



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cruikshank Middle School	24657716112288	05/08/2024	June 11, 2024

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 Cruickshank Middle 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
- Black/ African American: Suspension

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.

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# 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 Cruickshank Middle 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
- Black/ African American: Suspension

The School Plan for Student Achievement (SPSA) for Cruickshank Middle School is designed to meet Every Student Succeeds Act (ESSA) requirements. Each site identifies resource inequities, analyzes data, and isolates identified needs. From this work, Cruickshank Middle School creates goals and then selects actions and/or strategies to meet the goal. Cruickshank Middle School selects measurable outcomes to drive the actions. Cruickshank Middle School continuously meets with its Educational Partners throughout the year to provide updates and to gather input and feedback.

## Educational Partner Involvement

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

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

The SPSA is developed through partnerships with the site leadership team, the school site council, and the English Language Advisory Committee. The plan is reviewed periodically throughout the school year with the aforementioned educational partners. The plan is formally reviewed and adopted by the school board in June.

## 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.

Cruickshank Middle School was identified as an Additional Targeted Support and Improvement (ATSI) school through the California School Dashboard report in December 2023. The Suspension Rate for Black/ African American subgroup increased in 2022-2023.

## 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.

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

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.

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

## Other Needs

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

Use of state and local assessments to modify instruction and improve student achievement (ESEA) include, but are not limited to: Data from state and local assessments including the California Assessment of Student Performance and Progress (CAASPP), Initial and Summative English Language Proficiency Assessments for California (ELPAC), District Progress Assessments (DPA), Oral Reading Fluency (ORF) using Acadience, Writing Performance Task (WPT), and teachers in professional learning communities (PLCs) are used to inform the principal's placement of students into tiered groups for appropriate interventions.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cruickshank Middle 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.32%	0.32%	0.63%	2	2	4
African American	4.86%	4.87%	4.92%	30	30	31
Asian	9.72%	11.04%	11.59%	60	68	73
Filipino	1.78%	1.14%	0.48%	11	7	3
Hispanic/Latino	57.21%	53.73%	54.76%	353	331	345
Pacific Islander	0.49%	0.16%	0.16%	3	1	1
White	19.94%	23.05%	20.95%	123	142	132
Multiple/No Response	3.73%	4.06%	4.92%	23	25	31
<b>Total Enrollment</b>				617	616	630

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	297	316	317
Grade 8	320	300	313
<b>Total Enrollment</b>	617	616	630

#### Conclusions based on this data:

1. Many different races are represented in the Student Population of Cruickshank Middle School, including American Indian, African American, Asian, Filipino, Hispanic/ Latino, Pacific Islander, White, and Two or More Races.
2. There were 616 students enrolled at Cruickshank in 2022-2023. 316 students in 7th Grade and 300 students in 8th Grade.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	36	31	25	3.8%	5.8%	4.0%
Fluent English Proficient (FEP)	75	66	76	13.8%	12.2%	12.1%
Reclassified Fluent English Proficient (RFEP)	2	2		0.0%	0.3%	

### Conclusions based on this data:

1. 5% of the Cruickshank school population are English Learners.
2. Approximately 10% of Cruickshank Students are Fluent English Proficient.
3. Over the last 2 years we have Reclassified about 6% of our English Learners each year.

# 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 7	293	291	298	0	283	289	0	283	289	0.0	97.3	97.0
Grade 8	312	311	300	0	304	294	0	303	294	0.0	97.7	98.0
All Grades	605	602	598	0	587	583	0	586	583	0.0	97.5	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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 7		2534.	2517.		12.01	13.84		36.75	29.41		24.03	21.80		27.21	34.95
Grade 8		2550.	2527.		11.55	10.54		32.34	26.53		31.35	29.59		24.75	33.33
All Grades	N/A	N/A	N/A		11.77	12.18		34.47	27.96		27.82	25.73		25.94	34.13

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 7		12.01	13.84		67.49	59.17		20.49	26.99
Grade 8		17.49	10.54		57.76	55.10		24.75	34.35
All Grades		14.85	12.18		62.46	57.12		22.70	30.70

