and the workforce. Increased and improved services will be provided for all sub groups.				
SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) McKibben School will decrease the percent of students performing at not met or nearly met on summative assessments by 5% in English language arts and math and will increase the percent of students scoring standard met or exceeded by 5%.				
Student groups and grade levels to participate in this goal: All McKibben students will participate in this goal. Student target groups include: * Hispanic * English learner * socio-economically disadvantaged *Homeless *Children of Military Families *Foster Youth * Students with Disabilities		Anticipated annual performance growth for each group: All demographic groups will increase the percentage of students that meet or exceed standards by 5% on district and or school site assessments.		
Means of evaluating progress toward this goal: * Universal Screener data * End of the Unit Weekly Assessments (ELA/Math) * District assessments: Performance Tasks, Fluency, etc. * Principal Observations * Teacher Evaluations		Group data to be collected to measure academic gains: *Renaissance 360 *CAASPP * CELDT/ELPAC *CAPA/CMA		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date Completion Date	Proposed Expenditures	Estimated Cost
1.0 COMMON CORE STATE STANDARDS. All students will receive instruction based on Common Core State Standards (that will prepare them for college and the workforce).				

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>1.1 MATERIALS & TECHNOLOGY. All students will have access to district adopted core and supplemental materials. These materials will be aligned to grade level CCSS in all content areas.</p> <p>Intervention/Enrichment materials will be used to meet the individual needs of students.</p> <p>School will be equipped with 1 functioning permanent lab, 8 classrooms with 1:1 chromebooks, 6 classrooms with 2:1 iPads, one cart with 6 robots/iPads.</p>	2018-ongoing	New hardware		Supplemental and Concentration
<p>1.2 ASSESSMENTS.</p> <p>The CAASPP, CELDT/ELPAC, and various forms of district and program formative and summative assessments are used to monitor progress towards mastery of CCSS.</p> <p>State assessment results are also used to set goals and monitor school site progress.</p> <p>Staff will implement a district and school site assessment schedule which includes district, program, and state assessments as well as timelines for the administration of assessments.</p>	2018-ongoing			
<p>1.3 COLLABORATION/PROGRESS MONITORING.</p> <p>1.3a Ongoing data will be collected and analyzed during grade level meetings, data conferences, and trimester reviews. This information will be used to differentiate instruction and provide enrichment/intervention in a timely manner.</p> <p>1.3b Meetings will include all teachers including specialists and special education teachers. The Professional Learning Community (PLC) model will be utilized as a way to continue to improve and enhance grade level and staff meetings.</p>	2018-ongoing	<p>Grade level meetings</p> <p>Data conferences</p> <p>Trimester Reviews</p>		LCFF
<p>1.4 TEACHING STRATEGIES. Teachers will use research based instructional strategies such as DII, Thinking Maps, GLAD, SDAIE strategies, to deliver instruction.</p>	2018-ongoing	<p>Professional Development</p> <p>Support District coaches</p>		centralized funds
<p>1.5 STAFFING. District will hire highly qualified staff that meet or exceed state guidelines.</p>	2018-ongoing			Centralized services
<p>1.6 INSTRUCTIONAL MINUTES. All students including Students with Disabilities and English Learners, have access to the core curriculum by ensuring daily schedules meet the required instructional time for all curricular areas as well as the required extra curricular areas (Physical Education).</p>	2018-ongoing			
<p>2.0 INCREASE INSTRUCTIONAL DAY. A need exists to increase the instructional day and year to ensure maximum opportunities for Title 1 and English learner students to achieve grade level standards at the same level as their peers inside and outside of the district.</p>				

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
2.1 INTERVENTION AND SSTs. Disaggregated student assessment data will be used to identify students, including English learners for placement into the site's intervention program. Intervention will be designed to support English Language Arts and or mathematics as evidenced by data. Intervention classes will be offered to students within their regular school day as well as after school. School Study Team (SST) will meet regularly to identify and monitor proposed interventions for at-risk students.	2018-ongoing	Data conferences SST Substitutes		Supplemental and Concentration
2.2 EXTENDED YEAR. Students with Disabilities will be invited to attend an extended school year program focusing on skills identified in students' IEPs.	2018-ongoing	cost of extended year summer school		Centralized support
2.3 THINK TOGETHER. will continue to provide extended day programs for students. Program Coordinator will meet with site staff on a regular basis to align program components to state standards and site practices. The THINKTogether program activities, and physical fitness through organized indoor and outdoor activities. THINK Together staff will submit attendance reports monthly and expense reports quarterly to the Educational Services and Business Department	2018-ongoing	Think Together Program		Centralized support
2.4 ASSESSMENT. Students taking the CAASPP who score at Standard Not Met or Nearly Met in English Language Arts and math will be scheduled into an ELA /Math intervention class (site) as Imagine Learning, before/after school tutoring Benchmark/Unit assessments will be used to identify children who struggle in ELA and or Math. Student progress will be monitored by reviewing program assessment data during data conferences.	2018-ongoing	Intervention Materials		Title I
2.5 SUMMER SCHOOL. Opportunities to increase academic proficiency will be offered to English learners and students scoring not met on district/state assessments, as funding becomes available.	2018-ongoing	cost of extended year summer school		Centralized support
2.6 STAFFING. Staff and/or Intervention Aide will deliver intervention and or enrichment classes based on data and identified school needs.	2018-ongoing			
2.7 MATERIALS. Staff will use the site's identified intervention programs and additional support materials including technology to provide access to CCSS and prepare students for the CAASPP (MTSS)	2018-ongoing	Technology Intervention Aide		Title I/LCFF Title I centralized funds
3.0 STUDENTS WITH DISABILITIES. Students with disabilities meet all goals outlined in their Individualized Educational Plans (IEPs) in the least restrictive environment.				
3.1 TRANSITIONAL IEPs. Transition IEPs will be scheduled and held for students with disabilities in the spring prior to entering a new grade level setting (prek to kinder, 6 to 7, and 8 to high school). This articulation will ensure a smooth transition to the new school site and provide the family an offer of a Free an Appropriate Public Education in the new setting.	2018-ongoing	Substitutes		centralized funds LCFF

