



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Curren School K-8	56725386055263	June 5, 2023	August 24, 2022

## Purpose and Description

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

**Additional Targeted Support and Improvement**

Our school has recently been identified as ATSI (Additional Targeted Support and Improvement) status, due to data reported on the multiple measures system that assess how local educational agencies and schools are meeting the needs of their students' and reported through the California School Dashboard. Our homeless student group scored very low for Academics (ELA/Math) and very high for Chronic Absenteeism and Suspension Rate. Also, due to our Students with Disabilities student group scoring very low in ELA and Math and very high for Chronic Absenteeism on the California Dashboard. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. We have identified strategies/activities to address this, such as providing extended learning opportunities for these groups wuth after school tutoring focused on students' needs identified in language arts and mathematics; providing teacher lead interventions during the school day and afterschool, and providing the students with hands on practice opportunities to become more familiarized with SABC assessments, question format and use guided practice tests. We have identified key strategies to support positive behavior and an attendance incentive program to encourage students to come to school every day. There are several other strategies and actions included in our Single Plan for Student Achievement that will address and support our Homeless and Student with Disabilities groups to be successful in the areas identified for ATSI.

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

Curren School is driven by a vision to empower every student not only to acquire knowledge but also to embody it. Our mission is to enable all children to take ownership of their learning, exercise their burgeoning autonomy, explore avenues for defining their own versions of success, and develop into responsible members of our global society. Our committed staff endeavors to educate students within a culturally proficient climate, fostering academic success, lifelong learning, and productive citizenship. We place a strong emphasis on developing literacy and biliteracy skills and nurturing social competence. At Curren School, we are dedicated to delivering an exceptional educational program, aiming to empower students not only to acquire knowledge but also to apply it effectively. We believe in equipping students with the tools they need to become proficient mathematicians, fostering independent acquisition of knowledge. While we spare no effort in providing comprehensive support, we recognize that empowering students is the most profound gift we can bestow as educators. The ability to take ownership of their learning is a key attribute we prioritize within our mission statement. By empowering students to exercise their growing autonomy, discover opportunities for personal success, and assume responsibility as global citizens, we are able to focus on differentiation and holistic student development.

Our primary focus centers on delivering exemplary instruction, exemplified by the integration of Common Core Standards, 21st-century skills, technology utilization, differentiated instruction, social-emotional and behavioral support, professional learning communities, and community engagement. We prioritize the alignment of instructional content standards, leveraging the structure and emphases of college- and career-ready mathematics as well as ELA/literacy standards. At Curren, this entails providing a clear set of math skills and concepts geared towards real-world problem-solving, as well as literacy skills centered around reading comprehension and effective oral communication. Curren School's plan is to adopt a dynamic and deliberate approach to instruction, fostering robust professional learning communities (PLCs) to support this endeavor. We firmly believe in offering a rigorous academic curriculum by employing data-driven instructional practices that necessitate collaboration and continuous improvement. Our aim is to provide sufficient time and support for both students and staff to thoroughly explore and comprehend the standards and their practical application to learning. Through these endeavors, we strive to cultivate lifelong learners who are equipped to meet the demands of an ever-changing world. Critical thinking, creativity, communication, collaboration, and character development (the 5 Cs) will remain focal points across all subject areas.

While our main focus is on academic excellence, we also place great importance on character education and leadership development. These qualities are particularly crucial in the current political and social landscape. Our goal is to cultivate strong leaders who are empathetic, responsible, and capable of contributing to our local and national communities. Recognizing that parental involvement is a critical factor in students' educational success and reaching their full potential, we actively promote and facilitate engagement from our parent community and stakeholders. Through our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), we encourage parents to play a newly added Open House in the Spring, Math and Literacy Nights, monthly Coffee with the Principal meetings, and other parent engagement initiatives further support and foster meaningful and productive opportunities for parents to engage in their child's academic and socio-emotional growth. We continually implement and refine our PBIS-CHAMPS approach to ensure that all students' academic and socio-emotional needs are met, fostering the achievement of high academic standards across all content areas while nurturing the socio-emotional growth of our students within a safe, positive learning environment. At Curren School, our entire staff is committed to strengthening our partnerships with parents to increase parental involvement and achieve the goals outlined in our School Plan for Student Achievement.

Additionally, Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision.

Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.

Vision: Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service.

Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.

All of our strategies/activities are designed to further these pedagogical principals:

1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 4
- Comprehensive Needs Assessment Components ..... 6
  - Data Analysis ..... 6
  - Classroom Observations..... 6
  - Analysis of Current Instructional Program..... 7
- Educational Partner Involvement ..... 11
- Resource Inequities ..... 12
- School and Student Performance Data ..... 14
  - Student Enrollment** ..... 14
    - Star Early Literacy..... 17
    - Star Reading ..... 18
    - Star Math..... 19
    - CAASPP Results..... 20
    - ELPAC Results ..... 25
    - Student Population..... 29
    - Overall Performance ..... 31
    - Academic Performance..... 33
    - Academic Engagement..... 40
    - Conditions & Climate..... 42
- Goals, Strategies, & Proposed Expenditures..... 44
  - Goal 1..... 44
  - Goal 2..... 63
  - Goal 3..... 76
- Budget Summary ..... 87
  - Budget Summary ..... 87
  - Other Federal, State, and Local Funds ..... 87
- Budgeted Funds and Expenditures in this Plan ..... 88
  - Funds Budgeted to the School by Funding Source..... 88
  - Expenditures by Funding Source ..... 88
  - Expenditures by Budget Reference and Funding Source ..... 88
  - Expenditures by Goal..... 89
- School Site Council Membership ..... 90
- Recommendations and Assurances ..... 91
- Instructions..... 92

Instructions: Linked Table of Contents.....92  
Purpose and Description.....93  
Educational Partner Involvement .....93  
Resource Inequities .....93  
Goals, Strategies, Expenditures, & Annual Review .....94  
Annual Review .....95  
Budget Summary .....96  
Appendix A: Plan Requirements .....98  
Appendix B:.....101  
Appendix C: Select State and Federal Programs .....103

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Classroom Observations

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

Based on classroom observations, it is evident that addressing the needs of English Learners (EL), students who receive Special Education services, and those identified under the McKinney-Vento Act will be a key focus for the upcoming school year. The feedback received from classroom observations and teachers underscores the necessity for professional development opportunities to enhance teachers' understanding of effective English Language Development (ELD) strategies. Additionally, there is a need for additional accommodations, supports, and interventions to be provided to students, as outlined in Goal 1. It is essential for teachers to review ELD standards, Individualized Education Programs (IEPs), accommodations, supports, and gain a comprehensive understanding of these practices.

Furthermore, classroom observations have indicated the need for teachers to have meaningful opportunities for collaboration and active participation in the cycle of inquiry related to the Common Core State Standards. It is imperative to consider relevant data points, such as Star data and Interim Assessment Blocks (IABs), in order to refine and enhance our approach to instruction. Given the unique challenges faced in the past school years, it is crucial to identify new efficiencies in the curriculum that are essential for supporting student learning.

Specifically, teachers in the Dual Language Immersion (DLI) program require dedicated time for collaboration, particularly in the areas of DLI lesson planning and design. Spanish/English counterparts also need to work collaboratively on bridging, unit mapping, and planning units of instruction. Professional development and collaboration focused on progress monitoring, utilizing various data points and establishing SMART goals, such as Star and the Leveled Literacy Intervention (LLI) program, will contribute to improving the overall reading levels of our students.

Mathematics continues to be an area of concern and an identified need for growth. To address this, instruction must prioritize rigor, higher levels of depth of knowledge, and critical thinking in order to align with the standards. It is crucial to emphasize the application of depth of knowledge questions across all content areas.

By addressing these areas of focus through targeted professional development, collaboration, and data-driven practices, we are confident that we will make significant strides in meeting the diverse needs of our students and ensuring their academic success.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

The administration of state assessments in the previous school years, following the COVID-19 pandemic, has provided valuable data that will inform our instructional focus for the upcoming 2023-2024 school year. Both local and school assessments have highlighted the need for improvement in English Language Arts (ELA) and Mathematics, particularly among English Learners (EL), McKinney-Vento and students who receive Special Education services. The data from past state assessments has revealed that students in special populations are performing at lower levels compared to their peers.

It is evident that the transfer of mathematical language and symbols to English is not occurring effectively, as reflected in the previous assessment scores. To achieve higher performance levels, it is crucial to enhance literacy skills and reading comprehension among these students. It is recommended that classroom lessons integrate the knowledge and skills that ELs and students who receive Special Education services possess from other content areas into their literacy instruction, encompassing both English and Spanish. This approach is particularly relevant for Dual Language Immersion (DLI) students.

By incorporating cross-curricular connections and leveraging the strengths of our students, we can foster a more comprehensive approach to literacy instruction. This will contribute to improving their overall academic performance and better equip them for success in ELA and Mathematics. By addressing the specific needs of ELs and students who receive Special Education services through targeted instruction and support, we can work towards closing the achievement gap and promoting equitable learning outcomes for all students.



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

The school and district have implemented an assessment calendar that establishes clear expectations for administering assessments. Regular administration of specific assessments, such as STAR 360 Reading and Math, enables the school to effectively monitor student progress. In addition to these standardized assessments, curriculum-embedded assessments from programs like Wonders, Maravillas, Study Sync, and DLI Units serve as diagnostic tools and allow for targeted interventions when necessary. These various forms of assessment provide teachers with meaningful sources of information to gauge student comprehension and identify areas requiring further attention.

The data collected from these assessments plays a vital role in informing the establishment of desired learning goals. Teachers utilize this data to determine students' understanding and identify areas in need of improvement. Subsequently, learning goals and instructional approaches are adjusted to accommodate differences in students' learning styles and intelligences, ensuring a more personalized and effective learning experience for all students. By leveraging assessment data in this manner, the school strives to foster an environment that supports individualized instruction and promotes student growth and success.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.



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

The Educational Services Department includes Directors, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special education assessment and TK instruction.

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

Teacher collaboration is set for the school year at the beginning of each year. Weekly collaboration time will be dedicated for teacher collaboration. There is specific time set aside for both grade level and staff collaboration. Teachers meet weekly in grade levels to review data and work on a focus question based on the cycle of inquiry to help drive instruction. Teachers also look at present levels of performance of students in their class to adjust units/lessons as needed to ensure the standards are being taught in a clear, intentional method that is student focused. Teachers are also afforded meaningful opportunities to participate in site-based Professional Development workshops as indicated by the calendar. Topics for mini workshops include AVID strategies, SMART Goals, Classroom Management, Star, DLI Unit roll out and scaffolds and supports in classroom instruction.

## Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

## **Opportunity and Equal Educational Access**

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

Teachers and classes provide students with multiple services and supports, which enable them to meet the standards. Within the classroom, small group intervention is used to assist underperforming students. Various types of strategies (activities) and scaffolds (supports) are utilized such as interactive, graphic, and sensory to meet the needs of diverse learners. Sentence frames, word walls, graphic organizers, guided reading, and math mindset are tools utilized to accommodate differences in students' learning styles and intelligences. A Literacy Intervention Teacher (LIT) is designated to work with small groups in primary grade levels to address their literacy skills. Instructional Aides and other adult support in the classroom help to assist in bringing students up to standard. When applicable for this school year, after school tutoring will be offered specifically for at-risk and underperforming students and enrichment for student performing at benchmark and above benchmark.

Evidence-based educational practices to raise student achievement

Curren school uses a variety of evidence-based educational practices to raise student achievement. Teachers provide explicit learning objectives that are tied to demonstrations of learning. First instruction and differentiation is a Tier 1 supports utilized for all learners. Students are engaged in rigorous, relevant learning. Small group instruction, clear and effective learning feedback, and assessment results and progress monitoring of goals with Lexia, Core 5 (K-5) Lexia Power UP (6-8), ST Math, AR, Star and CBMs, will be utilized. Discovery based teaching is implemented using Twig Science for K-5 and McGraw Hill Inspire Science Curriculum for 6-8 that align with the NGSS standards. Tutoring and reteaching are used to help raise student achievement.

## **Parental Engagement**

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

Parents are involved in school activities via School Site Council, English Language Advisory Council, Parent Teacher Association, organizing student events, classroom volunteering, parent conferences, coaching sports and advising student clubs - the latter is be offered in accordance with county and district health guidelines regarding the post COVID-19 pandemic environment.

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)

Education Partners are involved in the process and implementation of school programs on campus. Parent/Community led groups such as our English Learners Advisory Committee play an important role on campus from volunteer opportunities to ensuring that our English Learner students' needs are met and resources are available for them. For example, the parents requested that we have culturally relevant family nights to promote a strong community at the school. They participate in and attend the local and state California Association of Bilingual Education (CABE) Conference. Teachers provide tutoring that is specific to socioeconomically disadvantaged students and English Learners for extended breaks from school. This year, stakeholders requested academic "Boot Camps" to provide students with another resource after school to prepare for important state-mandated assessment such as the ELPAC test and CAASPP, especially given the learning disruption and unique challenges presented by the post COVID-19 post pandemic.

## Funding

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

Title I funds are used to support underperforming students in the area of first instruction. Looking at past data, the school identified a need to improve first instruction and focus on implementing Common Core State Standards and DLI Unit roll out. Funds were also utilized to address unique challenges of this school year. Headphones were provided for each student to utilize in the home as well as school materials and workbooks. Two paraeducator were hired to address the needs of primary grade level students in K-1st grade and one to support ELs in grades 6-8 . Tutoring during extended breaks and after school tutoring along with academic boot camps were created to address the needs of our underperforming and most vulnerable populations.

## Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The development of the School Plan for Student Achievement (SPSA) at Curren School involved active participation from teachers, staff, and governance Education Partner groups. The School Leadership Team conducted a series of meetings on April 17, 26, and May 3, 10, 17, and 24, 2023 to address and discuss the three SPSA goals and corresponding actions. These meetings served as platforms for collaborative decision-making and strategic planning.

To analyze baseline data and establish expected academic goals for the 2023-2024 school year, grade level teams met as Professional Learning Communities (PLCs) on May 3, 10, and 24, 2023.

These PLC meetings utilized data from Spring Star assessments, focusing on Early Literacy, Reading, and Math. Discussions also encompassed identifying necessary supports and resources required to meet the academic outcomes outlined in the SPSA.

On June 6, 2023, the School Principal shared the finalized SPSA with all teachers and support staff. This meeting provided an opportunity to discuss the SPSA goals, review grade-level outcomes/goals, and examine the strategies and activities proposed to be implemented at the school. Additionally, the meeting addressed the allocation of the 2023-2024 budget for the identified initiatives.

The School Site Council convened on June 5, 2023, to thoroughly review the main components of the SPSA and gain a comprehensive understanding of the three SPSA goals. During this meeting, the council members provided input and recommendations for the site's SPSA. The Spring Star data from Fall assessments (Early Literacy, Reading, and Math) were reviewed, and a completed draft of the SPSA was presented for approval.

Furthermore, the English Learner Advisory Committee held meetings on April 28 and May 26, 2023, with a specific focus on reviewing the SPSA and providing input. Emphasis was placed on discussing strategies to support English Learners in their efforts to enhance English language proficiency levels and achieve reclassification. Activities aimed at enhancing parent engagement were also explored and discussed.

## Resource Inequities

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

Unfortunately, due to a shortage of substitutes, there was limited opportunity for dedicated days set aside for teacher collaboration during the instructional day, progress monitoring, and additional professional development beyond the designated Wednesday collaboration day, DLI training, and school-based professional development during the previous school year. The lack of available substitute teachers impacted the scheduling of these important activities.

Furthermore, the hiring of an intervention service provider was delayed until late in the school year, as there were insufficient candidates in the eligibility pool. This resulted in a delay in providing additional necessary interventions and support for students in Tier II interventions.

After-school tutoring sessions were also affected due to limited staff availability. Staff members were unable to consistently participate in after-school tutoring across grade levels, thereby limiting the number of students who could participate in additional interventions after school to the students whose teachers were providing the tutoring. Students in our special population group had limited participation as only one special education teacher provided tutoring for our special education students.

It is important to note that a number of students have experienced trauma during the post-pandemic period, which has posed challenges for their attendance and full engagement during academic instruction. These difficulties have hindered their ability to fully participate in and benefit from instructional activities. Given these constraints and circumstances, the school recognizes the need to address the shortage of substitutes, improve the hiring process for Intervention Service Providers (ISPs), and explore alternative solutions to ensure consistent and accessible after-school support.

