

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Howard J. McKibben Elementary School	19-65037-6022818	May 4, 2021	May 18, 2021

Purpose and Description

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

Schoolwide Program

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

Our Single Plan for Student Achievement is a comprehensive school-wide plan that allocates site funds for programs and resources to meet the needs of all student groups and provide support for families. The goals and actions in this place are in alignment with the LCAP.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Every year, all stakeholders (PTA, SSC, ELAC, staff, and the general population) at McKibben are surveyed in order to evaluate the efficacy of school practices, programs, and interventions. The results from the analyzed data is used to select future conditions of success. Surveys include staff and student morale, Healthy Kids Survey, as well as survey analysis of documentation such as the SPSA and School Safety Plan. Additionally, stakeholders participate in the District LCAP brainstorming session as well as the LCAP survey.

Classroom Observations

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

McKibben currently uses two models for classroom observations which includes formal and informal observations. The administrator follows the SWTA contract in scheduling formal observations. The formal observation consists of a pre-observation conference to discuss the lesson, an observation of a formal lesson, and a post observation conference to provide feedback and next steps.

Teachers are informally observed on a regular basis. These informal observations consist of written feedback. The site administrator observes in classrooms on a regular basis as a means of supporting instruction, ensuring that all components of a balanced curriculum are in place, and that all classrooms are maximizing instructional time. Classroom observation include a focus on the implementation of Common Core State Standards (CCSS) and 21st Century Skills, academic discourse, and clear learning objectives.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The principal and teachers will analyze the following assessment pieces (at the local and state levels) using the District multiple measure tools: Renaissance STAR 360 (reading and math), Dibels (reading fluency), Interim Assessment Blocks (IAB's), Chapter or Unit tests for math and Reading Language Arts, ELPAC assessments and teacher/coach-created formative assessments. Data will be analyzed during vertical articulation data meetings, grade-level or PDAR meetings to determine student groupings, establish intervention/enrichment classes and design classroom instruction. (LCAP)

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

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the requirements for highly qualified in compliance with the ESEA.

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

All teachers at McKibben are highly-qualified and appropriately placed according to their credential. District coaches have provided additional professional development using HMH Go Math, HMH Journeys and Benchmark Advance/Adelante. All teachers have received training in CGI math strategies, Write From the Beginning, Deconstructing Standards, GLAD, and ELD Standards and Strategies.

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

All school-wide professional development at McKibben is aligned to the goals of the SPSA, and district (Board-Adopted Annual Goals) and state/federal performance goals for the CAASPP. All teachers have received training in targeting key and essential standards through the use of high-leverage instructional strategies, bell-to-bell instruction, and successful implementation of core curricula with fidelity to the standards.

Strong emphasis has been placed on Integrated & Designated ELD and strategies, Reading Informational Standards, Math Content Standards and Standards of Mathematical Practices. Staff development has mostly consisted of implementation of CGI, GLAD, and Writing.

Ongoing support for previous areas of training include ELD standards, Thinking Maps, Write From the Beginning, and GLAD Strategies.

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

McKibben teachers have received assistance from district coaches and outside consultants. The focus this year has been successful implementation of ELA curriculum and Cognitively Guided Instruction in math. This year, some staff participated in the co-plan /co-teach lessons with our district instructional coaches. Coaches also offered support with Think Central, district writing benchmark tests, grade level meetings, and Dynamic Learning (supplemental K literacy program). Teachers will also continue to attend refresher workshops for the effective use of Thinking Maps, Write From the Beginning, and GLAD Strategies.

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

McKibben teachers meet weekly to participate in grade level discussions of data, student achievement, and intervention planning. Additionally, the Instructional Leadership Team meets monthly.

Teaching and Learning

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

All local-adopted curricula are standards-aligned by the State Board of Education. Instruction and materials are designed and implemented with scheduled target goals of teaching and mastery of essential and key content standards, especially those aligned with Common Core State Standards. This is done through faculty meetings, staff trainings, and PDAR meetings throughout the year.

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

All classrooms implement the state-recommended number of daily instructional minutes for reading language arts and mathematics.

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

Scope and sequence guides and curriculum maps are provided by the district for all staff.

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

The faculty uses current state adopted materials for instructional purposes.

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

Only SBE adopted and standards aligned instructional materials are used.

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

All teachers use research-based educational practices that aim at raising the achievement of all our students: checking for understanding, posting of learning objectives, total physical response (TPR); SDAIE, GLAD, Thinking Maps, and Accelerated Reader.

Additionally, teachers have access to ongoing training in research-based instructional practices that pertain to bell-to-bell instruction focused on streamlined Direct Interactive Instruction geared toward specific content mastery. McKibben's teachers are required to use a variety of necessary strategies including posted, stated and measurable learning objectives, accountable student talk (including think-pair-share and think-pair-ink and whisper partners), Cognitive Guided Instruction (CGI), as well as student movement, Total Physical Response (TPR), chanting, written/oral sentence frames, Thinking Maps, use of technology (ranging from Chrome Books, Ipads, laptops, ELMOs, LCDs and web based programs (Moby Max, MyOn). All teachers have and will continue to complete follow-up training in Thinking Maps, Direct Interactive Instruction, Think Central, CGI or other areas of focus; as deemed by the school district.

