

# The School Plan for Student Achievement

**School:** Cambria Grammar School  
**CDS Code:** 40-75465-6042972  
**District:** Coast Unified School District  
**Principal:** Jill Southern  
**Revision Date:** 1/17/24

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

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

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**The District Governing Board approved this revision of the SPSA on .**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	3
Data Analysis .....	3
Surveys .....	3
Classroom Observations.....	3
Analysis of Current Instructional Program .....	4
Description of Barriers and Related School Goals .....	6
School and Student Performance Data .....	8
CAASPP Results (All Students) .....	8
ELPAC Results .....	12
Planned Improvements in Student Performance .....	15
School Goal #1.....	15
School Goal #2.....	21
School Goal #3.....	25
School Goal #4.....	29
School Goal #5.....	33
Centralized Services for Planned Improvements in Student Performance .....	34
Centralized Service Goal #1 .....	34
Centralized Service Goal #2.....	36
Centralized Service Goal #3.....	38
Centralized Service Goal #4.....	40
Centralized Service Goal #5.....	41
Summary of Expenditures in this Plan.....	42
Total Allocations and Expenditures by Funding Source .....	42
Total Expenditures by Object Type.....	43
Total Expenditures by Object Type and Funding Source.....	44
Total Expenditures by Goal .....	45
School Site Council Membership .....	46
Recommendations and Assurances.....	47

## School Vision and Mission

### **Cambria Grammar School's Vision and Mission Statements**

At Cambria Grammar School, we believe that all children should be inspired by their teachers, family, and community to pursue excellence in academics and in their physical and social development. Our goal is to engage individual students actively in the study of a variety of subjects; thereby building the foundation of lifelong learning. We are committed to cultivating dignity, self-esteem, and respect for others. We strive to develop each child's education, that it may empower them to become productive citizens of our diverse and changing world.

## School Profile

Cambria Grammar School is an elementary school located in rural San Luis Obispo County. There are currently 201 students enrolled from Transitional Kindergarten through Fifth Grade. The school provides a standards-driven curriculum in a nurturing learning environment. Students are inspired by their teachers, family, and community to pursue excellence in academics and in their physical and social development. At Cambria Grammar School, students prepare for the future by acquiring a love of learning, an appreciation for the arts, pride in making positive contributions to their community, and a reliance on personal competence and creativity.

## 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).

The district gets feedback from our educational partners in many ways including surveys. A survey regarding the LCAP goals and actions was delivered to all staff in the fall of 2022 at an all staff LCAP meeting and was delivered to parents, students, and community members from January - May, 2023. The surveys indicated that ELD services including staffing and consistency as well as the effectiveness of the AVID program were things to look at improving or reviewing throughout the district. Maintaining and or enhancing services like after school care, homework club, and summer school were themes from the surveys. The survey indicated that positive elements in the district included counseling services and the increased bilingual staff throughout the district. The California Healthy Kids Surveys were delivered to students (grades 5, 7, 9, and 11), staff, and parents in spring, 2022. The results of the surveys indicated the majority of students, staff, and families view our schools as safe and that there are positive relationships between staff, students, and families. An area to continue to improve upon is making sure families know how they can authentically be involved in the schools. The district administered a "Stop, Start, Fix, and Continue" survey in 2019, and the results were presented at an all-staff meeting in January, 2019. A parent survey was administered January, 2021 to assess family preferences and concerns for school reopening and distance learning.

### Classroom Observations

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

Every classroom is visited multiple times weekly, and formal observations are conducted as indicated in the teachers' contract. Classroom activities are aligned with educational standards and provide students with a well-rounded experience.

### 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

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

Assessments used to modify instruction and improve student achievement include statewide assessments, English Language Proficiency Assessments for California (ELPAC), California Assessments of Student Performance and Progress (CAASPP), school wide interim assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Star Reading Test, Northwest Evaluation Association (NWEA) Measures of Academic Progress, Educational Software for Guiding Instruction (ESGI), Accelerated Reader, adopted math curriculum, and teacher created.

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

Comprehensive assessments are delivered each trimester (minimally). Results of these assessments are collected in teacher created spreadsheet tools and the district's student data system (Infinite Campus) and are analyzed for student achievement. Instruction is modified based on these results.

### Staffing and Professional Development

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

All teachers are highly qualified and are credentialed in their areas of instruction.

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

Cambria Grammar School has sufficient access to instructional materials. Both hard copy and digital materials are utilized. Early release Wednesdays are used as opportunities for professional development and teacher/staff collaboration. Other professional development opportunities are scheduled throughout the year covering a variety of topics (social and emotional learning, deescalation strategies, Write from the Beginning, FRAX, Zones of Regulation, technology in education, classroom management strategies, Thinking Maps, Second Step, Crisis Intervention Training, aligning math curriculum to the rigors demanded of common core and state assessments, Early Child Education practices, Math Investigations and EnVision curriculum, etc.).

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

Student performance and teacher needs are assessed as the basis for professional development offerings.

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

Beyond professional development and trainings, teachers are given additional support through the Teacher Induction Program, instructional coaches, and constructive feedback from peers and administration.

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

Outside of the early release schedule for teacher collaboration. Additional dates are set aside for the Grammar School staff to meet with grade level teams and other district teaching staff in order to better articulate curriculum and instructional practices.

#### Teaching and Learning

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

All curriculum and instruction are aligned to the California Common Core State Standards.

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

Cambria Grammar School adheres to the recommended instructional minutes for reading/English Language Arts and mathematics

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

Intervention and support systems are built into the class schedules. English Learners and other students identified as having difficulty are given a block of designated English instruction designed to accelerate language skills. Support times for students struggling in mathematics are also an integral part of Cambria Grammar School schedules.

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

All students, including English learners and students receiving special education services are instructed using standards-based materials.

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

All courses and materials are standards aligned, including intervention courses and materials.

#### Opportunity and Equal Educational Access

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

Services provided by the regular program that enable under-performing students to meet standards include the use of school-wide research-based instructional practices (close reading strategies, structured writing format), multi-modality instruction (instruction given visually, auditory, kinesthetically, use of technology). The Response to Intervention (RtI) reading delivery model allows for differentiated instruction to be given based on needs indicated through multiple assessments. Cambria Grammar School has one Resource Specialist teacher with four part-time resource instructional aides (one is bilingual) and one full-time resource instructional aide. For ELD services, there are one and one half ELD/Intervention teachers with three part-time instructional aides (two are bilingual). The school has 1 additional credentialed teacher for the 2023-24 school year to support and provide interventions for math, science, and reading. In addition, the school has three additional part-time instructional aides (two are bilingual aides) to support students in the kindergarten and Transitional Kindergarten Program, and within the general education setting.