Additionally, the school is committed to providing a supportive and inclusive environment that acknowledges and addresses the impact of trauma on students' academic engagement and success. Efforts will be made to provide necessary resources and support systems to help students overcome these challenges and fully participate in their educational journey.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0%	1		0
African American	0.7%	0.55%	0.22%	7	5	2
Asian	0.3%	0.33%	0.11%	3	3	1
Filipino	0.2%	0.22%	0.65%	2	2	6
Hispanic/Latino	96.4%	96.92%	97.07%	931	881	894
Pacific Islander	%	%	0%			0
White	2.0%	1.76%	1.63%	19	16	15
Multiple/No Response	0.3%	0.22%	0.33%	3	2	3
<b>Total Enrollment</b>				966	909	921

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	98	97	98
Grade 1	99	98	100
Grade 2	100	90	100
Grade3	97	96	86
Grade 4	101	96	98
Grade 5	114	96	109
Grade 6	107	113	113
Grade 7	119	111	112
Grade 8	131	112	105
<b>Total Enrollment</b>	966	909	921

### Conclusions based on this data:

Curren School's enrollment and demographics have shown consistency compared to the previous year. The data indicates that the majority of our student population, accounting for 97% of students, identifies as Hispanic or Latino. Given this demographic composition, it is crucial to incorporate culturally relevant activities and lessons in the classroom to engage our families and establish connections with their prior knowledge and background information. These practices contribute to creating an inclusive and supportive learning environment for our students.

It is worth noting that enrollment across different grade levels is evenly distributed, with no significant disparities among cohorts. The full implementation of the Dual Language Immersion program from Kindergarten through 5th grade has not resulted in any notable changes in the school's overall enrollment patterns.

The school recognizes the importance of valuing and embracing the cultural diversity within our student body. By acknowledging and incorporating students' cultural backgrounds, we can foster a sense of belonging and create educational experiences that resonate with their identities and experiences. Through culturally responsive teaching practices, we aim to empower our students and facilitate their academic and personal growth.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
<b>English Learners</b>	498	540	561	51.60%	59.4%	60.9%
<b>Fluent English Proficient (FEP)</b>	229	171	162	23.70%	18.8%	17.6%
<b>Reclassified Fluent English Proficient (RFEP)</b>	28			5.6%		

### Conclusions based on this data:

Curren School has experienced an increase in the number of English Learners, with this student population now comprising over 60% of our total enrollment. In 2022-2023, a total of 79 students met the criteria for reclassification based on their performance and district benchmarks from the 2021-2022 school year. It is important to note that 75% of our English Learners have Spanish as their primary language.

To effectively support our English Learners, it is crucial to incorporate culturally relevant topics and provide opportunities for students to make connections to their native language within the classroom. By doing so, we can enhance their engagement and create a more inclusive learning environment that respects their linguistic and cultural backgrounds.

One specific area of concern is the number of Long-Term English Learners (LTELs) in our middle school. We recognize the need for improvement in this regard. Based on the reclassification rates for the 2022-2023 academic year, middle school students have shown a slight increase in reclassification rates, approaching the rates achieved by students in grades 3-5.

Addressing the needs of our LTELs and ensuring their successful language development and academic progress is a priority for Curren School. By implementing targeted interventions, providing additional support, and adopting effective instructional strategies, we aim to improve reclassification rates and overall outcomes for our middle school English Learners.

Furthermore, ongoing assessment and monitoring of English Learners' progress will enable us to identify areas for improvement and tailor our instructional approaches to meet their specific needs. Through these efforts, we strive to foster language proficiency, academic achievement, and a sense of belonging for all our English Learners at Curren School.

# School and Student Performance Data

## Star Early Literacy

Curren School K-8											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
<b>Grade K</b>	96	27	28%	10	10%	18	19%	41	43%	4	752
<b>Grade 1</b>	95	23	24%	16	17%	12	13%	44	46%	4	819
<b>Grade 2</b>	32	28	88%	3	9%	1	3%	0	0%	1	773

### Conclusions based on this data:

Second grade shows a massive drop in Early Literacy scores, most likely as a result of second grade students being assessed with STAR Reading and only those with identified reading needs are assessed with the Start Early Literacy benchmarks as they are monitored during interventions through the school trimesters. This could result in long-term dip in scores and success if not properly addressed and supported. Continuous support will be needed. It should be noted that 2nd graders also take the STAR reading test and these results do not reflect all students in second grade. Kindergarten scores are slightly higher than the pre-pandemic results due to in person instruction taking place this school year. The scores are on par with those seen throughout the District. First grade scores show a continuous need to support students with early literacy skills as 42% of students did not make the anticipated growth by the end of the school year. It should be noted that this is the first full year of in-person instruction coming from the post pandemic times for first grade students.

# School and Student Performance Data

## Star Reading

Curren School K-8											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
<b>Grade 2</b>	94	58	62%	19	20%	10	11%	7	7%	1	857
<b>Grade 3</b>	83	37	45%	25	30%	13	16%	8	10%	1	937
<b>Grade 4</b>	94	59	63%	19	20%	9	10%	7	7%	1	957
<b>Grade 5</b>	119	60	50%	23	19%	29	24%	7	6%	1	984
<b>Grade 6</b>	91	48	53%	25	27%	11	12%	7	8%	1	999
<b>Grade 7</b>	112	49	44%	27	24%	29	26%	7	6%	2	1038
<b>Grade 8</b>	105	26	25%	27	26%	39	37%	13	12%	2	1079

### Conclusions based on this data:

Data indicates that as students get older and progress through the assessment periods, they fall off on their grade-level targets as rigor and complexity increases. End of the year data shows that 2nd- 8th At/Above Benchmark attainment by grade is evenly and/or closely distributed (between 20% and 30% of students in each of the grade levels ) The results are very similar in percentage numbers across all the grade levels at the Urgent Intervention Level. By the time they reach 8th grade, a large number of students (48%) are in the red urgent intervention zone; while 39% are in the meet/exceed the benchmark by the end of the school year. This indicates that about half of the students are not properly prepared for increased rigor and complexity in reading English. First instruction practices must be evaluated, monitored and adjusted, along with targeted remediation and intervention, so that students can recover lost ground and reach grade level targets.

# School and Student Performance Data

## Star Math

Curren School K-8											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
<b>Grade 1</b>	99	29	29%	47	47%	23	23%	0	0%	2	827
<b>Grade 2</b>	93	48	52%	24	26%	13	14%	8	9%	1	884
<b>Grade 3</b>	82	39	48%	17	21%	21	26%	5	6%	1	943
<b>Grade 4</b>	95	51	54%	31	33%	10	11%	3	3%	1	969
<b>Grade 5</b>	118	63	53%	28	24%	18	15%	9	8%	1	1016
<b>Grade 6</b>	104	64	62%	29	28%	8	8%	3	3%	1	1020
<b>Grade 7</b>	111	69	62%	28	25%	12	11%	2	2%	1	1033
<b>Grade 8</b>	89	67	75%	18	20%	2	2%	2	2%	1	1043

### Conclusions based on this data:

Data indicates that as students progress from grade level to grade level, they fall off on their grade-level targets. Math scores are lower than reading and are evenly spread in the less than proficient and proficient zone. In first grade, 20% of students met their end of the year goals for math and percentages vary in all levels from grade to grade. However, by the 8th grade, that had reduced to 5%, which is not ideal for continuous growth, but does show some stability in the upper grades. This still indicates that students are not properly prepared for increased rigor and complexity in mathematics. First instruction practices must be evaluated, monitored and adjusted, along with targeted remediation and intervention, so that students can recover lost ground and reach grade level targets while meeting grade level expectancies and high level of academic achievement.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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		95			94			94			98.9	
Grade 4		96			94			94			97.9	
Grade 5		95			95			95			100.0	
Grade 6		111			109			109			98.2	
Grade 7		106			106			106			100.0	
Grade 8		110			110			110			100.0	
All Grades		613			608			608			99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2363.			4.26			19.15			22.34			54.26	
Grade 4		2418.			11.70			14.89			24.47			48.94	
Grade 5		2427.			6.32			13.68			20.00			60.00	
Grade 6		2476.			6.42			22.02			28.44			43.12	
Grade 7		2498.			6.60			21.70			33.96			37.74	
Grade 8		2497.			0.91			25.45			23.64			50.00	
All Grades	N/A	N/A	N/A		5.92			19.74			25.66			48.68	

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		4.26			58.51			37.23	
Grade 4		8.51			62.77			28.72	
Grade 5		4.21			60.00			35.79	
Grade 6		7.34			55.96			36.70	
Grade 7		8.49			63.21			28.30	
Grade 8		5.45			50.00			44.55	
All Grades		6.41			58.22			35.36	

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		5.32			44.68			50.00	
Grade 4		5.32			55.32			39.36	
Grade 5		6.32			36.84			56.84	
Grade 6		11.93			47.71			40.37	
Grade 7		9.43			47.17			43.40	
Grade 8		1.82			55.45			42.73	
All Grades		6.74			48.03			45.23	

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		2.13			78.72			19.15	
Grade 4		6.38			77.66			15.96	
Grade 5		7.37			70.53			22.11	
Grade 6		9.17			71.56			19.27	
Grade 7		8.49			71.70			19.81	
Grade 8		5.45			72.73			21.82	
All Grades		6.58			73.68			19.74	

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		5.32			60.64			34.04	
Grade 4		3.19			64.89			31.91	
Grade 5		8.42			54.74			36.84	
Grade 6		6.42			68.81			24.77	
Grade 7		8.49			69.81			21.70	
Grade 8		4.55			71.82			23.64	
All Grades		6.09			65.46			28.45	

**Conclusions based on this data:**

The recent release of the 2022 CA School Dashboard has indicated that our CAASPP testing results have remained relatively consistent compared to the years preceding the pandemic. The data and analysis of results during the pandemic and up until now have shown minimal changes when compared to previous years. Notably, there has been modest progress in the field of Language Arts. Across grades 3 to 8, we observed a 2-3% increase in the proportion of students meeting or exceeding expectations in the 2021-2022 school year, as compared to previous CAASPP results. In grades 6 and 8, the percentage of students falling within the met/exceeds category has exhibited slight fluctuations from one school year to another. Nevertheless, based on the data, it is evident that two-thirds of our students continue to perform below grade level expectations. The areas of greatest concern lie in written language and research/inquiry. Students persist in encountering challenges when it comes to analyzing and presenting information effectively. Further

examination of the data has revealed that processing text and applying knowledge are additional areas requiring attention. To enhance writing and research skills, it is imperative to provide students with explicit instruction in reading comprehension skills



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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		95			95			95			100.0	
Grade 4		96			95			95			99.0	
Grade 5		95			95			95			100.0	
Grade 6		110			108			108			98.2	
Grade 7		106			106			106			100.0	
Grade 8		110			110			110			100.0	
All Grades		612			609			609			99.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2362.			3.16			13.68			24.21			58.95	
Grade 4		2427.			6.32			17.89			28.42			47.37	
Grade 5		2405.			0.00			6.32			20.00			73.68	
Grade 6		2439.			0.93			12.04			24.07			62.96	
Grade 7		2436.			0.00			2.83			30.19			66.98	
Grade 8		2412.			0.00			5.45			12.73			81.82	
All Grades	N/A	N/A	N/A		1.64			9.52			23.15			65.68	

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		6.32			37.89			55.79	
Grade 4		12.63			36.84			50.53	
Grade 5		0.00			29.47			70.53	
Grade 6		1.85			33.33			64.81	
Grade 7		0.00			32.08			67.92	
Grade 8		0.00			21.82			78.18	
All Grades		3.28			31.69			65.02	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.21			32.63			63.16	
<b>Grade 4</b>		8.42			41.05			50.53	
<b>Grade 5</b>		2.11			36.84			61.05	
<b>Grade 6</b>		1.85			44.44			53.70	
<b>Grade 7</b>		0.00			48.11			51.89	
<b>Grade 8</b>		1.82			38.18			60.00	
<b>All Grades</b>		2.96			40.39			56.65	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		3.16			55.79			41.05	
<b>Grade 4</b>		6.32			57.89			35.79	
<b>Grade 5</b>		2.11			35.79			62.11	
<b>Grade 6</b>		3.70			56.48			39.81	
<b>Grade 7</b>		0.00			59.43			40.57	
<b>Grade 8</b>		0.00			46.36			53.64	
<b>All Grades</b>		2.46			52.05			45.48	

**Conclusions based on this data:**

The following analysis is derived from the data collected during the 2021-2022 CAASPP administration school year and remains predominantly unaltered. Based on the data, the subject of mathematics emerges as the primary area of concern. Across most grade levels, student performance did not exhibit significant improvement and generally remained at a plateau compared to the period preceding the pandemic and the administration of the 2021-2022 school year. Notably, only approximately one out of every ten students met the grade-level standards in mathematics. Nevertheless, there has been a slight annual increase in scores during each CAASPP administration for select grade levels, although the percentage of students meeting or exceeding the standards has declined in certain grade levels. This trend underscores the necessity of reviewing, analyzing, and further implementing the Common Core State Standards, with particular emphasis on the significance of initial instruction. In the current school year, educators will prioritize targeted mathematics instruction, focusing on essential standards, to ensure students meet the standards and are adequately prepared for the upcoming 2023-2024 CAASPP administration. Teachers will require additional time to develop student-centered lessons that concentrate on the application of mathematical concepts, skills, and procedures within real-life contexts. Furthermore, students will benefit from increased exposure to Mathematics IABs (Interim Assessment Blocks) to ensure their familiarity with the test format and question types featured in the CAASPP. It is essential for students to be capable of articulating and justifying their mathematical reasoning while drawing evidence-based conclusions. Data analysis will rely on summative and interim assessments, enabling teachers to track student growth, identify areas of concern, and align classroom instruction with the key details and structure of the standards being taught.