Parental Engagement

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

The following resources are available at McKibben: Services such as Operation School Bell, vision assistance, dental screenings, THINK Together after school program (ASES grant). A partnership between Whole Child and Pacific Clinics. District provided school psychologist services. The SST process, At-Risk articulation meetings with the principal.

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

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

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

Categorical funds provide a variety of on site services and opportunities for under-performing students. Services include staff to run the before school and after-school intervention classes including a Reading Club, tutoring, and extended computer lab time to work on literacy and numeracy; one library clerk; and a classified RTI aide. General and categorical funds will be used to support all learners to meet their academic and social emotional learning related individual needs.

Fiscal support (EPC)

Site Categorical Funds (Services):

Title 1: \$28, 851.16

LCFF: \$38,605.00

See budget pages for detailed spending

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

An annual review and update were conducted with school staff on April 12, 2021. An annual review and update were conducted with stakeholders during a school site council meeting on April 21, 2021.

As part of the planning and parent involvement process for the annual review/update and SPSA, Parent groups take part in the input and recommendation process. These parent groups periodically with the principal. All groups have parent leadership roles through the process of an election or nomination and follow the bylaws established by the team.

School Site Council (SSC)

The school site council is comprised of five parent representatives and five school representatives. All hold a vote in the decision-making goals on the SPSA for the school year. Collectively, the council determines the school goals, budget expenditures, and initiatives for the year as aligned by the SPSA. Members of the SSC give their input, opinion, and guidance to the principal on determining goals for the year. The SPSA is monitored and evaluated on a yearly basis with the SSC through the use of the SPSA evaluation tool.

English Language Advisory Committee (ELAC)

The ELAC serves as an advisory committee. The committee is comprised of the principal, the community liaison, teachers and parent representatives that serve as a chairperson, vice-chair, secretary, and representative to the District ELAC. ALL SPSA information is shared with parents that attend the ELAC. Once the information is shared, all attendees give input, opinion, and guidance to the principal on determining goals for the year. Collectively, the committee reviews the school goals, budget expenditures, and initiatives for the year as aligned by the SPSA.

Resource Inequities

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

As a result of the needs assessment performed by SSC and ELAC, a need for after school intervention for struggling students and EL learners was identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.56%			2
African American	1.34%	1.91%	0.83%	5	7	3
Asian	0.27%	0.82%	0.83%	1	3	3
Filipino	1.88%	1.91%	2.22%	7	7	8
Hispanic/Latino	88.17%	88.83%	90.28%	328	326	325
Pacific Islander	%	%	0%			0
White	8.06%	6.27%	5.28%	30	23	19
Multiple/No Response	%	%	0%			0
Total Enrollment				372	367	360

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	58	48	53
Grade 1	44	51	42
Grade 2	43	45	50
Grade3	55	45	44
Grade 4	54	57	50
Grade 5	58	60	60
Grade 6	60	61	61
Total Enrollment	372	367	360

Conclusions based on this data:

1. Based on 2019-2020 student enrollment data, the number of students declined by 7 students from the previous year.
2. Across the South Whittier School District, enrollment has declined due to the following factors: lack of job opportunities and cost of living.
3. McKibben will continue to offer and grow the Dual Immersion program by one grade level per year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	117	118	114	31.5%	32.2%	31.7%
Fluent English Proficient (FEP)	35	28	27	9.4%	7.6%	7.5%
Reclassified Fluent English Proficient (RFEP)	25	6	13	19.1%	5.1%	11.0%

Conclusions based on this data:

