



2017-20 LCAP Summary

Silver Strand Elementary School

SITE SP/LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's Site SP/LCAP.

Personalized Learning - Goal 1: Learning

Intent: Silver Strand Elementary seeks to ensure that all students experience personalized learning to best meet their individual learning needs and their personalized goals based on their strengths and needs and personal interests and aspirations.

Communication Systems - Goal 2: Communication

Intent: Silver Strand Elementary seeks to ensure effective communication systems between and among all shareholders. Such communication includes effective forms of communication between classrooms and families and between the school and families and with the community.

Multi-tiered Systems of Support- Goal 3: Support

Intent: Silver Strand Elementary seeks to ensure that all students' needs will be met through data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional services offered.

REVIEW OF PERFORMANCE FROM 2015-16

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

**GREATEST
PROGRESS**

- Increased levels of performance in both ELA and mathematics for socioeconomically disadvantaged students - increased 7.9 points
- Personalized Education Plans created for all English language learners
- Personalized Education Plans created by all teachers including increased professional development for staff regarding areas of interest
- Increased focus on social/emotional support for all students utilizing the school counselor (LCSW), the Military Family Life Counselor (MFLC), and implementation of a school-wide behavioral support team. These groups provide support to students and staff including whole group, small group, and individual counseling sessions and classroom lessons.
- Increased parent information nights in mathematics
- Increased monthly practice drills and complete development of both site and district safety plans
- All teachers in grades 3-5 have begun implementing instructional practices using the new NGSS standards and supporting materials (FOSS kits) and K-2 teachers are currently being trained to do so
- Lucy Calkins writing is being implemented in all Silver Strand classrooms
- District math TOSA and other professional development opportunities in mathematics have been made available to teachers to support math instructional practices
- Enrichment Clubs continue to be offered both during students' lunch times and after school
- Band and choir opportunities are now available to students
- ELAC meetings taking place to support parents of EL students (school site) - new development this year
- 96% of all parents participated in Fall parent/teacher conferences
- ELA CAASPP - 4th grade - increased 6 points - 71% met or exceeded standards (15-16 year)
- Math CAASPP - 4th grade - increased 12 points - 75% met or exceeded standards (15-16 year)
- Math CAASPP - 5th grade - increased 15 points - 64% met or exceeded standards (15-16 year)
- Language Live! Program has been implemented (ELA) - grades 3-5
- Number Talks participation is taking place in general education settings in addition to Special Education mathematics support - grades 4 and 5
- Additional "hands on" learning opportunities have been added to further support student growth and to foster student interest
- Additional part time Special Education teacher has been added to support student learning
- Additional program instructional aide was added to support student learning
- All instructional assistants have been Read Well trained - grades TK
- Supports in place for all students include ASE intervention support in both ELA and/or mathematics continues to be offered to students needing such support

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Please note that Silver Strand has a 79% military-connected population with a high mobility rate of students. Silver Strand had 109 students added to our attendance and 71 who withdrew from Silver Strand during the 15/16 school year. Data for 2016-17 is yet to be determined.

- Increase performance of students with disabilities in English language arts and mathematics
- Increase parent communication regarding progress reports, report cards, grading criteria and meaning of grades
- Alignment between Fall parent/teacher conferences (November) and end of 1st semester report card (February)
- Alignment of assessment calendar to grading periods
- Continue after school intervention program
- Increase supports for teachers to support students with increased social/emotional/behavioral needs
- Improve reciprocity between general education and special education support systems
- Improve attendance for chronically absent students
- Continue additions/improvements to be made to site and district safety plans
- Continue support for English Learners and Reclassified Fluent English Proficient students
- ELA CAASPP – 3rd grade - decreased 13 points - 59% met or exceeded standards (15-16 year)
- ELA CAASPP - 5th grade - decreased 3 points - 72% met or exceeded standards (15-16 year)

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Students with disabilities in English language arts and mathematics (gap identified as two levels below)

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Using the Multi-Tiered Systems of Support (MTSS) model, grade levels, counselors, and administration will provide support through the Student Success Team (SST) process for all students including our military, EL, homeless, low-income, and foster youth student sub groups. All students will have access to a computer at home to complete homework, assignments, and online program requirements. Silver Strand will ensure that these students are identified and placed in appropriate services per need.

Stakeholder Engagement LCAP Year 2017-18

How, when, and with whom did the Site consult as part of the Annual Review and Analysis and last year's Strategic Plan key actions?

Silver Strand LCAP Planning Committee representing all grade levels at Silver Strand Elementary from Preschool to 5th grade met on 10/25/16, 12/13/16, 2/28/17, and on 4/25/17 to discuss Strategic LCAP goals and to prepare for the all-day Strategic LCAP community stakeholder meeting. Community all day presentation and brainstorm session involving all stakeholders occurred on 2/21/17. The site technology teacher, the ELD teacher, special education teacher, reading specialist, parents, school board members, community members, district representatives, military parents, parents of English learners, and parents of special education students were all present at our all day LCAP/Strategic Planning meeting. Results from this meeting were later shared with the entire Silver Strand staff at a faculty meeting on 3/1/17. Staff members' additional feedback was added into the Plan and staff members were encouraged to respond online if they wished to submit additional feedback. Such feedback was included.