# 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
<b>K</b>	1408.8			1424.1			1373.3			30	0	
<b>1</b>	1434.9			1453.0			1416.5			61	0	
<b>2</b>	1469.2	1517.7		1473.4	1514.3		1464.4	1520.6		64	71	
<b>3</b>	1473.6	1488.6		1476.7	1491.3		1470.1	1485.3		68	71	
<b>4</b>	1480.4	1516.0		1480.1	1520.8		1480.3	1510.7		57	63	
<b>5</b>	1505.0	1511.0		1501.2	1506.3		1508.4	1515.3		45	51	
<b>6</b>	1507.9	1539.9		1513.2	1540.8		1502.0	1538.8		31	39	
<b>7</b>	1522.4	1539.4		1514.8	1533.5		1529.6	1544.8		34	27	
<b>8</b>	1542.9	1543.2		1540.6	1531.1		1544.6	1554.9		23	28	
<b>All Grades</b>										413	350	

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
<b>K</b>	10.00			33.33			36.67			20.00			30		
<b>1</b>	8.20			29.51			31.15			31.15			61		
<b>2</b>	14.06	50.00		32.81	31.25		42.19	18.75		10.94	0.00		64	16	
<b>3</b>	7.35	12.68		36.76	33.80		41.18	42.25		14.71	11.27		68	71	
<b>4</b>	12.28	25.40		21.05	41.27		45.61	22.22		21.05	11.11		57	63	
<b>5</b>	11.36	15.69		29.55	23.53		38.64	50.98		20.45	9.80		44	51	
<b>6</b>	10.00	20.51		16.67	51.28		56.67	23.08		16.67	5.13		30	39	
<b>7</b>	11.76	22.22		35.29	44.44		41.18	25.93		11.76	7.41		34	27	
<b>8</b>	18.18	10.71		36.36	39.29		36.36	42.86		9.09	7.14		22	28	
<b>All Grades</b>	10.98	19.66		30.24	37.29		40.73	34.24		18.05	8.81		410	295	

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
<b>K</b>	16.67			40.00			23.33			20.00			30		
<b>1</b>	26.23			32.79			26.23			14.75			61		
<b>2</b>	23.44	56.25		32.81	25.00		35.94	18.75		7.81	0.00		64	16	
<b>3</b>	25.00	28.17		44.12	39.44		25.00	23.94		5.88	8.45		68	71	
<b>4</b>	24.56	49.21		40.35	33.33		22.81	11.11		12.28	6.35		57	63	
<b>5</b>	29.55	27.45		31.82	54.90		22.73	7.84		15.91	9.80		44	51	
<b>6</b>	20.00	53.85		43.33	30.77		30.00	10.26		6.67	5.13		30	39	
<b>7</b>	20.59	25.93		35.29	48.15		38.24	22.22		5.88	3.70		34	27	
<b>8</b>	27.27	14.29		40.91	50.00		31.82	28.57		0.00	7.14		22	28	
<b>All Grades</b>	24.15	35.93		37.56	40.68		28.05	16.61		10.24	6.78		410	295	

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
<b>K</b>	3.33			13.33			56.67			26.67			30		
<b>1</b>	3.28			26.23			24.59			45.90			61		
<b>2</b>	9.38	25.00		28.13	56.25		32.81	18.75		29.69	0.00		64	16	
<b>3</b>	1.47	4.23		16.18	23.94		52.94	46.48		29.41	25.35		68	71	
<b>4</b>	7.02	6.35		10.53	30.16		36.84	38.10		45.61	25.40		57	63	
<b>5</b>	4.55	3.92		9.09	15.69		56.82	52.94		29.55	27.45		44	51	
<b>6</b>	0.00	7.69		6.67	28.21		40.00	51.28		53.33	12.82		30	39	
<b>7</b>	2.94	7.41		26.47	29.63		41.18	48.15		29.41	14.81		34	27	
<b>8</b>	9.09	10.71		31.82	32.14		31.82	39.29		27.27	17.86		22	28	
<b>All Grades</b>	4.63	7.12		18.78	27.46		40.98	44.41		35.61	21.02		410	295	

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
<b>K</b>	16.67			70.00			13.33			30		
<b>1</b>	47.54			45.90			6.56			61		
<b>2</b>	26.98	56.25		68.25	43.75		4.76	0.00		63	16	
<b>3</b>	17.65	36.62		61.76	49.30		20.59	14.08		68	71	
<b>4</b>	26.32	50.79		49.12	36.51		24.56	12.70		57	63	
<b>5</b>	11.36	11.76		63.64	76.47		25.00	11.76		44	51	
<b>6</b>	13.33	15.38		53.33	79.49		33.33	5.13		30	39	
<b>7</b>	2.94	11.11		67.65	62.96		29.41	25.93		34	27	
<b>8</b>	9.09	10.71		72.73	67.86		18.18	21.43		22	28	
<b>All Grades</b>	22.00	28.81		59.90	57.97		18.09	13.22		409	295	

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
<b>K</b>	23.33			53.33			23.33			30		
<b>1</b>	13.11			62.30			24.59			61		
<b>2</b>	25.00	43.75		62.50	50.00		12.50	6.25		64	16	
<b>3</b>	41.79	45.59		47.76	42.65		10.45	11.76		67	68	
<b>4</b>	37.04	58.33		46.30	35.00		16.67	6.67		54	60	
<b>5</b>	56.10	56.00		34.15	32.00		9.76	12.00		41	50	
<b>6</b>	56.67	64.10		40.00	30.77		3.33	5.13		30	39	
<b>7</b>	50.00	66.67		46.88	29.63		3.13	3.70		32	27	
<b>8</b>	63.64	38.46		36.36	57.69		0.00	3.85		22	26	
<b>All Grades</b>	37.16	53.85		49.88	38.11		12.97	8.04		401	286	

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
<b>K</b>	3.33			66.67			30.00			30		
<b>1</b>	16.39			42.62			40.98			61		
<b>2</b>	14.29	18.75		61.90	81.25		23.81	0.00		63	16	
<b>3</b>	2.94	2.82		57.35	46.48		39.71	50.70		68	71	
<b>4</b>	5.26	6.35		40.35	66.67		54.39	26.98		57	63	
<b>5</b>	9.09	7.84		54.55	54.90		36.36	37.25		44	51	
<b>6</b>	0.00	10.26		26.67	46.15		73.33	43.59		30	39	
<b>7</b>	17.65	7.41		32.35	62.96		50.00	29.63		34	27	
<b>8</b>	18.18	21.43		27.27	32.14		54.55	46.43		22	28	
<b>All Grades</b>	9.54	8.47		47.92	54.24		42.54	37.29		409	295	

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
<b>K</b>	10.00			63.33			26.67			30		
<b>1</b>	3.28			52.46			44.26			61		
<b>2</b>	9.52	37.50		52.38	62.50		38.10	0.00		63	16	
<b>3</b>	10.29	14.08		58.82	73.24		30.88	12.68		68	71	
<b>4</b>	7.02	15.87		63.16	68.25		29.82	15.87		57	63	
<b>5</b>	2.27	5.88		79.55	74.51		18.18	19.61		44	51	
<b>6</b>	10.00	12.82		76.67	82.05		13.33	5.13		30	39	
<b>7</b>	5.88	14.81		88.24	85.19		5.88	0.00		34	27	
<b>8</b>	9.09	3.57		86.36	89.29		4.55	7.14		22	28	
<b>All Grades</b>	7.33	13.22		65.28	75.59		27.38	11.19		409	295	

**Conclusions based on this data:**

The results from the ELPAC (English Language Proficiency Assessments for California) for the 2021-2022 academic year indicate an overall increase in the percentage of students performing at Levels 3 and 4 in language proficiency, while there has been a decrease in the percentage of students at Levels 1 and 2. It is important to note that English Language Learners (ELLs) constitute a significant portion of our enrollment, accounting for 60% of our school's demographics. Upon analyzing the data, three areas have been identified as areas in need of improvement: Written Language, Writing Level, and Reading Level. Specifically, there is a need for explicit instruction in vocabulary, particularly for upper-grade students who have been at our school for multiple years. It is crucial to provide these students with multiple exposures to key vocabulary, allowing it to become integrated into their lexicon and facilitating its transfer to written language. Additionally, the data from the previous year indicates that while students were able to participate in the test, there is a need to offer them multiple opportunities to practice and engage with narrative and expository texts. These text types serve as examples of well-developed language skills that are essential for interpreting and comprehending information effectively.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>909</b>	<b>90.9</b>	<b>59.4</b>	<b>0.3</b>
Total Number of Students enrolled in Curren School K-8.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	540	59.4
Foster Youth	3	0.3
Homeless	50	5.5
Socioeconomically Disadvantaged	826	90.9
Students with Disabilities	142	15.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.6
American Indian		
Asian	3	0.3
Filipino	2	0.2
Hispanic	881	96.9
Two or More Races	2	0.2
Pacific Islander		
White	16	1.8



**Conclusions based on this data:**

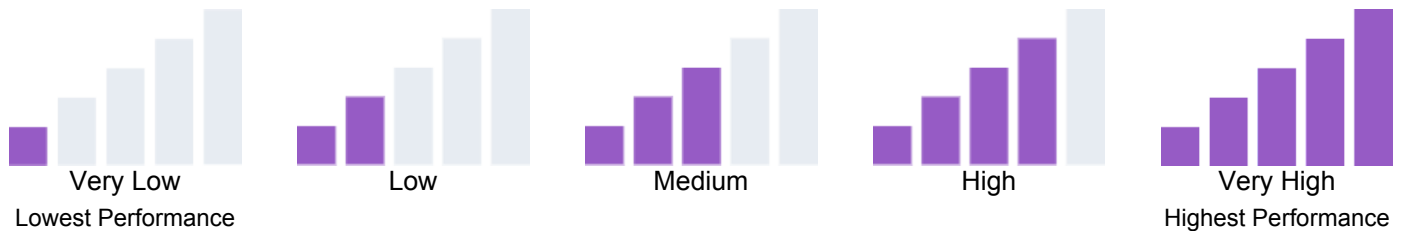
The demographics of our school have remained largely consistent compared to the previous academic year. Special population groups, including Homeless, Socioeconomically Disadvantaged students, and English Learners, continue to comprise a significant portion of our student enrollment. It is crucial to place greater emphasis on aligning our goals and strategies to effectively cater to the needs of our diverse student demographics and special population groups, especially as we transition back to in-person instruction this school year. Additionally, we have observed an increase in the enrollment percentage of Students with Disabilities, another special population group that requires focused attention and support. The data highlights that the majority of our school population identifies as Hispanic or Latino. Therefore, it is essential to incorporate culturally relevant activities and classroom lessons that actively engage our families and establish connections with their prior knowledge and background information, specifically related to their cultural identities.

# School and Student Performance Data

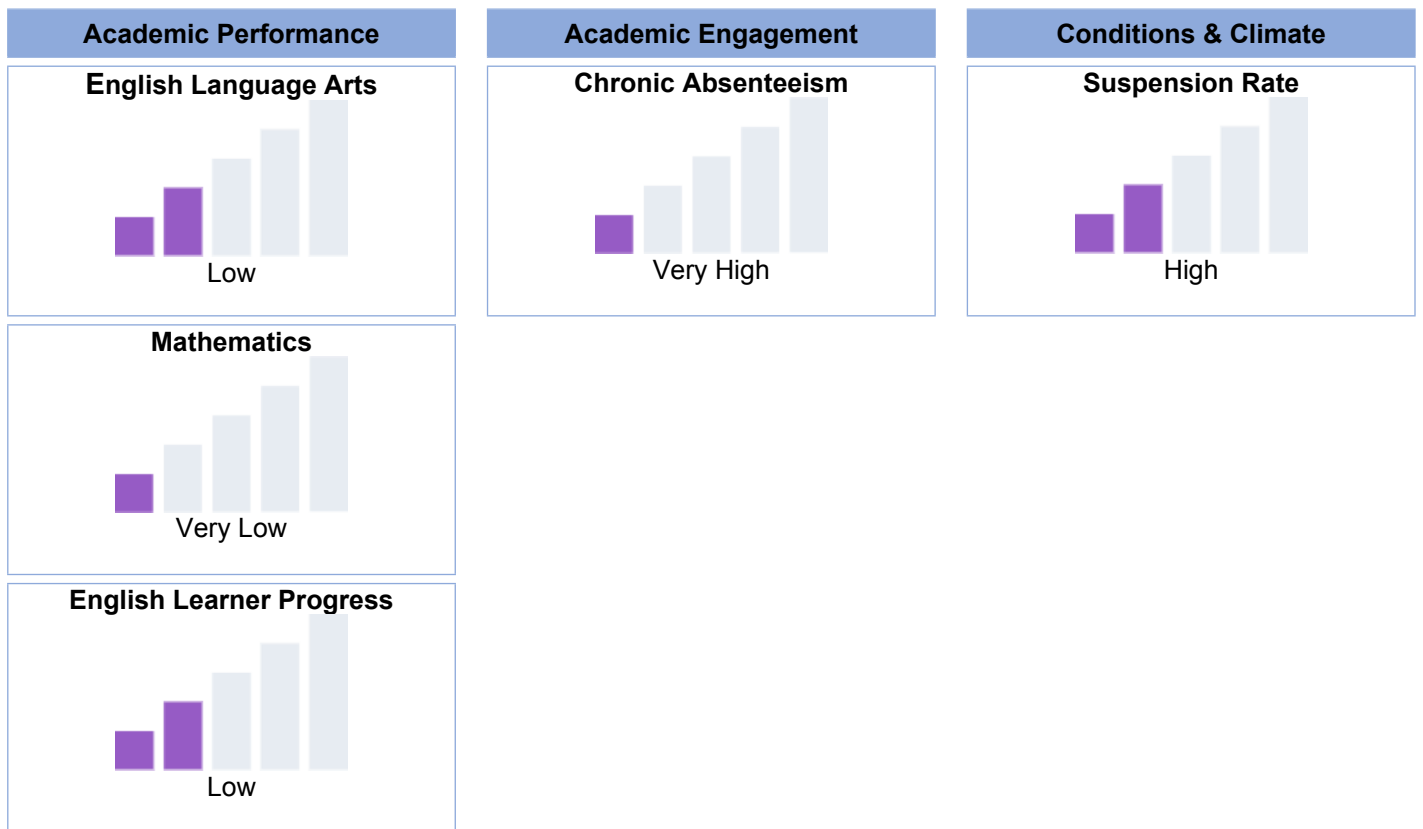
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

The 2022 CA School Dashboard release indicates minimal changes compared to previous administrations of the CAASPP performance level indicators. The analysis of the data remains largely consistent. The area requiring the most attention continues to be Math, followed by English Language Arts. English learners persist in performing below the expected grade level. Unfortunately, absenteeism rates have not improved, with a significant portion of students (approximately 9%) missing a substantial amount of instructional days. Chronic absenteeism must be a focal point for

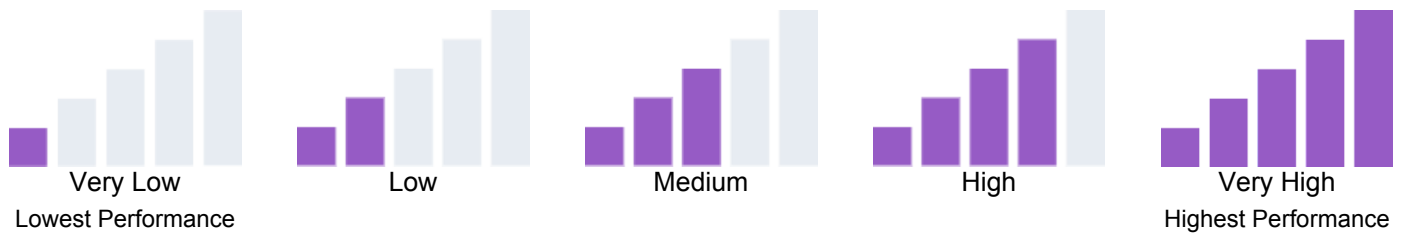
growth and improvement in the upcoming 2023-2024 academic year. Suspension rates were notably high in the previous school year, highlighting the need for interventions and supports to address behavioral issues and reduce suspensions. It is worth noting that the data reveals a steady increase in suspensions in the years leading up to the pandemic, with a more pronounced rise observed in the post-pandemic period. Additionally, socioeconomically disadvantaged students experienced a higher suspension rate. Although suspension rates for English learners, McKinney-Vento students, and foster youth decreased, there still remains a disproportionate suspension rate among various student sub-groups.