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>3.2 PROGRAM. Students with identified special instructional needs will receive a program as determined by the IEP team decision based upon a review of individual data, ensuring appropriate accommodations and supports as defined in the IEP.</p> <p>This data will include, but not be limited to state test data; district benchmark data; IEP assessments; standardized assessments, teacher-made assessments; family history and parent observation; medical and psychological information and assessments; and student work products.</p> <p>Principal and or designee will monitor IEP implementation through regular classroom visits and the Trimester Review process.</p>	2018-ongoing	Substitutes		LCFF
3.3 RSP. Push-in or Pull-out RSP teacher or aide will provide instruction and or support to meet the students' IEP goals and offer of FAPE. RSP will use a variety of materials such as Journey's Intervention supports, Read Naturally, SIPPS, Common Core Standards Plus or other approved programs to supplement learning for students.	2018-ongoing			centralized funds
3.4 SDC. Students will receive specially designed instruction in a Special Day Class (SDC). SDC will use the ULS program and other support materials to supplement learning of special education students.	2018-ongoing			
3.5 STAFFING. Highly qualified staff with the support appropriate staff will meet the goals outlined in students' IEP. Sufficient staff supports the mandated requirements for individual student needs and also maintain caseloads as outlined in education code.	2018-ongoing			
4.0 All students including low income (Title 1), English learners, Foster Youth, and children of Military Families are engaged in challenging learning experiences in the classroom that effectively help them learn the curriculum standards assessed on the CAASPP.				
4.1 ASSESSMENTS. In addition to 1.2 Assessments, data will be disaggregated and used to monitor strategies used for each of the identified subgroups (Title 1, EI, Foster Youth, and other state identified subgroups.)	2018-ongoing			
4.2 TEACHING AND LEARNING. In addition to 1.5 TEACHING STRATEGIES, identified subgroups will have programs such as Imagine Learning, Accelerated Reader, and Summer School, as budget allows.	2018-ongoing	AR Centralized Funds		Title I
<p>4.3 TECHNOLOGY. Subgroups will be provided with a comprehensive technology program which includes resources such as ipads, chromebooks, laptops, as well as apps and educational websites that promote 21st Century Learning and PBL projects.</p> <p>Staff will receive training in aligning CCSS, programs, strategies, and the CAASPP to build a cohesive program which prepares students for the CAASPP.</p>	2018-ongoing	district coaches Technology Hardware Software Website registration (ex. Brain Pop, Haiku Learning, etc.)	2487	Title 1
4.4 STAFFING. Staff will be trained in meeting the legal mandates and procedures for working with subgroups specifically Foster Youth.	2018-ongoing	Professional Development Substitutes		centralized funds

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
5.0 ENGLISH LEARNERS. English learners make progress towards attaining proficiency or better in English annually (which will improve their abilities to meet the demands of college and the workforce).				
5.1 PROGRAM. Staff will use English Language Development Standards to design a focused program based on the English proficiency level of the students. Students will be grouped according to their ELD proficiency level during Designated ELD time.. The district adopted ELD program and or expository resources will be used to deliver instruction.	2018-ongoing	Intervention Aide	9000.	Title I
5.2 ASSESSMENT. CELDT/ELPAC will be used annually to measure growth towards English Proficiency. District data will be disaggregated to monitor English and academic proficiencies.	2018-ongoing			
5.3 STAFFING. All staff will be BCLAD/CLAD certified and receive current training on research based effective teaching strategies for Els such as Marzano, SDAIE, etc.	2018-ongoing	Instructional Coach		centralized funds
5.4 ANNUAL GROWTH. English learners who have not made annual growth in their English acquisition skills based on review of annual CELDT/ELPAC scores, may be identified for ELD intervention and or summer school, as funding becomes available.	2018-ongoing			

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #3: Provide professional development opportunities for all staff to develop professional efficacy and, to ensure that high-quality instruction is provided to all students.	
SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Staff will have access to professional development training opportunities at the district and site level.	
Student groups and grade levels to participate in this goal: All staff will participate in professional development opportunities. Therefore, all students will benefit.	Anticipated annual performance growth for each group: All demographic groups will increase the percentage of students that meet or exceed standards by 5% on district and or school site assessments.
Means of evaluating progress toward this goal: Staff will participate in professional development opportunities that will benefit student achievement.	Group data to be collected to measure academic gains: Teacher observations; Data from grade level assessments; Baseline test results from CAASP