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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 7		19.86	16.26		51.06	46.02		29.08	37.72
Grade 8		13.58	11.90		52.98	53.06		33.44	35.03
All Grades		16.61	14.07		52.05	49.57		31.34	36.36

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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 7		13.78	10.38		68.90	72.32		17.31	17.30
Grade 8		14.52	12.24		74.92	70.41		10.56	17.35
All Grades		14.16	11.32		72.01	71.36		13.82	17.32

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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 7		17.31	12.11		62.54	62.63		20.14	25.26
Grade 8		16.50	14.63		69.97	63.61		13.53	21.77
All Grades		16.89	13.38		66.38	63.12		16.72	23.50

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**Conclusions based on this data:**

- 10.5% of eighth graders were at Standard Exceeded while 26.5% were at Standard Met on 2022-23 CAASPP English Language Arts/Literacy assessment (Overall).
- 13.8% of seventh graders were at Standard Exceeded while 29.4% were at Standard Met on 2022-23 CAASPP English Language Arts/Literacy assessment (Overall).
- 583/598 (97.5%) of students enrolled at Cruickshank Middle were assessed in English Language Arts/ Literacy.

# 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 7	293	290	298	0	279	289	0	279	289	0.0	96.2	97.0
Grade 8	312	311	302	0	301	294	0	300	294	0.0	96.8	97.4
All Grades	605	601	600	0	580	583	0	579	583	0.0	96.5	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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 7		2494.	2496.		7.89	10.73		17.20	15.57		30.47	27.68		44.44	46.02
Grade 8		2501.	2494.		10.67	7.48		11.33	13.61		28.00	23.81		50.00	55.10
All Grades	N/A	N/A	N/A		9.33	9.09		14.16	14.58		29.19	25.73		47.32	50.60

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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 7		8.96	12.46		48.39	41.87		42.65	45.67
Grade 8		9.00	7.14		50.33	43.54		40.67	49.32
All Grades		8.98	9.78		49.40	42.71		41.62	47.51

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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 7		6.81	10.73		53.76	49.83		39.43	39.45
Grade 8		9.67	8.84		56.00	53.74		34.33	37.41
All Grades		8.29	9.78		54.92	51.80		36.79	38.42

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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 7		9.32	8.65		63.80	62.28		26.88	29.07
Grade 8		7.33	5.10		58.00	61.90		34.67	32.99
All Grades		8.29	6.86		60.79	62.09		30.92	31.05

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**Conclusions based on this data:**

- 7.5% of eighth graders were at Standard Exceeded while 13.6% were at Standard Met on 2022-23 CAASPP Mathematics assessment (Overall).
- 10.7% of seventh graders were at Standard Exceeded while 15.6% were at Standard Met on 2022-23 CAASPP Mathematics assessment (Overall).
- 583/600 (97.2%) of students enrolled at Cruickshank Middle were assessed in Mathematics.

# 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](http://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
7	1531.9	1511.7	1524.5	1525.9	1492.5	1496.4	1537.7	1530.3	1552.1	15	19	11
8	*	1546.2	1542.0	*	1518.0	1530.3	*	1574.3	1553.1	10	15	19
<b>All Grades</b>										25	34	30

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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
7	20.00	5.26	9.09	40.00	31.58	45.45	33.33	42.11	27.27	6.67	21.05	18.18	15	19	11
8	*	13.33	15.79	*	40.00	52.63	*	40.00	10.53	*	6.67	21.05	*	15	19
<b>All Grades</b>	24.00	8.82	13.33	28.00	35.29	50.00	40.00	41.18	16.67	8.00	14.71	20.00	25	34	30

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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
7	26.67	5.26	18.18	40.00	42.11	36.36	26.67	36.84	27.27	6.67	15.79	18.18	15	19	11
8	*	6.67	31.58	*	53.33	36.84	*	26.67	15.79	*	13.33	15.79	*	15	19
<b>All Grades</b>	28.00	5.88	26.67	40.00	47.06	36.67	28.00	32.35	20.00	4.00	14.71	16.67	25	34	30