How did these consultations impact the Strategic Plan/LCAP key actions for the upcoming 2017-18 school year?

Brainstorming charts were created to incorporate all site, district, and Board goals. This information was typed up and shared with the entire Silver Strand staff via a Google Doc. This information was shared with all staff members on 3/1/17. Notes were categorized and matched appropriately to one or more of the three CUSD Board goals.

EXAMPLES (per goal area):

Learning: STEAM Lab development - ideas and suggestions were discussed and will be utilized as we explore possible sources and community entities that may support the development of Silver Strand's STEAM Lab.

Communication: Educate parents concerning new curriculum as to new programs, curriculum, and support materials. The committee decided that Silver Strand will offer more parent education workshops and additional support materials and resources both in paper form and online.

Support: Enrichment Club opportunities - involve parents as participants in organizing and providing instruction in novel areas to offer expanded available offerings to students.

Goals, Actions, & Services 2017-20

Goal 1: Learning	Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
Site Strategy:	Silver Strand Elementary seeks to ensure that all students experience personalized learning to best meet their individual learning needs and their personalized goals based on their strengths and needs and personal interests and aspirations.
Identified Need:	<ul style="list-style-type: none"> • Increase performance of students with disabilities in English language arts and mathematics • After school intervention program continuation • Improved attendance for chronically absent students • Continued support for English Learners and Reclassified Fluent English Proficient students • ELA CAASPP - 4th grade • ELA CAASPP - 5th grade

Goal 1/Learning: Key Actions and Services									
	2017-18			2018-19			2019-20		
	New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
1.1	Continue ASE program and instructional aide support as robust as funding and enrollment will allow to meet individual student needs.			Continue ASE program and instructional aide support as robust as funding and enrollment will allow to meet individual student needs.			Continue ASE program and instructional aide support as robust as funding and enrollment will allow to meet individual student needs.		

2017-20 SSES Site LCAP

Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	CSF, DoDEA, LCFF supplemental, TIIG, GE Carryover, Title I	CSF, DoDEA, LCFF supplemental, TIIG, GE Carryover, Title I	CSF, DoDEA, LCFF supplemental, TIIG, GE Carryover, Title I
Expected Outcomes/Metrics Baseline 16/17: 3.4% of FTE	Maintain 3.4% of FTE are ASE/Title I teachers	Maintaining this level of FTE ASE support will be dependent upon funding available. We hope to retain this number of FTE in our ASE program each year.	Maintaining this level of FTE ASE support will be dependent upon funding available. We hope to retain this number of FTE in our ASE program each year.
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.2	Provide identified teachers with training on Haiku and develop minimum standard for usage. Encourage exploration of Haiku e-portfolios/PEPs for students.	Increase Haiku page usage - add three novel uses for Haiku. Begin using Haiku e-portfolios with students.	All teachers will use Haiku learning management system and all students will have e-portfolios established and regularly utilized.
Students Served	All_x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	CUSD General Fund/Tech budget	CUSD General Fund/Tech budget	CUSD General Fund/Tech budget
Baseline 15/16: 85% of teachers use Haiku LMS	100% of identified teachers will begin with exploration of Haiku. Each identified teacher will begin utilizing Haiku (minimum of three uses). All Silver Strand teachers currently have Haiku pages. However, two	100% of identified teachers will add to usage of Haiku and each student will have PEP plans introduced via Haiku portfolios. Add 15% - goal is for all teachers to be actively using their Haiku pages with	100% - full implementation - all identified teachers will be fully utilizing Haiku and all students will have PEP plans fully implemented and utilized via Haiku portfolios. 100% of teachers will be fully utilizing Haiku and all students will have PEP

2017-20 SSES Site LCAP

	teachers are not actively using their pages at this time.	timely additions being added to their pages (monthly).	plans in place and being used via Haiku LMS
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.3	<p>Silver Strand will provide CCSS standards-based instruction in ELA (reading) for all students.</p> <ul style="list-style-type: none"> Align current inventory of leveled reading materials to CCSS. Purchase leveled instructional materials for reading aligned to CCSS for non-fiction at DRA 50-70 levels. Provide guided reading observation opportunities for newer teachers/coaching with reading specialist. 	<p>Silver Strand will provide CCSS standards-based instruction in ELA (reading) for all students.</p> <ul style="list-style-type: none"> Key actions are dependent on progress from previous year. 	<p>Silver Strand will provide CCSS standards-based instruction in ELA (reading) for all students.</p> <ul style="list-style-type: none"> Key actions are dependent on progress from previous year.
Students Served	All__X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Instructional Materials Fund and Lottery Funds: Amount TBD Sub costs for observations (site level)	District Instructional Materials Fund and Lottery Funds: Amount TBD Sub costs for observations (site level)	District Instructional Materials Fund and Lottery Funds: Amount TBD Sub costs for observations (site level)
Expected Outcomes/ Metrics Baseline 15/16: 67%	CAASPP 17/18: 71% student performance rate	CAASPP 17/18: 73% student performance rate	CAASPP 17/18: 75% student performance rate
	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged

<p>1.4</p>	<p>Silver Strand will provide CCSS standards-based instruction in ELA (writing) for all students.</p> <ul style="list-style-type: none"> Utilize RW and DRA2 writing components in writing instruction. Provide opportunities for teachers to compare writing practices with others using CUSD exemplars (anchor papers) as a guide. 	<p>Silver Strand will provide CCSS standards-based instruction in ELA (writing) for all students.</p> <ul style="list-style-type: none"> Key actions are dependent on progress from previous year. 	<p>Silver Strand will provide CCSS standards-based instruction in ELA (writing) for all students.</p> <ul style="list-style-type: none"> Key actions are dependent on progress from previous year.
<p>Students Served</p>	<p>All __X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__</p>		
<p>Budget Amount and Source</p>	<p>District Instructional Materials Fund and Lottery Funds: Amount TBD</p>	<p>District Instructional Materials Fund and Lottery Funds: Amount TBD</p>	<p>District Instructional Materials Fund and Lottery Funds: Amount TBD</p>
<p>Expected Outcomes/ Metrics Baseline 15/16: 67%</p>	<p>CAASPP 17/18: 71% student performance rate</p>	<p>CAASPP 17/18: 73% student performance rate</p>	<p>CAASPP 17/18: 75% student performance rate</p>
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>1.5</p>	<p>Silver Strand will provide CCSS standards-based instruction in ELA (grammar, spelling, and word study) for all students.</p> <ul style="list-style-type: none"> Survey teachers to determine how these standards are being met and what materials are currently being utilized. 	<p>Silver Strand will provide CCSS standards-based instruction in ELA (grammar, spelling, and word study) for all students.</p> <ul style="list-style-type: none"> Use this year to develop or purchase curriculum to meet these standards. 	<p>Silver Strand will provide CCSS standards-based instruction in ELA (grammar, spelling, and word study) for all students.</p> <ul style="list-style-type: none"> Agree upon and/or create common curriculum for grammar, spelling, and word study (Yr 1 of full implementation).

2017-20 SSES Site LCAP

Students Served	All__x_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Instructional Materials Fund and Lottery Funds: Amount TBD	District Instructional Materials Fund and Lottery Funds: Amount TBD	District Instructional Materials Fund and Lottery Funds: Amount TBD
Expected Outcomes/ Metrics Baseline 16/17: See right.	Teachers will need to be surveyed initially to determine what resources are currently being utilized before next steps can be taken. This survey data will be baseline information.	Next steps will be taken based upon the previous year findings. Materials will either need to be created or purchased based upon survey findings and teacher usage needs. Grade level dependent on needs and appropriateness.	All teachers (per grade level) will have agreed upon common curriculum for grammar, spelling, and word study program. This will be the first year of full implementation of the agreed upon programs (per grade level).

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.6	<p>Silver Strand will provide CCSS standards-based instruction in math.</p> <ul style="list-style-type: none"> All students will engage in high quality math tasks 1-2 times per week. Number talks will be implemented 2-3 times per week and will take place in all classrooms. 	<p>Silver Strand will provide CCSS standards-based instruction in math.</p> <ul style="list-style-type: none"> Key actions are dependent on progress from previous year. 	<p>Silver Strand will provide CCSS standards-based instruction in math.</p> <ul style="list-style-type: none"> Key actions are dependent on progress from previous year.
Students Served	All__x_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Instructional Materials Fund and Lottery Funds: DoDEA M3 Grant funds	District Instructional Materials Fund and Lottery Funds DoDEA M3 Grant funds	District Instructional Materials Fund and Lottery Funds DoDEA M3 Grant funds

2017-20 SSES Site LCAP

Expected Outcomes/ Metrics Baseline 15/16:69%	CAASPP 17/18: 72%	74%	76%
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	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.7	Science instruction for grades K-5 will align to NGSS. <ul style="list-style-type: none"> Yr 1 of instruction based on NGSS standards and corresponding Foss kit. Grades K-2 (possible additional training and exploration) and grades 3-5 (full implementation). 	Science instruction for grades K-5 will align to NGSS. <ul style="list-style-type: none"> Yr 2 of instruction based on NGSS standards and corresponding Foss kit. All grades K-5 - full implementation of NGSS. 	Science instruction for grades K-5 will align to NGSS. <ul style="list-style-type: none"> Yr 3 of instruction based on NGSS standards and corresponding Foss kit. All grades K-5 - full implementation of NGSS.
Students Served	All __x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Instructional Materials Fund and Lottery Funds	District Instructional Materials Fund and Lottery Funds	District Instructional Materials Fund and Lottery Funds

2017-20 SSES Site LCAP

<p>Expected Outcomes/ Metrics Baseline 15/16: 84% of 5th graders met or exceeded standards on CST Science Test; baseline CAST will be in spring 2019.</p>	<p>Pilot CAST for grade 5; no scores</p>	<p>Field test CAST for grade 5; no scores</p>	<p>Baseline operational test for grade 5.</p>
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	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>1.8</p>	<p>STEAM Lab creation and implementation</p> <ul style="list-style-type: none"> Funding sources with business/college entities willing to provide information, support, and resources will be explored, secured, and installed. Project-based learning units and/or Genius Hour ideas also explored. 	<p>STEAM Lab creation and implementation</p> <ul style="list-style-type: none"> Year 1 of implementation - Initial lab will be established and Silver Strand students will begin utilizing lab. Project-based learning and/or Genius Hour projects will be designed, explored, and shared. Other CUSD schools may also be invited to use the lab. The use of initial materials, resources, and supplies will be evaluated and next steps will be determined. The use of virtual reality may also be explored. 	<p>STEAM Lab creation and implementation</p> <ul style="list-style-type: none"> Based upon feedback from Silver Strand and other CUSD schools using the lab, outside community entities may be invited to use lab. Additional equipment and materials may be added dependent on need, feedback from users, and available funding. Possible implementation of VR - dependent upon available resources and need.