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. Teachers will have access to professional development				
1.1 CCSS: All staff will be trained on Common Core State Standards and 21st Century learning strategies. *Critical Thinking Skills/ Problem Solving Skills * Project Based Learning *Integrated Content Based Learning Across Curriculum *Accountable talk *GLAD	2018-ongoing	Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies		S&C
1.2 MATH - All staff will receive training in the math teaching strategies * Staff members will receive training on various mathematical concepts: 5 E's of lesson design, CCSS Mathematical Practices and CGI strategies	2018-ongoing			
1.3 LANGUAGE ARTS - All teachers will receive ongoing support/training for CCSS based units. * Teachers will receive support in the implementation of CCSS lesson design and content. * Teachers will participate in vertical collaboration at the site level to gain a better understanding of the structure of CCSS. *Teachers will be trained on providing multiple types text structure: informational text, literature, poetry, etc. *TK-6 teachers will be trained in Write From the Beginning program * Teachers will receive ongoing support/training in Thinking Maps *Teachers will receive training and ongoing support to implement GLAD strategies	2018-ongoing			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.4 COLLABORATION: Teachers will meet monthly to collaborate on core curricular needs and to discuss Best Practices. *Monthly grade level meeting *Committee meetings: Curriculum, GATE(High Achievers), Technology, Evaluation *Primary grades: collaboration times 3 times per month *PDAR 2-3 times monthly, plus ILT meeting once a month	2018-ongoing	district committee meetings district grade level meetings		centralized funds
1.5 COACHING: Teachers will be provided with ongoing access to coaching support including, but not limited to: * Co-plan/Co-teach * Demo Lessons * Lesson Study * Reading Strategies	2018-ongoing	district coaches		centralized funds
1.6 TECHNOLOGY: Teachers will have access to professional development on 21st Century computer based topics: using technology in the classroom, effective strategies, issues pertaining to laws and policies etc. and PD through Techy Tuesdays.	2018-ongoing			

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #4:	
Strengthen communication with parents and community members by providing resources and opportunities for parents' active engagement in their student's education.	
SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages)	
Strengthen communication with parents and community members to provide resources and opportunities for parents to provide meaningful input into their students' education.	
Student groups and grade levels to participate in this goal: All students will benefit from the support of community stakeholders.	Anticipated annual performance growth for each group: Students will meet or exceed the minimally required growth target set by the State Government, as well as the annual target set by the Federal Government. Students will meet annual targets for English proficiency.
Means of evaluating progress toward this goal: Analysis of the effectiveness of the means of communication with parents and community members in their home language. Various means of communication include, written communication, Blackboard messages, school website and social media, parent surveys, and community partnerships.	Group data to be collected to measure academic gains: Data from Grade Level assessments Quarterly Assessments Teacher observations Principal observations CELDT/ELPAC results CAASPP results

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.Strengthen communication with parents and community members to provide resources and opportunities for parents to provide meaningful input into their students' education.				
1.1 Various means of communication include, written communication, Blackboard messages, aeries.net, school website and social media, Class Dojo, parent conferences, parent surveys, and community partnerships.	2018-ongoing	Blackboard license, school website license, Aeires-parent portal		District LCFF
1.2. Hold regular parent advisory meetings, trainings, and give parents/community members the opportunity to attend within district and out of district conferences.	2018-ongoing			
1.3 Provide child care, translation, incentives, prizes, and rewards to encourage parent/community member participation in ongiong events.	2018-ongoing	Child care, translation services, incentives, prizes, and rewards		Title I Title I Parent
1.4 Provide opportunities for parents and community members to participate in family nights, family education opportunities, Back-to-School Night, Open House, Parent/Teacher conferences, Annual Title I meeting, etc.	2018-ongoing	Child Care, Translation services		Title I Title I Parent
1.5 Appropriately constituted parent advisory committees (School Site Council, and/or ELAC, PTSA, Parent Advisory Committee, etc.) which serve to develop and approve the Single Plan for Student Achievement (SPSA)/Local Control Accountability Plan (LCAP) and review program effectiveness.	2018-ongoing	Duplicating costs		
1.6 Parents will be informed throughout the school year about students' academic and behavioral progress utilizing the Blackboard program, Class Dojo, Back-to-School Night, Open House, Parent Conferences, and parent meetings, etc. This includes all special populations, such as low Socio Economic Status, High Achiever students, Special Education, and Foster Youth.	2018-ongoing	Blackboard program		District LCFF

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.7 Current School Accountability Report Cards (SARC) containing all required information will be posted annually on the school website.	2018-ongoing	School website		District LCFF
1.8 Parents of English Learners will be informed on an annual basis of their children's progress in the area of language development.	2018-ongoing	Duplicating costs		centralized funds

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #5: Provide a comprehensive system of support services to facilitate student success, both academically and personally.	
SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Create a learning environment where students feel safe and can grow and flourish as they develop skills needed in order to be competitive in the 21st Century global market.	
Student groups and grade levels to participate in this goal: All McKibben students in grades TK-6 will participate in this goal.	Anticipated annual performance growth for each group: All demographic groups will increase the percentage of students that meet or exceed standards by 5% on district and or school site assessments.
Means of evaluating progress toward this goal: Teacher Observation School City benchmark Assessments Student Discipline referrals PBIS CAASPP data Interim Assessment Benchmarks Attendance data CELDT/ELPAC data	Group data to be collected to measure academic gains: Teacher Observations Administrator Observations CAASPP Results Data from Grade Level Assessments Trimester Assessments/Benchmarks CELDT/ELPAC Results Interim Assessment Benchmarks