# School and Student Performance Data

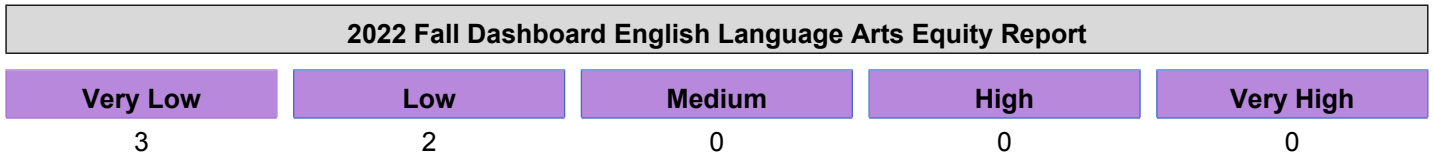
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

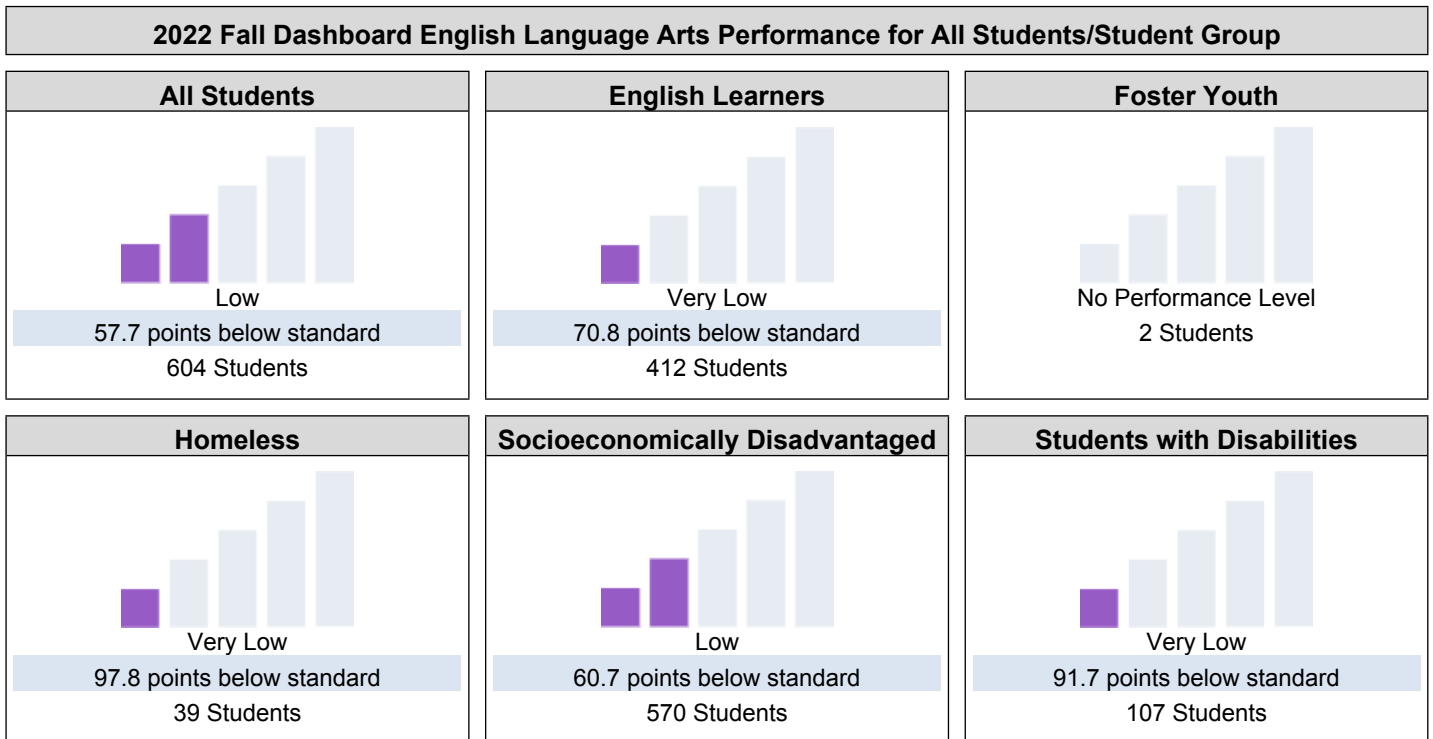
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



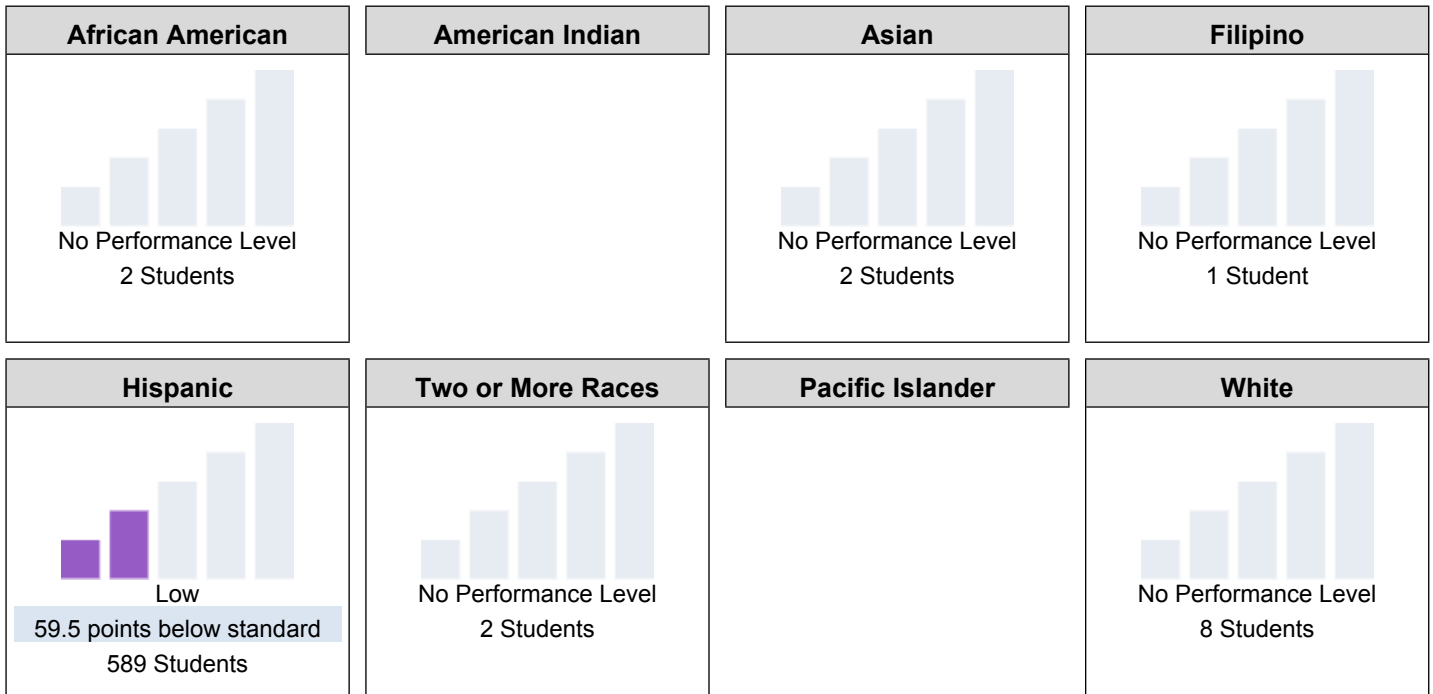
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
95.5 points below standard 266 Students	25.9 points below standard 146 Students	38.9 points below standard 138 Students

**Conclusions based on this data:**

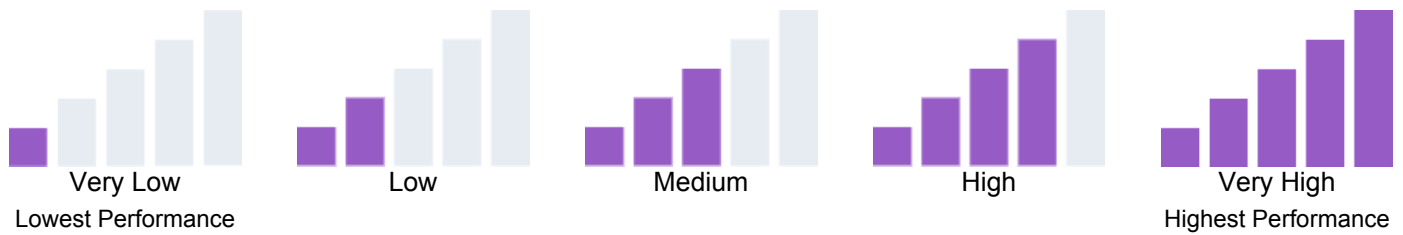
The academic performance in English Language Arts (ELA) has remained consistent compared to the years prior to the COVID-19 pandemic. The analysis presented below is based on the 2021-2022 data. It is evident that Hispanic students, who constitute a significant portion of our school demographics, performed below or near the standard in ELA. Socioeconomically Disadvantaged (SED) students performed slightly better than their non-SED peers in ELA, but both groups fell below the expected standard. The level of Distance from Met (DFM) varied across different grade levels and special population groups. Reclassified English Learners demonstrated a DFM of -25, indicating growth in their performance. However, English-only students showed a DFM of -38, while English Learners displayed a DFM of -95. These results emphasize the need to enhance English Language Development (ELD) instruction and ensure that English Learners are provided with the necessary tools and support to access the curriculum effectively. This is particularly crucial for success in Dual Language Instruction (DLI) and during designated ELD periods in middle school.

# School and Student Performance Data

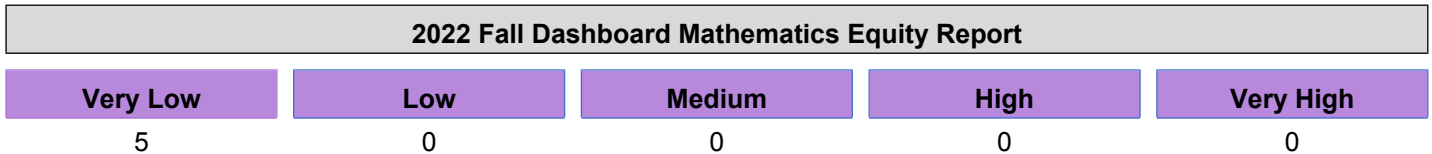
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

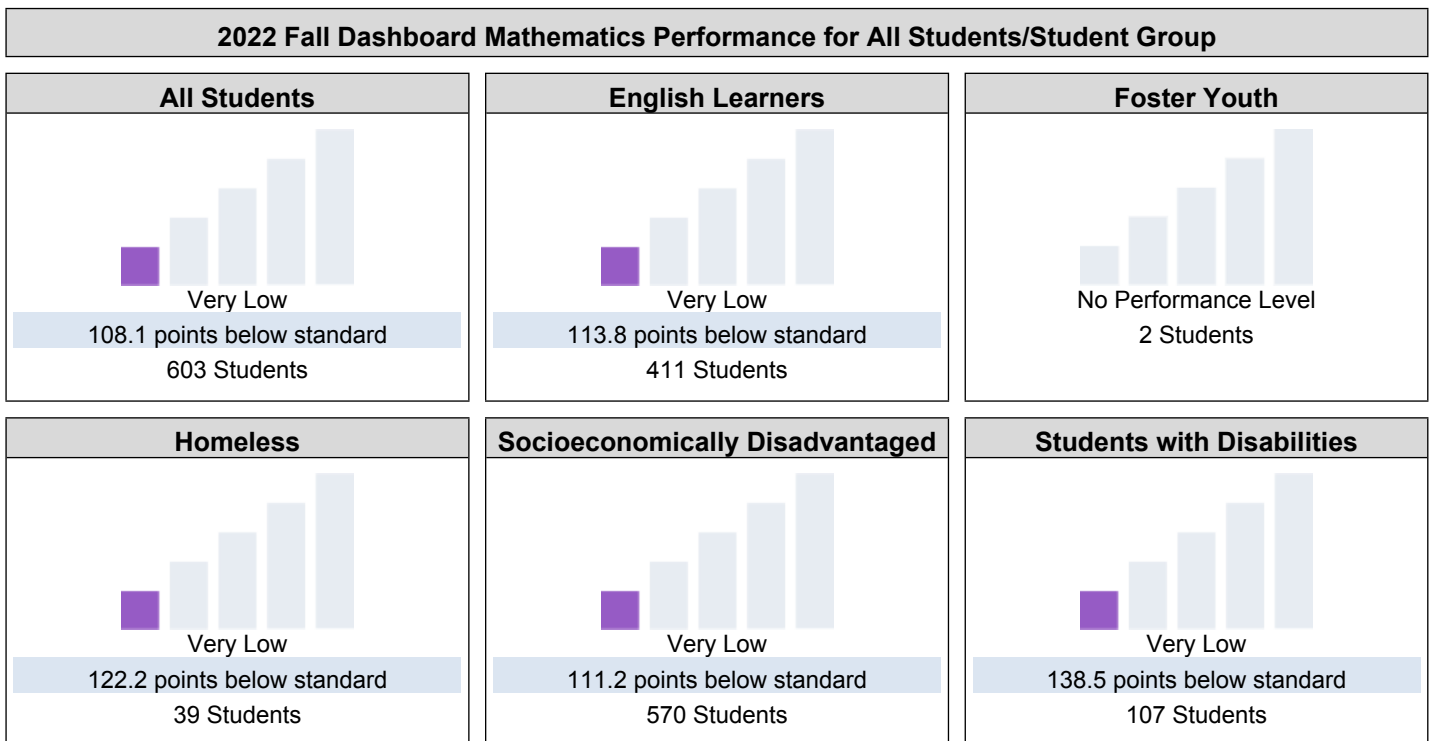
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



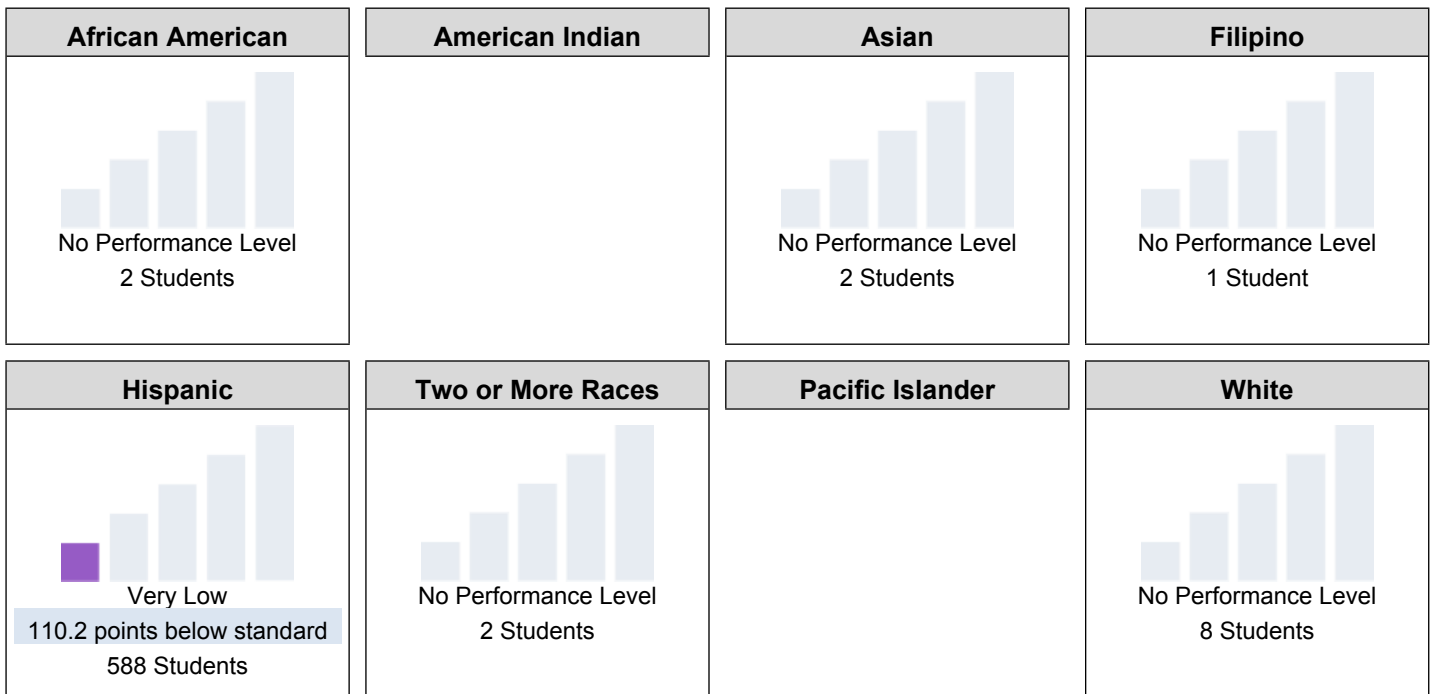
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e0e0e0;">126.5 points below standard</p> <p>265 Students</p>	<p style="background-color: #e0e0e0;">90.6 points below standard</p> <p>146 Students</p>	<p style="background-color: #e0e0e0;">98.6 points below standard</p> <p>138 Students</p>

#### Conclusions based on this data:

Based on the analysis of 2021-2022 data, the academic performance in Mathematics at Curren School has remained consistent with previous years before the pandemic. However, a closer examination reveals that all significant subgroups have experienced a decline in their progress towards meeting grade-level standards (DFM). It is concerning that approximately 87% of our students are currently performing below grade level, and there has been limited improvement observed in their progress towards meeting these standards. When comparing the performance of different student populations, there was minimal positive movement among those who were tested. Specifically, English Learners and students from socioeconomically disadvantaged backgrounds (SED) showed some progress, albeit primarily in transitioning from the "standard not met" category to the "nearly met" category. On the other hand, the performance of our homeless students and students with disabilities has shown a decline. These findings highlight the need for a thorough re-evaluation of our instructional practices, particularly in mathematics. It is imperative that we improve our teaching strategies and approaches to address the Priority Instructional Standards outlined for Math. To facilitate positive progress towards grade-level proficiency in mathematics, we must foster the development of critical thinking skills, problem-solving abilities, and conceptual understanding in both the standard practice and content. The data clearly indicates a need for improvement in our first instruction and mathematical teaching strategies and practices. Our school's focus should be on prioritizing the identified Priority Instructional Standards in Math. By cultivating habits of mind in students and providing consistent support in both the standard practice and content, we can empower them to make significant strides towards grade-level achievement in mathematics. This data analysis serves as a valuable guide for identifying areas requiring attention and implementing targeted interventions to enhance the academic performance of



our students in Mathematics. Through collaborative efforts involving teachers, staff, and stakeholders, we can work towards the shared goal of ensuring that all students at Curren School achieve grade-level proficiency in these subjects.

