

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cunningham Elementary School	50757396053169	5/09/24	6/04/24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Cunningham Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Dashboard 2023

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Plan Description

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

This plan is being used by Cunningham Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Dashboard 2023

Cunningham meets the ESSA requirements in alignment with: School Site Council, Site Leadership Team, Grade Level Professional Learning Communities, English Learner Advisory Council, PBIS Safety Task Force, Stanislaus County Office of Education, and iReady Consultants.

Educational Partner Involvement

How, when, and with whom did Cunningham Elementary 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

Timeline

Date	Who	Activity
09/06/23	All parents	Annual Title 1 Parent Meeting to approve Parent and Family Engagement Policy
10/03/23	ELAC members	Discuss needs of English learners and identify needs.
11/27/23	Staff	Presented CAASPP data and discussed identified areas for improvement.
09/28/23	SSC members	School site council meeting to review 2021-22 SPSA actions and expenditures.
11/13/23	ELAC members	Discuss needs of English learners and identify needs.
11/30/23	SSC members	School site council meeting to review 2021-22 SPSA actions and expenditures.
01/08/24	Staff	Presented Fall Dashboard identified high qualities of instructional practices and academic discourse to support our sub groups of EL and SPED scholars.
2/14/24	ELAC members	Discuss needs of English learners and identify needs.
02/27/24	SSC members	School site council meeting to review 2021-22 SPSA actions and expenditures.
02/12/24	ELAC members	Discuss needs of English learners and identify needs.
5/09/24	SSC members	School Site Council meeting for approval of 2022/23 SPSA.
05/21/24	ELAC members	Discuss needs of English learners and identify needs.
Ongoing	Leadership Team	Review progression goals and gathered input and needs
Ongoing	SSC members	Review and monitor implementation of goals.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

No resource inequities at this time.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

ELA-Red Performance Category: All students

Math-Orange Performance Category: All students

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

ELA: Red Performance Category: English Learners, Socioeconomically Disadvantaged, and Hispanic.

ELA: Orange Performance Category: Students with Disabilities and White.

Math: Red Performance Category: English Learners

Math: Orange Performance Category: Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic.

Chronic Absenteeism: Orange Performance Category: Students with Disabilities and White

Suspension: N/A

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Overall SBAC Met or Exceeded Standards: ELA 19.71% Mathematics: 16.38%.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cunningham Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	0.9%	1.19%	1.05%	5	7	6
African American	2.1%	2.56%	2.97%	12	15	17
Asian	4.3%	4.27%	5.42%	25	25	31
Filipino	%	%	0%			0
Hispanic/Latino	77.5%	77.30%	75.7%	450	453	433
Pacific Islander	0.5%	0.34%	0.35%	3	2	2
White	12.1%	12.12%	12.06%	70	71	69
Multiple/No Response	1.0%	0.68%	1.05%	6	4	6
Total Enrollment				581	586	572

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	64	73	92
Grade 1	67	79	61
Grade 2	82	67	82
Grade3	75	84	69
Grade 4	100	73	85
Grade 5	103	101	79
Grade 6	90	109	101
Grade 7			3
Total Enrollment	581	586	572

Conclusions based on this data:

1. In 2022-2023, the Cunningham School's student population of Hispanic/Latino is 75.7% which has remained stable.
2. All student subgroups have remained stable, with the exception of Asian students which increased from 4.27 to 5.42% in the 2022-23 school year.

3. The total student enrollment at Cunningham School has remained stable with an average increase or decrease of 11 students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	218	195	216	37.50%	34.6%	37.8%
Fluent English Proficient (FEP)	61	57	39	10.50%	9.7%	6.8%
Reclassified Fluent English Proficient (RFEP)	11	9	26	5.0%	4.6%	4.50%

Conclusions based on this data:

1. At Cunningham School, the overall percentage of English learners increased by 3.2%.
2. During the 2022-23 school year, 39 students were classified as Fluent English Proficient.
3. During the 2022-23 school year, 26 students were reclassified Fluent English Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	78	90	71	76	86	70	76	86	70	97.4	95.6	98.6
Grade 4	109	75	93	104	72	90	104	72	90	95.4	96.0	96.8
Grade 5	105	99	83	103	99	81	102	99	81	98.1	100.0	97.6
Grade 6	96	111	106	93	109	104	93	109	104	96.9	98.2	98.1
All Grades	388	375	353	376	366	345	375	366	345	96.9	97.6	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2336.	2346.	2355.	2.63	5.81	8.57	10.53	9.30	10.00	25.00	26.74	18.57	61.84	58.14	62.86
Grade 4	2386.	2405.	2399.	4.81	6.94	10.00	9.62	22.22	11.11	19.23	23.61	23.33	66.35	47.22	55.56
Grade 5	2416.	2413.	2411.	3.92	4.04	3.70	15.69	13.13	16.05	22.55	20.20	20.99	57.84	62.63	59.26
Grade 6	2433.	2442.	2446.	3.23	4.59	0.00	9.68	11.01	19.23	21.51	29.36	24.04	65.59	55.05	56.73
All Grades	N/A	N/A	N/A	3.73	5.19	5.22	11.47	13.39	14.49	21.87	25.14	22.03	62.93	56.28	58.26

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	7.89	3.49	2.86	40.79	55.81	58.57	51.32	40.70	38.57
Grade 4	5.77	5.56	5.56	55.77	65.28	61.11	38.46	29.17	33.33
Grade 5	4.90	4.04	4.94	59.80	56.57	49.38	35.29	39.39	45.68
Grade 6	6.45	4.59	6.73	43.01	44.04	42.31	50.54	51.38	50.96
All Grades	6.13	4.37	5.22	50.67	54.37	52.17	43.20	41.26	42.61

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.67	3.49	7.14	40.00	36.05	35.71	57.33	60.47	57.14
Grade 4	1.92	4.17	6.67	43.27	52.78	42.22	54.81	43.06	51.11
Grade 5	4.95	3.03	2.47	37.62	39.39	45.68	57.43	57.58	51.85
Grade 6	3.23	2.75	0.00	27.96	35.78	35.58	68.82	61.47	64.42
All Grades	3.22	3.28	3.77	37.27	40.16	39.71	59.52	56.56	56.52

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	0.00	2.33	4.29	72.37	73.26	67.14	27.63	24.42	28.57
Grade 4	2.88	6.94	5.56	66.35	61.11	61.11	30.77	31.94	33.33
Grade 5	6.86	3.03	12.35	62.75	62.63	58.02	30.39	34.34	29.63
Grade 6	0.00	9.17	4.81	76.34	62.39	72.12	23.66	28.44	23.08
All Grades	2.67	5.46	6.67	69.07	64.75	64.93	28.27	29.78	28.41

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	3.95	2.33	7.14	56.58	59.30	52.86	39.47	38.37	40.00
Grade 4	7.69	2.78	8.89	61.54	75.00	68.89	30.77	22.22	22.22
Grade 5	4.90	4.04	6.17	56.86	57.58	53.09	38.24	38.38	40.74
Grade 6	3.23	6.42	7.69	64.52	64.22	68.27	32.26	29.36	24.04
All Grades	5.07	4.10	7.54	60.00	63.39	61.74	34.93	32.51	30.72