2017-20 SSES Site LCAP

Students Served	All__x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	Outside community entities (i.e. Navair, DoDEA, Lowe's Bay Coronado, Qualcomm, and CSF). Amount to be determined based upon community ability and willingness to support this project.	Continued based upon prior funding sources willingness and ability to continue to fund and maintain this project.	Continued based upon prior funding sources willingness and ability to continue to fund and maintain this project.
Expected Outcomes/ Metrics: There is no STEAM lab at Silver Strand (16/17)	Planning year; no data	Determine # of students participating in using the lab - site based and possibly other CUSD sites	Increase in # of students participating in using the lab (all students and possibly other community members - TBD)

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.9	<p>Implement Yr 1 of arts integration in grades K-5 per DoDEA Arts for Learning grant.</p> <ul style="list-style-type: none"> Introduction of program where DODEA grant instructors engage in partner work with classroom teachers to introduce and implement curriculum. Year 1 of grant success noted and reported. 	<p>Implement Yr 2 of arts integration in grades K-5 per DoDEA Arts for Learning grant.</p> <ul style="list-style-type: none"> Continuation of program - teachers provide instruction to their students per last year's model. Recommendations for modifications needed noted Yr 2 of success of grant reported. 	<p>Implement Yr 3 of arts integration in grades K-5 per DoDEA Arts for Learning grant.</p> <ul style="list-style-type: none"> Additions or modifications may be made to program based upon how the program was fully implemented during Year 2. Recommendations for next steps and future success for program noted and next steps determined.

2017-20 SSES Site LCAP

Students Served	All__x_ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	DoDEA A4L grant	DoDEA A4L grant	DoDEA A4L grant
Expected Outcomes/ Metrics Baseline 15/16: 59.84% of CUSD teachers report being unfamiliar with CA Visual and Performing Arts Standards (per fall 2015 survey). Teachers self-reported that they do not have a comfort level teaching neither discrete nor integrated arts (per fall 2015 survey).	<p>All teachers will be exposed to new integrated arts model and will become familiar and more comfortable with using this model with support and direct guidance.</p> <p>100% general education teachers will be exposed to new model</p>	<p>All teachers will begin using this model independently (with limited outside support). Notes/reflections will take place. Recommendations for adaptations will be noted.</p> <p>100% of general education teachers will begin using this model independently (with limited support).</p>	<p>All teachers will be fully implementing arts integration models within their classrooms. Modifications will be made based up recommendations from previous year of full implementation.</p> <p>100% of general education teachers will be fully implementing the integrated arts model within their classrooms.</p>

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
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2017-20 SSES Site LCAP

1.10	New CA History Social Science Framework implementation will be based on CUSD Elementary Plan for this content area (Exploration Year).	New CA History Social Science Framework implementation will be based on CUSD Elementary Plan for this content area (Introduction Year).	New CA History Social Science Framework implementation will be based on CUSD Elementary Plan for this content area (Yr 2).
Students Served	All __X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__		
Budget Amount and Source	District Instructional Materials Fund and Lottery Funds: Amount TBD	District Instructional Materials Fund and Lottery Funds: Amount TBD	District Instructional Materials Fund and Lottery Funds: Amount TBD
Expected Outcomes/ Metrics Baseline 15/16: No baseline	Framework being developed and soon to be implemented statewide		

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.11	<p>Provide supplementary instructional resources and trainings for teachers.</p> <ul style="list-style-type: none"> Additional training for teachers regarding ways to more completely use Chromebooks, Compass Learning and MAP, and MMARS data to support student learning Explore possible incentives for student use of supplemental curricular 	<p>Provide supplementary instructional resources and trainings for teachers.</p> <ul style="list-style-type: none"> Key actions are dependent on progress from previous year. 	<p>Provide supplementary instructional resources and trainings for teachers.</p> <ul style="list-style-type: none"> Key actions are dependent on progress from previous year.

2017-20 SSES Site LCAP

	<ul style="list-style-type: none"> resources Continued support for teachers to use various digital media and computer-based resources across the curriculum PEP Plans for teachers - full development and beginning implementation per individual, partner, or group goals 		
Students Served	All __x__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	Educator Effectiveness Funds will be used (expiration June 2018)	Available site and District Title IIA funds.	Available site and District Title IIA funds.
Expected Outcomes/ Metrics Baseline 16/17: none	Baseline data will be collected.	Growth TBD based upon baseline information gathered during Year 1	Growth TBD based on information acted upon in Yr 1

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
1.12	<p>All students will continue to improve their physical education performance</p> <ul style="list-style-type: none"> Continuing to ensure that all students meet their physical education class minutes Continue to work with students to ensure that 	<p>All students will continue to improve their physical education performance</p> <ul style="list-style-type: none"> Continue with previously established goals and add additional training opportunities as funding and other resources allow Continue to allow for 	<p>All students will continue to improve their physical education performance</p> <ul style="list-style-type: none"> Continue with previously established goals and add additional training opportunities as funding and other resources allow Allow for ongoing collaboration and planning opportunities between Village and Strand teachers (as may be