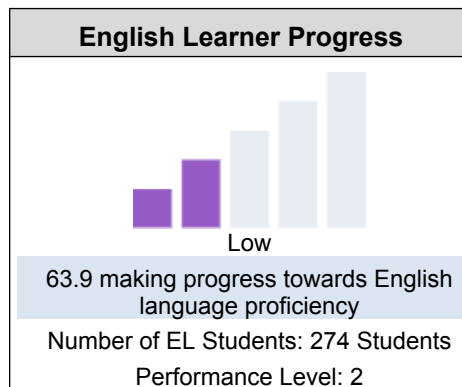
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6.9%	29.2%	1.5%	62.4%

#### Conclusions based on this data:

The data analysis is based on the most recent recorded data in the school dashboard, which corresponds to the 2021-2022 academic year. It reveals that English Learners continue to comprise approximately 67% of our student population. Moreover, there has been an overall increase of 6-9% in the number of English Learners. This data underscores the importance of closely monitoring the progress of English Learners, particularly in the areas of Math and English Language Arts (ELA), as their performance in the CAASPP (California Assessment of Student Performance and Progress) scores has been consistently low.

Two years ago, the majority of students who were tested performed at the Beginning stage of English Language Development. Around 31% and 39% of students demonstrated some degree of development in their English language skills, ranging from Somewhat to Moderately Developed. It is noteworthy that approximately 64% of English Learners are making low progress towards English language proficiency. These findings, based on previous ELPAC (English Language Proficiency Assessments for California) scores, emphasize the need to ensure that our instructional practices cater to the specific needs of our students.

To address these challenges, it is crucial to prioritize scaffolds and supports. Students at Level 2 proficiency still rely on English to fulfill immediate communication needs but often struggle to use English effectively for learning and communication across various topics and content areas. In classroom settings, they require moderate-to-light linguistic

support, such as sentence frames, graphic organizers, and sensory aids, to actively participate in familiar social and academic contexts.

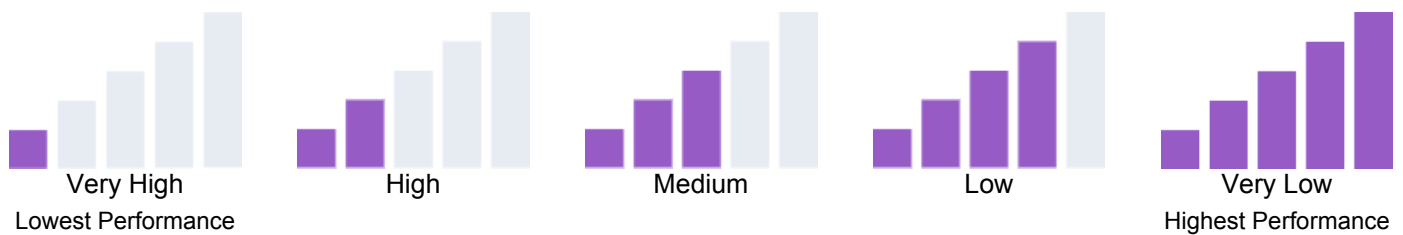
By focusing on these areas and implementing targeted strategies, we can better support our English Learners on their path to English language proficiency and academic success. Ongoing progress monitoring and the provision of appropriate scaffolds and supports will be essential in ensuring that our instruction effectively meets the needs of our diverse student population.

# School and Student Performance Data

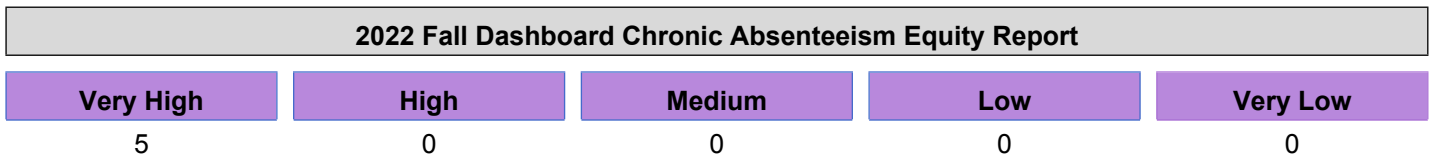
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

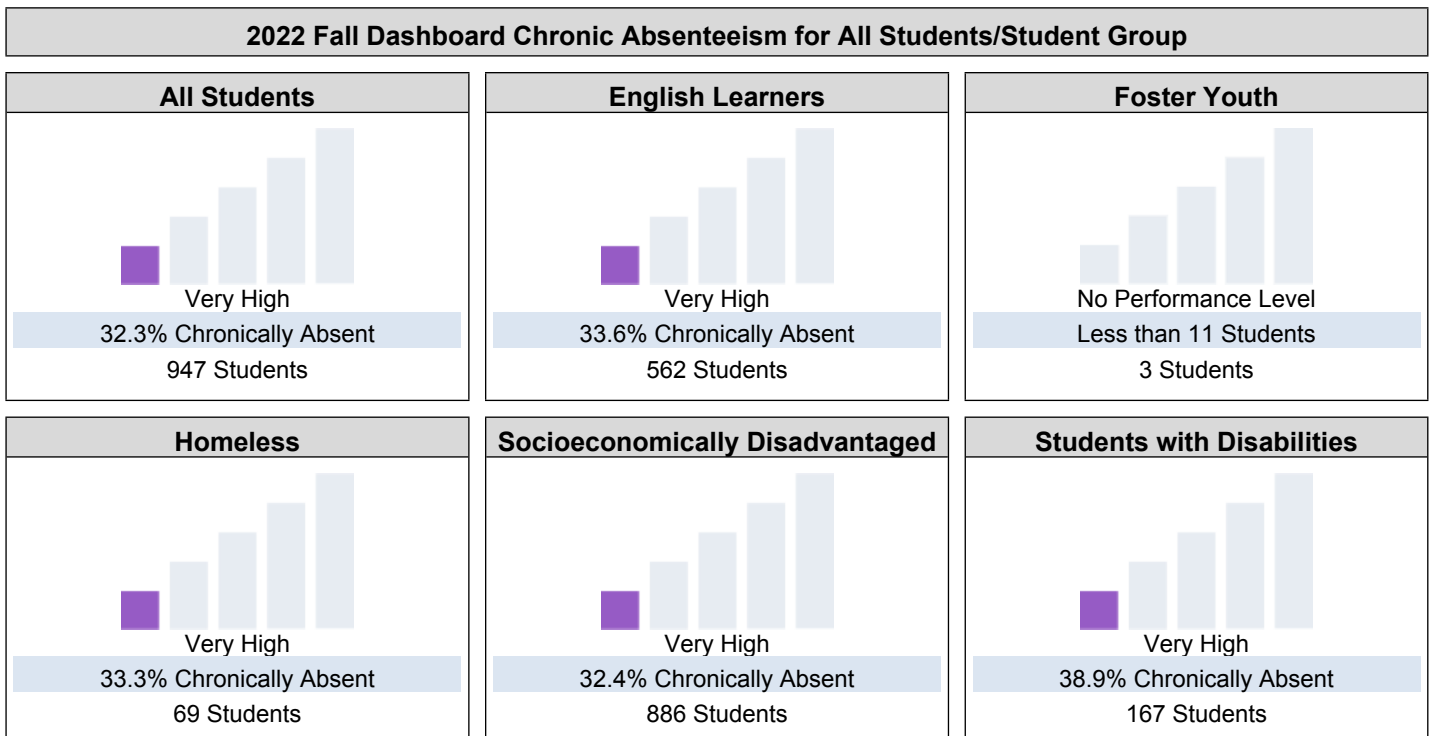
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



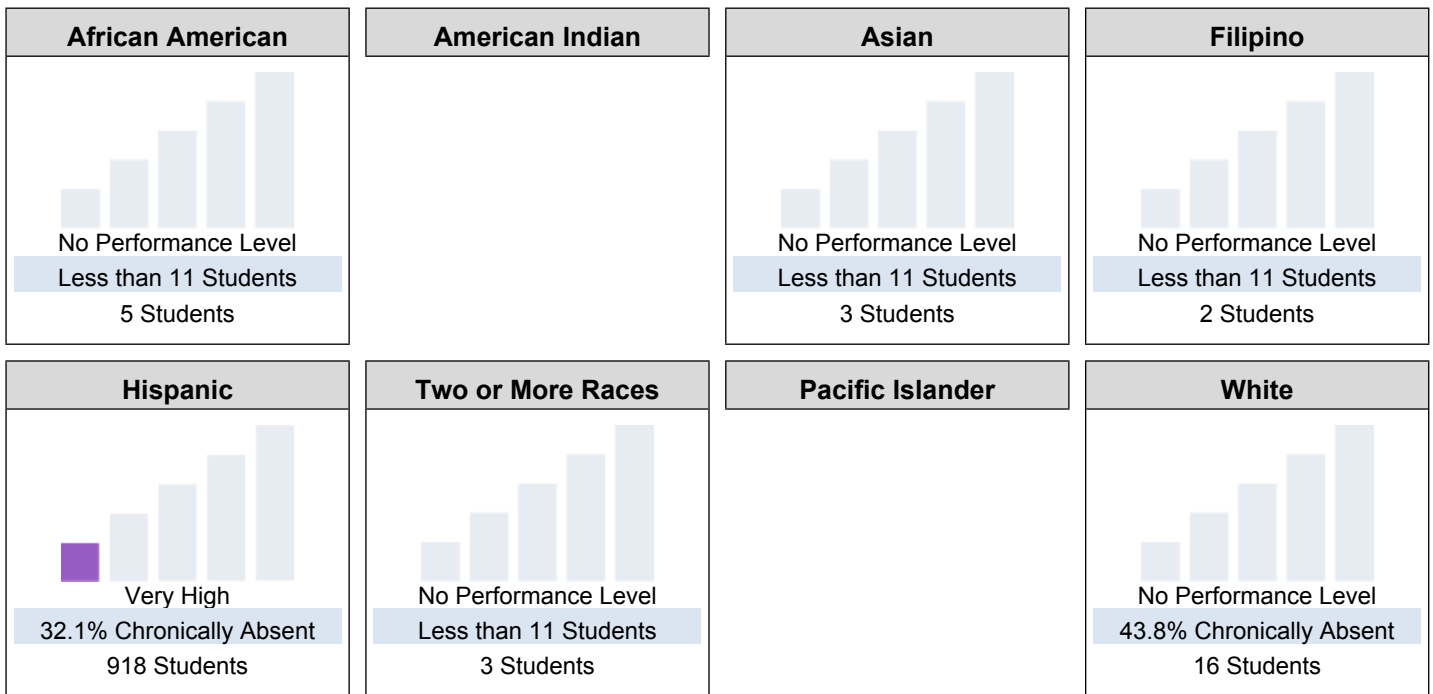
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

Based on the data from the 2021-2022 academic year, special population groups within our school demographics continue to face higher rates of chronic absenteeism compared to their peers. Specifically, the Special Education and Homeless student populations show higher percentages of chronic absenteeism when compared to the Socioeconomically Disadvantaged and English Learner groups. These findings highlight the urgent need for targeted support to address this issue. The extra support provided to these at-risk groups must be tailored to meet their unique needs. A key focus should be on establishing strong, positive, and caring relationships between students, families, and school staff. Building these connections can help create a supportive and inclusive school environment where students feel valued and motivated to attend regularly.

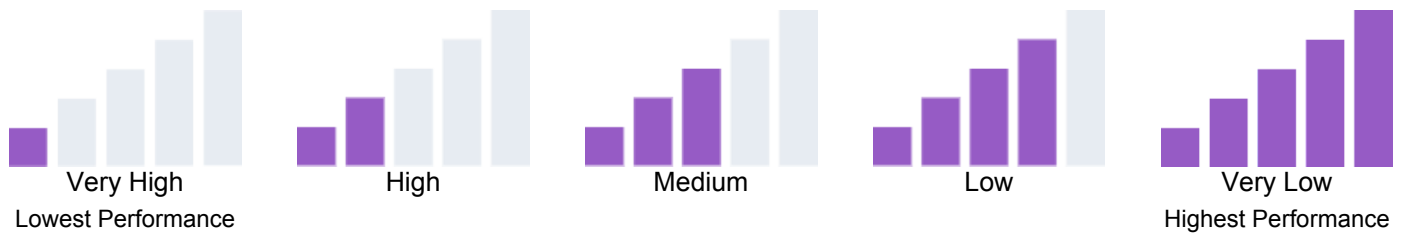
Engaging learning activities are crucial to encourage student participation and attendance. By designing lessons that are relevant, interesting, and interactive, we can foster student engagement and create a positive learning experience. Additionally, it is essential to identify and address any barriers to attendance that these students may face. This could involve providing individual needs assistance, ensuring access to necessary resources, or offering additional support services as needed. By implementing these strategies and supports, we can work towards reducing chronic absenteeism among special population groups. By prioritizing student and family engagement, creating engaging learning opportunities, and addressing attendance barriers, we can promote regular school attendance and improve the overall educational experience and outcomes for these students.

# School and Student Performance Data

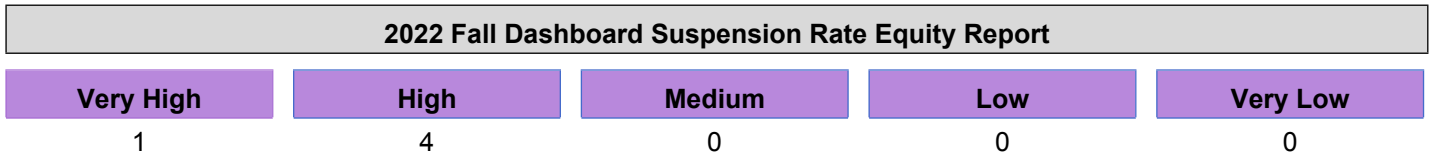
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

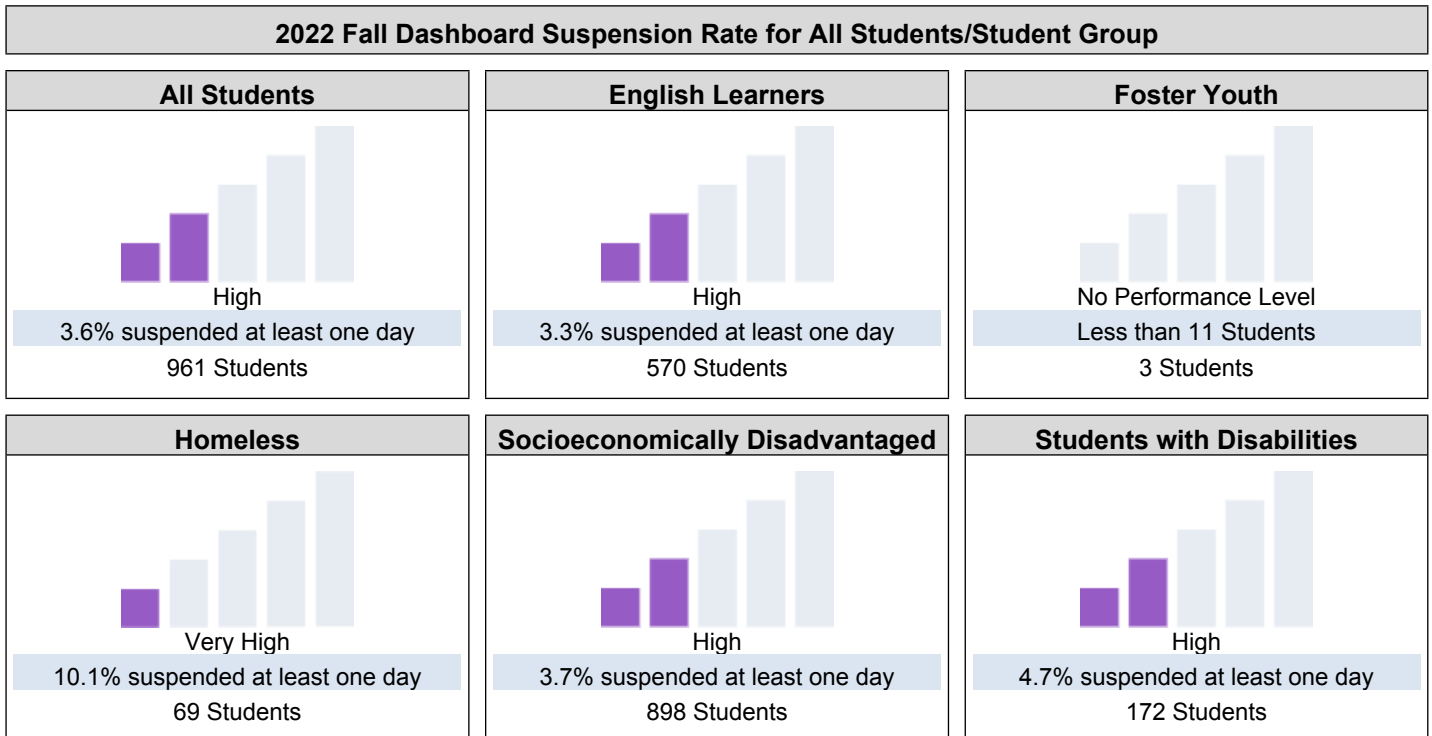
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