#### 14. Research-based educational practices to raise student achievement

Research-based curriculum and instructional practices are implemented school-wide. The Response to Intervention (RtI) reading delivery model allows for differentiated instruction (that addresses students with need for intensive support as well as above grade level content for high achieving students) to be given based on needs indicated through multiple assessments. Digital programs used school wide (Reflex Math, FRAX and Prodigy (grades 3 - 5 in 22-23 and now expanding to grades 1-5 in 23-24) and Keyboarding Without Tears) become more challenging as students master concepts; these types of programs address the levels of at risk, grade level, and above grade level students. Universal Design for Learning, Thinking Maps/Write from the Beginning, NWEA, Zones of Regulation, and Second Step are four research-based programs or processes that staff have been trained in during 2020-2021 and/or the 2021-22, 2022-23, 2023-24 school years.

#### Parental Involvement

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

Families and members of the community are invaluable elements to our students' educational achievement. Their input and involvement are solicited and incorporated into school practices. Cambria Grammar School benefits from parent and community volunteers and has an active School Site Council, Parent Teacher Association, and English Learner Advisory Committee.

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

School staff meets monthly to discuss professional development topics, student achievement, and programs at the school. During distance learning, staff is meeting weekly. Both the School Site Council and English Learner Advisory Committee meet throughout the year to discuss school programs and services and give input in regards to school improvement.

#### Funding

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

Coast Unified is a basic aid school district. Cambria Grammar School does not receive categorical funding, other than Title I and Title III which helps to pay for ELD supplemental materials, reading resource teacher, and English Language Development teaching staff.

#### 18. Fiscal support (EPC)

Cambria Grammar School is supported by the district general fund.

### **Description of Barriers and Related School Goals**

While Cambria Grammar School has been a high achieving school, there are barriers that must be addressed. 79% of the students enrolled at Cambria Grammar School meet the criteria to be considered low socioeconomic. 56% of the students (ranging from 42% to 69% depending on the grade) enrolled at Cambria Grammar School are English Learners (EL), and 2.8% are Reclassified Fluent English Proficient (RFEP). 22% are classified as homeless (ranging from 7% to 48% depending on the grade). We qualify as a Provision 2 district where all students are able to receive free meals at school. With small grade level cohorts (25-37 students in each grade / 14 in TK), state testing and other achievement data variations often can be attributed to specific learning needs or strengths of these small groups. A potential barrier would be if data were not closely analyzed as to what is creating trends, especially with small sample sizes. Distance learning and the interruptions to learning from March, 2020 through the first 3/4 of the 2020-2021 school years (though we are very proud of the distance program we offered) are potential barriers to meeting our school goals.

Increasing English Language Arts proficiency levels and creating/scheduling integrated and designated English Language Development classes using research based curriculum have been goals for Cambria Grammar School. Increasing mathematics

proficiency, student engagement levels and students' effective use of technology in learning are additional goals for Cambria Grammar School related to our school's barriers and aspirations.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	26	36	36	25	34	36	25	34	100.0	96.2	94.4
Grade 4	40	38	25	39	37	24	39	37	24	97.5	97.4	96.0
Grade 5	44	39	37	44	39	36	44	39	36	100.0	100.0	97.3
All Grades	120	103	98	119	101	94	119	101	94	99.2	98.1	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2353.7	2387.9	2372.7	2.78	16.00	2.94	13.89	24.00	17.65	25.00	24.00	35.29	58.33	36.00	44.12
Grade 4	2421.9	2413.4	2462.1	5.13	13.51	25.00	23.08	10.81	25.00	28.21	10.81	12.50	43.59	64.86	37.50
Grade 5	2476.7	2489.9	2497.1	15.91	12.82	19.44	20.45	25.64	22.22	27.27	30.77	27.78	36.36	30.77	30.56
All Grades	N/A	N/A	N/A	8.40	13.86	14.89	19.33	19.80	21.28	26.89	21.78	26.60	45.38	44.55	37.23

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	2.78	*	5.88	44.44	*	61.76	52.78	*	32.35	
Grade 4	2.56	8.11	*	66.67	51.35	*	30.77	40.54	*	
Grade 5	11.36	20.51	19.44	63.64	58.97	58.33	25.00	20.51	22.22	
All Grades	5.88	12.87	13.83	58.82	57.43	58.51	35.29	29.70	27.66	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.78	*	0.00	55.56	*	73.53	41.67	*	26.47
Grade 4	0.00	8.11	*	66.67	51.35	*	33.33	40.54	*
Grade 5	18.18	15.38	19.44	54.55	69.23	75.00	27.27	15.38	5.56
All Grades	7.56	11.88	12.77	58.82	58.42	68.09	33.61	29.70	19.15



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.56	*	2.94	66.67	*	67.65	27.78	*	29.41
Grade 4	2.56	0.00	*	84.62	72.97	*	12.82	27.03	*
Grade 5	13.64	12.82	16.67	61.36	71.79	63.89	25.00	15.38	19.44
All Grades	7.56	6.93	9.57	70.59	74.26	68.09	21.85	18.81	22.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.56	*	0.00	47.22	*	67.65	47.22	*	32.35
Grade 4	7.69	2.70	*	74.36	67.57	*	17.95	29.73	*
Grade 5	6.82	12.82	8.33	61.36	61.54	80.56	31.82	25.64	11.11
All Grades	6.72	9.90	8.51	61.34	61.39	71.28	31.93	28.71	20.21

**Conclusions based on this data:**

1. It should be noted that our sample sizes are small, and some data is not reported due to the sample sizes being small. That causes some challenges in analyzing trends because some data for one full grade level (4th grade in 22-23) is not included, even though the grade level did take the state assessments. Students need continued practice and exposure to the requirements and format of the California Assessment of Student Performance and Assessment (CAASPP assessments). Staff is being trained on the rigor and use of the CAASPP IABs. When looking at our whole school data, there is improvement based on the noted decrease in students over the past three years who perform at below standard and an increase of students meeting or exceeding standards indicating the focused attention on ELA through improved intervention, increased HW Club offerings, consistent staff collaboration time addressing ELA data and instruction, and staff training is successful. Writing looks to be an area where noted improvement is shown, indicating the site's focus on professional development in writing instruction is effective.
2. Reading, demonstrating understanding of literary and non-fictional texts, needs to be an area of focus across the content areas. Adding more culturally relevant and non-fiction titles to our leveled reading library supports more engagement in reading.
3. Professional Development in the area of ELA/ELD with a focus on training in the ELD standards and understanding designated and integrated ELD are priorities. Professional Development in Write From the Beginning / Thinking Maps will support ELA and writing proficiency.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	26	36	36	25	35	36	25	35	100.0	96.2	97.2
Grade 4	40	38	25	40	38	24	40	38	24	100.0	100.0	96.0
Grade 5	44	39	37	44	39	37	44	39	37	100.0	100.0	100.0
All Grades	120	103	98	120	102	96	120	102	96	100.0	99.0	98.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2361.6	2406.4	2382.5	2.78	12.00	2.86	11.11	28.00	20.00	19.44	28.00	28.57	66.67	32.00	48.57
Grade 4	2416.5	2439.8	2462.3	5.00	5.26	8.33	12.50	18.42	29.17	35.00	39.47	41.67	47.50	36.84	20.83
Grade 5	2464.3	2517.3	2508.8	9.09	15.38	21.62	15.91	25.64	16.22	22.73	35.90	37.84	52.27	23.08	24.32
All Grades	N/A	N/A	N/A	5.83	10.78	11.46	13.33	23.53	20.83	25.83	35.29	35.42	55.00	30.39	32.29