2017-20 SSES Site LCAP

	<p>they are best prepared to pass the California Physical Fitness Test in grade 5</p> <ul style="list-style-type: none"> • Provide professional development opportunities for PE staff to further develop their skills and knowledge as related to adopted <i>SPARK</i> curriculum • Continue to allow for collaboration opportunities between Village and Strand PE teachers to foster improved knowledge and skills as related to the <i>SPARK</i> curriculum 	<p>collaboration opportunities between Village and Strand PE teachers to foster improved knowledge and skills as related to the <i>SPARK</i> curriculum</p>	<p>needed)</p>
<p>Students Served</p>	<p>All ___x___ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)___</p>		
<p>Budget Amount and Source</p>	<p>Site funds, Educator Effectiveness Funds, and collaboration time; Sub costs - for collaboration time between PE teachers at Strand and Village</p>	<p>Site funds, and collaboration time; Sub costs - for collaboration time between PE teachers at Strand and Village</p>	<p>Site funds, and collaboration time; Sub costs - for collaboration time between PE teachers at Strand and Village</p>
<p>Expected Outcomes/ Metrics Baseline 15/16: 51 students participated</p>	<p>All students in 5th grade classes will continue to participate in daily PE instruction and in the CA Physical Fitness Test each spring. Current levels: Body Composition (73% and 64%), Upper Body Strength/Endurance (68% and 79%), and Flexibility (69% and 64%) are the physical fitness goal areas most in need of improvement. Instructional efforts will work to continue to foster</p>	<p>Growth TBD based upon results of goals established during Year 1.</p>	<p>Growth TBD based upon results of goals established during Year 2.</p>

<p>2.1</p>	<p>Educate parents concerning new curriculum and programs and make resources available to best equip parents to support their child.</p> <ul style="list-style-type: none"> • Offer workshops to parents so that they may obtain additional information and support concerning new curriculum and/or programs being implemented at school. • Make available Ready Common Core math newsletters, computational math brochures, links to state websites containing written, verbal, or video resources for parents, or information on various curricular topics via grade level Haiku pages or individual teachers' Haiku pages. • Post Digital Scope and Sequence information online (per grade level) 	<p>Educate parents concerning new curriculum and programs and make resources available to best equip parents to support their child.</p> <ul style="list-style-type: none"> • Survey parents as to helpfulness of resources and programs offered during previous year and determine resources and workshops that were helpful. Also, determine most immediate needs. Act upon current needs expressed. 	<p>Educate parents concerning new curriculum and programs and make resources available to best equip parents to support their child.</p> <ul style="list-style-type: none"> • Additional support steps to be determined and acted upon based upon current resources and parent needs expressed during Year 2 and outcome of steps previously implemented.
<p>Students Served</p>	<p>All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__</p>		
<p>Budget Amount and Source</p>	<p>Site funds, Educator Effectiveness Fund, and District PD funds/Lottery funds as necessary.</p>	<p>Site funds and District PD funds/Lottery funds as necessary.</p>	<p>Site funds and District PD funds/Lottery funds as necessary.</p>
<p>Expected Outcomes/Metrics Baseline</p>	<p>Data on % of parent participation in workshops offered and parent use of Haiku will be baseline.</p>	<p>Increase % of parent participation in workshops offered and parent use of Haiku over baseline.</p>	<p>Increase % of parent participation in workshops offered and parent use of Haiku over baseline.</p>

2017-20 SSES Site LCAP

<p>16/17: 6 trainings offered this year</p>			
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>2.2</p>	<p>Continue to host family events that support curricular areas, including:</p> <ul style="list-style-type: none"> • March Math Madness (PTO) • Math experience afternoon sessions (offer child care) • Band/Choir informational meetings • Reading clinics • Science Night (PTO) 	<p>Continue to host family events that support curricular areas</p> <ul style="list-style-type: none"> • Key actions are dependent on feedback and outcome from previous year. 	<p>Continue to host family events that support curricular areas</p> <ul style="list-style-type: none"> • Key actions are dependent on feedback and outcome from previous year.
<p>Students Served</p>	<p>All_X_ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)___</p>		
<p>Budget Amount and Source</p>	<p>District or PTO support for events and for possible child care</p>	<p>District or PTO support for events and for possible child care</p>	<p>District or PTO support for events and for possible child care</p>
<p>Expected Outcomes/Metrics Baseline 16/17: 12 family events</p>	<p>Data on % of family participation will be baseline.</p>	<p>Increase % of family participation over baseline.</p>	<p>Increase % of family participation over baseline.</p>
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>

<p>2.3</p>	<p>Ensure that central resources are available to parents for informational purposes</p> <ul style="list-style-type: none"> • Websites - school or teacher • Monthly principal's newsletters • Haiku pages • Google Docs • Text messages (i.e. Remind 101 or "Peachy" apps) - attendance • Align communication mechanism/plan with specific purpose - train staff and parents • On school website - determine where people go to find section to meet needs (with connected links) for curricular, school wide, and classroom information 	<p>Central resources available to parents where information can be found</p> <ul style="list-style-type: none"> • Determine via a survey most widely used forms of communication and adapt ways to best to communicate with parents accordingly 	<p>Central resources available to parents where information can be found</p> <ul style="list-style-type: none"> • Expand upon most widely used forms of parent communication
<p>Students Served</p>	<p>All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__</p>		
<p>Budget Amount and Source</p>	<p>Site and District general funds</p>	<p>Site and District general funds</p>	<p>Site and District general funds</p>
<p>Expected Outcomes/ Metrics Baseline 16/17: None</p>	<p>Parent survey will be considered.</p>	<p>Actions will be contingent upon survey results.</p>	<p>Actions will be contingent upon survey results.</p>