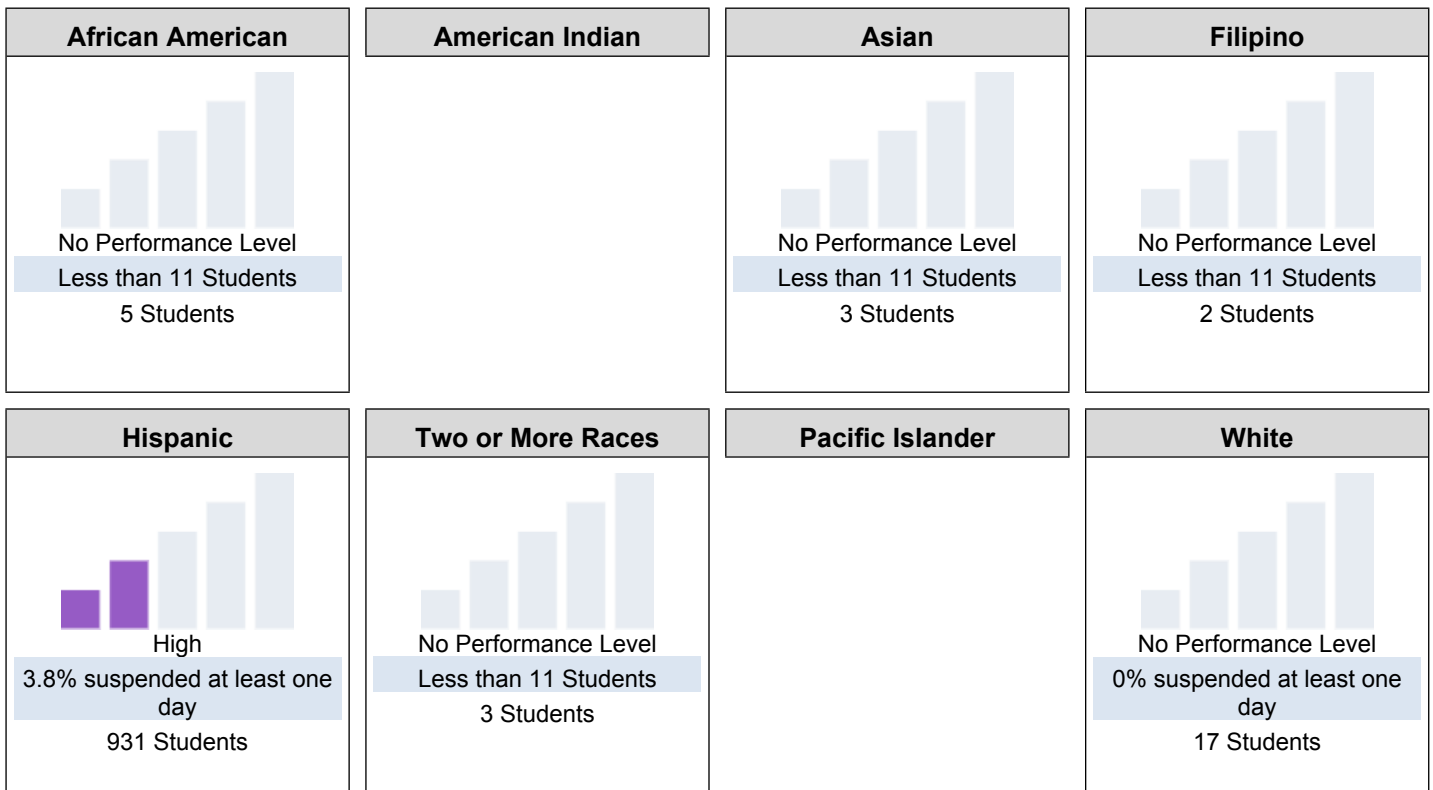
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

Suspension rates for the 2021-2022 school year, as indicated in the release of the 2022 CA school dashboard, have shown an increase, which can be attributed to the challenges students faced in adjusting to in-person instruction after the pandemic. Analyzing the data from the previous year, it is evident that suspension rates have increased significantly for various special population groups. Specifically, the rates for the Homeless student group, socioeconomically disadvantaged students, English learners, McKinney-Vento students, and Foster Youth have remained high. Disproportionality in suspension rates among these student groups is a concern that needs to be addressed.

To address these disparities, a tiered level of support is necessary. It is crucial to focus on implementing alternate means of correction that allow students to remain in their instructional setting while still addressing behavioral issues. This approach can help minimize disruptions to their learning and provide opportunities for students to learn from their mistakes and grow.

Furthermore, the data clearly highlights the need for culturally responsive pedagogy, trauma-informed practices, and restorative justice opportunities in schools. Culturally responsive pedagogy ensures that instructional strategies and classroom environments acknowledge and respect the cultural backgrounds and experiences of students. Trauma-informed practices recognize and address the impact of trauma on students' behavior and well-being. Restorative justice approaches focus on repairing harm, building relationships, and promoting positive behaviors within the school community. By incorporating these approaches, our school can work towards reducing suspension rates and specifically address the disparities among special population groups.

It is essential to prioritize creating a supportive and inclusive school climate where students feel understood, supported, and engaged. By adopting these strategies and interventions, schools can strive to reduce overall suspension rates and create a more equitable and positive learning environment for all students, including those in special population groups.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Language Arts and Math

## LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

## Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

## Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction  
 To provide equipment, materials and technology resources that support high quality instruction  
 To provide opportunities for teachers to collaborate to improve teaching and learning

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	<p>Percentage of students that Met or Exceeded standards for the CAASPP ELA for the 2022-2023 school year.</p> <p>3rd grade students - 26%                      4th grade students - 17%                      5th grade students - 27%                      6th grade students - 21%                      7th grade students - 34%                      8th grade students - 41 %</p>	<p>Students will show growth by moving one or two levels across the different bands in CAASPP. The number of students meeting and exceeding standards in ELA will increase by 5 -10%.</p>
CAASPP Math	<p>Percentage of students that Met or Exceeded standards for the CAASPP Math for the 2022-2023 school year.</p> <p>3rd grade students - 32%                      4th grade students - 13%                      5th grade students - 18%                      6th grade students - 4%</p>	<p>Students will show growth by moving one or two levels across the different bands in CAASPP. The number of students meeting and exceeding standards in Math will increase by 5-10%.</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7th grade students - 18% 8th grade students - 6%	
STAR ELA and Early Literacy           STAR SLA and SLA Early Literacy	<p>The percentage of students who scored At or Above benchmark on end of year STAR tests 2023:</p> <p>Kindergarten -42%            1st grade - 47%            2nd grade - 31%            3rd grade - 40%            4th grade - 26%            5th grade - 30%            6th grade - 18%            7th grade - 28%            8th grade - 42%</p> <p>The percentage of students who scored At or Above benchmark in Spring 2023:</p> <p>Kindergarten - 67%            1st grade - 66%            2nd grade - 40%            3rd grade - 59%            4th grade - 53%            5th grade - 61%            6th grade - 64%            7th grade - 73%            8th grade - 72%</p>	<p>Students will demonstrate growth by moving at least one or two levels across the different bands on Star ELA on end of year tests. The percentage of students who will score At or Above benchmark will increase by:</p> <p>Kindergarten - 15%            1st grade - 25%            2nd grade -10%            3rd grade - 25%            4th grade - 30%            5th grade - 20%            6th grade - 20%            7th grade - 20%            8th grade - 20%</p> <p>Students will demonstrate growth by moving at least one or two levels across the different bands on Star SLA. The percentage of students who will score At or Above benchmark will increase by:</p> <p>Kindergarten - 20%            1st grade - 20%            2nd grade - 20%            3rd grade - 20%            4th grade - 20%            5th grade - 20%            6th grade - 15%            7th grade - 15%            8th grade - 15%</p>
STAR Math	<p>The percentage of students who scored At or Above benchmark on end of year STAR Math Tests 2023:</p> <p>1st grade - 21%            2nd grade - 23%</p>	<p>Students will demonstrate growth by moving at least one or two levels across the different bands on Star Math. The percentage of students who will score At or Above benchmark will increase by:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd grade - 32% 4th grade - 14% 5th grade - 24% 6th grade - 11% 7th grade - 13% 8th grade - 6%	1st grade - 20% 2nd grade - 20% 3rd grade - 25% 4th grade - 20% 5th grade - 20% 6th grade - 20% 7th grade - 20% 8th grade - 20%
ELPAC/Reclassification	82 students met reclassification criteria in 2022-2023 based on scores from 2021-2022 data and district benchmarks.	The reclassification rate will increase by at least 10%.
5th and 8th Grade Pathway to Biliteracy Award	39 students in 5th and 8th grade met the established criteria demonstrating progress towards biliteracy.	The number of students who met Pathway to Biliteracy criteria in 5th and 8th grade will be increased by 10%.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students-focus on Special Education, SED, Foster, Homeless populations.

### Strategy/Activity

Teachers and administrator(s) will support delivery of best first instructional practices to increase student achievement in Literacy, Writing, ELD and Math by collaborating; discussing and analyzing data; using best first instruction practices and lesson delivery; and implementing on-line practice of SBAC sample questions.

Teachers will administer on-line Interim Assessment Blocks (IABs) at least three times a year for third through eight grade.

Star Early Literacy, Reading and Math assessments will be administered four times per year.

Teachers and administrators will analyze the data following each administration during PLCs every other Tuesday to monitor student growth toward benchmark, evaluate student mastery of skills, plan instruction and create intervention groups. Use of Star CBMs (Curriculum Based Measurements) in K-5 will be as needed to monitor interventions and progress.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
5000-5999: Services And Other Operating Expenditures  
Curriculum and STAR Assessments

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but emphasis placed on English Learners, Special Education, SED, Foster, Homeless.

Strategy/Activity

AVID electives (2) will be available for grades 6-8 to promote college readiness and implementation of AVID strategies: binder checks, Cornell Notes and WICOR Strategies. AVID Tutors will support AVID strategies in the elective classes. Field trips (virtually or in person) if permitted to local colleges and universities will support college readiness and promote a college atmosphere on campus.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

Title I  
4000-4999: Books And Supplies  
Materials and Supplies - Cost of binders and AVID Supplies and Fieldtrips

District Funded  
2000-2999: Classified Personnel Salaries  
AVID Tutors

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students-Focus on English Learners, Special Education, Foster and Homeless.

Strategy/Activity

Provide art enrichment opportunities for students during school and after school, including SEL activities through contract providers to supplement instruction (such as but not limited to: School Clubs, Artist in the Classroom, Art Trek, Hip Hop Mindset, Folkloric dance, Futuro Tiempo Artist Dance Theatre and Focus on supporting the Strand Focus.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1700	LCFF 5000-5999: Services And Other Operating Expenditures Service, Entrance fees - Robotics competition and Field Trip admission fees
25,000	Title I 5000-5999: Services And Other Operating Expenditures Contracts

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students- focus on English Learners, Special Education, SED, Foster, Homeless,

#### Strategy/Activity

Teachers will meet during PLCs every other Tuesday to monitor student progress and develop instructional plans for DLI BUF Unit Implementation, ELD Curriculum to enhance ELD instruction and attend professional development to enhance classroom instructional strategies. Teachers will also collaborate every Wednesday as part of the District's banking of minutes agreement.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2001	Title I 1000-1999: Certificated Personnel Salaries Onsite Teacher professional development by site teacher mentor leads-Extra Hours for Teacher Preparation

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students-focus on English Learners, Migrant, Special Education, SED, Foster, Homeless.

#### Strategy/Activity

Hire one Intervention Support Provider to provide interventions to K-5th Grade ELs/DLI students in small groups in a push in model and after school for homework support/tutoring in ELA, Math, and ELD.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
23998	Title III 1000-1999: Certificated Personnel Salaries Instructional Support Provider (6-8)- Intervention support in classrooms
6620	Title III 3000-3999: Employee Benefits Instructional Support Provider Benefits

**Strategy/Activity 6**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Materials and supplies will be purchased to support the instructional program in all areas (including, but not limited to books, furniture, computer/iPad supplies, copies, any dues or memberships, and shredding services). Provide print materials and supplemental curricular materials to support and enrich core language arts and math instruction.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
32000	LCFF 4000-4999: Books And Supplies Materials and Supplies, reclassification materials and material for other student events
20000	LCFF 4000-4999: Books And Supplies Warehouse Charges and Materials and Supplies
4313	LCFF 5000-5999: Services And Other Operating Expenditures

	Maintenance Agreements--laminator, duplo, copy machines
	District Funded 4000-4999: Books And Supplies District adopted curriculum materials and supplemental materials that support mastery of standards/skills.

**Strategy/Activity 7**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- focus on English Learners and Migrant Students

**Strategy/Activity**

Provide training and instructional materials to support the 50/50 DLI program implementation, Middle School DLI and ELD Classes.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Professional development and Curriculum DLI Unit Resources and Support by EL TOSA- see Strategy 7 materials funding
	LCFF 4000-4999: Books And Supplies See Strategy 7 Materials and Supplies funding

**Strategy/Activity 8**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students-Focus on special population groups: English Learners, Migrant, SED, Foster, Homeless, and African- American.

**Strategy/Activity**

Provide tutoring and enrichment opportunities based on results from IAB's, previous CAASPP data, ELPAC data and Star assessment results. Data will be used to monitor students' progress towards mastery of ELA, Math and ELD standards.  
Teachers to provide PD for parents on how to support students at home with academics.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	ASES 2000-2999: Classified Personnel Salaries After School Program Homework Support
10000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - After School Tutoring, clubs and PD
10000	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help-After School Tutoring, clubs
5000	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help - After School Tutoring
4305	Title I 1000-1999: Certificated Personnel Salaries Certificated Benefits
5708	LCFF 1000-1999: Certificated Personnel Salaries Certificated Benefits

**Strategy/Activity 9**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Professional development opportunities for all teachers in ELA, Math, ELD, DLI to fully implement the curriculum throughout the school year.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Professional development opportunities for teachers



District Funded  
4000-4999: Books And Supplies  
District Adopted Curriculum

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrant Students

### Strategy/Activity

Monitor designated English Language Development instruction in Middle School 6-8 grades to ensure it is provided daily for English Learners as observed by classroom walk-troughs, schedules and ongoing progress monitoring conferences with Admin/teachers.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Site and District Technology Team will support implementation of the learning management system (Canvas) and other learning applications used to support a technology-based classroom.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
5800: Professional/Consulting Services And  
Operating Expenditures  
LMS-Canvas

District Funded



	2000-2999: Classified Personnel Salaries District provided Tech Support
4000	LCFF 4000-4999: Books And Supplies Headphones, charger ports and Keyboards

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- Focus on DLI classrooms English Learners, Migrant students, and SED students.

### Strategy/Activity

Provide DLI Classrooms with class library books to support reading in Spanish and improve oracy and literacy skills-Including Intervention

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance AR Program
4000	LCFF 4000-4999: Books And Supplies Books other than Textbooks - Spanish Books - culturally relevant, higher level reading, and more options for students

## Strategy/Activity 13

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students - Focus on Special Education, English Learners, Foster, and Homeless.