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	2.78	*	2.86	25.00	*	57.14	72.22	*	40.00	
Grade 4	5.00	10.53	*	32.50	50.00	*	62.50	39.47	*	
Grade 5	9.09	23.08	21.62	40.91	46.15	56.76	50.00	30.77	21.62	
All Grades	5.83	16.67	12.50	33.33	50.00	56.25	60.83	33.33	31.25	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.33	*	5.71	41.67	*	54.29	50.00	*	40.00
Grade 4	12.50	2.63	*	47.50	71.05	*	40.00	26.32	*
Grade 5	6.82	23.08	18.92	54.55	58.97	62.16	38.64	17.95	18.92
All Grades	9.17	14.71	12.50	48.33	58.82	56.25	42.50	26.47	31.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.56	*	2.86	63.89	*	65.71	30.56	*	31.43
Grade 4	7.50	5.26	*	47.50	50.00	*	45.00	44.74	*
Grade 5	4.55	17.95	10.81	65.91	71.79	70.27	29.55	10.26	18.92
All Grades	5.83	11.76	7.29	59.17	62.75	66.67	35.00	25.49	26.04

**Conclusions based on this data:**

1. Students need continued exposure and practice to the requirements and format of the CAASPP assessments.
2. There is maintained improvement based on the noted decrease in students over the past three years who perform at below standard indicating the focused attention on math through improved intervention and staff training is successful. 5th grade math was a noted area of significant growth indicating that the specific interventions and supports dedicated to 5th grade math in 22-23 were successful.
3. Increased and focused intervention, professional development, and exposure to the rigor of CAASPP (IABs) in grades three, four, and five should improve performance. Continued use of Reflex Math (math facts) and Frax (Fractions practice) should help to improve math fluency in grades 2-5. A math support teacher is providing math support for K-grade 5 grade students. This math support teacher also offers math games during lunch times. Specialized homework club opportunities can more specifically address the academic needs in math.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1404.4	1411.1	1409.9	1422.6	1420.9	1436.8	1361.6	1388.1	1347.3	20	14	27
1	1416.8	1446.3	1417.7	1445.7	1453.7	1442.7	1387.4	1438.4	1392.0	28	15	15
2	1478.7	1461.5	1407.5	1483.2	1476.8	1424.8	1473.8	1445.9	1389.6	18	24	17
3	1485.7	1503.5	1478.2	1490.8	1506.6	1473.5	1480.1	1499.9	1482.5	26	14	23
4	1507.4	1504.9	1524.1	1518.1	1502.0	1518.4	1496.3	1507.5	1529.4	27	25	12
5	1520.6	1545.6	1529.6	1514.3	1558.7	1509.9	1526.3	1531.8	1549.1	25	19	21
All Grades										144	111	115

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	0.00	35.00	42.86	33.33	45.00	50.00	62.96	20.00	7.14	3.70	20	14	27
1	10.71	6.67	0.00	21.43	46.67	13.33	21.43	20.00	66.67	46.43	26.67	20.00	28	15	15
2	5.56	8.33	0.00	50.00	41.67	5.88	44.44	33.33	52.94	0.00	16.67	41.18	18	24	17
3	3.85	14.29	8.70	38.46	50.00	21.74	50.00	35.71	60.87	7.69	0.00	8.70	26	14	23
4	18.52	12.00	16.67	40.74	48.00	58.33	29.63	24.00	25.00	11.11	16.00	0.00	27	25	12
5	20.00	31.58	19.05	32.00	42.11	52.38	44.00	26.32	19.05	4.00	0.00	9.52	25	19	21
All Grades	10.42	12.61	6.96	35.42	45.05	30.43	38.19	30.63	49.57	15.97	11.71	13.04	144	111	115

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.00	7.14	0.00	35.00	42.86	59.26	40.00	42.86	37.04	10.00	7.14	3.70	20	14	27
1	21.43	20.00	13.33	28.57	33.33	20.00	32.14	33.33	53.33	17.86	13.33	13.33	28	15	15
2	16.67	12.50	5.88	55.56	58.33	47.06	27.78	25.00	23.53	0.00	4.17	23.53	18	24	17
3	30.77	42.86	13.04	50.00	50.00	34.78	15.38	7.14	43.48	3.85	0.00	8.70	26	14	23
4	37.04	28.00	50.00	44.44	52.00	41.67	14.81	12.00	8.33	3.70	8.00	0.00	27	25	12
5	36.00	47.37	28.57	60.00	52.63	57.14	0.00	0.00	9.52	4.00	0.00	4.76	25	19	21
All Grades	27.08	26.13	15.65	45.14	49.55	45.22	20.83	18.92	30.43	6.94	5.41	8.70	144	111	115

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	0.00	10.00	35.71	0.00	65.00	42.86	66.67	25.00	21.43	33.33	20	14	27
1	3.57	6.67	0.00	21.43	26.67	0.00	10.71	33.33	20.00	64.29	33.33	80.00	28	15	15
2	5.56	8.33	0.00	33.33	33.33	0.00	38.89	12.50	41.18	22.22	45.83	58.82	18	24	17
3	0.00	7.14	4.35	15.38	21.43	17.39	61.54	64.29	39.13	23.08	7.14	39.13	26	14	23
4	3.70	8.00	0.00	25.93	28.00	41.67	37.04	32.00	50.00	33.33	32.00	8.33	27	25	12
5	12.00	21.05	19.05	20.00	5.26	23.81	48.00	57.89	47.62	20.00	15.79	9.52	25	19	21
All Grades	4.17	9.01	4.35	20.83	25.23	12.17	42.36	37.84	46.09	32.64	27.93	37.39	144	111	115

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.00	14.29	14.81	80.00	71.43	77.78	5.00	14.29	7.41	20	14	27
1	32.14	33.33	26.67	53.57	53.33	66.67	14.29	13.33	6.67	28	15	15
2	22.22	20.83	5.88	77.78	75.00	70.59	0.00	4.17	23.53	18	24	17
3	30.77	50.00	8.70	57.69	42.86	73.91	11.54	7.14	17.39	26	14	23
4	48.15	44.00	50.00	44.44	48.00	50.00	7.41	8.00	0.00	27	25	12
5	12.00	31.58	23.81	84.00	68.42	61.90	4.00	0.00	14.29	25	19	21
All Grades	27.78	32.43	19.13	64.58	60.36	68.70	7.64	7.21	12.17	144	111	115