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.1 All students will learn from a highly qualified staff member within the school environment.	2018-ongoing			
1.2 All students, including Foster Youth , Children of Military families, Special Needs, English Learners, foster youth, High Achiever students, socio-economically dis-advantaged, Homeless and other students will have equal access to the school's entire educational program.	2018-ongoing			
1.3 All students, including special needs, English Learners, Foster Youth, Children of Military families, High Achiever students, socio-economically disadvantaged, Homeless, and other students will have full access to standards-aligned instructional materials at school and at home.	2018-ongoing	Cost and for instructional materials and supplies		centralized funds
1.4 Students will have full access to the library during the school day as well as before and after school so they can utilize technology and receive support for their school work.	2018-ongoing	Library Media Clerk Tutoring - before/after school		Centralized funds

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.5 The school provides a safe, clean, well-maintained, and orderly learning environment that nurtures learning and provides a focus on continuous school improvement. The Olweus program, the PBIS program, the Family Life Program, and partnerships with Pacific Clinics, SPIRTT Family Services and the Whole Child, among other organizations, support the social and emotional health and development of our students so they feel safe and engaged in their learning.	2018-ongoing	PBIS program, substitute ink, paper, incentives		Centralized district budgets S & C
1.6 The school complies with Williams requirements for school cleanliness and orderliness.	2018-ongoing			LCFF
1.7 The school works with THINK Together to provide an after school program that assists students with a safe environment to do their homework and participate in physical activity and enrichment activities.	2018-ongoing	THINK Together program		
1.8 Provide opportunities for volunteers to enhance students' 21st Century Skills	2018-ongoing	Parent Liaison		centralized funds

Appendix A - School and Student Performance Data

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 Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	61	55	53	60	54	53	60	54	53	98.4	98.2	100
Grade 4	64	59	55	64	58	55	63	58	55	100	98.3	100
Grade 5	67	58	62	66	58	62	66	58	62	98.5	100	100
Grade 6	62	63	61	62	62	61	62	62	61	100	98.4	100
All Grades	254	235	231	252	232	231	251	232	231	99.2	98.7	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2424.2	2407.7	2418.7	17	16.67	18.87	33	20.37	24.53	28	37.04	26.42	22	25.93	30.19
Grade 4	2421.7	2482.3	2467.7	6	25.86	25.45	24	32.76	18.18	25	24.14	34.55	44	17.24	21.82
Grade 5	2509.7	2490.5	2494.3	21	12.07	24.19	33	32.76	27.42	18	27.59	17.74	27	27.59	30.65
Grade 6	2536.8	2533.1	2505.4	16	19.35	16.39	37	30.65	31.15	27	32.26	26.23	19	17.74	26.23
All Grades	N/A	N/A	N/A	15	18.53	21.21	32	29.31	25.54	25	30.17	25.97	28	21.98	27.27

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	18.52	16.98	53	46.30	54.72	27	35.19	28.30
Grade 4	10	20.69	21.82	44	60.34	45.45	46	18.97	32.73
Grade 5	23	15.52	16.13	39	48.28	50.00	38	36.21	33.87
Grade 6	18	22.58	18.03	53	50.00	45.90	29	27.42	36.07
All Grades	18	19.40	18.18	47	51.29	48.92	35	29.31	32.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	12.96	20.75	58	51.85	43.40	27	35.19	35.85
Grade 4	8	27.59	16.36	56	58.62	58.18	37	13.79	25.45
Grade 5	44	32.76	35.48	32	44.83	37.10	24	22.41	27.42
Grade 6	34	35.48	22.95	45	35.48	45.90	21	29.03	31.15
All Grades	25	27.59	24.24	47	47.41	45.89	27	25.00	29.87

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	12.96	15.09	78	61.11	66.04	12	25.93	18.87
Grade 4	8	18.97	27.27	67	63.79	58.18	25	17.24	14.55
Grade 5	17	12.07	8.06	62	70.69	66.13	21	17.24	25.81
Grade 6	15	14.52	6.56	79	72.58	63.93	6	12.90	29.51
All Grades	12	14.66	13.85	71	67.24	63.64	16	18.10	22.51

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	20.37	35.85	62	55.56	32.08	13	24.07	32.08
Grade 4	8	32.76	29.09	51	60.34	45.45	41	6.90	25.45
Grade 5	38	17.24	32.26	50	53.45	45.16	12	29.31	22.58
Grade 6	27	32.26	27.87	58	46.77	50.82	15	20.97	21.31
All Grades	25	25.86	31.17	55	53.88	43.72	20	20.26	25.11

Conclusions based on this data:

1. Based on the data, the number of students, overall, performing Below Standard in the Listening claim, increased by 4.41%; therefore, this claim will be an area of focus during Language instruction.
2. Based on the data, we need to increase grade level opportunities for collaboration to analyze assessment data and develop action plans to differentiate instruction.
3. Based on the data, the number of students, overall, performing Below Standard in the Research and Inquiry claim, increased by 4.48%; therefore, this claim will be an area of focus during Language instruction.