2017-20 SSES Site LCAP

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
2.4	Parent participation (required) <ul style="list-style-type: none"> • School Site Council - held quarterly • Title I Meetings- offered two to three times per year • ELAC meetings - held every other month • PTO- meetings held monthly • Local Military Planning Council - quarterly • SPED (SEPAC) Committee- TBD • Parent/Teacher Conferences - offered each fall and made available to parents of students below benchmark each spring 	Continue	Continue
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)_XX__		
Budget Amount and Source	None	none	none
Expected Outcomes/ Metrics Baseline: P/T conference % in	Number of meetings per year will be maintained as stated above P/T conference attendance will improve by .5%	Number of meetings per year will be maintained as stated above P/T conference attendance will improve by 1%	Number of meetings per year will be maintained as stated above P/T conference attendance will improve by 1.5%

2017-20 SSES Site LCAP

16/17 was 96%			
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Goal 3: Support	Maintain safe and supportive schools where students and staff thrive.
Site Strategy:	Silver Strand Elementary seeks to ensure that all students' needs will be met through data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional services offered.
Identified Need:	Students and staff members need to work in physically and emotionally safe learning environments.

Goal 3/Support: Key Actions and Services						
	2017-18		2018-19		2019-20	
	New	Modified	Unchanged	New	Modified	Unchanged
3.1	Increase before and after school tutoring/homework support.		Maintain before/after school supports.		Maintain before/after school supports.	
	<ul style="list-style-type: none"> Offer incentives for online programs (i.e. Compass Learning) being used consistently 		<ul style="list-style-type: none"> Monitor usage of programs and adjust incentives for consistent use of programs (as needed) 		<ul style="list-style-type: none"> Monitor usage of programs and adjust incentives for consistent use of programs (as needed) 	
Students Served	All __X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__SWD__ Specific Student Group (xx)__					
Budget Amount and Source	DoDEA Project M3; available LCFF supplemental and/or site funds		DoDEA Project M3; available LCFF supplemental and/or site funds		DoDEA Project M3; available LCFF supplemental and/or site funds	

2017-20 SSES Site LCAP

<p>Expected Outcomes/ Metrics Baseline 16/17: 59 students participated</p>	<p>MAP/MPG and DRA2 or RW baseline scores will be used to determine student progress. Expected progress will depend on initial student levels (math and reading) and individual student growth goals based on initial data. Before/After school participation rate will be 70% Year 1 of identified students</p>	<p>MAP/MPG and DRA2 or RW baseline scores will be used to determine student progress. Expected progress will depend on initial student levels (math and reading) and individual student growth goals based on initial data. Before/After school participation rate will be 75% Year 2 of identified students.</p>	<p>MAP/MPG and DRA2 or RW baseline scores will be used to determine student progress. Expected progress will depend on initial student levels (math and reading) and individual student growth goals based on initial data. Before/After school participation rate will be 80% Year 3 of identified students</p>
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>3.2</p>	<p>Maintain weekly PLC/articulation meetings focused on instruction for teachers</p>	<p>Maintain weekly PLC/articulation meeting times focused on instruction for teachers</p>	<p>Maintain weekly PLC/articulation meeting times focused on instruction for teachers</p>
<p>Students Served</p>	<p>All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__</p>		
<p>Budget Amount and Source</p>	<p>No funding required for this goal</p>	<p>No funding required for this goal</p>	<p>No funding required for this goal</p>
<p>Expected Outcomes/ Metrics Baseline 16/17: on current master schedule</p>	<p>Teachers will continue to collaborate to support one another and student growth goals Baseline information is determined each week as teachers meet to discuss and plan to accommodate student needs</p>	<p>Teachers will continue to collaborate to support one another and student growth goals Baseline information is determined each week as teachers meet to discuss and plan to accommodate student needs</p>	<p>Teachers will continue to collaborate to support one another and student growth goals Baseline information is determined each week as teachers meet to discuss and plan to accommodate student needs</p>
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>3.3</p>	<p>Maintain supports and interventions for students (i.e.</p>	<p>Maintain supports and interventions for students (i.e.</p>	<p>Maintain supports and interventions for students (i.e. ASE, ELD, and social/emotional support groups)</p>