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. At Cunningham in the 2022-2023, the percentage of third grade students who met or exceeded the overall standards in ELA was 18.57% which is an increase of 3.5%.
2. At Cunningham in the 2021-2022, the percentage of third graders who met or exceed standard was 13.16% compared to fourth grade students who met or exceeded the overall standards in ELA in 2022-2023 was 21.11% which is an increase of 7.95%.
3. At Cunningham in the 2022-2023, the percentage of fifth grade students who met or exceeded the overall standards in ELA was 19.75% which is an increase of 2.58%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	78	90	71	75	86	71	75	86	71	96.2	95.6	100.0
Grade 4	109	75	93	105	74	91	105	74	91	96.3	98.7	97.8
Grade 5	105	99	83	102	99	82	101	99	82	97.1	100.0	98.8
Grade 6	96	111	106	93	109	104	93	109	104	96.9	98.2	98.1
All Grades	388	375	353	375	368	348	374	368	348	96.6	98.1	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2343.	2374.	2369.	0.00	4.65	8.45	14.67	22.09	12.68	21.33	24.42	28.17	64.00	48.84	50.70
Grade 4	2394.	2410.	2407.	1.90	4.05	2.20	8.57	12.16	15.38	33.33	37.84	37.36	56.19	45.95	45.05
Grade 5	2414.	2423.	2420.	5.94	3.03	2.44	5.94	8.08	8.54	24.75	23.23	21.95	63.37	65.66	67.07
Grade 6	2418.	2440.	2448.	3.23	5.50	1.92	5.38	7.34	14.42	22.58	23.85	25.96	68.82	63.30	57.69
All Grades	N/A	N/A	N/A	2.94	4.35	3.45	8.29	11.96	12.93	25.94	26.63	28.45	62.83	57.07	55.17

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.67	10.47	11.27	34.67	41.86	38.03	62.67	47.67	50.70
Grade 4	4.76	2.70	8.79	36.19	45.95	40.66	59.05	51.35	50.55
Grade 5	5.94	4.04	3.66	23.76	40.40	40.24	70.30	55.56	56.10
Grade 6	5.38	5.50	5.77	21.51	29.36	35.58	73.12	65.14	58.65
All Grades	4.81	5.71	7.18	28.88	38.59	38.51	66.31	55.71	54.31

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.67	6.98	11.27	34.67	47.67	33.80	62.67	45.35	54.93
Grade 4	1.90	9.46	6.59	40.95	36.49	42.86	57.14	54.05	50.55
Grade 5	3.96	4.04	1.22	39.60	38.38	35.37	56.44	57.58	63.41
Grade 6	2.15	4.59	0.96	35.48	44.04	41.35	62.37	51.38	57.69
All Grades	2.67	5.98	4.60	37.97	41.85	38.79	59.36	52.17	56.61

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.00	10.47	5.63	60.00	62.79	53.52	40.00	26.74	40.85
Grade 4	1.90	13.51	2.20	52.38	48.65	57.14	45.71	37.84	40.66
Grade 5	3.96	0.00	1.22	56.44	42.42	50.00	39.60	57.58	48.78
Grade 6	2.15	4.59	0.96	53.76	55.05	57.69	44.09	40.37	41.35
All Grades	2.14	6.52	2.30	55.35	52.17	54.89	42.51	41.30	42.82

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. At Cunningham in the 2022-2023 school year, the percentage students in all grades who met or exceeded the overall standards in math was 16.38% which is an increase of 0.07%.
2. At Cunningham in the 2022-2023 school year, the percentage of fourth grade students who met or exceeded the overall standards in math was 17.58% which is an increase of 1.37%.
3. At Cunningham in the 2022-2023 school year, the percentage of third grade students who met or exceeded the overall standards in math was 21.13% which is a decrease of 5.61%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1397.6	1392.5	1397.9	1419.8	1413.9	1411.6	1345.8	1342.1	1365.7	17	26	37
1	1408.4	1394.8	1422.6	1447.3	1415.6	1429.5	1368.9	1373.5	1415.1	30	28	28
2	1466.3	1456.2	1455.3	1466.1	1466.3	1461.8	1465.9	1445.4	1448.3	28	29	29
3	1472.0	1462.9	1475.5	1475.4	1467.5	1481.3	1468.1	1457.7	1469.0	25	34	31
4	1467.4	1487.2	1480.3	1462.4	1479.3	1475.3	1472.0	1494.6	1484.9	32	27	36
5	1506.9	1488.3	1510.0	1512.6	1485.5	1500.0	1500.8	1490.7	1519.5	32	33	30
6	1502.6	1501.4	1514.5	1499.7	1496.5	1505.5	1505.1	1505.9	1523.1	37	30	36
All Grades										201	207	227

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	7.69	8.11	35.29	30.77	16.22	35.29	34.62	48.65	29.41	26.92	27.03	17	26	37
1	0.00	0.00	0.00	13.33	21.43	32.14	53.33	32.14	42.86	33.33	46.43	25.00	30	28	28
2	10.71	6.90	13.79	35.71	31.03	31.03	32.14	44.83	27.59	21.43	17.24	27.59	28	29	29
3	4.00	2.94	9.68	24.00	20.59	29.03	56.00	55.88	48.39	16.00	20.59	12.90	25	34	31
4	0.00	14.81	5.56	31.25	25.93	36.11	34.38	37.04	22.22	34.38	22.22	36.11	32	27	36
5	18.75	3.03	16.67	21.88	30.30	33.33	37.50	33.33	26.67	21.88	33.33	23.33	32	33	30
6	2.70	10.00	8.33	29.73	33.33	36.11	45.95	33.33	41.67	21.62	23.33	13.89	37	30	36
All Grades	5.47	6.28	8.81	26.87	27.54	30.40	42.29	39.13	37.00	25.37	27.05	23.79	201	207	227

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	19.23	10.81	47.06	26.92	24.32	29.41	26.92	40.54	17.65	26.92	24.32	17	26	37
1	16.67	21.43	10.71	40.00	21.43	25.00	26.67	21.43	42.86	16.67	35.71	21.43	30	28	28
2	17.86	17.24	17.24	35.71	37.93	34.48	42.86	31.03	31.03	3.57	13.79	17.24	28	29	29
3	16.00	2.94	22.58	52.00	58.82	54.84	16.00	23.53	16.13	16.00	14.71	6.45	25	34	31
4	9.38	18.52	22.22	46.88	44.44	41.67	18.75	22.22	11.11	25.00	14.81	25.00	32	27	36
5	37.50	12.12	30.00	37.50	51.52	40.00	12.50	21.21	16.67	12.50	15.15	13.33	32	33	30
6	10.81	20.00	22.22	48.65	33.33	44.44	29.73	36.67	25.00	10.81	10.00	8.33	37	30	36
All Grades	16.92	15.46	19.38	43.78	40.10	37.89	24.88	26.09	25.99	14.43	18.36	16.74	201	207	227

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	2.70	11.76	19.23	18.92	52.94	38.46	37.84	35.29	42.31	40.54	17	26	37
1	0.00	0.00	0.00	0.00	10.71	21.43	13.33	28.57	35.71	86.67	60.71	42.86	30	28	28
2	10.71	3.45	0.00	25.00	17.24	37.93	35.71	48.28	17.24	28.57	31.03	44.83	28	29	29
3	0.00	2.94	6.45	8.00	14.71	16.13	56.00	38.24	29.03	36.00	44.12	48.39	25	34	31
4	0.00	7.41	5.56	6.25	25.93	19.44	37.50	25.93	25.00	56.25	40.74	50.00	32	27	36
5	6.25	3.03	10.00	12.50	12.12	13.33	46.88	36.36	40.00	34.38	48.48	36.67	32	33	30
6	2.70	0.00	8.33	16.22	13.33	16.67	40.54	50.00	36.11	40.54	36.67	38.89	37	30	36
All Grades	2.99	2.42	4.85	11.44	15.94	20.26	39.30	38.16	31.72	46.27	43.48	43.17	201	207	227