Appendix A - School and Student Performance Data (continued)

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 Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	61	55	53	60	55	53	60	55	53	98.4	100	100
Grade 4	64	59	55	63	58	55	63	58	55	98.4	98.3	100
Grade 5	67	58	62	66	58	62	66	58	62	98.5	100	100
Grade 6	62	63	61	62	62	61	62	62	61	100	98.4	100
All Grades	254	235	231	251	233	231	251	233	231	98.8	99.1	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2430.8	2413.7	2409.6	7	7.27	7.55	48	30.91	30.19	28	34.55	32.08	17	27.27	30.19
Grade 4	2426.7	2464.1	2460.8	3	10.34	14.55	16	25.86	25.45	41	43.10	38.18	40	20.69	21.82
Grade 5	2516.2	2471.9	2485.4	18	8.62	12.90	21	22.41	27.42	45	31.03	19.35	15	37.93	40.32
Grade 6	2517.5	2508.9	2475.0	10	16.13	6.56	23	17.74	24.59	44	29.03	26.23	24	37.10	42.62
All Grades	N/A	N/A	N/A	10	10.73	10.39	27	24.03	26.84	40	34.33	28.57	24	30.90	34.20

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	21.82	18.87	53	43.64	47.17	20	34.55	33.96
Grade 4	6	24.14	27.27	41	34.48	38.18	52	41.38	34.55
Grade 5	24	17.24	19.35	55	39.66	33.87	21	43.10	46.77
Grade 6	18	22.58	19.67	47	33.87	24.59	35	43.55	55.74
All Grades	19	21.46	21.21	49	37.77	35.50	32	40.77	43.29

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	10.91	15.09	60	58.18	47.17	27	30.91	37.74
Grade 4	3	17.24	18.18	51	46.55	49.09	46	36.21	32.73
Grade 5	18	8.62	14.52	52	43.10	45.16	30	48.28	40.32
Grade 6	13	12.90	9.84	52	38.71	52.46	35	48.39	37.70
All Grades	12	12.45	14.29	53	46.35	48.48	35	41.20	37.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	14.55	18.87	55	58.18	58.49	15	27.27	22.64
Grade 4	8	20.69	20.00	56	44.83	52.73	37	34.48	27.27
Grade 5	15	5.17	12.90	62	51.72	41.94	23	43.10	45.16
Grade 6	11	20.97	9.84	68	41.94	37.70	21	37.10	52.46
All Grades	16	15.45	15.15	60	48.93	47.19	24	35.62	37.66

Conclusions based on this data:

1. Based on the data, students need to be exposed to writing during Mathematics in order to develop higher level thinking skills, such as the ability to explain their mathematical reasoning through identifying process steps in order to solve problems and explain answers.
2. Based on the data, the number of students, overall, performing Below Standard in the Concepts and Procedures claim, increased by 2.52%; therefore, this claim will be an area of focus during Mathematics instruction.
3. Based on the data, students need opportunities for remediation and/or reteaching; therefore, students will be offered specific instruction during the Mathematics block, and their progress will be tracked.

Appendix A - School and Student Performance Data (continued)

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1440.7	1445.0	1430.6	21
Grade 1	1483.4	1472.1	1494.2	18
Grade 2	1515.4	1487.1	1543.5	11
Grade 3	1507.4	1503.0	1511.5	27
Grade 4	1533.2	1530.3	1535.9	11
Grade 5	1509.8	1501.0	1518.1	15
Grade 6	1512.0	1499.6	1523.8	16
All Grades				119

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	21
Grade 1	*	*	*	*	*	*	*	*	18
Grade 2	*	*	*	*	*	*			11
Grade 3	*	*	12	44.44	*	*	*	*	27
Grade 4	*	*	*	*	*	*	*	*	11
Grade 5	*	*	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*	*	*	16
All Grades	45	37.82	39	32.77	21	17.65	14	11.76	119

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	21
Grade 1	12	66.67	*	*	*	*	*	*	18
Grade 2	*	*	*	*	*	*			11
Grade 3	13	48.15	*	*	*	*	*	*	27
Grade 4	*	*	*	*	*	*			11
Grade 5	*	*	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*	*	*	16
All Grades	59	49.58	31	26.05	21	17.65	*	*	119

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	21
Grade 1	13	72.22	*	*	*	*	*	*	18
Grade 2	*	*	*	*	*	*			11
Grade 3	*	*	*	*	12	44.44	*	*	27
Grade 4	*	*	*	*	*	*	*	*	11
Grade 5	*	*	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*	*	*	16
All Grades	39	32.77	28	23.53	32	26.89	20	16.81	119

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	52.38	*	*	*	*	21
Grade 1	14	77.78	*	*	*	*	18
Grade 2	*	*	*	*			11
Grade 3	*	*	15	55.56	*	*	27
Grade 4	*	*	*	*	*	*	11
Grade 5	*	*	*	*			15
Grade 6	*	*	*	*			16
All Grades	56	47.06	56	47.06	*	*	119

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	21
Grade 1	*	*	*	*	*	*	18
Grade 2	*	*	*	*			11
Grade 3	20	74.07	*	*	*	*	27
Grade 4	*	*	*	*			11
Grade 5	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*	16
All Grades	66	55.46	41	34.45	12	10.08	119