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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
7	13.33	5.26	18.18	33.33	15.79	36.36	40.00	52.63	18.18	13.33	26.32	27.27	15	19	11
8	*	20.00	10.53	*	20.00	36.84	*	53.33	26.32	*	6.67	26.32	*	15	19
All Grades	16.00	11.76	13.33	20.00	17.65	36.67	40.00	52.94	23.33	24.00	17.65	26.67	25	34	30

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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
7	13.33	0.00	9.09	73.33	73.68	72.73	13.33	26.32	18.18	15	19	11
8	*	33.33	5.26	*	60.00	63.16	*	6.67	31.58	*	15	19
All Grades	16.00	14.71	6.67	68.00	67.65	66.67	16.00	17.65	26.67	25	34	30

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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
7	53.33	15.79	18.18	33.33	63.16	63.64	13.33	21.05	18.18	15	19	11
8	*	6.67	52.63	*	73.33	31.58	*	20.00	15.79	*	15	19
All Grades	60.00	11.76	40.00	32.00	67.65	43.33	8.00	20.59	16.67	25	34	30

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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
7	26.67	5.26	18.18	53.33	42.11	45.45	20.00	52.63	36.36	15	19	11
8	*	33.33	15.79	*	26.67	36.84	*	40.00	47.37	*	15	19
All Grades	28.00	17.65	16.67	36.00	35.29	40.00	36.00	47.06	43.33	25	34	30

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
7	6.67	15.79	45.45	86.67	68.42	45.45	6.67	15.79	9.09	15	19	11
8	*	13.33	21.05	*	86.67	63.16	*	0.00	15.79	*	15	19
<b>All Grades</b>	4.00	14.71	30.00	88.00	76.47	56.67	8.00	8.82	13.33	25	34	30

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. In 2022 - 2023 English Learner student enrollment decreased at Cruickshank Middle School from 34-30.
2. ELPAC Level 4 (overall) saw an increase from 8.8% - 15.8% while Level 3 increased from 35.3% - 50%.

# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>616</b>	<b>58.1</b>	<b>5.2</b>	<b>1.1</b>
Total Number of Students enrolled in Cruickshank Middle 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	32	5.2
Foster Youth	7	1.1
Homeless	3	0.5
Socioeconomically Disadvantaged	358	58.1
Students with Disabilities	44	7.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	4.9
American Indian	2	0.3
Asian	68	11
Filipino	7	1.1
Hispanic	331	53.7
Two or More Races	25	4.1
Pacific Islander	1	0.2
White	142	23.1

**Conclusions based on this data:**

1. The Local Information System is recording 1.1% (7 students) of the school population is Foster Youth.
2. The Local Information System is recording 7.1% (44 students) for Students with Disabilities.
3. Many different races are represented in the Student Population of Cruickshank Middle School, including African American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, students of Two or More Races and White.

# 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.

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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
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. The California Dashboard shows Chronic Absenteeism as yellow. it was a decline of 10.4% with 20.4% as chronically absent.
2. The California Dashboard showed that the Suspension Rate for our students as Green with 6.3% suspended at least 1 day.

3. The California Dashboard shows how well students are meeting grade-level standards on the English Language Arts assessment and on the Math assessment; showing as Orange - as compared to other schools in the state.

# School and Student Performance Data

## Academic Performance English Language Arts

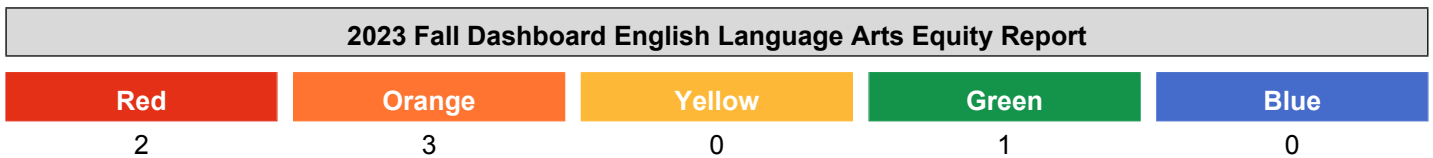
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This section provides number of student groups in each level.