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.00	0.00	7.41	75.00	85.71	88.89	20.00	14.29	3.70	20	14	27
1	14.29	6.67	0.00	71.43	73.33	86.67	14.29	20.00	13.33	28	15	15
2	16.67	12.50	11.76	83.33	83.33	58.82	0.00	4.17	29.41	18	24	17
3	34.62	50.00	21.74	65.38	50.00	69.57	0.00	0.00	8.70	26	14	23
4	44.44	44.00	58.33	51.85	52.00	41.67	3.70	4.00	0.00	27	25	12
5	68.00	84.21	52.38	28.00	15.79	42.86	4.00	0.00	4.76	25	19	21
All Grades	31.94	34.23	23.48	61.11	59.46	66.96	6.94	6.31	9.57	144	111	115

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	7.14	3.70	80.00	78.57	92.59	20.00	14.29	3.70	20	14	27
1	14.29	20.00	13.33	17.86	40.00	40.00	67.86	40.00	46.67	28	15	15
2	16.67	16.67	11.76	55.56	37.50	41.18	27.78	45.83	47.06	18	24	17
3	3.85	7.14	0.00	46.15	35.71	34.78	50.00	57.14	65.22	26	14	23
4	3.70	4.00	0.00	44.44	52.00	75.00	51.85	44.00	25.00	27	25	12
5	16.00	15.79	23.81	60.00	57.89	61.90	24.00	26.32	14.29	25	19	21
All Grades	9.03	11.71	8.70	48.61	49.55	59.13	42.36	38.74	32.17	144	111	115

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.00	21.43		45.00	42.86		45.00	35.71		20	14	0
1	3.57	0.00		50.00	86.67		46.43	13.33		28	15	0
2	5.56	20.83		66.67	41.67		27.78	37.50		18	24	0
3	3.85	35.71	17.39	76.92	64.29	73.91	19.23	0.00	8.70	26	14	23
4	3.70	12.00	58.33	77.78	76.00	41.67	18.52	12.00	0.00	27	25	12
5	4.00	15.79	42.86	88.00	78.95	47.62	8.00	5.26	9.52	25	19	21
All Grades	4.86	17.12	35.71	68.06	64.86	57.14	27.08	18.02	7.14	144	111	56

**Conclusions based on this data:**

1. It is important to note that there were errors in the ELPAC data for grades K, 1, and 2 for 2022-23. The written portion of the exams for these grades were delivered and mailed to ETS. When we received the results, it indicated that the written exams for our grades K, 1, and 2 were never received (so given no score). Unfortunately, that made it so no K, 1, or 2nd grade student received a 4 on the ELPAC. Considering this, we can still note some successes including a huge improvement in the Writing Domain for grades 4 and 5 which can be attributed to our school's focus and dedication to training in writing and Write from the Beginning. Students, with valid scores, are performing better on the Speaking and Writing Domains than the Listening and Reading domains.
2. The reading domain is an area where scores declined for some cohorts indicating focused instruction on reading, academic vocabulary, and comprehension for our English Learners is needed. It is important to note that we had an increase in numbers of newcomer students in the 2022-23 school year which explaining some of the beginning scores.
3. For many grades and domains, ELPAC performance is at or approaching pre-COVID levels.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: Strategic Priority #1</b>
<b>LEA GOAL:</b>
To expand students' communication and critical thinking in literacy
<b>SCHOOL GOAL #1:</b>
Maximize the number of students scoring "met" or "exceeds" standards on the CAASPP in English Language Arts.
<b>Data Used to Form this Goal:</b>
Past performance on 18/19, 20/21, 21/22, and 22/23 CAASPP ELA. (No CAASPP data for 19/20 is available)
<b>Findings from the Analysis of this Data:</b>
Approximately 32.78% (2019), 27.73% (2021), 33.66% (2022), and 36% (2023) of current students met or exceeded achievement standards in ELA on the CAASPP
<b>How the School will Evaluate the Progress of this Goal:</b>
Percent of students meeting the new proficient standards on the Annual CAASPP in ELA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze student standardized tests, Star reading, DIBELS, interim assessments, ESGI, NWEA, and multiple assessments to monitor student progress and provide interventions.	2023-24 school year	Site Principal, RtI Coordinator, Dir. Spec. Ed., RSP Teacher, classroom teachers	RtI Coordinator/No additional cost to District			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize teachers and support staff to provide ELA interventions and enrichments for all grades (RtI) 30-70 minutes 4 days a week. An additional .5 RtI teacher was added to CGS for for 19-20 and another fulltime teacher was added in 2021-22 (Math/Science 0.8 FTE, ELA 0.2 FTE) and maintained in 23-24. Aide staff has had increased hours over the last two years. An unfilled bilingual aide position was filled for the 2022-23 school year. An additional bilingual aide was added to the staffing for the 2023-24 school year.	2023-24 school year	Site Principal, RtI Coordinator, Dir. Spec. Ed., RSP Teacher, classroom aides	Response to Intervention	1000-1999: Certificated Personnel Salaries	General Fund	44,823
Provide extended day/extended year interventions through the after school program (Champions) and homework club. Homework club includes grade level groups and is available to students of all academic levels / needs. There are grades 1-3 and grades 4-5 groups. Bilingual support is offered through HW Club and Champions. This meets 3-4p M and T. The Champions HW support is four days a week.	2023-24 school year	Site Principal/After School Program Coordinator/Teachers and support personnel running homework club	After school Program	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	24,266
Support in school and at home supplemental reading programs (AR, School Library, Increased bilingual books in library, Reading Ally, EPIC). iPads and Chromebooks lent out for home use for literacy.	2023-24 school year	AR Coordinator/Library Tech./Staff through SST process	AR	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	General Fund LCFF - Supplemental	1,184 47,854