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.53	15.38	18.92	70.59	69.23	64.86	5.88	15.38	16.22	17	26	37
1	43.33	32.14	35.71	43.33	42.86	42.86	13.33	25.00	21.43	30	28	28
2	14.29	17.24	24.14	82.14	72.41	68.97	3.57	10.34	6.90	28	29	29
3	20.00	14.71	16.13	68.00	61.76	61.29	12.00	23.53	22.58	25	34	31
4	12.50	33.33	22.22	71.88	51.85	61.11	15.63	14.81	16.67	32	27	36
5	25.00	3.03	16.67	65.63	87.88	60.00	9.38	9.09	23.33	32	33	30
6	8.11	3.33	16.67	67.57	80.00	72.22	24.32	16.67	11.11	37	30	36
All Grades	20.40	16.43	21.15	66.67	67.15	62.11	12.94	16.43	16.74	201	207	227

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	19.23	5.41	76.47	42.31	54.05	23.53	38.46	40.54	17	26	37
1	0.00	10.71	14.29	86.67	53.57	46.43	13.33	35.71	39.29	30	28	28
2	14.29	20.69	20.69	78.57	65.52	58.62	7.14	13.79	20.69	28	29	29
3	20.00	23.53	32.26	60.00	61.76	61.29	20.00	14.71	6.45	25	34	31
4	18.75	22.22	19.44	53.13	55.56	52.78	28.13	22.22	27.78	32	27	36
5	53.13	42.42	53.33	34.38	30.30	26.67	12.50	27.27	20.00	32	33	30
6	45.95	40.00	50.00	45.95	46.67	38.89	8.11	13.33	11.11	37	30	36
All Grades	24.38	26.09	27.75	60.20	50.72	48.46	15.42	23.19	23.79	201	207	227

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	2.70	70.59	65.38	72.97	29.41	34.62	24.32	17	26	37
1	0.00	7.14	3.57	3.33	25.00	46.43	96.67	67.86	50.00	30	28	28
2	10.71	6.90	3.45	57.14	62.07	51.72	32.14	31.03	44.83	28	29	29
3	0.00	0.00	3.23	44.00	29.41	41.94	56.00	70.59	54.84	25	34	31
4	0.00	7.41	5.56	40.63	40.74	41.67	59.38	51.85	52.78	32	27	36
5	9.38	3.03	10.00	37.50	42.42	50.00	53.13	54.55	40.00	32	33	30
6	8.11	0.00	8.33	24.32	36.67	36.11	67.57	63.33	55.56	37	30	36
All Grades	4.48	3.38	5.29	36.82	42.51	48.90	58.71	54.11	45.81	201	207	227

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.76	19.23	18.92	41.18	23.08	37.84	47.06	57.69	43.24	17	26	37
1	0.00	0.00	3.57	33.33	53.57	64.29	66.67	46.43	32.14	30	28	28
2	10.71	3.45	6.90	67.86	51.72	48.28	21.43	44.83	44.83	28	29	29
3	0.00	8.82	22.58	68.00	64.71	45.16	32.00	26.47	32.26	25	34	31
4	0.00	25.93	25.00	50.00	40.74	36.11	50.00	33.33	38.89	32	27	36
5	3.13	6.06	26.67	71.88	57.58	53.33	25.00	36.36	20.00	32	33	30
6	5.41	16.67	16.67	72.97	63.33	69.44	21.62	20.00	13.89	37	30	36
All Grades	3.98	11.11	17.62	59.20	51.69	50.22	36.82	37.20	32.16	201	207	227

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. At Cunningham for the 2022-2023 school year, the total number of students who participated in ELPAC was 227 which is an increase of 20 students.
2. At Cunningham for the 2022-2023 school year, 5.29% of the students scored at the well developed range in reading which is a increase of 1.91%.
3. At Cunningham for the 2022-2023 school year, 17.62% of our students scored in the Well Developed range for the writing domain which is an increase of 6.51%.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
572	78.3	37.8	0.2
Total Number of Students enrolled in Cunningham Elementary School.	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	216	37.8
Foster Youth	1	0.2
Homeless	3	0.5
Socioeconomically Disadvantaged	448	78.3
Students with Disabilities	79	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	3
American Indian	6	1
Asian	31	5.4
Hispanic	433	75.7
Two or More Races	6	1
Pacific Islander	2	0.3
White	69	12.1

Conclusions based on this data:

- At Cunningham Elementary School, 78.3% of our students are Socioeconomically Disadvantaged.

2. At Cunningham Elementary School, 37.8% of our students are English learners.

3. At Cunningham Elementary School, 75.7% of our students are Hispanic.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Yellow	Suspension Rate Green
Mathematics Orange		
English Learner Progress Yellow		

Conclusions based on this data:

1. At Cunningham, our students' performance in English Language Arts was at the Red performance indicator which is in the very lowest performance range on the 2023 Fall Dashboard.
2. At Cunningham, our suspension rate was at the Green performance range on the 2023 Fall Dashboard.

3. At Cunningham, our students performance in the area of Chronic Absenteeism was in the Yellow performance range on the 2023 Fall Dashboard.

School and Student Performance Data

Academic Performance English Language Arts

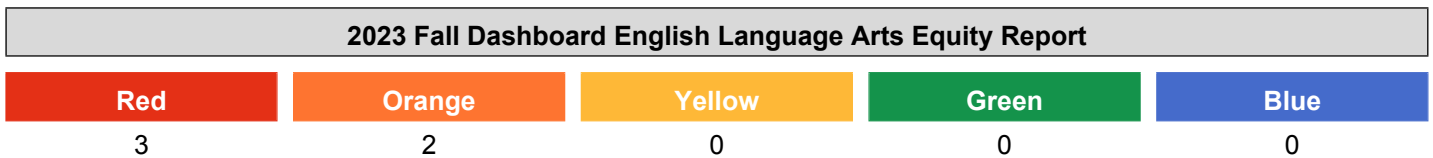
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Red 78.8 points below standard Maintained +1.6 points 318 Students	English Learners  Red 98.7 points below standard Decreased -9.6 points 130 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Red 79.8 points below standard Maintained +1.5 points 290 Students	Students with Disabilities  Orange 157.4 points below standard Increased +3.4 points 60 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	Less than 11 Students 4 Students	3.3 points above standard Increased +14.5 points 15 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 88.4 points below standard Maintained -1.1 points 242 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	 Orange 72.1 points below standard Increased +5.5 points 41 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.7 points below standard Increased Significantly +15.4 points 118 Students	18.8 points above standard Increased Significantly +25.5 points 12 Students	72 points below standard Increased +4.3 points 165 Students

Conclusions based on this data:

1. At Cunningham, all of our reported 318 student sub groups scored 78.8 points below standard at the Red lowest performance level on the 2023 Fall Dashboard.
2. At Cunningham, our 60 students with disabilities scored 157.4 points below standard at the Orange low performance level on the 2023 Fall Dashboard in English Language Arts.
3. At Cunningham, our 130 English learners scored 98.7 points below standard at the Red lowest performance level on the 2023 Fall Dashboard in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

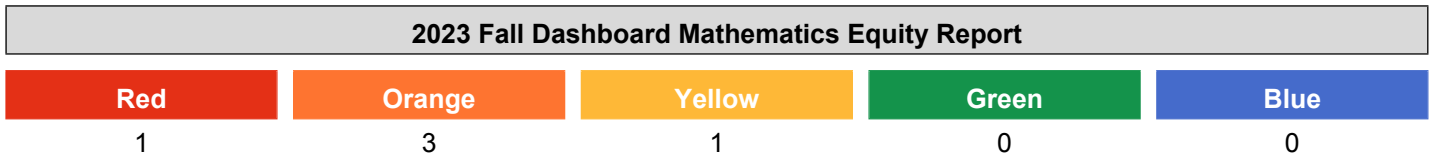
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 85.9 points below standard Maintained +0.3 points 318 Students	<p>English Learners</p>  Red 108.9 points below standard Decreased Significantly -21.3 points 130 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p>  Orange 88.5 points below standard Maintained +1.8 points 290 Students	<p>Students with Disabilities</p>  Orange 155.4 points below standard Increased Significantly +15.1 points 60 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	Less than 11 Students 4 Students	31.8 points below standard Decreased -7 points 15 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 93.3 points below standard Maintained -0.7 points 242 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	 Yellow 73.6 points below standard Increased +9.5 points 41 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
120.2 points below standard Decreased -7.9 points 118 Students	2.8 points above standard Increased Significantly +34.9 points 12 Students	77.2 points below standard Increased +11.6 points 165 Students

Conclusions based on this data:

1. At Cunningham, one of our subgroups, Students with Disabilities, scored 155.4 points below standard at the Orange performance level on the 2023 Fall Dashboard in Mathematics.
2. At Cunningham, our English learners showed a decrease of 21.3 points and scored at the Red performance level on the 2023 Fall Dashboard in Mathematics.
3. At Cunningham, our Socioeconomically Disadvantaged students scored 88.5 points below standard at the Orange performance level on the 2023 Fall Dashboard in Mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

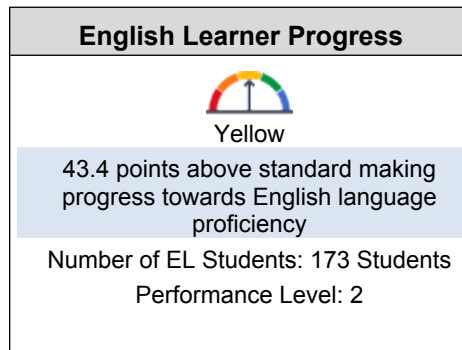
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 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.

2023 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
32	66	3	72

Conclusions based on this data:

1. At Cunningham, 41.6% of our English learners progressed at least one ELPI level on the 2023 Fall Dashboard.
2. At Cunningham, 38.2% maintained their ELPI level on the 2023 Fall Dashboard.
3. At Cunningham, 18.5% of our EL students decreased one ELPI level on the 2023 Fall Dashboard.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 30.9% Chronically Absent Declined Significantly -23.9 627 Students	 Yellow 27.5% Chronically Absent Declined Significantly -24.1 240 Students	Less than 11 Students 6 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 4 Students	 Yellow 30.3% Chronically Absent Declined Significantly -26.2 568 Students	 Orange 33% Chronically Absent Declined -29.1 109 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>44.4% Chronically Absent</p> <p>Declined -18.7</p> <p>18 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p>5.7% Chronically Absent</p> <p>Declined -10.3</p> <p>35 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>31.8% Chronically Absent</p> <p>Declined Significantly -23.7</p> <p>472 Students</p>	<p>33.3% Chronically Absent</p> <p>Declined -23.8</p> <p>15 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>Orange</p> <p>34.6% Chronically Absent</p> <p>Declined -27.7</p> <p>78 Students</p>

Conclusions based on this data:

1. At Cunningham, 33% of our students with disabilities declined in their chronically absenteeism by 29.1 points and scored at the Orange performance level on the 2023 Fall Dashboard.
2. At Cunningham, a total of 30.9% of all students were chronically absent and scored at the Yellow performance level on the 2023 Fall Dashboard.
3. At Cunningham, 44.4% of our African American students were considered chronically absent on the 2023 Fall Dashboard.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

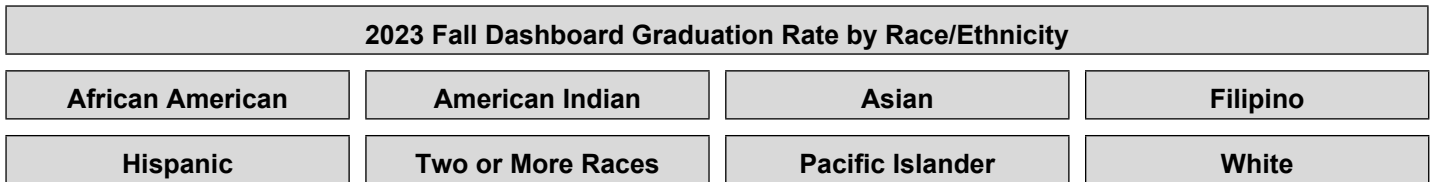
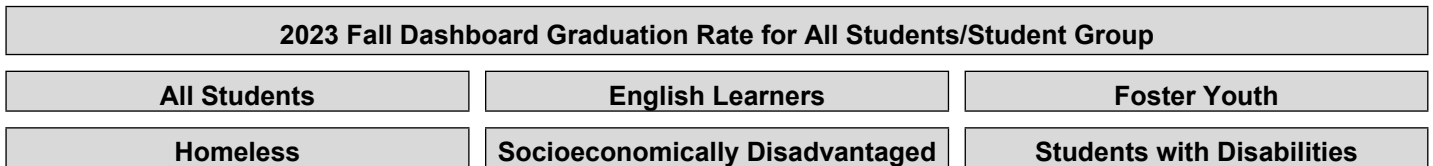
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

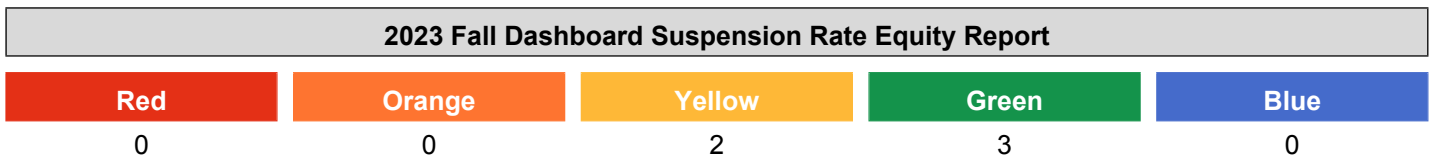
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 2.3% suspended at least one day Declined Significantly -4.3 649 Students	English Learners  Green 2% suspended at least one day Declined Significantly -3.6 246 Students	Foster Youth Less than 11 Students 6 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Green 2.6% suspended at least one day Declined Significantly -4.9 586 Students	Students with Disabilities  Yellow 3.5% suspended at least one day Declined -2.9 114 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 18 Students</p>	<p>Less than 11 Students 7 Students</p>	<p>0% suspended at least one day</p> <p>Declined -4 35 Students</p>	<p> No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Green</p> <p>2% suspended at least one day</p> <p>Declined Significantly -4.6 488 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 15 Students</p>	<p>Less than 11 Students 2 Students</p>	<p> Yellow</p> <p>4.8% suspended at least one day</p> <p>Declined -6.2 84 Students</p>