1. Based on the data from the 2019- 2020 enrollment data, the number of students who were classified as English Learners has decreased by 4 students from the previous year.
2. With newly enrolled students, there has been an increase in the families have been indicating on the Home Language Survey that a language other than English is spoken in the home.
3. McKibben Principal, Instructional Coach/EL Coordinator and/or Community Liaison will provide workshops to families in order to provide clarity on services offered to English Language students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	53	46	54	53	46	54	53	46	98.2	100	100
Grade 4	59	55	60	58	55	60	58	55	60	98.3	100	100
Grade 5	58	62	63	58	62	63	58	62	63	100	100	100
Grade 6	63	61	63	62	61	62	62	61	62	98.4	100	98.4
All	235	231	232	232	231	231	232	231	231	98.7	100	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2407.	2418.	2422.	16.67	18.87	19.57	20.37	24.53	30.43	37.04	26.42	23.91	25.93	30.19	26.09
Grade 4	2482.	2467.	2473.	25.86	25.45	30.00	32.76	18.18	25.00	24.14	34.55	18.33	17.24	21.82	26.67
Grade 5	2490.	2494.	2494.	12.07	24.19	19.05	32.76	27.42	34.92	27.59	17.74	19.05	27.59	30.65	26.98
Grade 6	2533.	2505.	2522.	19.35	16.39	17.74	30.65	31.15	33.87	32.26	26.23	22.58	17.74	26.23	25.81
All Grades	N/A	N/A	N/A	18.53	21.21	21.65	29.31	25.54	31.17	30.17	25.97	20.78	21.98	27.27	26.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.52	16.98	13.04	46.30	54.72	58.70	35.19	28.30	28.26
Grade 4	20.69	21.82	28.33	60.34	45.45	41.67	18.97	32.73	30.00
Grade 5	15.52	16.13	12.70	48.28	50.00	63.49	36.21	33.87	23.81
Grade 6	22.58	18.03	14.52	50.00	45.90	43.55	27.42	36.07	41.94
All Grades	19.40	18.18	17.32	51.29	48.92	51.52	29.31	32.90	31.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.96	20.75	21.74	51.85	43.40	63.04	35.19	35.85	15.22
Grade 4	27.59	16.36	30.00	58.62	58.18	41.67	13.79	25.45	28.33
Grade 5	32.76	35.48	34.92	44.83	37.10	47.62	22.41	27.42	17.46
Grade 6	35.48	22.95	27.42	35.48	45.90	53.23	29.03	31.15	19.35
All Grades	27.59	24.24	29.00	47.41	45.89	50.65	25.00	29.87	20.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.96	15.09	8.70	61.11	66.04	82.61	25.93	18.87	8.70
Grade 4	18.97	27.27	11.67	63.79	58.18	65.00	17.24	14.55	23.33
Grade 5	12.07	8.06	7.94	70.69	66.13	63.49	17.24	25.81	28.57
Grade 6	14.52	6.56	14.52	72.58	63.93	64.52	12.90	29.51	20.97
All Grades	14.66	13.85	10.82	67.24	63.64	67.97	18.10	22.51	21.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.37	35.85	19.57	55.56	32.08	54.35	24.07	32.08	26.09
Grade 4	32.76	29.09	28.33	60.34	45.45	46.67	6.90	25.45	25.00
Grade 5	17.24	32.26	25.40	53.45	45.16	46.03	29.31	22.58	28.57
Grade 6	32.26	27.87	27.42	46.77	50.82	50.00	20.97	21.31	22.58
All Grades	25.86	31.17	25.54	53.88	43.72	48.92	20.26	25.11	25.54

Conclusions based on this data:

1. Based on the 2018-2019 school data, the number of students performing Below Standard overall decreased; however, 26.41% of students are still performing Below Standard.
2. Due to the lack of tiered instruction, instruction was not focused on differentiating instruction for students needing acceleration.
3. Based on the data, we will increase grade level collaboration opportunities with the Instructional Coach to analyze assessment data and develop action plans for differentiating instruction.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	53	47	55	53	47	55	53	47	100	100	100
Grade 4	59	55	60	58	55	60	58	55	60	98.3	100	100
Grade 5	58	62	63	58	62	63	58	62	63	100	100	100
Grade 6	63	61	63	62	61	63	62	61	63	98.4	100	100
All	235	231	233	233	231	233	233	231	233	99.1	100	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2413.	2409.	2427.	7.27	7.55	8.51	30.91	30.19	44.68	34.55	32.08	21.28	27.27	30.19	25.53
Grade 4	2464.	2460.	2461.	10.34	14.55	10.00	25.86	25.45	31.67	43.10	38.18	33.33	20.69	21.82	25.00
Grade 5	2471.	2485.	2509.	8.62	12.90	28.57	22.41	27.42	22.22	31.03	19.35	19.05	37.93	40.32	30.16
Grade 6	2508.	2475.	2514.	16.13	6.56	17.46	17.74	24.59	20.63	29.03	26.23	25.40	37.10	42.62	36.51
All Grades	N/A	N/A	N/A	10.73	10.39	16.74	24.03	26.84	28.76	34.33	28.57	24.89	30.90	34.20	29.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.82	18.87	17.02	43.64	47.17	48.94	34.55	33.96	34.04
Grade 4	24.14	27.27	23.33	34.48	38.18	40.00	41.38	34.55	36.67
Grade 5	17.24	19.35	31.75	39.66	33.87	36.51	43.10	46.77	31.75
Grade 6	22.58	19.67	23.81	33.87	24.59	34.92	43.55	55.74	41.27
All Grades	21.46	21.21	24.46	37.77	35.50	39.48	40.77	43.29	36.05

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.91	15.09	19.15	58.18	47.17	51.06	30.91	37.74	29.79
Grade 4	17.24	18.18	10.00	46.55	49.09	53.33	36.21	32.73	36.67
Grade 5	8.62	14.52	36.51	43.10	45.16	30.16	48.28	40.32	33.33
Grade 6	12.90	9.84	19.05	38.71	52.46	46.03	48.39	37.70	34.92
All Grades	12.45	14.29	21.46	46.35	48.48	44.64	41.20	37.23	33.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.55	18.87	19.15	58.18	58.49	63.83	27.27	22.64	17.02
Grade 4	20.69	20.00	20.00	44.83	52.73	51.67	34.48	27.27	28.33
Grade 5	5.17	12.90	25.40	51.72	41.94	42.86	43.10	45.16	31.75
Grade 6	20.97	9.84	17.46	41.94	37.70	42.86	37.10	52.46	39.68
All Grades	15.45	15.15	20.60	48.93	47.19	49.36	35.62	37.66	30.04

Conclusions based on this data:

1. Based on the 2018-2019 CAASPP data, the number of students performing Below Standard overall decreased; however, 26.61% of students are still performing Below Standard.
2. Based on the data in the Communicating Reasoning claim, 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.
3. Based on the data, we will increase grade level collaboration opportunities with the Instructional Coach to analyze assessment data and develop action plans for Writing in Mathematics and responding to the Performance Tasks.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1440.7	1481.4	1445.0	1499.2	1430.6	1439.7	21	18
Grade 1	1483.4	1457.5	1472.1	1470.6	1494.2	1444.0	18	21
Grade 2	1515.4	1507.3	1487.1	1495.3	1543.5	1518.7	11	14
Grade 3	1507.4	*	1503.0	*	1511.5	*	27	9
Grade 4	1533.2	1520.2	1530.3	1503.8	1535.9	1535.9	11	23
Grade 5	1509.8	1532.0	1501.0	1522.5	1518.1	1541.1	15	11
Grade 6	1512.0	1493.4	1499.6	1475.4	1523.8	1511.0	16	12
All Grades							119	108

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	33.33	*	50.00	*	5.56	*	11.11	21	18
1	*	19.05	*	33.33	*	33.33	*	14.29	18	21
2	*	28.57	*	57.14	*	7.14		7.14	11	14
3	*	*	44.44	*	*	*	*	*	27	*
4	*	13.04	*	52.17	*	30.43	*	4.35	11	23
5	*	18.18	*	54.55	*	18.18	*	9.09	15	11
6	*	0.00	*	33.33	*	41.67	*	25.00	16	12
All Grades	37.82	20.37	32.77	47.22	17.65	22.22	11.76	10.19	119	108

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	44.44	*	38.89	*	11.11	*	5.56	21	18
1	66.67	28.57	*	38.10	*	19.05	*	14.29	18	21
2	*	28.57	*	57.14	*	0.00		14.29	11	14
3	48.15	*	*	*	*	*	*	*	27	*
4	*	34.78	*	56.52	*	4.35		4.35	11	23
5	*	45.45	*	36.36	*	9.09	*	9.09	15	11
6	*	8.33	*	50.00	*	25.00	*	16.67	16	12
All Grades	49.58	34.26	26.05	45.37	17.65	11.11	*	9.26	119	108

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	27.78	*	33.33	*	33.33	*	5.56	21	18
1	72.22	9.52	*	28.57	*	42.86	*	19.05	18	21
2	*	21.43	*	50.00	*	21.43		7.14	11	14
3	*	*	*	*	44.44	*	*	*	27	*
4	*	17.39	*	39.13	*	39.13	*	4.35	11	23
5	*	18.18	*	27.27	*	27.27	*	27.27	15	11
6	*	0.00	*	16.67	*	50.00	*	33.33	16	12
All Grades	32.77	14.81	23.53	37.04	26.89	35.19	16.81	12.96	119	108

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.38	38.89	*	50.00	*	11.11	21	18
1	77.78	42.86	*	52.38	*	4.76	18	21
2	*	42.86	*	50.00		7.14	11	14
3	*	*	55.56	*	*	*	27	*
4	*	34.78	*	65.22	*	0.00	11	23
5	*	18.18	*	81.82		0.00	15	11
6	*	8.33	*	58.33		33.33	16	12
All Grades	47.06	31.48	47.06	61.11	*	7.41	119	108

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	66.67	*	27.78	*	5.56	21	18
1	*	14.29	*	76.19	*	9.52	18	21
2	*	35.71	*	57.14		7.14	11	14
3	74.07	*	*	*	*	*	27	*
4	*	17.39	*	78.26		4.35	11	23
5	*	63.64	*	27.27	*	9.09	15	11
6	*	25.00	*	58.33	*	16.67	16	12
All Grades	55.46	36.11	34.45	56.48	10.08	7.41	119	108

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.56	61.90	88.89	*	5.56	21	18
1	72.22	14.29	*	57.14	*	28.57	18	21
2	*	7.14	*	78.57		14.29	11	14
3	*	*	62.96	*	*	*	27	*
4	*	0.00	*	86.96	*	13.04	11	23
5	*	27.27	*	45.45	*	27.27	15	11
6	*	0.00	*	16.67	*	83.33	16	12
All Grades	30.25	7.41	47.06	68.52	22.69	24.07	119	108

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.38	66.67	*	27.78	*	5.56	21	18
1	*	19.05	*	61.90	*	19.05	18	21
2	*	35.71	*	64.29		0.00	11	14
3	*	*	62.96	*	*	*	27	*
4	*	39.13	*	60.87		0.00	11	23
5	*	27.27	*	45.45	*	27.27	15	11
6	*	33.33	81.25	58.33	*	8.33	16	12
All Grades	38.66	37.96	49.58	53.70	11.76	8.33	119	108

Conclusions based on this data:

1. Based on the 2018-2019 ELPAC data, 47.22% of students are performing at a Level 3 (moderately developed) overall.

2. English language learners in grades 4-6 are scoring low in reading and writing domains even though students have been in US school since kindergarten. Students were also not exposed to ELPAC test and ELPAC like tasks.
3. In an effort to increase the number of students who Reclassify their language status, increasing performance level to a level 4 will be one of a specific focus during the Designated English Language Development block of time and these identified students will be targeted during instruction across all content areas. Instructional coach will continue to provide professional development on ELD standards and provide support for ELPAC like task at each grade level.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
367	86.9	32.2	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	118	32.2
Homeless	10	2.7
Socioeconomically Disadvantaged	319	86.9
Students with Disabilities	42	11.4