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		
<p><b>All Students</b></p> <p>Orange</p> <p>33.1 points below standard</p> <p>Decreased Significantly -17.1 points</p> <p>563 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>86.5 points below standard</p> <p>Maintained -1.7 points</p> <p>37 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>58.2 points below standard</p> <p>Decreased Significantly -24.7 points</p> <p>330 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>138.1 points below standard</p> <p>Decreased -7.7 points</p> <p>43 Students</p>

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
94.8 points below standard Decreased Significantly - 44.2 points 26 Students	Less than 11 Students  2 Students	 Green 15.1 points above standard Maintained +0.6 points 66 Students	Less than 11 Students  6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 46.4 points below standard Decreased Significantly - 19.6 points 304 Students	2.3 points below standard Increased +4.8 points 24 Students	Less than 11 Students  1 Student	 Orange 20.1 points below standard Decreased Significantly - 27.8 points 126 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
122.3 points below standard Decreased -5.4 points 25 Students	12 points below standard Maintained -1.2 points 12 Students	35.4 points below standard Decreased Significantly -21.2 points 475 Students

**Conclusions based on this data:**

1. The 2023 ELA Dashboard shows All Students as Orange, 33 points below standard and a 17.1 point decline.
2. The 2023 ELA Dashboard shows EL Students as Red, 86.5 points below standard and a 1.7 point decline.
3. The 2023 ELA Dashboard shows Socio Economically Disadvantaged Students as Orange, 58.2 points below standard and a 24.7 point decline.

# School and Student Performance Data

## Academic Performance Mathematics

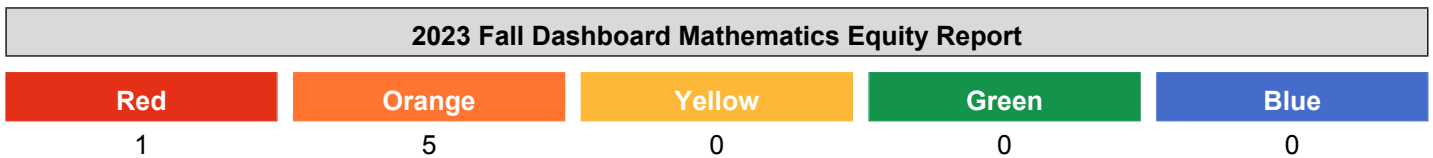
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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><b>All Students</b></p>  Orange 77.5 points below standard Maintained -0.3 points 563 Students	<p><b>English Learners</b></p>  Orange 142.9 points below standard Increased +3.8 points 37 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Red 98.6 points below standard Maintained -2 points 331 Students	<p><b>Students with Disabilities</b></p>  Orange 175.4 points below standard Increased Significantly +24.4 points 43 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
156.7 points below standard Decreased -13 points 27 Students	Less than 11 Students 2 Students	 Orange 38.1 points below standard Maintained -0.8 points 66 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 91.7 points below standard Maintained -2 points 303 Students	41.2 points below standard Increased +9.8 points 24 Students	Less than 11 Students 1 Student	 Orange 55.8 points below standard Decreased -5.1 points 126 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
161 points below standard Increased +9.3 points 25 Students	105.2 points below standard Maintained +2.6 points 12 Students	77.5 points below standard Maintained -0.9 points 475 Students

**Conclusions based on this data:**

1. The 2023 Math Dashboard shows All Students as Orange, 77.5 points below standard and maintained at -0.3 points.
2. The 2023 Math Dashboard shows English Learners as Orange, 142.9 points below standard and increased 3.8 points.
3. The 2023 Math Dashboard shows Socio-economically Disadvantaged Students as Orange, 98.6 points below standard and maintained at -2.0 points.

# 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.

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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

English Learner Progress
53.6% making progress towards English language proficiency
Number of EL Students: 28 Students
Performance Level: No Performance Level

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
6	7	0	15

#### Conclusions based on this data:

- Overall the Dashboard shows the English Learner Progress as 53.6 points above standard making progress towards English Language Proficiency.
- The 2023 Fall Dashboard shows that 15/28 students progressed at least one ELPI level.