Conclusions based on this data:

1. At Cunningham, we had 2.3% student who were suspended at least one time and scored at the Green performance level on the 2023 Fall Dashboard.
2. At Cunningham, 2% of our EL students scored in the Green performance level on the 2023 Fall Dashboard.
3. At Cunningham, 4.8% of our White students scored at the Yellow performance level on the 2023 Fall Dashboard.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our District and school vision and fundamental belief is that all students can learn and grow academically and social-emotionally with school-wide and classroom supports.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	In 2022-2023, the data shows 19.71% of students who met or exceeded standards.	Decrease the number of students who are below standard by 5 points.
SBAC Math	In 2022-2023, the data shows 16.38% of students who met or exceeded standards.	Decrease the number of students who are below standard by 5 points.
Dashboard ELA Indicator	On the 2023 Fall Dashboard, our ELA score was 78.8 points below standard in the low range.	Increase average by at least 5 points as measured by 2023 Dashboard.
Dashboard Math Indicator	On the 2023 Fall Dashboard, our math score was 85.9 points below standard in the low range.	Increase average by at least 5 points as measured by 2023 Dashboard.
English Learner Indicator	On the 2023 Fall Dashboard, 43.4% of our EL students are making progress.	Increase to 50% of students making progress on the ELPI.
EL Reclassification Rates	Our RFEP rate for 2022-2023 was 0.02% with a total of 4 students were reclassified.	Increase RFEP Rate by 5 points in 2023-2024.
Chronic Absenteeism Indicator	On the 2023 Fall Dashboard, our chronic absenteeism showed that 30.9% of Students were chronically absent which is in the Yellow performance range.	Decrease Chronic Absenteeism by 10 points in 2023-2024.

Suspension Rate	On the 2023 Fall Dashboard, our suspension rate was is in the medium range with 2.3% or 15 students being suspended at least one day.	Continue to decrease the suspension rate by 1%.
Office Referrals	Total number of office referrals 349.	Decrease the referrals by 50.
iReady ELA	2023-2024 iReady Reading Diagnostic #1 data to Diagnostic #2 data showed a 12% growth of students at or above grade level.	Increase the growth by 5 points on the reading diagnostic.
iReady Math	2023-2024 iReady Math Diagnostic #1 data to Diagnostic #2 data showed a 9% growth of students at or above grade level.	Increase the growth by 5 points on the math diagnostic.
CA Science Test	On the 2023 CAST, 10.98% of our students met or exceeded standard.	Increase by 5% the amount of students who meet or exceed standard on the CAST.
Summative ELPAC	Overall 16.8% scored an overall Level 4 on the ELPAC.	Increase the number by 5% of EI students who score at a Level 4 on the ELPAC.
Physical Fitness Test	Overall 86% of our student completed the Physical Fitness Test.	In 2024-25, increase the participation rate to 100%.
California Healthy Kids Survey	The 2023-24 survey data: 44 out of 84 students responded to the survey with a 52% response rate. 68% of students reported yes on School Connectedness 60% of students reported yes, for Caring Adults in School 77% reported knowing about Social Emotional Supports 23% reported having frequent sadness 63% feel safe at school 17% reported having used drugs.	Using the CHKS data, increase the students school connectedness and caring adults to 100%.
Counseling Referrals	The 2023-24 school year counseling referrals are as follows: Tier I:27 ; Tier II:6; Tier III:12.	Decrease the referrals by 25.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide materials and staffing to increase academic achievement for all students by strengthening our MTSS model and mitigating learning loss.	All students	161522.00 Title I Classified Support Community Liaison and Para-educators 3,000.00 Title I Classified Support 30,000.00

			Title I Substitutes 5,000.00 Title I Certificated Extra Duties 30,000.00 Title I Materials and Supplies 20,000.00 General Education Materials and Supplies 8,466.00 ESS Classified Support 4,557.00 Mandated Costs Technology Equipment 16,784.00 ESS Materials and Supplies
1.2	Staffing to support student learning and support English learners.	English Learners	13208.00 Title I Classified Support 1,000.00 General Education Clerical Data Entry 5,000.00 General Education Materials and Supplies
1.3	Promote college and career readiness and 21st century skill development through our school site activities led by our school counselor.	All Students	1,500.00 General Education Materials and Supplies
1.4	Promote positive character, behavior, and social-emotional learning through the expansion of PBIS, Toolbox, Digital Citizenship, on-going classroom education, school-wide activities, and character recognition.	All Students and Staff	5,000.00 General Education Materials and Supplies 2,000.00 General Education Enrichment Stipends 8,000.00 ESS Materials and Supplies
1.5	Provide social-emotional support at school through the CARE, School Consultation Behavioral Health Integration (SCHBI), and other programs.	All Students	2,000.00 General Education Materials and Supplies 2,828.00

			General Education Technology Equipment
			7,000.00
			ESS
			Materials and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All actions were implemented during the 2023-2024 school year. MTSS supports were implemented to identify students needing academic, attendance, and social emotional support.

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

The strategies and activities for Goal 1 for 2023-2024 were mostly implemented as intended. The staff knew that in a post-pandemic environment, a heavy emphasis would need to be placed on supporting students with gaps in their learning, along with providing greater social-emotional support so students could access the curriculum. In response, efforts were focused on providing effective embedded interventions target time during the school day, including implementing our school MTSS time for reading. We also made progress with implementing PBIS school-wide receiving the Bronze Award for implementation, and ongoing Toolbox instruction for staff and students. The Dashboard data was reassuring that our efforts are having a positive impact on students. We maintained in ELA 1.6 points, maintained in mathematics 0.3 points, declined 23.9% in chronic absenteeism, and declined in our suspension rate by 4.3%. There was some growth with students who met or exceeded standards in both ELA and Math. ELPI data on the 2023 Dashboard shows that ELs declined in their overall progress on the CAASPP by 9.6%, however, the number of ELs making progress towards English language proficiency increased by 6.7% on ELPI level in 2023.

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.

We will continue to focus on all students, specifically the groups who were identified on the 2023 Dashboard as needing assistance: Hispanic, Socioeconomically Disadvantaged, and English learners. We will continue to implement MTSS supports and we will continue to have a Newcomer ELD specialist, and support the MTSS schedule with our MTSS team (e.g., math intervention teacher, Early Literacy Specialist, Reading Specialist, Newcomer Support, and paraeducators) to identify the needs of the students. We will have a full-time community liaison. Our focus is on improving the learning of all students through the implementation of instructional cycles and the work of the PLC process. We will continue to use the data to review, refine, and improve our practices. We will continue to implement teaching observation rounds to provide instructional feedback, and provide professional development in the identified areas of problems of practice. We will continue to review our schedules and create a MTSS Reading and Math Learning Labs for all students to receive support in the specific skills they need, revisit each grade level's Designated ELD times to construct an MTSS support schedule, and implement inclusion and additional support for our students with disabilities. We will continue to implement SEL and focus on PBIS with the support of our school counselor and clinicians, PBIS Task Force Team, and our scholar Equity Think Tank Task Force Team.