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.9
Asian	3	0.8
Filipino	7	1.9
Hispanic	326	88.8
Two or More Races	1	0.3
White	23	6.3

Conclusions based on this data:

1. Based on this data, 32.2% of students are English Language Learners, 86.9% are Socioeconomically Disadvantaged, and 11.4% are Students with Disabilities.
2. The above mentioned sub groups may not have access to the appropriate resources.
3. The community liaison will communicate with families to provide available resources: including parent workshops.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. Based on 2018-2019 Dashboard data, Chronic Absenteeism is a necessary area of focus.
2. Students often choose to stay home even if they are well enough to come to school due to lack of accountability and motivation to come to school.
3. Directly related to this data, we will implement a targeted tracking system, where students are celebrated and earn incentives for regular attendance. McKibben has also applied to enroll in the ACT (Abolish Chronic Truancy) program.

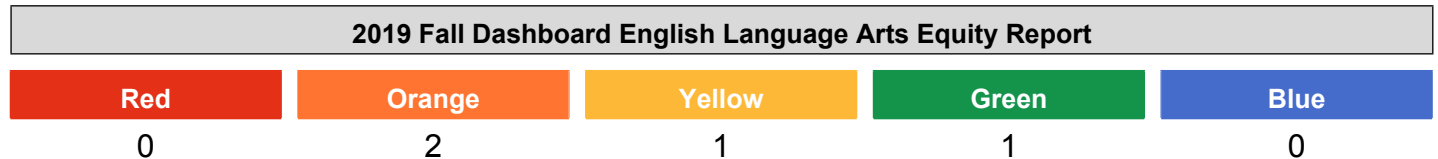
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners		Foster Youth		
 Green 2.1 points below standard Increased ++4.6 points 218	 Yellow 12.4 points below standard Increased ++10.9 points 78		 No Performance Color 0 Students		
Homeless	Socioeconomically Disadvantaged		Students with Disabilities		
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 3.3 points below standard Increased ++6 points 192		 Orange 100.2 points below standard Increased ++11.6 points 35		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Orange 9.8 points below standard Maintained ++2.1 points 192	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 50.4 points above standard Increased Significantly ++26.9 points 17

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 50.7 points below standard Increased Significantly ++16.8 points 50	Reclassified English Learners 55.9 points above standard Maintained -2.4 points 28	English Only 5.7 points above standard Maintained -0.8 points 135
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Conclusions based on this data:

- Based on 2018-2019 Dashboard data, English Language Arts for Hispanic students is a necessary area of focus.
- Based on the data, we need to increase grade level opportunities for collaboration to analyze assessment data and develop action plans to differentiate instruction.
- The master calendar will continue to provide time for Response to Intervention, including both remediation and acceleration. Teacher collaboration will continue to focus on lesson study, data analysis, and interventions. Interventionists and the Intervention Aide will continue to push into classrooms to provide small group and one to one support.

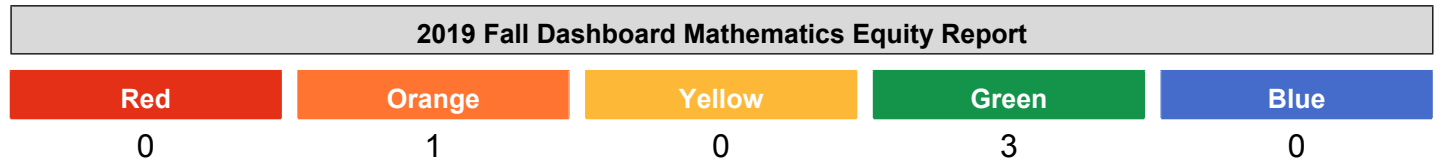
School and Student Performance Data

Academic Performance Mathematics






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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 17.1 points below standard Increased Significantly ++22.9 points 218	English Learners  Green 23.3 points below standard Increased Significantly ++19.9 points 78	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Socioeconomically Disadvantaged  Green 15.3 points below standard Increased Significantly ++24.4 points 192	Students with Disabilities  Orange 103.5 points below standard Increased Significantly ++35.1 points 35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian	Asian	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Green 20.1 points below standard Increased Significantly ++21.5 points 192	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander	White  No Performance Color 6.9 points above standard Increased Significantly ++40.4 points 17

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 53.2 points below standard Increased Significantly ++26.1 points 50	Reclassified English Learners 30.1 points above standard Increased ++6.8 points 28	English Only 11.7 points below standard Increased Significantly ++26.8 points 135
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Conclusions based on this data:

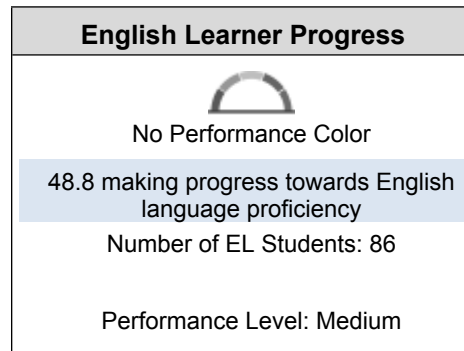
1. Based on 2018-2019 Dashboard data, Mathematics for students with disabilities are a necessary area of focus.
2. Based on the data, we need to increase grade level opportunities for collaboration to analyze assessment data and develop action plans to differentiate instruction.
3. The master calendar will continue to provide time for Response to Intervention, including both remediation and acceleration. Teacher collaboration will continue to focus on lesson study, data analysis, and interventions. Interventionists and the Intervention Aide will continue to push into classrooms to provide small group and one to one support.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.9	30.2	6.9	41.8