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	13	61.90	*	*	21
Grade 1	13	72.22	*	*	*	*	18
Grade 2	*	*	*	*			11
Grade 3	*	*	17	62.96	*	*	27
Grade 4	*	*	*	*	*	*	11
Grade 5	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*	16
All Grades	36	30.25	56	47.06	27	22.69	119

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	52.38	*	*	*	*	21
Grade 1	*	*	*	*	*	*	18
Grade 2	*	*	*	*			11
Grade 3	*	*	17	62.96	*	*	27
Grade 4	*	*	*	*			11
Grade 5	*	*	*	*	*	*	15
Grade 6	*	*	13	81.25	*	*	16
All Grades	46	38.66	59	49.58	14	11.76	119

Conclusions based on this data:

1. Based on the data, 16.81% of students, overall, are performing at the Beginning level in the Written Language domain; therefore, this area will be one of specific focus during the Designated English Language Development block of time and these identified students will be targeted during instruction across all content areas.
2. Based on the data, 22.69% of students, overall, are performing at the Beginning level in the Reading domain; therefore, this area will be one of specific focus during the Designated English Language Development block of time and these identified students will be targeted during instruction across all content areas.
3. Based on the data, 11.76% of students, overall, are performing at the Beginning level in the Writing domain; therefore, this area will be one of specific focus during the Designated English Language Development block of time and these identified students will be targeted during instruction across all content areas.

Appendix A - School and Student Performance Data (continued)

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
372	88.2%	31.5%	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	117	31.5%
Homeless	19	5.1%
Socioeconomically Disadvantaged	328	88.2%
Students with Disabilities	47	12.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.3%
Asian	1	0.3%
Filipino	7	1.9%
Hispanic	328	88.2%
Two or More Races	1	0.3%
White	30	8.1%






Conclusions based on this data:

1. Based on the data, 31.5% of our population are English Language Learners; therefore, we will commit to a Designated block of time dedicated to specific, implicit, and targeted language instruction at the student's identified language acquisition level.
2. Based on the data, 12.6% of our students are students who are identified with disabilities; therefore, we will commit to specific instruction at their level, and also offer mainstream opportunities as often as available in order to ensure exposure to grade level content.
3. Based on the data, 5.1% of our students are identified as homeless and are struggling in the areas of English Language Arts and Mathematics; therefore, these students will be specifically identified and targeted and offered specific instruction in order to ensure improved mastery of the Common Core State Standards.

Appendix A - School and Student Performance Data (continued)

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Based on this data, English Language Arts is a necessary area of focus; therefore, we will implement a daily program to offer remediation and reteach opportunities for students at their specific instructional level in order to ensure mastery of the Common Core State English Language Arts Standards.
2. Based on this data, Mathematics is a necessary area of focus; therefore, we will increase opportunities to utilize writing in Mathematics, in order to solidify and drive home the process steps and thinking behind the Mathematical concepts taught on a daily basis.
3. Based on this data, Chronic Absenteeism is a necessary area of focus; therefore, we will implement a targeted tracking system, where students are celebrated and earn incentives for regular attendance.

Appendix A - School and Student Performance Data (continued)

Academic Performance English Language Arts







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











This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 6.7 points below standard Maintained -2 points 221 students	 Orange 23.3 points below standard Declined -16.4 points 91 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 94.1 points below standard Declined -77.4 points 11 students	 Orange 9.3 points below standard Maintained -0.8 points 198 students	 No Performance Color 106.4 points below standard Declined -25.7 points 41 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.9 points below standard Maintained -0.3 points 193 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 23.5 points above standard Maintained 1.1 points 20 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.5 points below standard	58.3 points above standard	6.5 points above standard
Declined -7.9 points	Maintained 2.9 points	Increased 9.8 points
59 students	32 students	125 students

Conclusions based on this data:

- Based on this data, the Homeless student population decreased in mathematics by 77.4%, therefore, these specific students will be identified and during the English Language Arts instructional block of time, these students will receive targeted, small group instruction based on the Common Core English Language Arts Standards.
- Based on this data, the overall student population decreased in English Language Arts by 6.7%, therefore, during the instructional day, all students will receive targeted, small group instruction based on the Common Core English Language Arts Standards and target areas in which are a specific struggle.
- Based on this data, students overall, decreased in English Language Arts by 6.7%, therefore, students will participate in IAB (Interim Assessment Blocks) in order to ensure student's ability to respond appropriately in the expected CAASPP format.

Appendix A - School and Student Performance Data (continued)

Academic Performance Mathematics







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











This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 40 points below standard Declined -5.1 points 221 students	 Orange 43.3 points below standard Declined -9.2 points 91 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 88.5 points below standard Declined -36.1 points 11 students	 Orange 39.7 points below standard Maintained -1.7 points 198 students	 No Performance Color 130.9 points below standard Declined -36.1 points 41 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 41.6 points below standard Maintained -0.5 points 193 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 33.5 points below standard Declined -35.1 points 20 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.4 points below standard	23.3 points above standard	38.5 points below standard
Maintained -2.6 points	Increased 7.9 points	Maintained -2.5 points
59 students	32 students	125 students

Conclusions based on this data:

1. Based on this data, English Language Learners decreased in mathematics by 9.2%, therefore, the expectation to use writing in mathematics in order to solidify the process steps and thinking behind the mathematical concepts being taught.
2. Based on this data, students overall decreased in mathematics by 5.1%, therefore, students will participate in IAB (Interim Assessment Blocks) in order to ensure student's ability to respond appropriately in the expected CAASPP format.
3. Based on this data, the Homeless student population decreased in mathematics by 36.1%, therefore, students will be identified and during the mathematics instructional block of time, these students will receive targeted, small group instruction based on the Common Core Math Standards.