### Strategy/Activity

Technology online subscriptions, licenses and applications will be use to support state standards, intervention programs, enrichment activities and strand focus. ( ie. Waterford, SEGI, IXL, Scholastics News, EPIC, Newsela, Brain Pop, Read Naturally Live!, iStation).

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15363	Title I 5000-5999: Services And Other Operating Expenditures Applications/software and licenses

## Strategy/Activity 14

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students-Focus on English Learners, Special Education, Foster and Homeless.

### Strategy/Activity

Professional development opportunities will be offered to teachers and administrators to support site strand focus, DLI, Special Education, content areas, Positive Behavior Intervention Supports (PBIS/CHAMPS), AVID (including Summer Institute), CABE and other conferences.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference Professional Development. Including SIP Days
	District Funded 1000-1999: Certificated Personnel Salaries Professional Development - After School Opportunities - CCSS
8122	Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference Professional Development
8000	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference (includes additional team members to AVID Summer Institute)
	District Funded

1000-1999: Certificated Personnel Salaries  
AVID Summer Institute - 3 employees (2  
Teachers and 1 Admin)

## Strategy/Activity 15

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students-Focus on English Learners, Special Education, Foster, and Homeless,

### Strategy/Activity

Professional Learning Communities (PLC) professional development on SMART Goals, interventions with focus on First Instruction and Tier I Interventions during PLC meetings- via Consulting Services and school site based provided by Admin and Support Staff

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
5000-5999: Services And Other Operating  
Expenditures  
Admin Coaching by 3E Consulting Group

## Strategy/Activity 16

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Three Instructional Assistants to support students, two (8 hour) district funded to support Kinder-First, with foundational skills in ELA, Math, and ELD and one (4 hour) school funded to support LTELs in Grades 6-8 during core academics.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
2000-2999: Classified Personnel Salaries  
2 Instructional Assistants for K-3 classes.

16406	LCFF - Intervention 2000-2999: Classified Personnel Salaries Instructional Assistant in Grades 6-8
5791	LCFF - Intervention 2000-2999: Classified Personnel Salaries Instructional Assistant in Grades 6-8 Benefits

**Strategy/Activity 17**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- Focus on English Learners, Special Education, Foster, and Homeless.

**Strategy/Activity**

Dual Language Immersion Teachers will collaborate to implement district adopted BUF curriculum for Spanish and English language instruction. Teachers will attend Biliteracy professional development, and be supported through DLI Walkthroughs.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries No additional cost

**Strategy/Activity 18**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- Focus GATE, Foster, Homeless, SED, English Learners, and Special Education.

**Strategy/Activity**

Provide ongoing incentives for academics and behavior to recognize student achievement and engagement through the PBIS Cougar Store. The PBIS Team and ORC will support with student incentive program.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5000	LCFF

	4000-4999: Books And Supplies Materials and Supplies - Incentives - See Strategy #7
	District Funded 2000-2999: Classified Personnel Salaries ORC

**Strategy/Activity 19**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- Focus on English Learners, Special Education, Foster and Homeless.

**Strategy/Activity**

Progress monitoring via SST meetings, IEP meetings and student monitoring conferences with teachers and administrators.

**Proposed Expenditures for this Strategy/Activity**

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

12000	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitute/Floaters
10000	LCFF 1000-1999: Certificated Personnel Salaries Teacher substitute/Floaters-For IEP Meetings

**Strategy/Activity 20**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students-Focus on English Learners, Special Education, Foster and Homeless.

**Strategy/Activity**

Ongoing student progress monitoring in ELA and Math will include LLI, ST Math, Lexia, Star, AR, and Star CBMs. Site based, teacher led professional support in designated curriculum and/or Apps to provide one-on-one and staff support (ie. Lexia, ST Math, Canvas, MyOn, Renaissances, DLI, Read Naturally Live, Dream Box).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
5800: Professional/Consulting Services And  
Operating Expenditures  
Lexia, AR, Star, LLI, ST Math, myON

LCFF  
1000-1999: Certificated Personnel Salaries  
See Goal 1, Activity # 19

## Strategy/Activity 21

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

### Strategy/Activity

Conduct Student Reclassification Conferences with students in (3-8) after each progress monitoring period to ensure students understand the reclassification process and importance of reclassification in middle school and before high school. Provide recognition to students who have met reclassification criteria.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF  
5000-5999: Services And Other Operating  
Expenditures  
Materials and Supplies - Recognition Night for  
Reclassification See Activity #7

## Strategy/Activity 22

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students-Focus on English Learners, Special Education, Foster and Homeless.

### Strategy/Activity

Provide field trips, assemblies and enrichment opportunities to support language arts, science, social studies, music, arts, math and Strand Focus (Environmental Studies).

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title I 5000-5999: Services And Other Operating Expenditures Fieldtrip-Transportation
8000	LCFF 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips (Virtual - See Goal 1, Activity 19
5000	Title I 5000-5999: Services And Other Operating Expenditures Entrance fees

### Strategy/Activity 23

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students-Focus on English Learners, Migrant, Foster, Homeless and Special Education.

#### Strategy/Activity

Literacy Intervention Teacher to provide reading intervention using the LLI program - (K-5 Grades)

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Literacy Teacher

### Strategy/Activity 24

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students- Focus on GATE, English Learners, Special Education, Foster, Homeless.

#### Strategy/Activity

Participation in Robotics Team and Lego education competitions for various grades to challenge them to innovate and come up with solutions to solve real world problems.

#### Proposed Expenditures for this Strategy/Activity



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

Amount(s)	Source(s)
	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help and Materials - See Goal 1, Activity #7

## Strategy/Activity 25

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students-Focus on English Learners, Special Education, Foster, Homeless, African-American, GATE.

### Strategy/Activity

A year long Arts Elective class will be offered to students in 7th and 8th Grade.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Teacher salaries
	District Funded 4000-4999: Books And Supplies Materials and Supplies - See Goal 1, Activity #7

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Greater emphasis and dedication should be placed on the implementation of the Common Core State Standards (CCSS) curriculum and the implementation of effective first instruction. The academic year 2022-2023 presented a unique set of opportunities and challenges as both students and staff continued to adapt from the instructional disruptions caused by the pandemic. The data



gathered during this year indicates that our students' reading ranges have remained consistent compared to previous years, with some growth observed in specific grade levels. This serves as an indication that we need to reassess our instructional approaches and the expectations placed on our students. It is worth noting that the data from this academic year has shown a steady increase in student performance on district benchmarks. It is crucial to place a strong focus and emphasis on delivering clear and intentional instruction aligned with the standards in each grade level.

Of utmost importance, the data highlights the significance of differentiation and Tier I and Tier II Instruction across all grades. The provision of rich and engaging instruction at the appropriate grade level is vital for students to achieve mastery and remain engaged. Vertical planning and collaborative efforts among grade levels in the areas of reading, language arts, and mathematics are essential to establish consistency and facilitate the building of concepts as students progress through each grade level, BUF Units, and the standards.

Teachers should continue prioritizing the essential standards in English language arts (ELA) and mathematics to ensure equitable instruction that supports the needs of all students. Additionally, socio-emotional learning must be prioritized to create an environment where students can focus on their academic growth. Based on prior results from the CAASPP and Star assessments, it is evident that reading comprehension, in particular, requires heightened attention. Incorporating real-life applications, open-ended questions, and problems, as well as utilizing higher levels of cognitive complexity (DOK levels), will enable students to develop a deeper understanding of the content and establish meaningful connections to the standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

During the previous academic year, there was a notable discrepancy between our intended goals and the actual implementation, primarily centered around addressing students' social-emotional needs and mitigating the learning loss resulting from the post-pandemic period. Throughout the year, we encountered ongoing instructional needs and had to make adjustments to support both students and staff. However, certain actions and initiatives were delayed due to staffing limitations, such as the availability of intervention service providers and paraprofessionals in Kindergarten. Despite these challenges, our unwavering focus remained on student learning. Nevertheless, a considerable number of students faced difficulties in adapting and establishing meaningful connections and relationships in the aftermath of the pandemic. The availability of personnel and services greatly impacted the implementation of planned initiatives and budgeted actions during the school year. While the lessening of health regulations and guidelines facilitated increased student engagement in learning and other instructional activities, we continued to work with students who chose independent studies and faced challenges in readjusting to the school environment.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Several revisions have been made to the goals and strategies in response to the instructional needs resulting from learning loss and post-pandemic circumstances experienced by most students. Adjustments to the desired outcomes were based on a thorough analysis of data from various metrics, including Star assessments in English Language Arts (ELA) and Mathematics, conducted in the fall, winter, spring, and end of the school year. These assessments provide ongoing insight into student proficiency levels, allowing for continuous monitoring of growth and academic progress throughout the academic year. The overall metrics for English Learners, as well

as those for ELA and Mathematics, remained relatively consistent. However, specific grade levels showed some changes based on the data from the 2021-2022 academic year. This school year presented opportunities for students to participate in assessments such as CAASPP, ELPAC, and reclassification. In order to address gaps in reading and math, Tier 1 and Tier 2 interventions were incorporated into the strategies. Due to a limited pool of qualified candidates, only one intervention provider was hired to support reading intervention efforts, while paraeducators were recruited to assist with differentiated instruction and small group or one-on-one support in the primary grades. Additionally, a paraprofessional was employed to provide language support for Long-Term English Learners (LTELs) and English Learners (ELs) in grades 6-8 across content areas.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Social Emotional Support and School Climate

## LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Identified Need

To decrease the suspension rate  
 To increase positive behavior  
 To provide wrap-around services to ensure students come to school ready to learn

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	The CA Dashboard suspension rate was considered high at 3.6% for the 2021-2022 school year. Current end of school year 2022-2023 suspension rate is 3%	Suspension rates will decrease to 1% or lower.
Chronic Absenteeism Data	The CA Dashboard Chronic Absenteeism considered very high at 32% for the 2021-2022 school year.	The number of students with chronic absenteeism will decrease by 7% to 10%.
Panorama SEL Survey	The Panorama SEL Survey from Spring 2023 is used to calculate school climate and student well-being. The following indicators were reported:  64% of students in the 3rd-5th grade feel a sense of belonging at school.  40% of students in the 6th-8th grade feel a sense of belonging at school.	The percentage of students will increase in feeling a sense of belonging:  3rd-5th grade - 20%  6th-8th grade - 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Combined Regular School Attendance	The combined regular end of the year school attendance was 93% for the school year. This is within the state's school attendance average percentage rate.	Regular school attendance will be increased by 3% in the 2023-2024 school year.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Site counselors (2) will assist parents and students with crisis, trauma, student behavior, conflict resolution strategies, social skills, restorative circles, and support teachers with SEL lessons.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Counselor salaries

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students- Focus on English Learners, Migrant, Special Education, SED, Foster, Homeless,

#### Strategy/Activity

Wellness Center(s) to provide a safe space for students during school time, lunch and recess to be supported by school counselor(s) and provide alternative activities for social and emotional support.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF  
4000-4999: Books And Supplies  
See Goal 1, Strategy 7 Materials and Supplies

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

The PBIS Committee will meet monthly to provide recommendations, strategies, and support to teachers regarding student behavior. They will collaborate to address the school's culture and climate needs and create a service plan and steps for improvement. The Committee will monitor student discipline data throughout the year and identify supports for students. Professional development will be provided to all staff in PBIS/CHAMPS to ensure students receive positive behavior support. PBIS Committee members will attend the PBIS conference to learn more about strategies and recognition for 2023-2024 PBIS implementation.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF  
4000-4999: Books And Supplies  
See Goal 1, Strategy 7 Materials and Supplies

1000

LCFF  
2000-2999: Classified Personnel Salaries  
Instructional Assistants Extra Hours

District Funded  
1000-1999: Certificated Personnel Salaries  
PBIS - Professional Development Workshops

Title I  
1000-1999: Certificated Personnel Salaries  
Goal 1 - Strategy #19, PBIS Conference

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

The Safety Team will revise and implement the Comprehensive School Safety Plan. Students and staff will participate in at least one monthly drill such as:

- Fire drills
- Lockdown drills; Priority 1 & 2
- Earthquake drills
- Annual evacuation drill

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF  
4000-4999: Books And Supplies  
See Goal 1, Strategy 7 Materials and Supplies

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students - Focus on Homeless, Special Education

### Strategy/Activity

The ORC and School Counselor will maintain the Student Attendance Incentives Program to motivate, encourage daily attendance and to reduce tardiness and chronic absenteeism. The ORC will follow up with students who are experiencing absenteeism, provide individual student attendance contracts and check-in regularly with students and families to reduce absenteeism. The ORC, Attendance Tech and Admin will meet regularly to re view students chronic absenteeism and make SARB referrals as needed.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

LCFF  
4000-4999: Books And Supplies  
Materials and Supplies - Incentives See Goal 1, Strategy #7

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Employ Campus Assistants to monitor safety on campus throughout the day and support with crosswalks during arrival and dismissal times. Hire an additional 5 hour Limited Term campus assistant to provide additional student supervision at lunch and recess times and during passing periods in grades 6-8.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries 6 Campus Supervisors
19000	LCFF 2000-2999: Classified Personnel Salaries Campus Assistant Extra support-Limited Term Position 5 hours and Employee Benefits
836	LCFF 2000-2999: Classified Personnel Salaries Playground aides-Contract Positions and Extra Hour for meeting to provide Childcare supervision.
8943	LCFF 2000-2999: Classified Personnel Salaries Classified Benefits

**Strategy/Activity 7**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students-focus on Special Education, Homeless

**Strategy/Activity**

Student behavior data will be monitored by PBIS and School Leadership Teams and shared during staff/grade level meetings to plan and provide student intervention and supports.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)



No additional cost

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

SST Team will meet weekly to discuss student needs/progress based on teacher SST referrals. Teachers will be trained to use SMART goals and data collection for targeted intervention.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
2000-2999: Classified Personnel Salaries  
ORC

District Funded  
1000-1999: Certificated Personnel Salaries  
Counselors

LCFF  
1000-1999: Certificated Personnel Salaries  
Teacher Substitute/Floater for SSTs- See Goal  
1 Activity #19

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Conduct surveys with students and staff regarding CHAMPS and PBIS. Feedback will be used to guide the committee to develop an action plan to build a school-wide positive culture for students and staff.

#### Proposed Expenditures for this Strategy/Activity

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



Amount(s)

Source(s)

[Empty box for Amount(s)]

4000-4999: Books And Supplies  
See Goal 1- Activity 7. Materials and Supplies

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- focus on Special Education, Homeless

Strategy/Activity

School counselors and/or outside counseling agencies will provide on-site counseling services for students in need or identified through IEPs or SST.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded  
1000-1999: Certificated Personnel Salaries  
Counselor- See Goal 2 Activity #1

[Empty box for Amount(s)]

LCFF  
4000-4999: Books And Supplies  
Materials and Supplies - See Goal 1, Activity #7

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students - Focus Special Education

Strategy/Activity

Ensure successful transition between Pre--K to Kindergarten, 5th grade to Middle School, and 8th to High School with transition meetings.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

LCFF  
1000-1999: Certificated Personnel Salaries

Teacher Substitute/Floater for IEP Transition Meetings- See Goal 1 Activity #19

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Hold end of trimester growth assemblies to recognize students' progress in academics, behavior, and for displaying school core values in the classroom.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF  
4000-4999: Books And Supplies  
Materials and Supplies

## Strategy/Activity 13

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Staff will receive training on seizures, EpiPen use, health needs, mandated reporter guidelines, disaster preparedness and practice of healthy guidelines.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

## Strategy/Activity 14

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

ASB elective class will be offered for 7th-8th Grade students to participate in developing leadership skills. ASB activities can include awareness of tobacco usage, drugs use, and alcohol use. ASB will promote school spirit, plan Red Ribbon Week, Kindness Week and other schoolwide activities.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF  
4000-4999: Books And Supplies  
Materials and Supplies - See Goal 1, Activity #7

### Strategy/Activity 15

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

#### Strategy/Activity

SPED team will meet to plan student supports, IEP accommodations and to review IABs and CAASPP practice questions weekly to ensure student have practice and familiarity with test format and use of accommodations.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries  
Teacher Substitute/Floater - See Goal 1 Activity #19

### Strategy/Activity 16

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Students in grades 3-8 will complete the Panorama Survey and the school survey about playground activities that they would like to have in place at school. Curren will provide opportunities for students to participate in enrichment activities during lunch, organized by the ORC and School Counselors.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF  
4000-4999: Books And Supplies  
Materials and Supplies - See Goal 1, Activity #7

### Strategy/Activity 17

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students-Focus on Special Education, SED and Foster Homeless.