Conclusions based on this data:

1. Based on the data from the ELPAC, 18% of English Learners decreased 1 ELPI level.
2. English language learners in grades 4-6 are scoring low in reading and writing domains even though students have been in US school since kindergarten. Students were also not exposed to ELPAC test and ELPAC like tasks.
3. Based on the data, 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.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 7.8 Maintained -0.3 385	English Learners  Green 5.6 Declined -3.1 125	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 18.2 Declined -0.9 11	Socioeconomically Disadvantaged  Yellow 8.6 Maintained -0.2 337	Students with Disabilities  Green 9.3 Declined -5.8 54

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.2 Maintained -0.4 343	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 4.2 Increased +0.8 24

Conclusions based on this data:

1. Based on 2018-2019 Dashboard data, Chronic Absenteeism for Socioeconomically Disadvantaged students is a necessary area of focus.
2. Students often choose to stay home even if they are well enough to come to school due to lack of accountability and motivation to come to school.
3. Directly related to this data, we will implement a targeted tracking system, where students are celebrated and earn incentives for regular attendance. McKibben has also applied to enroll in the ACT (Abolish Chronic Truancy) program.

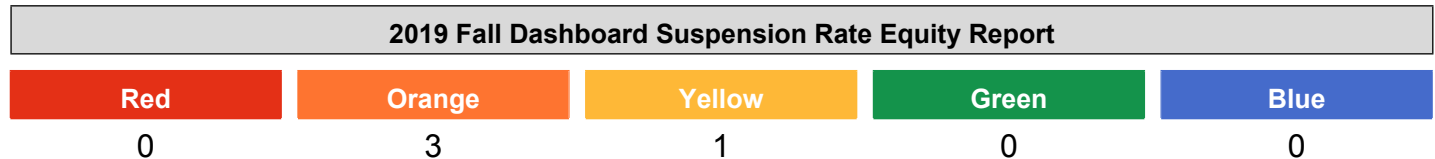
School and Student Performance Data

Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.3 Increased +0.5 387	English Learners  Orange 2.4 Increased +2.4 126	Foster Youth  No Performance Color Less than 11 Students - Data Not 1
Homeless  No Performance Color 0 Declined -4.8 11	Socioeconomically Disadvantaged  Orange 1.5 Increased +0.9 339	Students with Disabilities  Yellow 1.9 Maintained 0 54

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 7	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  No Performance Color Less than 11 Students - Data 3	Filipino  No Performance Color Less than 11 Students - Data 7
Hispanic  Orange 1.5 Increased +0.9 343	Two or More Races  No Performance Color Less than 11 Students - Data 1	Pacific Islander	White  No Performance Color 0 Maintained 0 24

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.8	1.3

Conclusions based on this data:

1. Based on 2018-2019 Dashboard data, the Suspension Rate for English Learners is a necessary area of focus.
2. Students may be unclear on school expectations and procedures and parent contact will be made in order to ensure parental support.
3. Capturing Kids Hearts will be fully implemented in all classrooms and outside. Refresher lessons for PBIS expectations will be provided during staff meetings and PBIS team will meet regularly. Staff will review a targeted tracking system, where students are celebrated and earn incentives for positive behavior.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture and Climate

LEA/LCAP Goal

Create a learning environment where students feel safe within a strong and positive school culture that is collaborative, unbiased, and inclusive of all student groups.

Goal 1

McKibben will facilitate personal student success by providing a safe and secure environment where mutual respect is demonstrated by students and staff.

Identified Need

Based on stakeholder needs assessments, increase social, emotional, and behavioral learning opportunities to provide for a safe and secure school environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Data	<p>Based on 2019 Dashboard data, in the area of attendance, Chronic Absenteeism for all students is a necessary area of focus. 30 students or 7.8% of the 385 students had more than 10 absences.</p> <p>Based on 2019 Dashboard data, in the area attendance, regular attendance for all students is a necessary area of focus. 30 students or 7.8% of the 385 students had more than 10 absences.</p>	Attendance at McKibben will show an increase of a minimum of 3%.
PBIS	8 out of 10 students knew the 4 "Be" Expectations when asked to respond to the question, "What are the PBIS expectations at McKibben?"	Students at McKibben will respond appropriately to the question "What are the PBIS expectations at McKibben?" 9/10 times.
Healthy Kids Survey	Increase participation Out of 55 fifth grade students, 45	Overall, the number of 5th grade students who participate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>students, or 82% of all students responded to the 2019-2020 California Healthy Kids Survey.</p> <p>The percentage of students who responded that they "feel safe most or all of the time" and McKibben is 72%, or 32 students.</p>	in the California Healthy Kids survey will increase to 92%.
Capturing Kids Hearts Administration and Staff Checklists	100% of classrooms have created and use a social contract.	Overall, Classrooms will Increase the number of students using the social contract in order to self monitor their behaviors.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Programs and materials that will support with increased attendance and positive behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded
4000	LCFF Attendance and PBIS Incentives
3000	LCFF 5000-5999: Services And Other Operating Expenditures Program to support to Capturing Kids Hearts
1000	LCFF 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 Planning meetings and support to assist with promoting a positive school culture and climate in order to assist with the ongoing implementation of positive behavior strategies and activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries MTSS and Instructional Team
1500	LCFF 1000-1999: Certificated Personnel Salaries MTSS/PBIS Team
1500	LCFF 2000-2999: Classified Personnel Salaries Leadership Team
500	LCFF 3000-3999: Employee Benefits Classified extra support
500	LCFF 3000-3999: Employee Benefits Certificated benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 Assemblies and events to promote a positive and safe school climate.