# 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		
<b>All Students</b>  Yellow 20.5% Chronically Absent Declined Significantly -10.4 635 Students	<b>English Learners</b>  Yellow 19.4% Chronically Absent Declined -18.1 36 Students	<b>Foster Youth</b> 16.7% Chronically Absent 0 12 Students
<b>Homeless</b> Less than 11 Students 3 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 26.3% Chronically Absent Declined Significantly -15.1 388 Students	<b>Students with Disabilities</b>  Orange 22.2% Chronically Absent Declined -25.7 54 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 Orange 48.5% Chronically Absent Declined -3.1 33 Students	Less than 11 Students 2 Students	 Green 5.8% Chronically Absent Declined -2.4 69 Students	Less than 11 Students 7 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 21.9% Chronically Absent Declined Significantly -12.1 342 Students	 Orange 21.6% Chronically Absent Declined -17.3 37 Students	Less than 11 Students 1 Student	 Yellow 18.1% Chronically Absent Declined -6.5 144 Students

**Conclusions based on this data:**

1. The 2023 Chronic Absenteeism data for All Students is Yellow with 20.5% of students Chronically Absent with a decline significantly of 10.4.
2. The 2023 Chronic Absenteeism data for English Learners is Yellow with 19.4% of students Chronically Absent with a decline of 18.1.
3. The 2023 Chronic Absenteeism data for Socio-economically Disadvantaged Students is Yellow with 26.3% of students Chronically Absent with a significant decline of 15.1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

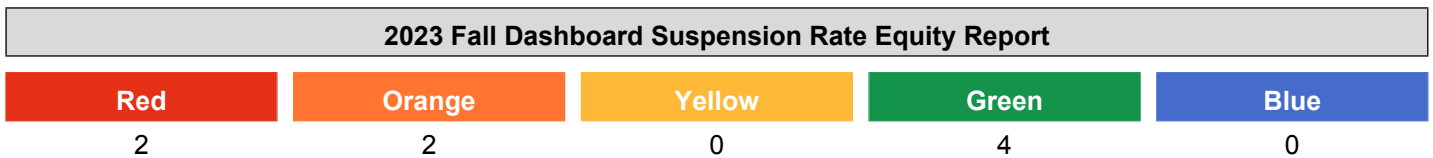
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.3% suspended at least one day</td> </tr> <tr> <td>Declined -0.5 646 Students</td> </tr> </tbody> </table>	All Students	 Green	6.3% suspended at least one day	Declined -0.5 646 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">13.2% suspended at least one day</td> </tr> <tr> <td>Increased 3.4 38 Students</td> </tr> </tbody> </table>	English Learners	 Red	13.2% suspended at least one day	Increased 3.4 38 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">6.7% suspended at least one day</td> </tr> <tr> <td>15 Students</td> </tr> </tbody> </table>	Foster Youth	6.7% suspended at least one day	15 Students
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Homeless													
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Students with Disabilities													
 Green													
5.3% suspended at least one day													
Declined -4.9 57 Students													

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 24.2% suspended at least one day Increased 0.7 33 Students	Less than 11 Students 2 Students	 Green 1.4% suspended at least one day Declined -3.5 69 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.6% suspended at least one day Increased 1.1 350 Students	 Orange 5.3% suspended at least one day Increased 2.5 38 Students	Less than 11 Students 1 Student	 Green 4.8% suspended at least one day Declined -3 146 Students

**Conclusions based on this data:**

1. The 2023 Dashboard on Suspension Rate showed that 6.3% of All Students (646 total) were suspended at least 1 day which declined 0.5 and is in the Green.
2. The 2023 Dashboard on Suspension Rate showed that 13.2% of English Learners were suspended at least 1 day which increased 3.4 and is in the Red.
3. The 2023 Dashboard on Suspension Rate showed that 7.8% of Socio-Economically Disadvantaged Students were suspended at least 1 day which declined 0.7 and is in the Green.

# 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 - English Language Arts/Math/Science/CTE**

Cruickshank Middle School students will demonstrate continuous improvement in the areas of Language Arts, Mathematics, and Science.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percent of students who meet Key Performance Indicators by providing an equitable Guaranteed Viable Curriculum (GVC), assessments, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college, and/ or career.