We have seen an increase in the number of ELs at Cunningham who require more intensive support, and we will continue to support their needs with our Newcomer teacher and focus on our best instructional practices in our designated and integrated ELD, and continue to support staff members to attend the LETRS training to support their knowledge of the research based instructional practices for reading.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate (Dashboard)	2023 Fall Dashboard all students were in the high range with 2.3% suspended at least one day. Student groups: 0% African American, 2% Hispanic, 0% two or more races, less than 11 students Pacific Islander, 4.8% White.	Decrease suspension rate by 1%.
Staff demographics	2022-23 Teacher Demographics: Am Indian/Alaskan Native: 3 representing 0.06% Black/African Am: 1 representing 0.02% Hispanic: 16 representing 0.34% Multiple: 1 representing 0.02% White: 26 representing 0.55%	Diversify staff that reflects student body population.
GATE participation	GATE qualified students: Fourth grade 15 students; Fifth grade 5 students; and Sixth grade 7 students.	Increase percentage of GATE qualified students by at least 3% by reviewing the District's qualification data.
November 2023 CHKS Survey Result	November 2023 CHKS survey results: 44 out of 84 students responded to the survey with a 52% response rate. 68% of students reported yes on School Connectedness; 60% of students reported yes, for Caring Adults in School, and 77% reported knowing about Social Emotional	Continue focus on the awareness of the social-emotional supports and increase percentage of students who feel safe at school, utilize SEL School Connectedness activities and continue to build positive relationships and interactions with Caring Adults at the

	Supports, 23% reported having frequent sadness, and 63% feel safe at school with 17% reported having used drugs.	school site. Schedule assemblies with Prodigal Sons and Daughters.
Chronic Absenteeism	On the 2023 Fall Dashboard, chronic absenteeism was recorded at 30.9% of students being chronically absent and we scored in the Green performance range.	Decrease chronic absenteeism by 10%.
English Learner Indicator	On the 2023 Fall Dashboard, 41.6% of our English learners are making progress toward English Language Proficiency.	Increase to 50% of students making progress toward English Language Proficiency.
Expulsion Rate	As of 5/1/23, the Cunningham expulsion rate was 0%.	On 5/1/2024, maintain a 0% expulsion rate.
Discipline Data	According to Aeries data, there were a total of 349 infractions documented with 80 of the infractions marked as inappropriate behavior.	By 5/1/25, reduce the number of major and minor discipline occurrences by 100 and track discipline incidents monthly using the SWIS data and addressing them with PBIS professional development, MTSS, and support the implementation of conflict resolution and restorative practices.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Review practices and identify areas for growth to ensure equity and inclusion for all students.	All Students	5,000.00 General Education Materials and Supplies 2,278.00 Clerical-LCAP Goal 3/Action 10/C 21,656.00 Title I Materials and Supplies 20,000.00 ESS Materials and Supplies
2.2	Provide study trip opportunities to enhance learning experiences for all students.	All Students	7,000.00 ESS Student Study Trips 7,000.00 General Education Student Study Trips 4,557.00 Study Trips LCAP Goal 3/Action 11

--	--	--	--

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All actions were implemented during the 2022-2023 school year to achieve the articulated goal. Our PBIS Task Force team met monthly this school year. We purchased equity and diversity books for teacher classrooms and the library. We purchased PBIS incentives and posters to go around the school. We spent more funds on our incentives for following PBIS than anticipated. Each grade level was able to have at least one study trip this year, and we added a schoolwide 30 minute SEL learning block and our 30 minute designated ELD focused on the Essential Writing Standards.

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

The strategies and activities for Goal 2 for 2023-2024 were mostly implemented as intended. The staff knew that in a post-pandemic environment, a heavy emphasis would need to be placed on supporting students with gaps in their learning, along with providing greater social-emotional support so students could access the curriculum. In response, efforts were focused on providing effective embedded interventions during the school day, including implementing our schoolwide expectations. We also made progress with implementing PBIS school-wide and ongoing Toolbox instruction for staff and students. SBAC and Dashboard data showed that we have subgroups that are not successful and we need to continue to monitor and support those students. We continue to struggle with absenteeism. On the 2023 Fall Dashboard, chronic absenteeism was recorded at 30.9% of students being chronically absent and we scored in the Yellow performance range. However, two of our sub groups, students with disabilities and white students, were in the orange performance range. We will utilize the California Healthy Kids Survey data to support efforts in building staff to student connections and relationships with the focus of increasing the School Connectedness from 68% to 90% and from 60% to 90% to having Caring Adults in School.

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.

Focus on all students, specifically on the subgroups who were identified on the 2023 Dashboard as needing assistance: English learners, Socioeconomically Disadvantaged, and Hispanic. Relationship building is a mindset and a top priority at our school site because positive relationships build the culture of a community, school site, and classroom. The effect size of positive scholar-teacher relationship building to achievement is .72. We will continue to support, build and restore relationships at the site using an Equity Survey, restorative practice techniques, counseling services, and the use of SEL engagement activities, trauma informed practices, and our PBIS Task Force Team will analyze data to inform and address our areas of concerns. Our focus is on improving the attendance rates of students with disabilities and white students by decreasing the two sub groups by 4 points.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our District and school vision and fundamental belief is that all students can learn and grow academically with school-wide and classroom supports.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Appropriate assignment of staff.	100% of staff appropriately assigned in compliance with Williams Act.	100% of staff appropriately assigned in compliance with Williams Act
Student access to instructional materials.	Instructional materials provided to 100% of students in compliance with Williams Act.	Instructional materials provided to 100% of students in compliance with Williams Act
Educational Rounds	Site administration visiting on average one classroom per day.	Site administration visiting two classrooms on average per day, utilizing data to guide PLC discussions
Access to professional development.	2 PD days available to all staff; 24 different trainings available focused on core content, technology, interventions, and social/emotional learning, and multiple District sponsored PD.	3 full PD days for all staff; 30 different trainings available focused on core content, technology, interventions, and social/emotional learning, and encourage staff to participate in the multiple District sponsored PD opportunities.
Physical Fitness Testing	86% of our Fifth graders taking the PFT scored the following on the Healthy Fitness Zone: Aerobic Capacity 97.96%; Abdominal Strength and Endurance 68.29%; Trunk Extensor and Strength and Flexibility 68.29%; Upper Body Strength and Endurance 95.12%; Flexibility 95.12%.	Ensure 100% participation rate and achievement goal setting.
CA Science Test (CAST)	In 2023, 10.98% met or exceeded standard.	In 2024, increase by 5% the students who meet or exceed the Standard.