Proposed Expenditures for this Strategy/Activity

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

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

1000

LCFF

5000-5999: Services And Other Operating Expenditures
PBIS and Character Education events

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Continuous Improvement

LEA/LCAP Goal

Utilize research-based practices and a cycle of continuous improvement based on data to support a broad course of study, which will prepare students for the 21st century global market.

Goal 2

McKibben will fully implement Common Core State Standards, provide access to core programs, engage and utilize data analysis, and provide support systems to increase student achievement.

Identified Need

Based on local and state assessments, increase opportunities for deconstruction of standards, data analysis, planning, and reflection.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star 360 ELA	Average Scale Scores by grade level: First-128/114 Second-217/312 Third-348/433 Fourth-374/513 Fifth-505/583 Sixth-532/676	Overall, McKibben will increase student scale scores at each grade level to meet cut score goal on the ELA STAR 360.
Star 360 Math	Average Scale Scores by grade level: First- 379/393 Second-422/506 Third-537/602 Fourth-600/679 Fifth-643/770 Sixth-723/798	Overall, McKibben will increase student scale scores at each grade level to meet cut score goal on the Math STAR 360.
California Assessment of Student Progress and Performance (CAASPP) ELA	Overall, McKibben students scored 2.1 points below the standard in English Language Arts in 2018. Students	McKibben will demonstrate a 10% decrease in the percentage of students scoring "DID NOT MEET"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	demonstrated a 4.6 point increase from 2017.	STANDARDS" in ELA CAASPP for the 2022-2022 School Year.
California Assessment of Student Progress and Performance (CAASPP) Math	Overall, McKibben students scored 17.1 points below the standard in Mathematics in 2018. Students demonstrated a 22.9 point increase from 2017.	McKibben will demonstrate a 10% decrease in the percentage of students scoring "DID NOT MEET STANDARDS" in Mathematics CAASPP for the 2022-2022 School Year.
ELPAC	4 students in grades 3-6 are scoring level 1 on ELPAC.	McKibben will decrease the number of level 1 students by a minimum of 50% in grade 3-6 to avoid LTEL status.
Fluency	75% of McKibben students tested scored met or exceeded grade level standard on District fluency assessments.	McKibben will demonstrate an increase of 10% of students will score at met or exceeded their grade level standard on District fluency assessments.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.1 Programs and materials that would increase student achievement in Language Arts, Math, and ELD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000.	Title I 4000-4999: Books And Supplies Web Based Subscriptions
10000.	LCFF 4000-4999: Books And Supplies Materials to support Intervention program
	District Funded

4000-4999: Books And Supplies
School wide curriculum adoption of Benchmark in order to facilitate collaboration and consistency in instruction for both Dual Immersion program and English Only programs.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Economically Disadvantaged
Hispanic
Homeless
Foster Youth
Students with Disabilities

Strategy/Activity

2.2 Meetings, personnel, and supports that would support student learning; meet and enrich the academic needs of all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Title I 1000-1999: Certificated Personnel Salaries Extra Hours/Interventionist, Instructional Coach
12527	Title I 2000-2999: Classified Personnel Salaries Interventionist
1550	Title I 3000-3999: Employee Benefits
4000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Sub Days/ Trimester Reviews/Learning Walks
86553.48	1000-1999: Certificated Personnel Salaries Instructional Coach salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.3 Assemblies and events that enrich core curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	LCFF 5800: Professional/Consulting Services And Operating Expenditures Field Trips, assemblies and events

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Educator Leadership

LEA/LCAP Goal

Provide a strong educator support system for all staff to develop professional efficacy and strong engagement, to ensure a focus on student success, achievement, and empowerment in order for all students to achieve their greatest potential.

Goal 3

Staff will have access to professional development training opportunities at the district and site level.

Identified Need

Provide training for Dual Immersion, CGI, differentiation and small group instruction to provide Intervention support. Trainings to refresh and drill deeper on SEL, ELD, GLAD, CKH.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance in District and Site Professional Development-monitored by sign in sheets and Google form reflection sheets. Checklists and/or feedback from walkthrough observations.		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.1 Programs and materials to support trainings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300.	Title I Part A: Parent Involvement ELAC/ Coffee with the Principal/Cafe con la directora

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.2 Extra hours to extend and support trainings.
--

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF 1000-1999: Certificated Personnel Salaries Extra Pay for Instructional Coach/trainings
200	LCFF 3000-3999: Employee Benefits Extra Pay for Instructional Coach/trainings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family and Community Engagement

LEA/LCAP Goal

Strengthen communications and facilitate trusting partnerships with parents and community members by providing resources and opportunities for parents' active engagement in their child's education.