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parent education with childcare/parent communication through ParentsSquare, newsletters, e-mails, phone calls, conferences (in person and virtual), SSTs, website resources, notes home in Spanish and English. The district translator regularly translates school to home communication in Spanish.	2023-24 school year	Site Principal, site clerk, CUSD Family Advocate, district translator	Provide parent education with childcare/parent communication	5800: Professional/Consulting Services And Operating Expenditures	General Fund	2,625
Continued and expanded use of ELA assessments from ELA/ELD adopted curriculum, NWEA MAP, ESGI, and teacher created materials aligned with the California Common Core State Standards. Staff collaboration time is dedicated to focused analysis of student data/performance on these assessments. The NWEA is delivered two times a year to grades K-5. All credentialed staff wrote a goal for NWEA growth for the 23-24 school year.	2023-24 school year	Site principal, classroom teachers, TOSA, CUSD Testing Coordinator; CUSD Substitutes	Continued use of ELA assessments and data	5800: Professional/Consulting Services And Operating Expenditures	General Fund	3,370
Provide professional learning in the implementation of Second Step and Zones of Regulation (social-emotional learning programs), Thinking Maps / Write from the Beginning. CAASPP IAB delivery, deescalation strategies, and Crisis Intervention Training.	2023-24 school year	Site principal, District Superintendent, County Office of Education, CGS teachers and aides, Discovery Science	Professional development for all staff	5800: Professional/Consulting Services And Operating Expenditures	General Fund	1,600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Provide regular (approximately every 4 weeks) planning time for ELA RtI teams to analyze student data and plan curriculum. RtI provides reading instruction at the students' levels, giving higher achieving students appropriately challenging experiences while at the same time providing support for more at risk students.	2023-24 school year	Site principal, classroom teachers, classroom aides	Response to Intervention/No additional cost to district		0
Summer School will be offered in summer of 2024 for students identified with academic needs. This will include a newcomer summer school program.	summer of 2024	Site Principal, CGS Summer School staff	Summer School will be offered in summer of 2023		19,607
Vertical Articulation PLC time for ELA and ELD will occur two or three times a year, connecting staff from the sites to look at student progress and share best practices.	2023-24 school year	Site principals, classroom teachers	Vertical Articulation PLC time for ELA and ELD will occur two or three times a year/No additional cost to District		0
Digital Elements to promote ELA achievement: Clever is implemented to provide efficient access (and more time for ELA academics) to Accelerated Reader, Discovery Education, Wonders, and Keyboarding Without Tears. Seesaw, Raz Kids, EPIC, Learning Ally, and BrainPop (SPED) as needed are used for home/school connections and for ELA work.	2023-24 school year	Site principal, classroom teachers, support staff	SeeSaw Program Other elements added no additional cost to District (Clever is no cost)	4000-4999: Books And Supplies CARES Act	550 0
Library services include an organized and safe check out system to keep relevant and grade level books in students' homes. More culturally relevant and mindfulness titles are added to the library. More up to date non fiction titles are added to the library.	2023-24 school year	School library media tech, classroom teachers, support staff	Follett Solutions	5000-5999: Services And Other Operating Expenditures General Fund	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Accelerated Reader and Reading progress and achievement is promoted and celebrated through student challenges and awards for improvement and high achievement at our monthly awards assemblies.	2023-24 school year	AR Coordinator, CGS Teachers, Site Principal	Accelerated Reader progress and achievement is promoted and celebrated through student challenges and awards for improvement and high achievement at our monthly awards assemblies.		3,403
Thinking Maps (series of graphic organizers) and the associated writing program, Write from the Beginning are used TK-5 for all subject areas. Professional development is provided to all teachers in Thinking Maps and Write from the Beginning multiple times a year including the two full professional development days. Teacher materials are purchased. All students will be trained in the use of all 8 maps and the writing processes. Regular school / home connections for the map use is done. Intervention teacher provides training and support beyond the training provided through the Thinking Maps team.	2023-24 school year	CGS Principal, ELD Reading staff, CGS Staff, Thinking Maps trainer	Training Cost  Materials Cost	5000-5999: Services And Other Operating Expenditures  4000-4999: Books And Supplies	2,200  4,058
The newcomer program is expanded and enhanced with both bilingual staffing and materials like Rosetta Stone.	2023-24 school year	CGS Staff, ELD/Reading Intervention Staff, CGS Principal	Staff costs already included; materials costs		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Aide hours continue to be enhanced to provide support for ELA reading groups, HW Club, Newcomer Services (after school and during the day), Spanish for Kids (After School), and in class assistance. Additional aide maintained for self contained TK class. Additional bilingual aide position filled.	2023-24 school year	CGS Staff, CGS Instructional Aides	Additional Aide Hours	2000-2999: Classified Personnel Salaries	CARES Act	42,145
TK is expanded and self contained. ELA curriculum (World of Wonders) and class materials purchased to promote language development in all domains (speaking, listening, reading, and writing).	2023-24 school year	CGS TK Teacher, CGS Principal, CGS TK aide				

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Strategic Priority #2</b>
<b>LEA GOAL:</b>
To accelerate students' academic outcomes in mathematics
<b>SCHOOL GOAL #2:</b>
Maximize the number of students scoring proficient or above on the CAASPP in mathematics.
<b>Data Used to Form this Goal:</b>
Past performance on CAASPP mathematics. CCSS-aligned curriculum assessment data. NWEA MAP data.
<b>Findings from the Analysis of this Data:</b>
approximately 31.96% (2019), 19.16% (2021), 34.31% (2022), and 32% (2023) of students "met" or "exceeded" on the CAASPP mathematics
<b>How the School will Evaluate the Progress of this Goal:</b>
CGS will analyze grade level assessments, NWEA MAP results, and the CAASPP to evaluate progress towards this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Analyze student standardized test results, interim assessments, multiple assessments (including NWEA MAP and ESGI) to monitor student progress and provide interventions as needed. NWEA is given K-5 two times in the 2023-24 school year. All teachers are trained in NWEA use; all teachers created a goal for NWEA growth for the 23-24 school year.	2023-24 school year	Site principal, classroom teachers	Analyze student standardized test results, benchmark tests, multiple assessments to monitor student progress and provide interventions as needed. NWEA delivered to K-5	1000-1999: Certified Personnel Salaries	2,926

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to implement math software to support math skills to be used in the classroom or computer lab (Splash Math, Brainpop, Jr., Reflex Math, Frax, and Prodigy). Reflex Math is a math facts program that motivates students at all levels to challenge themselves. Frax is a program through the same company (Explore Learning) for fractions practice. High achieving students are provided fluency work that challenges them while at the same time, at risk students are getting rigorous practice at their levels. Prodigy is expanded from grades 3-5 to grades 1-5	2023-24 school year	Site principal, Dir. Sp. Ed., computer instructor, classroom teachers	Continue to implement math software and or equipment to support math skills to be used in the classroom or computer lab. iLearn Explore Learning (Reflex Math/Frax)	5000-5999: Services And Other Operating Expenditures	General Fund	4,500
Provide increased before, during, and after school math support for 1st-5th graders two days a week and Homework Club is available to students of all levels of achievement. Homework Club is grades 1-3 and grades 4-5, making math support more specific to the grade level. Homework support is provided at the after school program as well. Bilingual homework support is provided through both CGS and Champions.	2023-24 school year	Site Principal, Homework club teachers and aides, Champions staff	Provide after school math support for 1st-5th graders two days a week	1000-1999: Certificated Personnel Salaries	General Fund	8,895
Implement regular math assessments (after each unit, weekly math facts, two times a year for NWEA). Data to be analyzed by grade level teams. Assessments include NWEA MAP, standards-aligned curriculum assessments, and ESGI.	2023-24 school year	Site principal, classroom teachers	Implement regular math assessments (trimester or twice a year). Data to be analyzed by grade level teams. Assessments include NWEA MAP, standards-aligned assessments, and ESGI	0000: Unrestricted	General Fund	852