	<p>ASE, ELD, and social/emotional support groups)</p> <ul style="list-style-type: none"> • Explore additional resources and trainings to support teachers with “at risk” and students who require additional behavioral supports. • Build in supports for clear and consistent communication and reciprocity between general education and special education teachers to best support student academics and behaviors. • Clear communication will to take place between general education and SPED staff members on a more consistent basis. 	<p>ASE, ELD, and social/emotional support groups)</p> <ul style="list-style-type: none"> • Select optimal resources for support usage with “at risk” and behaviorally “needy” students and implement programs (within constraints of funding limitations). • Build in supports for clear and consistent communication and reciprocity between general education and special education teachers to best support student academics and behaviors. • Clear communication will to take place between general education and SPED staff members on a more consistent basis. 	<ul style="list-style-type: none"> • Evaluate programs being utilized and determine if any changes need to be made. Make changes as needs determine and as resources allow. • Build in supports for clear and consistent communication and reciprocity between general education and special education teachers to best support student academics and behaviors. • Clear communication will to take place between general education and SPED staff members on a more consistent basis.
<p>Students Served</p>	<p>All_X_ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)___</p>		
<p>Budget Amount and Source</p>	<p>DoDEA, LCFF Supplemental, TIIG, CSF, Title I, GE Carryover</p>	<p>DoDEA, LCFF Supplemental, TIIG, CSF, Title I, GE Carryover if available</p>	<p>DoDEA, LCFF Supplemental, TIIG, CSF, Title I, GE Carryover if available</p>
<p>Expected Outcomes/ Metrics Baseline 16/17:</p> <p>50% of M3 identified</p>	<p>Growth data will be evaluated each trimester in math (based upon MAP data results) and each semester in reading (based upon DRA2 reading assessment results).</p>	<p>Next steps TBD based upon teacher feedback and needs expressed.</p>	<p>Continuous support will be ongoing and will continue to be modified (as needed) based upon teacher feedback and ongoing needs.</p>

2017-20 SSES Site LCAP

<p>students are making growth in math</p> <p>90% of Title I identified students are making progress in reading</p>			
	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>3.4</p>	<p>Continue to provide opportunities for enrichment clubs for students</p> <ul style="list-style-type: none"> • Invite parents and/or community members to support enrichment club opportunities early in the school year. 	<p>Continue to provide opportunities for enrichment clubs for students</p> <ul style="list-style-type: none"> • Measure success of parent and/or community involvement and brainstorm ways to encourage additional support entities to participate in clubs 	<p>Continue to provide opportunities for enrichment clubs for students</p> <ul style="list-style-type: none"> • Key actions are dependent on feedback and outcome from previous year.
<p>Students Served</p>	<p>All_X_ Military___ EL/RFEP___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)___</p>		
<p>Budget Amount and Source</p>	<p>PTO</p>	<p>PTO</p>	<p>PTO</p>
<p>Expected Outcomes/ Metrics Baseline 16/17: 65% of students participated</p>	<p>Enrichment Clubs will continue to be provided at lunch times and after school in accordance with staff and/or parent support allows.</p>	<p>Enrichment Clubs will continue to be provided at lunch times and after school in accordance with staff and/or parent support allows.</p> <p>Add 1-2 new clubs - Year 1(as budget and staff time allows)</p>	<p>Enrichment Clubs will continue to be provided at lunch times and after school in accordance with staff and/or parent support allows.</p> <p>Add 1-2 new clubs - Year 2 (as budget and staff time allows)</p>

2017-20 SSES Site LCAP

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.5	<p>Continue to monitor attendance daily and to provide reward incentives for positive attendance</p> <ul style="list-style-type: none"> • Make visible what measures are in place to reward positive student attendance. • Make visible supports that are in place to support students having attendance concerns. • Make visible policy and accountability (i.e. credit available) for completed ISC work • Educate parents as to the benefits of positive student attendance (other than for financial reasons such as ADA money for schools) 	<p>Continue to monitor attendance daily and to provide reward incentives for positive attendance</p> <ul style="list-style-type: none"> • Key actions are dependent on feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary. 	<p>Continue to monitor attendance daily and to provide reward incentives for positive attendance</p> <ul style="list-style-type: none"> • Key actions are dependent on feedback and outcome from previous years. • Determine need for additional supports which may be helpful or necessary.
Students Served	All_X__ Military__ EL/RFEP__ Homeless/Foster Youth__ Low Income__ SWD__ Specific Student Group (xx)__		
Budget Amount and Source	Site funds	Site funds	Site funds

2017-20 SSES Site LCAP

<p>Expected Outcomes/Metrics Baseline 15/16: P2 attendance rate 96.69%; Chronic Absenteeism Rate: 52/341= 15.2%</p>	<p>P2 Attendance Rate will increase by .5% for all grade levels. Chronic Absenteeism Rate will decrease by 2% over 2015-16.</p>	<p>P2 Attendance Rate will increase by 1.0% for all grade levels over 2015-16. Chronic Absenteeism Rate will decrease by 3% over 2015-16.</p>	<p>P2 Attendance Rate will increase by 1.5% for all grade levels over 2015-16. Chronic Absenteeism Rate will decrease by 5% over 2015-16.</p>
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	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>	<p>New Modified Unchanged</p>
<p>3.6</p>	<p>Continue to fully develop District and Site Safety Plans</p> <ul style="list-style-type: none"> ● Meet with community leaders to expand plan ● Meet with Safety Planning Team to continue to refine and improve upon plan ● Implement practice drills in conjunction with community safety authorities to determine what's working and what needs to be refined ● Incorporate staff and community improvement feedback and suggestions into the plan ● Make needed changes to plan in accordance with 	<p>Continue to fully develop District and Site Safety Plans</p> <ul style="list-style-type: none"> ● Key actions are dependent on feedback and outcome from previous years. ● Determine need for additional supports which may be helpful or necessary. 	<p>Continue to fully develop District and Site Safety Plans</p> <ul style="list-style-type: none"> ● Key actions are dependent on feedback and outcome from previous years. ● Determine need for additional supports which may be helpful or necessary.