Goal 4

Strengthen communication and increase participation of parents and community members by providing resources and opportunities for families to engage in their students' education.

Identified Need

During discussions with stakeholders, there is a need for increased parent training to help navigate technology and build knowledge of school programs

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase traffic on Social Media Accounts.	85 Twitter followers	Update Facebook account
Participation in parent workshops.	336/368 students are signed up for AERIES Parent Portal: 91% Reach	Increase Coffee with the Principal trainings to at least 5 per year.
Increase guardians signed up for AERIES parent portal and Parent Square.	0 parents have signed up for Parent Square	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.1 Programs and materials to support Family and Community Engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100

Title I
4000-4999: Books And Supplies
Materials and copies

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

4.2 Meetings/ Personnel/ Supports that support and increase Family and Community Engagement.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

289.16

Title I
2000-2999: Classified Personnel Salaries
Community Liaison support with extra hours

250

Title I
2000-2999: Classified Personnel Salaries
Translation of documents, flyers, or meetings.

1000.

LCFF
2000-2999: Classified Personnel Salaries
Community Liaison support with extra hours

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

4.3 Assemblies and Events that support and increase Family and Community Engagement.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

200.

Title I
2000-2999: Classified Personnel Salaries
Childcare for school events such as Back to
School Night and parent workshops

35	Title I 3000-3999: Employee Benefits Childcare for school events such as Back to School Night and parent workshops
150	Title I 4000-4999: Books And Supplies School events such as Literacy Day, Science/Math nights, etc.
148	Title I 4000-4999: Books And Supplies School events to support Dual Immersion Program

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

MTSS

LEA/LCAP Goal

Provide a comprehensive, multi-tiered system of support within academics, behavior, and social-emotional services to facilitate student success, which includes increased and improved services for all student groups.

Goal 5

McKibben will provide academic and behavioral strategies to meet the needs of all students.

Identified Need

Based on stakeholder needs assessment, increase academic & socio-emotional intervention support before, during, and after the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Progress Monitoring Tools for Intervention Program		
PBIS Rewards		
Office Referrals		
SST Referrals		
Wellness Referrals		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.1 Programs and materials to support or enhance the comprehensive system of support services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies 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.
500	LCFF 4000-4999: Books And Supplies Incentives for Book Club, Before/After school classes, and Office use

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

5.2 Meetings, personnel and supports to provide interventions or enrichment opportunities based on student needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Interventionist Extra hours
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Moving Mindz- Remediation/ Tutoring
1500	LCFF 1000-1999: Certificated Personnel Salaries Extra hours-Jr. Achievers and High Achievers
1505.98	LCFF Before/After School Intervention and Enrichment
1500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Moving Mindz- Enrichment classes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.3 Assemblies and Events that support interventions or enrichment opportunities based on student needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	LCFF 5800: Professional/Consulting Services And Operating Expenditures Assemblies

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$152,208.62

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$28,249.16
Title I Part A: Parent Involvement	\$300.00

Subtotal of additional federal funds included for this school: \$28,549.16

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

State or Local Programs	Allocation (\$)
	\$0.00
	\$86,553.48
LCFF	\$37,105.98

Subtotal of state or local funds included for this school: \$123,659.46

Total of federal, state, and/or local funds for this school: \$152,208.62

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

	0.00
	86,553.48
LCFF	37,105.98
Title I	28,249.16
Title I Part A: Parent Involvement	300.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	96,553.48
2000-2999: Classified Personnel Salaries	15,766.16
3000-3999: Employee Benefits	2,785.00
4000-4999: Books And Supplies	22,398.00
5000-5999: Services And Other Operating Expenditures	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	4,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
1000-1999: Certificated Personnel Salaries		86,553.48

	LCFF	5,505.98
1000-1999: Certificated Personnel Salaries	LCFF	10,000.00
2000-2999: Classified Personnel Salaries	LCFF	2,500.00
3000-3999: Employee Benefits	LCFF	1,200.00
4000-4999: Books And Supplies	LCFF	12,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,900.00
2000-2999: Classified Personnel Salaries	Title I	13,266.16
3000-3999: Employee Benefits	Title I	1,585.00
4000-4999: Books And Supplies	Title I	10,398.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,000.00
	Title I Part A: Parent Involvement	300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,000.00
Goal 2	124,830.48
Goal 3	2,500.00
Goal 4	2,172.16
Goal 5	9,705.98

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 7 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Janette Tyrone	Principal
Mary Hambright	Classroom Teacher
Chris Losoya	Classroom Teacher
Barbara Llamas	Classroom Teacher
Cintia Mejia	Other School Staff
Ana Sanchez	Parent or Community Member
Maggie Castillo	Parent or Community Member
Magaly Duran	Parent or Community Member
Michelle Ryan	Parent or Community Member
Marilu Saavedra	Parent or Community Member
Stephanie Torres	Parent or Community Member
Enedina Velazquez	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: McKibben staff

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

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

This SPSA was adopted by the SSC at a public meeting on May 4, 2021.

Attested:

Principal, Janette Tyrone on 4/4/21

SSC Chairperson, Barbara Llamas on 4/4/21

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.