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide increased professional learning in Thinking Maps, CAASPP IAB delivery, Frax, and Math Investigations (curriculum). ELD and resource staff will attend this to support the language of math beyond the regular classroom. MATH IAB practice will be given during the regular school day as well as through after school optional opportunities.	2023-24 school year	Site principal, Math Investigations, Thinking Maps staff, Explore Learning trainer, HW Club staff, Computer lab aide, Math TOSA	Provide increased professional learning in CAASPP IABs, Frax, Thinking Maps and Math Investigations (curriculum). ELD and resource staff will attend this to support the language of math during class and beyond the regular classroom.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,850.00
Continue to implement Houghton/Mifflin Mathematics curriculum (Math Expressions) as well as pilot Math Investigations (Technical Education Research Centers - TERC) (grades 3, 4) and Bridges for Mathematics (TK), which was successfully piloted in 22-23. Grade levels deliver curriculum unit tests. Results from these tests guide instruction and are used for grading purposes. There is an increased focus on math talk and productive language in math lessons.	2023-24 school year	Site principal, classroom teachers	Continue to implement Houghton/Mifflin Mathematics curriculum (Math Expressions) as well as pilot Math Investigations (Technical Education Research Centers - TERC) (grades 3, 4) and Bridges for Mathematics (TK). Grade levels deliver curriculum unit tests. Results from these tests guide instruction and are used for grading purposes. There is an increased focus on math talk and productive language in math lessons.	4000-4999: Books And Supplies	Unrestricted	100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Math support teachers (added 0.8 FTE in 2021-22) to support students and teachers in grades K - 5 daily. The increase in support allows for differentiation addressing students working both above and below grade level. The classroom teachers are able to go more in depth on difficult concepts with at risk learners.	2023-24 school year	Site principal, math support teacher, classroom teacher	Additional 0.8 math support teacher to support students and teachers in grades K - 5 daily. Already included		0
Summer School will be offered in summer of 2024 for students identified with academic needs. This includes newcomer services and bilingual staffing.	Summer of 2024	Site Principal, CGS Summer School Staff	Summer School will be offered the summer of 2024 - costs included in Goal 1.		0
Vertical Articulation PLC time for Math will occur two or three times a year, connecting staff from the sites to look at student progress and share best practices as well as provide training for Math IAB delivery and score retrieval and analysis.	2023-24 school year	Site principals, math support teacher, classroom teachers, CGS Principal	Vertical Articulation PLC time for Math will occur two or three times a year, connecting staff from the sites to look at student progress and share best practices.		0
Ipads with academic math activities/programs are provided and maintained with up to date math activities for center time in both Kindergarten classes.	2023-24 school year	Site principal, kindergarten teachers, District tech support teacher (Spradley)	Ipads with academic math activities/programs are provided for center time in both Kindergarten classes.		
Math manipulatives, additional math support materials, and mathematics games purchased to enhance math concept comprehension during the regular classroom time, math intervention time, and during lunch/recess math game and activity time..	2023-24 school year	Site principal, classroom teachers, support staff, CGS families, Math TOSA	Math manipulatives and games purchased to enhance math concept comprehension		0



## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Strategic Goal #3</b>
<b>LEA GOAL:</b>
To advance students' college and career readiness
<b>SCHOOL GOAL #3:</b>
To advance students' college and career readiness through engaging, rigorous, and well-rounded real world experiences.
<b>Data Used to Form this Goal:</b>
Minutes for fine arts, computer, and outdoor education instruction provided to students; CAASPP performance growth
<b>Findings from the Analysis of this Data:</b>
Increasing minutes of instruction in these areas for all
<b>How the School will Evaluate the Progress of this Goal:</b>
Frequency and quality of fine arts classes; improvements to our school garden (frequency of student participation there); CAASPP performance growth

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain music offerings for all students TK-3 by doing two full sessions of 11 weeks each. This is through a partnership with Children's Creative Project. This includes a spring music performance.	2023-24 school year	Site Principal, Children's Creative Project	Maintain music offerings for all students K-3 by doing two full sessions of 11 weeks each. This is through a partnership with Children's Creative Project. This includes a spring performance.	5000-5999: Services And Other Operating Expenditures	General Fund	12,096

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain the unique music offerings for grades 4-5 by keeping delivery of more than two 11 week sessions of bucket drum and steel pan drum lessons and a spring performance. This includes purchase of additional musical equipment.	2023-24 school year	Site Principal, Children's Creative Project	Offer unique music offerings for grades 4-5 beyond two 11 week sessions of bucket drum and steel pan drum lessons and a spring performance	1000-1999: Certificated Personnel Salaries	General Fund	14,107
Enhance our work with One Cool Earth to add more NGSS, hands-on experiences for students TK-5 in our garden on a regular basis. One Cool Earth will be working with students on nutrition, recycling, composting, garden practices, and NGSS-aligned lessons. One Cool Earth will also partner with families for garden work days and virtual family cook nights. One Cool Earth will expand their hours to include garden education with students during Champions one day a week. One Cool Earth maintains a lunch bunch for outdoor science education for small groups of students throughout the year.	2023-24 school year	CGS Staff, One Cool Earth, CUSD Grounds Staff, Champions	Continue our work with One Cool Earth to add more NGSS, hands-on experiences for students K-5 in our garden on a regular basis.	5000-5999: Services And Other Operating Expenditures	Other	5,040

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enhanced computer lab and technology experiences. With two adults (computer instructional aide and classroom teacher) present for all sessions, we will add more use of Google Apps for Education, Reflex and Frax Math, Prodigy, Digital Citizenship, Word Processing, CAASPP Skills, Research Skills, Presentation Skills, and IABs in progress at their levels), and IABs in the computer lab.	2023-24 school year	CGS computer staff; CGS classroom teachers	Utilize the computer lab rigorously. With two adults (computer instructional aide and classroom teacher) present for all sessions, we will add more use of Google Apps for Education, Reflex and Frax Math, Prodigy, Digital Citizenship, Word Processing, CAASPP Skills, Research Skills, Presentation Skills, and IABs in the computer lab.	4000-4999: Books And Supplies	General Fund	534
Mystery Science is used to add hands-on supplementary, engaging, NGSS-aligned experiences for students.	2023-24 school year	CGS staff	Mystery Science is used to add hands-on supplementary, engaging, NGSS-aligned experiences for students.	4000-4999: Books And Supplies	LCFF - Supplemental	799
5th grade science camp is longer in duration and will be at Camp Keep; 4th grade plans for an overnight camp at Camp Ocean Pines	2023-24 school year	CGS Staff, CUSD staff, Camp Ocean Pines Staff, Camp Keep Staff	Multiple classes participate in a Camp Ocean Pines outdoor field trip with multiple, hands-on science experiences for every student.	5000-5999: Services And Other Operating Expenditures	Extended Learning Opportunity	20,000
Art lessons for all grades through Children's Creative Project are increased. There will be a 9-10 week session of hour long lessons for each grade.	2023-24 school year	CCP Art Instructor, CGS Staff	Art lessons for all grades through Children's Creative Project. There will be a 6 week session of hour long lessons for each grade.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CGS maintains a comprehensive Virtual Learning Website (separate pages for each grade, PE, ELD, PTA, Support, etc). Staff supports students at home virtually that are quarantined or out for long periods of time due to weather and more.	2023-24 school year	CGS Administration, CGS Staff	CGS maintains a comprehensive Virtual Learning Website (separate pages for each grade, PE, ELD, PTA, Support, etc). Staff supports students at home virtually that are quarantined or out for long periods of time due to weather and more.	5000-5999: Services And Other Operating Expenditures	Unrestricted	15,600
Dance Instruction will be added to the arts program for grades TK-5	2023-24 school year	Partnership with CGS staff; CGS PE teacher, Dance Instructor (Nexus Ballroom)	Dance Instruction will be added to the arts program for grades TK-5			
Sustainability enhancements include a "Green Team" in the cafeteria	2023-24 school year	CGS Staff; MOT; CGS students	Sustainability enhancements include a "Green Team" in the cafeteria			
Family STEAM Night - CGS will hold a Family Steam Night in the Spring	2023-24 school year	CGS Staff; CGS Families; Outside science, math, and arts partners	Family STEAM Night - CGS will hold a Family Steam Night in the Spring			