Appendix A - School and Student Performance Data (continued)

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results

Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
119	37.8%	32.8%	17.6%	11.8%

Conclusions based on this data:

1. Based on the data from the ELPAC, 11.8% of English Learners are performing at the Beginning Stage; therefore, these students will be identified and participate in daily, explicit language instruction at the Beginning level.
2. Based on the data from the ELPAC, 17.6% of English Learners are performing at the Somewhat Developed Stage; therefore, these students will be identified and participate in daily, explicit language instruction at the Developing level.
3. Based on the data from the ELPAC, 70.6% of English Learners are performing at the Moderately or Well Developed Stage; therefore, these students will be identified and participate in daily, explicit language instruction that provides challenging language instruction in order to maintain and/or increase their ability to continue to perform at their current language acquisition level.

Appendix A - School and Student Performance Data (continued)

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.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	0

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	English Learners	Foster Youth
 Yellow 8.1% chronically absent Maintained 0.1% 382 students	 Orange 8.7% chronically absent Increased 2.2% 127 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 19% chronically absent Increased 10.5% 21 students	 Orange 8.8% chronically absent Increased 1.2% 340 students	 Orange 15.1% chronically absent Increased 1.5% 53 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic  Yellow 8.6% chronically absent Maintained 0% 338 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  Green 3.3% chronically absent Declined 2.5% 30 students

Conclusions based on this data:

1. Based on the data, our students that are socioeconomically disadvantaged struggle with regularly attending school; therefore, we will target those students by offering incentives for regular attendance as well as seeking out individual students who need encouragement to get to school and parents who might need assistance.
2. Based on the data, our students with disabilities struggle with regularly attending school; we will target those students by offering incentives for regular attendance as well as seeking out individual students who need encouragement to get to school and parents who might need assistance.
3. Based on the data, our students whom are English Language Learners struggle with regularly attending school; we will target those students by offering incentives for regular attendance as well as seeking out individual students who need encouragement to get to school and parents who might need assistance.

Appendix A - School and Student Performance Data (continued)

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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	4

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	English Learners	Foster Youth
 Blue 0.8% suspended at least once Declined -3.4% 389 students	 Blue 0% suspended at least once Declined -3.6% 130 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 4.8% suspended at least once Declined -1.6% 21 students	 Blue 0.6% suspended at least once Declined -3.4% 347 students	 Green 1.9% suspended at least once Declined -5% 54 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 5 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data 1 students	Filipino  No Performance Color Less than 11 Students - Data 7 students
Hispanic  Blue 0.6% suspended at least once Declined -3.7% 344 students	Two or More Races  No Performance Color Less than 11 Students - Data 1 students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least once Declined -2.9% 31 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.6% suspended at least once	4.2% suspended at least once	0.8% suspended at least once

Conclusions based on this data:

1.

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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

Standards, Assessment, and Accountability

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

California Assessment of Student Performance and Progress (CAASPP) and California Modified Assessment (CMA)
Interim Assessment Benchmark
District Benchmarks - STAR 360, DIBELS

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

District, School, and grade level results of the CAASPP, benchmarks, and fluency assessments.

Staffing and Professional Development

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

All teachers on site are NCLB compliant.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

On-going on a weekly basis.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

All staff are credentialed and professional development are in accord with the school and district plan.

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

McKibben is currently working with the district and outside sources.

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

We currently have assistance and support for teachers (e.g. use of content experts and instructional coaches).

8. Teacher collaboration by grade level (EPC)

Grade level meetings are held district wide twice monthly. PDAR meetings are held 2-3 times per month. In addition the PDAR ILT team meets monthly.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

This is done through faculty meetings and staff trainings throughout the year.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Instructional minutes are followed daily.

11. Lesson pacing schedule (EPC)

Pacing schedules, along with scope and sequence guides, are provided by the district for all staff.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

The faculty uses current state adopted materials for instructional purposes.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Only SBE adopted and standards aligned instructional materials are used.

Opportunity and Equal Educational Access

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

SBE adopted intervention materials are used by faculty to assist underperforming students.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Direct Interactive Instruction (DII) is used throughout the grades and monitored by the Principal.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Imagine Learning opportunities are employed throughout the grades.

17. Transition from preschool to kindergarten (Title I SWP)

There is a need to increase opportunities for collaboration with the Options Pre-School staff that serve McKibben pre-school students.

Involvement

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

Imagine Learning opportunities are employed throughout the grades. In addition, the district has a working agreement with THINK Together for daily assistance with care and homework support.