Summative ELPAC	A total of 8.81% of the students scored an overall Level 4.	Increase the number of students scoring Level 4 by 10%.
English Language Arts Dashboard Indicator	ELA Overall Dashboard 2023: Red Data: -78.8 average distance from standard.	2024 ELA Overall Dashboard: Increase by at least 4 points.
Math Dashboard Indicator	Math Overall Dashboard 2023: Red Data: -85.9 average distance from standard.	2024 Math Overall Dashboard: Increase by at least 4 points.
SBAC ELA	In 2023 Data, 19.71% met or exceeded standard.	On the 2024 ELA SBAC, show an increase of 5% of students who met or exceeded standard.
SBAC Math	In 2023, 16.38% met or exceeded standard.	On the 2024 math SBAC, show an increase of 5% of students who met or exceeded standard.
English Learner Progress Indicator	In 2023, 43.4% of ELs progressed towards English proficiency on the ELPI.	In 2024, increase the percentage of scholars who are progressing towards English language proficiency on the ELPI above 50%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Grade level collaboration with emphasis on the Instructional Cycle and the four guiding questions of a PLC in order to support student achievement. The work of Grade Level PLCs includes: identifying essential standards; learning targets; developing Common Formative Assessments; analyzing data from CFA's and district benchmarks to guide instruction and to plan for designated intervention/extension time for students needing additional support. Focus and targeted Tier 2 interventions will be accomplished through the work of the PLC. Data analysis will include a focus on our subgroups. The work of the PLC will be supported by the Guiding Coalition and administration's feedback recorded on the weekly PLC CTMs meeting document.	All Students and staff	3,000.00 ESS Materials and Supplies 5,571.00 Site Collaboration Professional Development LCAP Collaboration 10,000.00 General Education Materials and Supplies 2,000.00 General Education Service Contracts
3.2	Provide time and compensation or substitute coverage for special education case managers to assess student IEP goals and prepare IEP paperwork and for teachers to attend IEP meetings to review and address student needs.	Special Education and General Education Students	30032.00 General Education 12,718.00 LCAP SPED support Substitutes 504s and SSTs

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All actions were implemented during the 2022-2023 school year to achieve the articulated goal. Teachers met in PLCs weekly but did not utilize all of the extra collaboration days, so the majority of our collaboration funds were not used. Our SPED staff used some of the SPED funds to test their students. An analysis of the data from CFA's and district benchmarks are used to guide instruction and to plan for designated intervention/extension time for students needing additional support. Focus and targeted Tier 2 interventions will be accomplished through the work of the PLC. Data analysis will include a focus on our subgroups and their needs. The work of the PLC will be supported by the Guiding Coalition and administration's feedback recorded on the weekly PLC CTMs meeting document.

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

In 2023-2024, we ensured all students were provided with access to the district-adopted curriculum: K-5 ELA: Wonders, 6 ELA: Springboard, K-6 Math: Eureka Math. Additionally, site administration visited, on average, at least one classroom per day to monitor the instruction on campus. Educational rounds were conducted as a means to collect data which showed that students were overwhelmingly engaged and supported in the classroom, and grade level PLC CTM notes were reviewed weekly. We have not been documenting the data on our implementation of inclusionary practices at the school site. Currently we have a total of 191 students who have an IEP and we will be adding two specialized classes to the school site in 2024-2025.

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.

Our focus on improving the learning of all students through the implementation of instructional cycles and the work of the PLC process. We will continue to use the data to review, refine, and improve our practices. We will continue to implement teaching observation rounds to provide instructional feedback, and provide professional development in the identified areas of problems of practice. We will continue to review our schedules and create a MTSS Reading and Math Learning Labs for all scholars to receive support in the specific skills they need. We will revisit each grade level's Designated ELD times to construct an MTSS support schedule, and implement additional supports for our students with disabilities. Currently we have a total of 191 students who have an IEP and we will be examining our data on the implementation of inclusionary practices at the school site utilizing our PLC Collaborative Team Meetings data.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Research has demonstrated that the higher the level of parent and community involvement and engagement, the higher the level of student success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Social Media Engagement	May 2024 Data: ParentSquare: 663 Facebook followers: 118 Instagram followers: 401 Twitter followers: 14	Increase number of followers in each platform by 5 percentage points.
School Communication	Dissemination of monthly communications from site.	Dissemination of monthly communications from site in Scholars' Tuesday Folders.
Agendas & sign-in sheets documenting parent participation at our site and District-level committees	2023-2024 meeting minutes from parent involvement activities indicate that efforts are made to involve parents but turnout is inconsistent. Some parents did participate in school site meetings, IEPs SSTs, PBIS, and 504 meetings regularly.	Increase or maintain opportunities for parent participation in all meetings: ELAC: 100% SSC:100% (2023-2024 meeting minutes)
Family Event Nights: Literacy, Math, Science	In 2023-2024, we had 98% of our parents participate in parent conferences and over 2,300 parents participated in our Family Nights, award ceremonies, and extracurricular activities.	Increase parent participation by 5% through community outreach from our community liaisons and personal phone calls from administrators.
School Site Council and ELAC	During the 2023-24 school year, there were 5 SSC/ELAC meetings held, during which a total of 7 parents participated in ELAC and 4 in SSC.	Increase parent and community participation in school site meetings.

Community Liaison Outreach to Families	As of May 1, there were 431 entries in Aeries for CL outreach to families: Attendance: 271 SART Meetings: 88 Home Visits: 21 Referrals: 20 Parent Contact (email, text, app, meeting): 27 Student Check In: 3 County Notified: 1	Increase parent participation and assist in the presentation of parent workshops for families on topics of interest and to enhance relations with the schools.
PBIS and Safety	Our PBIS and Safety committees did not have consistent parent representation at meetings.	Increase and ensure we have parent involvement in our Safety and PBIS meetings.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Increase opportunities for parent participation in the school community.	All Students	3,251.00 Title I - Parental Involvement Parent Engagement Extra Hours and duplicating
4.2	Support effective communication between school and home, including interpreting for English Learner families to facilitate student achievement ie. use our school website, social media, newsletter, flyers, school messenger, Remind, Class Dojo, Peach Jar, ParentSquare, and Aeries Family link to increase parent communication.	All Students	2,000.00 General Education Materials and Supplies
4.3	Use multiple school to home communication strategies, including school website, social media, newsletters, flyers, classroom communication apps, yearbook, ParentSquare, and Aeries Family Link .	All Students	2,000.00 General Education Postage

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All actions were implemented during the 2023-2024 school year to achieve the articulated goals. Engagement of parents was a priority for this school year. We had a great turnout for all parent nights and some parent meetings. Some parents still did prefer to meet on Teams. Our community liaisons and school counselor created bilingual invitations that were sent home with students and they made phone calls to connect with all parents, specifically those of our English learners.

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

The strategies and activities for Goal 4 for 2022-2023 were mostly implemented as intended. Since many of the restrictions placed on visitors during the pandemic were removed, many families were able to participate in many of the

activities and events open to pre-pandemic families. Parent volunteers and their participation in the learning process have been an important part of our school community since its founding. This year we had 98% of our families participate in parent-teacher conferences and attend parent nights. We hope that next year we will continue to see increased participation from parents as we move towards greater levels of normalcy and building school to home connections.

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.