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Social/Emotional</b>
<b>LEA GOAL:</b>
Developing People
<b>SCHOOL GOAL #4:</b>
Promote student leadership, personal, social, and academic responsibility.
<b>Data Used to Form this Goal:</b>
Parent/Staff/Stakeholder input at PTA, ELAC, forums, DELAC, SSC, Staff Meetings, and other meetings
<b>Findings from the Analysis of this Data:</b>
Parent, student and staff recognize the importance of social emotional growth and a well-rounded educational experience to improve student achievement
<b>How the School will Evaluate the Progress of this Goal:</b>
School Site Council Input, ELAC Input, PTA Input, Staff Input, Healthy Kid's Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Gather regular input from educational partner groups (ELAC, SSC, PTA) and through parent conferences, informal and formal meetings with administration, surveys, and SSTs regarding school climate, curriculum, practices, and desired areas of growth.	2023-24 school year	CGS School Site Council, CGS ELAC, CGS PTA, SST team, Site Principal	Gather regular input from educational partner groups (ELAC, SSC, PTA) and through parent conferences, informal and formal meetings with administration, surveys, and SSTs regarding school climate, curriculum, practices, and desired areas of growth. This may require money spent for childcare to promote parent attendance.	0000: Unrestricted	General Fund	300.00
Recognize student citizenship, leadership, academic achievements (AR leaders, Reflex Math goal attainment, etc) through weekly Peace Rallies, monthly assemblies, positive notes, "Mystery Bucket Fillers" and phone calls home. Peace Rallies are in person - whole school most Fridays. Awards assemblies are included in the Peace Rallies on Fridays (approx once a month). Parents and families are encouraged to attend.	2023-24 school year	CGS Staff, Peace Leader Coordinator	Recognize student citizenship, leadership, academic achievements, and perfect attendance through weekly Peace Rallies, monthly assemblies, positive notes, "Mystery Bucket Fillers" and phone calls home.	1000-1999: Certificated Personnel Salaries	General Fund	1,050.00
Zones of Regulation (social / emotional strategy program) training for multiple staff; materials purchased as well	2023-24 school year	CGS Staff (classified and credentialed)	Zones of Regulation (social / emotional strategy program) training for staff			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counseling maintained at 3 days a week. Counselor adds lessons delivered whole group to classes. Counselor partners with bilingual staff to offer counseling in Spanish. Culturally and socially relevant tools are purchased.	2023-24 school year	Contracted MIFT	Provide counseling	5800: Professional/Consulting Services And Operating Expenditures	CARES Act	12,800.00
Support parent and community volunteers. Increase awareness of volunteer opportunities. Utilization of Parentsquare (English and Spanish) to promote involvement and to get community volunteers. PTA's focus this year is growing membership and involvement. Enhanced parent volunteer acknowledgement throughout the year and at Open House in spring.	2023-24 school year	CGS staff	Support parent and community volunteers			0
Increased multicultural and world awareness activities and materials (songs, art, literature, presentations, steel pan drums, Folklorico, writing, etc.). Work with outside organizations to bring multicultural events (even virtually). Multicultural Fieldtrips include arts presentations at the Cal Poly PAC.	2023-24 school year	CGS Staff, site principal, PTA, SLOCOE, CSLA, Cal Poly PAC	Increased multicultural and world awareness activities. Possible expenditures for supplies.	4000-4999: Books And Supplies	Unrestricted	500
Increased family and community involvement, and attendance at parent meetings, PTA, ELAC, and school events and Peace Rally attendance. This is done through outreach and better communication via Parent Square, email, Class Dojo, school newsletters, ELAC, PTA, and in person. Childcare provided for night events. Materials translated into Spanish.	2023-24 school year	CGS Staff, parent groups, Site Principal, district translator, CGS aides for childcare	Increased family and community involvement and attendance at parent meetings and school events.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improved family and community connections to resources, parenting training, and mental health services through a school partnership with the Link (through our family advocate), Transitions Mental Health, and SLO Behavioral Health. Materials translated into Spanish	2023-24 school year	Site principal, Link Family Advocate, Transitions Mental Health staff, parents, CGS staff, district translator	Improved family and community connections to resources, parenting training, and mental health services through a school partnership with the Link (through our family advocate) and Transitions Mental Health.	5000-5999: Services And Other Operating Expenditures	Unrestricted	25,200
Continue use of the Second Step Social Emotional Learning Curriculum. Training for staff who are new to the curriculum.	2023-24 school year	CGS Staff, Site Principal	Continue use of the Second Step Social Emotional Learning Curriculum.			0
Behavioral strategy training on a monthly basis with Alicia Wallace for classified and credentialed staff.	2023-24 school year	CGS Staff, SPED staff, Alicia Wallace	Behavioral strategy training on a monthly basis with Alicia Wallace for classified and credentialed staff.			0
Increased yard supervision (fill unfilled duty positions). This promotes safety, support, and well being during recess and lunch times	2023-24 school year	CGS Staff	Increased yard supervision (fill unfilled duty positions).			0
Bike Safety Training for grades 4, 5 through a partnership with Bike SLO County	2023-24 school year	CGS Staff; Bike SLO County	Bike Safety Training			



**Planned Improvements in Student Performance**

**School Goal #5**

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

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts (ELA)</b>	
<b>SCHOOL GOAL #1:</b>	
Increase literacy skills of all students. For the 2023-24 school year, the "meet or exceeds" levels on the Common Core State Standards (CCSS) assessment for ELA will be monitored by regular interim assessments, including NWEA MAP, ESGI, DIBELS, CCSS-aligned curriculum assessments, and performance tasks.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional learning on October 9, 2023 is on Write from the Beginning. Training Manuals / Teacher materials purchased.	October, 2023	Principal, Thinking Maps Trainers, Classroom teachers, ELA/ELD teachers	Write from the Beginning Training	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,200
Staff meet regularly to analyze data and plan curriculum for their RtI ELA delivery and math instruction.	August 2023 - June 2024	Site Principal, classroom teachers, support staff, ELA/ELD teacher, Resource teacher	No additional cost to District			0
Staff meetings include monthly professional learning about the student data analysis, math curriculum pilot, Thinking Maps/Write from the beginning, math instruction, Zones of Regulation, CAASPP IAB delivery, and social / emotional learning.	August 2023 - June 2024	Site Principal, classroom teachers, support staff, ELA/ELD teacher, Resource teacher	No additional cost to District			0
The CGS Homework Club will be maintained to offer a grades 1-3 class and a grades 4-5 class. All are offered two days a week. Champions also offers HW support. Bilingual support is part of the HW Club staff.	September, 2023 - June 2024	Site Principal, Homework Club Staff	Homework Club	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Summer School will be offered.	June or August 2024	Site principal, Summer School Staff	Summer School	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	16,910.00