19. Strategies to increase parental involvement (Title I SWP)

PTA, parent meetings, and parent conferences are the main strategies to increase parental involvement.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

The school has a School Site Council, English Language Advisory Council and the district has various district committees and meetings to assist in the planning, implementation, and evaluation of consolidated application programs.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Under performing students will be provided with in school interventions (MTSS) before and after school tutoring support, along with the following:

Researched based before and after school programs, supplemental materials, class interventions, parent programs and materials for support at home
Reinforcement and accountability materials and programs
Teacher and aide training for differentiated instruction
Bi-monthly data analysis of academic progress
Computer Programs for reading intervention

22. Fiscal support (EPC)

General and categorical funds will be used to support all learners to meet their academic and social emotional learning related individual needs

Appendix C and D - School Budget and Title I Allocations

		School Budget Approved by SSC				
School	McKibben					
Year	2019-2020					TOTALS
Title I Budget:	\$121,484					
		30100				
		TITLE I	S&C	Unrestricted	Title I _ District Reservations	
	Prelim. Allocations	28001	42837	13122		
	Carry Over					
	Actual Allocations	\$25,840	\$42,837	\$13,122	\$95,644	\$81,799
	Difference	\$2,161				
1120	Intervention teacher	0	0	0	0	0
1130	Cert. Extra Hours	0	0	0	0	0
1160	Teacher Subs	0	4500	0	0	0
1170	Cert. Pupil Support	1900	12000	0	0	0
1310	Coach	0	0	0	77986	0
1330	Cert. Extra Hrs.	0	0	0	0	0
1930	Cert. Extra Hrs.	0	0	0	0	0
		0	0	0	0	0
2120	Instr Aide P/T	8500		0	0	0
2130	Instr Aide Extra Hrs	0	0	0	0	0
2220	Library	0	0	0	0	0
2220	Computer Lab	0	0	0	0	0
2170	Extra Hrs.	200		0	0	0
2430	Liaison	0	0	0	0	0
2270	Class -Ex Duty	0	2249	0	0	0
2930	Other Class Hourly	0	0	0	0	0
						0

3000	Cert Benefits	215	0	0	17658	0
3000	Class Benefits	236	3488	0		0
TOTAL SALARIES & BENEFITS		10851	22237	0	95,644	0
Salaries & Benefits % per budget					0	
4000-7000 Expenditure Allocations		\$14,989	\$20,600	\$13,122	0	\$48,711
4210	Other Books	4000		0	0	0
4310	Instr. Supplies	4150	9605	4122	0	0
4340	Technology Supplies	2487	14600	0	0	0
4350	Office Supplies	0	0	4000	0	0
4370/4390	Other Supplies	4152	0	5000	0	0
4410	Equipment	0	0	0	0	0
4440	Computers	0	0	0	0	0
5220	Conference/Travel	0	0	0	0	0
5610	Rentals & Leases	0	0	0	0	0
5630	Maint/Repairs	0	0	0	0	0
5841	License	0	0	0	0	0
5850	Contracts/Personel	0	0	0	0	0
5851	Contracts/Personel	0	0	0	0	0
5890	Other Services	0	0	0	0	0
5912	Cell Phones	0	0	0	0	0
5930	UPS Charges	0	0	0	0	0
6410	Equipment	0	0	0		0
6450	Technology	0	0	0		0
OTHER THAN SALARIES		17150	24205	13122	\$0	\$0
	Remaining	-\$2,161	0	0	0	-\$2,161

Appendix E - Recommendations and Assurances (Howard J. McKibben Elementary School)

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

- X Other committees established by the school or district (list):
McKibben staff

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: April 24, 2019

Attested:

Janette Tyrone

Typed Name of School Principal

Janette Tyrone

Signature of School Principal

4/30/19

Date

Susana Flores

Typed Name of SSC Chairperson

Susana Flores

Signature of SSC Chairperson

5/11/19

Date

October 2020 Recommendations and Assurances

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

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

☒ English Learning Advisory Committee
☒ Certificated Staff in Grade level teams

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This revised SPSA was adopted by the SSC at a public meeting on: **November 17, 2020**

Attested:

_____ Typed Name of School Principal	_____ Signature of School Principal	_____ Date
_____ Typed Name of SSC Chairperson	_____ Signature of SSC Chairperson	_____ Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

The student will do the following:

- meet the high standards of personal academic performance
- be active participants in their own learning
- participate in school activities
- communicate with parents and teachers
- participate in needed extended day programs

Parents Pledge:

The parent will do the following:

- participate in school activities including parent meetings, parent/teacher conferences, student performances, Back to School Night, Open House and other related events
- encourage their students to participate in support programs and activities
- work closely with staff to ensure that students are successful

Staff Pledge:

The school staff will do the following:

- provide students with a supportive environment as they build an academic foundation for middle school
- provide an integrated, balanced instructional program using the SWSD instructional guides and addressing the assessed needs of all students
- participate in the development and implementation of the SingleSchool Plan
- prepare students to be independent and life long learners
- provide students with opportunities for leadership, recognition, participation in school activities, and the development of a sense of belonging
- communicate regularly with parents through newsletters, reports of progress, parents meetings and individual parent contacts

Appendix G - School Site Council Membership: Howard J. McKibben Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Janette Tyrone	X				
Mary Hambright		X			
Chris Losoya		X			
Agatha Rosales			X		
Susana Flores				X	
Maggie Castillo				X	
Marilu Saavedra				X	
Enedia Velasquez				X	
Beatriz Sanchez				X	
Francisca Camacho				X	
Liza Sandoval				X	
Lucina Alvarez				X	
Lourdes Mejia				X	
Numbers of members of each category	1	3	1	5	0

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.