2017-20 SSES Site LCAP

	<p>new suggestions and determined need</p> <ul style="list-style-type: none"> Supplies needed (per site) will be purchased and distributed to staff in order to best support safety plans 		
Students Served	All <input checked="" type="checkbox"/> Military <input type="checkbox"/> EL/RFEP <input type="checkbox"/> Homeless/Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> SWD <input type="checkbox"/> Specific Student Group (xx) <input type="checkbox"/>		
Budget Amount and Source	Site funds	Site funds	Site funds
Expected Outcomes/ Metrics Baseline 16/17: Monthly safety drills are held.	Monthly safety drills are held.	Monthly safety drills are held.	Monthly safety drills are held.

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.7	<p>English Learners and Reclassified Fluent English Proficient students will improve their reading, writing, speaking, and listening skills in English to be college and career ready</p> <ul style="list-style-type: none"> Groups will be formed for ELD development support based on English 	<p>English Learners and Reclassified Fluent English Proficient students will improve their reading, writing, speaking, and listening skills in English to be college and career ready</p> <ul style="list-style-type: none"> Same as previous year - additional support to be added (as needed) 	<p>English Learners and Reclassified Fluent English Proficient students will improve their reading, writing, speaking, and listening skills in English to be college and career ready</p> <ul style="list-style-type: none"> Same as previous year - additional support to be added (as needed)

	<p>proficiency levels each fall;</p> <ul style="list-style-type: none">• ELD instruction will be 30 minutes daily at a minimum• Students within each ELD level will receive designated class support time from ELD teacher or ELD teacher will work directly with classroom teacher to ensure appropriate levels of support within the regular classroom environment• PD development opportunities for all regular education teachers will be made available throughout the school year (as budget will allow)• ELD student progress will be monitored and records will be maintained by ELD or general education teacher each semester• Student progress in ELD development and reclassification celebrations will take place at the school site each spring• Student records of all RFEP students will be kept and maintained for a duration of four years• All RFEP students needing additional support shall receive such support within the general		
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2017-20 SSES Site LCAP

	<p>education setting and will be also be supported via the ELD teacher (as needed)</p> <ul style="list-style-type: none"> • ELAC meetings will be held and ELAC parents will be encouraged to attend all DELAC meetings offered 		
Students Served	All___ Military___ EL/RFEP_X___ Homeless/Foster Youth___ Low Income___ SWD___ Specific Student Group (xx)___		
Budget Amount and Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Expected Outcomes/ Metrics	The percent of ELs making annual growth on CELDT will increase 2% over baseline. The Reclassification Rate: 55%	The percent of ELs making annual growth on CELDT will increase 3% over baseline. The Reclassification Rate: 57%	The percent of ELs making annual growth on CELDT will increase 4% over baseline. The Reclassification Rate: 59%
Baseline 16/17: 94% of students showing growth on CELDT - Fall, 2016			
Reclassification Rate: 15/16: 53.8%			

	New Modified Unchanged	New Modified Unchanged	New Modified Unchanged
3.8	All students will be provided with social and emotional supports as	All students will be provided with social and emotional supports as	All students will be provided with social and emotional supports as needed via school

	<p>needed via school clinical counselor, MFLC, and student behavioral support team.</p> <ul style="list-style-type: none"> • Student behavioral support team, health clerk, and school counseling support team will partner with one another and with teaching staff to develop a positive student discipline and counseling support model. • Best practices and recording for students' accountability and corresponding support will be developed and put in place. • Monitoring of new behavioral accountability system will take place. 	<p>needed via school clinical counselor, MFLC, or student behavioral support team.</p> <ul style="list-style-type: none"> • Support team will continue to meet to share information related to students' well-being and needed support and accountability. • Team members may be added if appropriate. • Outside resources may be added if helpful. • Group counseling and class interventions may be established to best support group needs. • Individual counseling will be made available to those who qualify for this level of support. 	<p>clinical counselor, MFLC, or student behavioral support team.</p> <ul style="list-style-type: none"> • Support team will continue to meet to share information related to students' wellbeing and needed support and accountability. • Team members may be added if appropriate. • Outside resources may be added if helpful. • Additional resources and outside supports will be considered and added as needed and as time and budget allow.
<p>Students Served</p>	<p>All__X_ Military_x__ EL/RFEP___ Homeless/Foster Youth___ Low Income___SWD___ Specific Student Group (xx)___</p>		
<p>Budget Amount and Source</p>	<p>District funds, Dept. of Defense</p>	<p>District funds, Dept. of Defense</p>	<p>District funds, Dept. of Defense</p>
<p>Expected Outcomes/ Metrics Baseline 16/17: MFLC - 37% LFCW - 40%</p>	<p>Improved support systems and accountability systems will be fully implemented including tiered levels of support with staff and resources offered to families.</p>	<p>Same as previous year - additional support to be added (as needed)</p>	<p>Same as previous year - additional support to be added (as needed)</p>

2017-20 SSES Site LCAP

Health Clerk - .5% Support Staff - 5%			
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