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics</b>
<b>SCHOOL GOAL #2:</b>
For the 2023-24 school year, the "meet or exceeds" levels on the Common Core State Standards (CCSS) assessment for Mathematics will be monitored, by unit assessments (Math Expressions), IAB performance, Reflex Math and FRAX progress, interim assessment results, and performance tasks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
CAASPP IAB delivery training for credentialed staff	2023-24 school year	Classroom Teachers, CGS Principal	No additional cost to District		0
Math data is regularly shared and analyzed. Reflex and Frax Math data will be shared at staff meetings. CAASPP, NWEA, IAB, and math curriculum assessment data will be discussed to determine math intervention and services. CAASPP data will be shared and analyze to identify trends and areas of need. Math Investigations, Bridges, and EnVision Math training for teachers piloting the curriculum.	August, 2023 - June, 2024	Classroom Teachers, site principal, Math Investigations trainer, Frax Trainer	No additional cost to District		0
The CGS Homework Club will be maintained for grades 1-3 class and individual grades 4-5 class. All are offered two days a week. Bilingual aide support is included.	September 2023 - June 2024	Site Principal, Homework Club Staff, bilingual aide	Homework Club	1000-1999: Certificated Personnel Salaries	5,200.00
Additional Credentialed Math Intervention Support (0.8 teacher) is maintained to address learning interruptions and academic needs.	August 2023 - June 2024	CGS Staff, Math Intervention Teacher	Additional Credentialed Math Intervention Support (0.8 teacher) is maintained to address learning interruptions and academic needs.		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Vertical articulation for math will be held during PLC times two or three times a year.	2 or 3 X during 2023-24 school year	district teaching staff, site principals	No additional cost to district		0
Summer school will be offered.	June or August, 2024	Site principal, Summer school staff	Summer School	1000-1999: Certificated Personnel Salaries	16,910.00
Frax Math is delivered to grades 3 - 5 (and grade 2 as appropriate)	2023-2024 school year	CGS Staff, Explore Learning	Frax Math is delivered to grades 3 - 5	LCFF - Supplemental	

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in College and Career Readiness</b>
<b>SCHOOL GOAL #3:</b>
To advance students' college and career readiness through engaging, rigorous, and well-rounded real world experiences.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Teachers/support staff will be trained or provided collaborative time in implementing technology / computer programs, Second Step, Zones of Regulation, CAST / CAASPP questions / IABs, and Thinking Maps/Write from the Beginning.	Sept. 2023-June 2024	Classroom teachers, CGS computer lab staff, site principal, Character Strong, Thinking Maps			
Enhanced computer lab and technology experiences. With two adults (computer instructional aide and classroom teacher) present for all sessions, we will add more use of Google Apps for Education, Reflex Math, Frax Math, Digital Citizenship, Prodigy Math, Word Processing, CAASPP Skills, Research Skills, Presentation Skills, and Typing Skills (Keyboarding Without Tears - allows students to progress at their levels), and IABs in the computer lab. Kindergarten has regular computer lab time weekly working with programs like Keyboarding Without Tears and Splash Math.	August 2023 - June 2024	Classroom teachers, CGS computer lab staff, site principal	No additional cost to District		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Mystery Science is used to add hands-on supplementary, engaging, NGSS-aligned experiences for students.	August 2023 - June 2024	Mystery Science is used to add hands-on supplementary, engaging, NGSS-aligned experiences for students.	Mystery Science	4000-4999: Books And Supplies	LCFF - Supplemental	799.00
Many classes participate in a Camp Keep or Camp Ocean Pines outdoor field trip with multiple, hands-on science experiences for every student. This includes overnight experiences for 4th/5th	October, 2023 - May, 2024	CGS Staff, Camp Ocean Pines, Camp Keep				
Enhance our work with One Cool Earth to add more NGSS, hands-on experiences for students TK-5 in our garden on a regular basis. One Cool Earth will be working with students on nutrition, recycling, composting, garden practices, and NGSS-aligned lessons. One Cool Earth will also partner with families for garden work days and virtual family cook nights.	August 2023 - June 2024	One Cool Earth, CGS Staff	One Cool Earth	5000-5999: Services And Other Operating Expenditures	General Fund	5,040.00

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>	
<b>SCHOOL GOAL #4:</b>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		Amount
			Description	Type	



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
	23,010.00
CARES Act	55,495.00
Extended Learning Opportunity	20,000.00
General Fund	99,862.00
LCFF - Supplemental	85,682.00
Other	5,040.00
Unrestricted	41,400.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0000: Unrestricted	1,152.00
1000-1999: Certificated Personnel Salaries	72,985.00
2000-2999: Classified Personnel Salaries	89,999.00
4000-4999: Books And Supplies	6,541.00
5000-5999: Services And Other Operating Expenditures	116,407.00
5800: Professional/Consulting Services And Operating	20,395.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		23,010.00
2000-2999: Classified Personnel Salaries	CARES Act	42,145.00
4000-4999: Books And Supplies	CARES Act	550.00
5800: Professional/Consulting Services And	CARES Act	12,800.00
5000-5999: Services And Other Operating	Extended Learning Opportunity	20,000.00
0000: Unrestricted	General Fund	1,152.00
1000-1999: Certificated Personnel Salaries	General Fund	72,985.00
4000-4999: Books And Supplies	General Fund	534.00
5000-5999: Services And Other Operating	General Fund	17,596.00
5800: Professional/Consulting Services And	General Fund	7,595.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	47,854.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,857.00
5000-5999: Services And Other Operating	LCFF - Supplemental	32,971.00
5000-5999: Services And Other Operating	Other	5,040.00
4000-4999: Books And Supplies	Unrestricted	600.00
5000-5999: Services And Other Operating	Unrestricted	40,800.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	198,685.00
<b>Goal 2</b>	23,778.00
<b>Goal 3</b>	68,176.00
<b>Goal 4</b>	39,850.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jill Southern	X				
Julie Castle		X			
Alondra Bustillos - Secretary			X		
Heather Callier - Vice Chair				X	
Alisha Enns - Chair				X	
Lisa Weseman				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

*Rosalea Pérez B*  
\_\_\_\_\_  
Signature

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Signature

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Signature

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Signature

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Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 1/17/2024.

Attested:

Jill Southern  
\_\_\_\_\_  
Typed Name of School Principal

*Jill Southern*  
\_\_\_\_\_  
Signature of School Principal

1/17/24  
\_\_\_\_\_  
Date

Alisha Enns  
\_\_\_\_\_  
Typed Name of SSC Chairperson

*Alisha Enns*  
\_\_\_\_\_  
Signature of SSC Chairperson

1/17/24  
\_\_\_\_\_  
Date