Given the success of our action steps and strategies for 2022-2023, we do not intend to substantially alter our goals or outcomes. We implemented three Coffee with the Principal meetings for parents and Coffee with the Community Liaisons; however, the participation rate was minimal with approximately 36 parent participation in all four sessions. We will use parent surveys and focus on maintaining high levels of parent collaboration and parent satisfaction with our school services and monthly family nights for the 2024-2025 school year. In order to increase parent participation and school to home consecutiveness, we will utilize our Community Liaison for parent outreach by providing resources, making personal phone and face to face invitations, and sharing systems of support on utilizing the District's Parent Resource Center.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly and annual site safety inspections.	Inspections completed each month and annually.	100% completion of monthly and annual site inspections.
Monthly practice drills.	Monthly drills will be held each month in the 2023-24 school year.	100% participation of students and staff in monthly drills.
Discipline Data	According to Aeries data, there were a total of 349 infractions documented with 80 of the infractions marked as inappropriate behavior.	By 5/1/25, reduce the number of major and minor discipline occurrences by 100 and track discipline incidents monthly using the SWIS data and addressing them with PBIS professional development, MTSS, and support the implementation of conflict resolution and restorative practices.
California Healthy Kids Survey	The 2023-24 survey data: 44 out of 84 students responded to the survey with a 52% response rate. 68% of students reported yes on School Connectedness 60% of students reported yes, for Caring Adults in School 77% reported knowing about Social Emotional Supports 23% reported having frequent sadness 63% feel safe at school 17% reported having used drugs.	Increase the number of student who feel safe at school by 25%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Ensure bell-to-bell campus supervision and health technician support during the school day.	All Students	1,000 General Education Materials and Supplies 8,168.00 LCAP Security Security
5.2	Continue to hold regular staff safety meetings and trainings to support site health, welfare, and safety (e.g., safety drills, procedures, Toolbox, PBIS, No Bully, Digital Citizenship, etc.)	All Students and Staff	5,000.00 General Education Materials and Supplies
5.3	Continue to support the implement PBIS to support students' social-emotional health and increase positive and safe behavior (materials, incentives for students, staff support, assemblies, etc.)	All Students	10,000.00 ESS Materials and Supplies
5.5			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

PBIS supports were implemented as planned to support students' social-emotional health and increase positive and safe behavior.

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 2023-2024 school year, we experienced an increase in the amount and severity of behavior issues on campus. School staff focused on implementing Toolbox lessons in classes and increased support with lunchtime activities (e.g., Circle of Friends, Lunch Bunch) to provide Tier 1 and Tier 2 support to a larger number of students than initially planned. Our site team continued to work with SCOE on our Tier 1 PBIS implementation. Staff quickly noted this year that most students lacked some of the social skills that students typically possess. As a result, an emphasis was placed on teaching students behavioral expectations through the PBIS lens. The PBIS Team met regularly throughout the year and implemented strategies that would help students make choices that were safe, respectful, responsible, and kind. All staff members gave out PBIS "Eagle Bucks" for the "Eagle's Nest" for purchase of incentives. We have documented that we have seen an increase in behavioral support with 349 infractions being documented, so we will be reevaluating the needs and adjusting the supports with real time data.

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.

In the 2024-25 school year, the PBIS Task Force Team will continue to work to identify strategies and activities to support students' social-emotional needs and increase positive and safe student behavior through the implementation of

PBIS/MTSS -including but not limited to-Restorative Practices, 30 minute SEL block schedule, trauma informed supports, attendance, counseling, equity, advocacy, and community outreach. Given the success of our 2023-2024 action steps and strategies, we do not intend to substantially change our goal or outcomes for the 2024-2025 school year. However, we will be adding the use of PBIS SWIS behavior data tracking app to support the specific needs at the site with the goal a decrease in maladaptive behaviors. We will continue to have our new eight hour campus supervisor check gates and make sure classroom doors remain locked at all times to ensure that our campus is safe and secure. By 5/1/25, reduce the number of major and minor discipline occurrences by 100 and track discipline incidents monthly using the SWIS data and addressing them with PBIS professional development, MTSS, and support the implementation of conflict resolution and restorative practices.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$489,096.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$264,386.00

Subtotal of additional federal funds included for this school: \$264,386.00

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

State or Local Programs	Allocation (\$)
Clerical-LCAP Goal 3/Action 10/C	\$2,278.00
ESS	\$80,250.00
General Education	\$103,360.00
LCAP Security	\$8,168.00
LCAP SPED support	\$12,718.00
Mandated Costs	\$4,557.00
Site Collaboration	\$5,571.00
Study Trips LCAP Goal 3/Action 11	\$4,557.00
Title I - Parental Involvement	\$3,251.00

Subtotal of state or local funds included for this school: \$224,710.00

Total of federal, state, and/or local funds for this school: \$489,096.00

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
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Clerical-LCAP Goal 3/Action 10/C	2,278.00
ESS	80,250.00
General Education	103,360.00
LCAP Security	8,168.00
LCAP SPED support	12,718.00
Mandated Costs	4,557.00
Site Collaboration	5,571.00
Study Trips LCAP Goal 3/Action 11	4,557.00
Title I	264,386.00
Title I - Parental Involvement	3,251.00

Expenditures by Budget Reference

Budget Reference	Amount
	34,589.00
Certificated Extra Duties	5,000.00
Classified Support	186,196.00
Clerical Data Entry	1,000.00
Enrichment	2,000.00
Materials and Supplies	172,940.00
Parent Engagement	3,251.00
Postage	2,000.00
Professional Development	5,571.00
Security	8,168.00
Service Contracts	2,000.00
Student Study Trips	14,000.00

Substitutes	42,718.00
Technology Equipment	7,385.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Clerical-LCAP Goal 3/Action 10/C	2,278.00
Classified Support	ESS	8,466.00
Materials and Supplies	ESS	64,784.00
Student Study Trips	ESS	7,000.00
	General Education	30,032.00
Clerical Data Entry	General Education	1,000.00
Enrichment	General Education	2,000.00
Materials and Supplies	General Education	56,500.00
Postage	General Education	2,000.00
Service Contracts	General Education	2,000.00
Student Study Trips	General Education	7,000.00
Technology Equipment	General Education	2,828.00
Security	LCAP Security	8,168.00
Substitutes	LCAP SPED support	12,718.00
Technology Equipment	Mandated Costs	4,557.00
Professional Development	Site Collaboration	5,571.00
	Study Trips LCAP Goal 3/Action 11	4,557.00
Certificated Extra Duties	Title I	5,000.00
Classified Support	Title I	177,730.00
Materials and Supplies	Title I	51,656.00
Substitutes	Title I	30,000.00
Parent Engagement	Title I - Parental Involvement	3,251.00

Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

Goal 1	326,865.00
Goal 2	67,491.00
Goal 3	63,321.00
Goal 4	7,251.00
Goal 5	24,168.00

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
Cathi Schali-Lopez	Principal
Maria Covarrubias	Classroom Teacher
Bethany Silva	Classroom Teacher
Isabel Zamudio Sanchez	Other School Staff
Crystal Villanueva	Classroom Teacher
Michelle Basuel	Parent or Community Member
Blanca Flores	Parent or Community Member
Aeris Hernandez	Parent or Community Member
Jasmine Avila	Parent or Community Member
Billie Jean Ellis	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
<u>Clear</u> 	<input type="checkbox"/> State Compensatory Education Advisory Committee
<u>Clear</u> 	<input checked="" type="checkbox"/> English Learner Advisory Committee
<u>Clear</u> 	<input type="checkbox"/> Special Education Advisory Committee
<u>Clear</u> 	<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee
<u>Clear</u> 	<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement
<u>Clear</u> 	<input type="checkbox"/> Compensatory Education Advisory Committee
<u>Clear</u> 	<input type="checkbox"/> Departmental Advisory Committee
<u>Clear</u> 	<input type="checkbox"/> Other:

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 05/09/2024.

Attested:

Clear

Principal, Cathi Schali-Lopez on May 09, 2024

Clear

SSC Chairperson, Isabel Zamudio on May 09, 2024