### Strategy/Activity

Teachers and School Counselor will provide SEL lesson to address student social emotional needs during the morning check-in for K-5 and during Advisory for Middle School students. Research-based programs and assemblies will be provided which tie into the social-emotional well-being of students to create a learning environment that is safe, drug-free and conducive to learn.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF  
5000-5999: Services And Other Operating Expenditures  
Services, Entrance Fees, Operations - See Goal 1, Activity #3

### Strategy/Activity 18

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students-focus on English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

### Strategy/Activity

In order to improve the overall school culture and climate, staff and students will participate in a Mindful Academy Series through a kick off assembly and follow up workshops. The focus of these sessions will be in mindset development, student social emotional learning, behavior, motivation and engagement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

28000

Source(s)

LCFF  
5800: Professional/Consulting Services And  
Operating Expenditures  
Coach "AI" Mindset Academy by Sweat III

### Strategy/Activity 19

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students- Focus on Special Education

### Strategy/Activity

All staff and administrators working with students with special needs will receive NCPI training

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
2000-2999: Classified Personnel Salaries  
Extra Hours

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The effectiveness of this goal will be evaluated by utilizing specific metrics from the California Dashboard and the Panorama SEL survey, which are now available following the challenges posed by the post-pandemic period. The suspension rates data from the California Dashboard for the previous school year indicated an unfortunate increase in suspension rates compared to the 2021-2022 academic year. However, we were able to successfully administer the Panorama Survey to all students during the 2022-2023 school year. While maintaining our existing goals for this year, it is crucial to place a strong emphasis on enhancing student attendance to cater to the diverse needs of our student body. To achieve this, the school will need to adapt and modify the implementation of PBIS/CHAMPS initiatives in the classroom. This adjustment aims to address the social-emotional needs of our students and foster positive relationships and a sense of belonging with the school community. It is evident that the issues of suspension rates and school safety are intricately linked to the improvement of a positive school culture, enhanced student connectedness, and the provision of adequate social-emotional support to students who encounter challenges with attending school. Furthermore, it is imperative to provide students with multiple opportunities to engage socially with their peers and participate in enrichment activities throughout the school day and beyond. The primary focus should be on strengthening school connectedness and prioritizing the social and emotional well-being of our students, as many continue to face difficulties even after the post-pandemic years. To facilitate student engagement and connectedness, community circles will be implemented school-wide from the beginning of the academic year and will be sustained throughout to promote student involvement and a sense of belonging.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

One significant disparity between the planned implementation and the allocated budget was the inability to hire campus supervisors, which would have contributed to enhancing campus monitoring, school safety, and overall school culture. Although an amount of \$19,000 was designated for this purpose, the recruitment process faced delays due to limited availability of suitable candidates. Consequently, the deployment of additional personnel or extended work hours could not commence until late February 2023, as the previous employee in the position had transitioned to another role.

As we prepare for the upcoming school year, it is evident that there is a heightened need for increased supervision support, particularly in light of the personnel changes in the Physical Education (PE) department. To ensure comprehensive oversight, it is imperative to have a female campus supervisor specifically assigned to monitor the girls' locker rooms during changing times, considering that both PE teachers are male. This measure aims to address privacy concerns and maintain a safe and respectful environment for all students.

In light of these circumstances, additional funding will be allocated in the school budget to accommodate the increased supervision needs. By doing so, we can effectively mitigate potential challenges associated with limited personnel and maintain a secure and inclusive learning environment for our students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the student data from the previous academic year, it has been challenging to gauge improvements and identify specific needs for the upcoming year, given that students have been adapting to a new learning environment since the post-epidemic period. In the current year, we

have implemented various strategies and activities, with a strong emphasis on providing the necessary support for students' social-emotional well-being. To effectively meet the needs of all students, we recognize the importance of modifying our instructional practices and adopting an intentional approach to instruction.

Many students are still in the process of adjusting to in-person instruction after the pandemic, and it is worth noting that a significant number of them continue to wear masks daily, both during school hours and while engaging socially with their peers. Additionally, some students have opted for independent studies during and after the pandemic, and they have chosen to continue with this learning option. As a school, we remain committed to exploring deliberate ways to enhance school connectivity for all students, irrespective of whether they are engaged in in-person instruction or independent studies.

To foster a sense of belonging and promote student engagement, we will continue to offer enrichment opportunities during and after school hours. These opportunities aim to ensure that all students have the chance to participate in activities that align with their interests and passions within the school setting.

By prioritizing students' social-emotional needs, implementing intentional instructional approaches, and providing inclusive enrichment opportunities, we strive to create a supportive and inclusive environment where all students can thrive academically and emotionally.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent and Family Engagement

## LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities  
 To facilitate parent involvement in the educational and social-emotional well-being of their children  
 To increase volunteer opportunities so parents can assist in the classroom and on campus

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Parent Needs Survey	81 parents responded (57 electronically and 24 on the paper/pencil form).	Parent responses to the 2023-2024 English Learner Needs Survey will be increased by 30%.
Attendance at ELAC Meetings	An average of 20 to 30 parents attended ELAC in person and through simultaneous virtual Zoom meetings in the 2022-2023 School Year.	Attendance will increase by 15% at ELAC Meetings.
Attendance at Coffee Chats with the Principal	An average of 15 to 20 people attended Coffee Chats with the Principal in the 2022-2023 School Year.	Attendance will increase by 15% at Coffee with the Principal.
Attendance at Back to School Night	325 parents attended, in person, at Back to School Night in the 2022-2023 School Year.	Attendance will increase by 10% for Back to School Night.

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



## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

The school site will provide parent informational meetings/trainings including: My Body Belongs to Me, Loving Solutions, Project 2 Inspire, and Technology/ Internet Safety - including LMS Canvas, ST Math, Lexia. MyOn and Parent Square.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF  
2000-2999: Classified Personnel Salaries  
ORC Extra hours

LCFF  
4000-4999: Books And Supplies  
Materials and Supplies - See Goal 1 Activity #7

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Host parents for culturally relevant events, Reading and Math nights, AVID Parent Night, High School Transition 8th grade parent meeting, technology safety training, Talent Show, and Winter Program, Día de Los Muertos, incoming Kindergarten and DLI informational meetings, Mindset Academy Workshops.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF  
4000-4999: Books And Supplies  
Materials & Supplies See Goal 1, Activity #7

LCFF

2000-2999: Classified Personnel Salaries  
Campus Assistant Extra Help - See Goal 2,  
Activity #3

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- Focus on English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### Strategy/Activity

Back to School Informational meeting will be held at the start of the school year to inform parents about the instructional program, classroom expectations, and grading policies etc.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF  
2000-2999: Classified Personnel Salaries  
Campus Assistant Extra Help - See Goal 2,  
Activity #6

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Parent Orientation will be provided for incoming Kinder students and 5th grade students transitioning to middle school. Parents learn about student expectations and parent involvement opportunities.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries  
Teacher Extra Help-See Goal 1 Activity #11

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Update Parent / Student Compact and Parent Engagement Policy. Share documents with all parent committees and educational partners from the community at start of school year and update for new school year.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students- English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

### Strategy/Activity

Invite parents to Fall Parent Conferences, for all students, and Spring Parent Conferences, for students needing extra support to meet grade level standards. Translators will be provided for parents as needed.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2500

LCFF  
2000-2999: Classified Personnel Salaries  
Classified translators Extra hours and employee benefits. Office Staff to provide extra support for parents during conferences and throughout the school year.

## Strategy/Activity 7

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students-Focus on SED, Homeless, and Special Education

Strategy/Activity

ORC will coordinate community resources to distribute to families in need during the school year.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

**Strategy/Activity 8**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Hold two Title I Meetings to discuss the purpose of Title I funding and how it is used to close the achievement gap for students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

**Strategy/Activity 9**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide parent involvement opportunities via school committee: School Site Council, Parent Teacher Association, English Learners Advisory Committee, Coffee with Principal, Family Nights, attendance at the CAFE local and state conferences. Provide both written and oral notification via Parent Square, Twitter, and the School Website.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	Title III 4000-4999: Books And Supplies Materials and Supplies - Refreshments for ELAC - See Goal 1, Activity #7
	Title III 5000-5999: Services And Other Operating Expenditures See Goal 1, Activity 19. Fund at least two parents to attend CAFE State Conference.
	LCFF 4000-4999: Books And Supplies See Goal 1, Activity 7

**Strategy/Activity 10**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrant students

**Strategy/Activity**

Hold monthly ELAC meetings to provide training and present information related to English Language Learners, and LTELs. Provide strategies and resources for parents to support their children with academics at home.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	LCFF 4000-4999: Books And Supplies Materials and Supplies - See Goal, 1 Activity #7

**Strategy/Activity 11**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

School counselor will provide parent workshops for high school transition supporting A-G Requirements. (including 5th Grade students transitioning to middle school.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF  
1000-1999: Certificated Personnel Salaries  
Counselor - See Goal 2 Activity #1

LCFF  
4000-4999: Books And Supplies  
Material and Supplies - See Goal 1 Activity #7

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- Focus on Special Education Students

#### Strategy/Activity

Invite and encourage parents to participate in the IEP process for students with special needs by scheduling meetings at the times when parents can attend and providing options of in-person or virtual meetings.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries  
Teacher Substitutes/Floaters - See Goal 1  
Activity #26

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parents will provide feedback on the academic programs and English Learner needs via the Panorama School Survey, and EL Parent Needs Assessment.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded  
5800: Professional/Consulting Services And  
Operating Expenditures  
Panorama program

**Strategy/Activity 14**

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

(Identify either All Students or one or more specific student groups)  
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Invite parents to participate in Student Success Team meetings to discuss strategies for students' academic and social emotional concerns by scheduling meetings when parents can attend, providing options for in-person and virtual meetings.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded  
3000-3999: Employee Benefits  
ORC

[Empty box for Amount(s)]

LCFF  
1000-1999: Certificated Personnel Salaries  
Substitute floaters-See Goal 1 Activity #26

**Strategy/Activity 15**

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

(Identify either All Students or one or more specific student groups)  
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrant students

Strategy/Activity

Invite and encourage parents to attend ELD Reclassification Meetings in the Fall and Spring to celebrate student reclassification success.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

LCFF  
4000-4999: Books And Supplies  
Materials And Supplies - See Goal 1 Activity #7

**Strategy/Activity 16**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Maintained parents informed when High School counselors will come to register 8th grade students for high school. Provide parents with the information to attend high school transition meetings and orientations.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

**Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.



Parents were offered significant and meaningful opportunities to actively engage in their students' personal and educational development, both in person and through virtual means. They actively participated in a range of school events, including Parent/Teacher conferences, Back to School Night, the Day of the Dead Carnival, Student Growth Parades, student field trips, Kindergarten orientation, and discussions on 5th and 8th grade A-G requirements, among others. To better accommodate families, school meeting times were adjusted, resulting in an increased attendance compared to previous years.

We also organized Coffee Chats with the Principal and ELAC (English Learner Advisory Committee) meetings, facilitating both in-person and virtual participation. During the 2022-2023 academic year, ELAC saw an average attendance of 25 to 30 parents, reflecting a slight increase compared to the previous year. However, it is important to note that the majority of attendees were consistent participants, indicating the need for further outreach efforts to encourage a more diverse representation of parents at these gatherings.

Furthermore, we recognize the importance of fostering a sense of community on campus and involving parents in their child's academic journey. To address this, we are actively exploring additional volunteer opportunities that allow parents to contribute to their child's educational growth. By encouraging parental involvement, we aim to create a stronger community atmosphere within the school.

While parent participation generally increased for in-person meetings, we acknowledge that certain parents faced logistical challenges in attending in person. As a result, we received requests for simultaneous virtual meetings. Although most meetings were held in person, limitations in terms of available space and technology equipment prevented all meetings from occurring simultaneously in a virtual format.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

It is imperative to allocate additional funds to facilitate parental participation in the Individualized Education Program (IEP) process for students with special needs, as well as the Student Study Team (SST) process for students under academic and social-emotional monitoring. While the budget expenditures for the current year were consistent with those of the previous school year, the increased caseloads necessitate additional budgetary allocations.

Moreover, the procedures for assembling the IEP team differed this year, as a combination of in-person and virtual settings were utilized instead of solely relying on in-person meetings. Nonetheless, parents were given the opportunity to attend IEPs and SSTs either in person, virtually, or via phone, providing them with flexible options to participate.

To ensure meaningful parental engagement in these critical processes, it is crucial to allocate the necessary resources and financial support to accommodate the increased demand. By addressing the budgetary needs and offering diverse participation options, we can foster stronger collaboration between parents and the educational team, ultimately enhancing the educational experiences and outcomes for all students involved.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The second year of transitioning back to in-person instruction after the post-pandemic period necessitated adjustments to our goals and approaches. Given the varying levels of comfort and adherence to post-pandemic guidelines among parents and staff, certain actions were modified to accommodate their preferences.

Events such as Kindergarten Orientation, Back To School Night, and Parent conferences were adapted to offer a choice between in-person, virtual, or phone-based participation, as requested by parents. Coffee Chats with the Principal were initially conducted solely in person, but due to parent requests, we are now exploring the possibility of simultaneous virtual sessions. ELAC meetings will be held both in person and virtually, with adjusted schedules to accommodate the needs of families and encourage increased parent participation and input.

Moving forward, we plan to focus more on strategies to support students at home and enhance attendance through additional parent meetings. To evaluate the effectiveness of these efforts, attendance data will be collected and compared to the previous year. However, it is important to acknowledge that due to the unique circumstances of the pandemic, the reliability and fairness of comparing parent involvement metrics from previous years may be compromised.

By remaining flexible and responsive to the evolving needs and preferences of parents and staff, we aim to foster a supportive and inclusive environment where meaningful parent engagement is prioritized. These adaptations will contribute to our collective efforts in navigating the challenges and uncertainties of the post-pandemic landscape.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$130,929.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$331,606.00

## Other Federal, State, and Local Funds

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

Federal Programs	Amount (\$)
Title I	\$87,669.00
Title III	\$43,740.00

Subtotal of additional federal funds included for this school: \$131,409.00

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

State or Local Programs	Amount (\$)
LCFF	\$178,000.00
LCFF - Intervention	\$22,197.00

Subtotal of state or local funds included for this school: \$200,197.00

Total of federal, state, and/or local funds for this school: \$331,606.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	87669.00	0.00
Title III	43740.00	0.00
LCFF - Intervention	22197.00	0.00
LCFF	178000.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	178,000.00
LCFF - Intervention	22,197.00
Title I	87,669.00
Title III	43,740.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	26,708.00
2000-2999: Classified Personnel Salaries	LCFF	33,279.00
4000-4999: Books And Supplies	LCFF	71,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	19,013.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	28,000.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	22,197.00
1000-1999: Certificated Personnel Salaries	Title I	28,306.00
4000-4999: Books And Supplies	Title I	3,000.00
5000-5999: Services And Other Operating Expenditures	Title I	56,363.00

1000-1999: Certificated Personnel Salaries	Title III	28,998.00
3000-3999: Employee Benefits	Title III	6,620.00
5000-5999: Services And Other Operating Expenditures	Title III	8,122.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	263,327.00
Goal 2	63,779.00
Goal 3	4,500.00

# 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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Pablo Ordaz	Principal
Suzanne Meckstroth	Classroom Teacher
Ann Marie Newman	Classroom Teacher
Rochalle Ford	Classroom Teacher
Tony Naranjo	Other School Staff
Mariana Coronado	Parent or Community Member
Jacqueline Carmona	Parent or Community Member
Erica Evangelista	Parent or Community Member
Agustin Mendoza	Parent or Community Member
Rogelia Ruvalcaba	Parent or Community Member

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

# Recommendations and Assurances

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

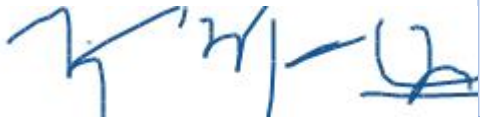
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

**Signature**

**Committee or Advisory Group Name**



School Site Council



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 06/05/2023.

Attested:



Principal, Pablo Ordaz on 06/05/23



SSC Chairperson, Anne Marie Newman on 06/05/23

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019