### 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.

On the California School Dashboard ALL Students were at an Orange level at 33.1 points below standard for English Language Arts. Our English Learners were in the Red color at 86.5 points below standard. Our students with Disabilities were in the Red color at 138.1 points below standard. Our African American Students had no performance color but were 94.8 points below standard.

On the California School Dashboard ALL Students were at an Orange level at 77.5 points below standard for Mathematics. Our English Learners were in the Orange color at 142.9 points below standard. Our students with Disabilities were in the Orange color at 175.4 points below standard. Our African American Students had no performance color but were 156.7 points below standard.

On District Performance Assessments for Reading/ Language Arts, students show a need for Comprehension of Literature, Comprehension of Informational Text, and Vocabulary.

On District Performance Assessments for Mathematics, students show a need for Algebra, Algebraic Thinking, and Geometry.

### 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.

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
California School Dashboard: Language Arts	2023 All Students: 17.1 Points below standard  Students with Disabilities: 138.1 points below standard  African American Students: 94.8 points below standard  English Learners: 86.5 points below standard	2024 All Students: 7.1 points below standard  Students with Disabilities: 128.1 points below standard  African American Students: 84.8 points below standard  English Learners: 76.5 points below standard
California School Dashboard: Math	2023 All Students: 77.5 Points below standard  Students with Disabilities: 175.4 points below standard  African American Students: 156.7 points below standard  English Learners: 142.9 points below standard	2024 All Students: 67.5 points below standard  Students with Disabilities: 165.4 points below standard  African American Students: 146.7 points below standard  English Learners: 132.9 points below standard
California School Dashboard: English Language Progress Indicator	2023 English Learner Students: 53.6% making progress toward English language proficiency 26.3% Increased	2024 English Learner Students: 63.6% making progress toward English language proficiency 26.3% Increased
District Progress Assessment (DPA) Growth Reading	2023-2024  Overall DPA 1 - 33% On or Above Grade Level DPA 2 - 37% On or Above Grade Level  English Learner Students DPA 1 - 0% DPA 2 - 0%  Students with Disabilities DPA 1 - 6% DPA 2 - 12%  African American Students DPA 1 - 40% DPA 2 - 36%	2024 - 2025  Overall 45% On or Above Grade Level  English Learner Students 10% On or Above Grade Level  Students with Disabilities 15% On or Above Grade Level  African American Students 45% On or Above Grade Level
District Progress Assessment (DPA) Growth Math	2023-2024  Overall DPA 1 - 19% On or Above Grade Level	2024 - 2025  Overall 30% On or Above Grade Level

	<p>DPA 2 - 26% On or Above Grade Level</p> <p>English Learner Students DPA 1 - 0% DPA 2 - 0%</p> <p>Students with Disabilities DPA 1 - 4% DPA 2 - 10%</p> <p>African American Students DPA 1 - 3% DPA 2 - 19%</p>	<p>English Learner Students 10% On or Above Grade Level</p> <p>Students with Disabilities 15% On or Above Grade Level</p> <p>African American Students 25% On or Above Grade Level</p>
EL Reclassification Rate	<p>2023 EL Reclassification Rate - 6 out of 29 Students - 21%</p>	<p>2024 EL Reclassification Rate - 25%</p>
California Science Test	<p>2023 - 8th Grade 45% - Standard Not Met (Level 1) 49% - Standard Nearly Met (Level 2) 4% - Standard Met (Level 3) 2% - Standard Exceeded (Level 4)</p>	<p>2024 - 8th Grade Increase the number of students that meet or exceed standard by 10%</p>

## 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	<p>1. All teachers collaborate through Professional Learning Communities (PLC's) focusing on continual improvement.</p> <p>The school and district support structured collaboration meetings, in order for teachers to analyze, discuss and use assessment results and other student progress information in the programs at the school. These activities guide student placement, instructional planning and delivery, as well as progress monitoring decisions.</p> <p>Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, research supported lesson design and delivery, to support the mastery of content standards for all students.</p> <p>All PLC's engage in Instructional Rounds a minimum of two times a year with the goals of:</p> <p>Improving teaching and learning by capitalizing on collective teacher experience, knowledge of instructional strategies, and content.</p>	All Students	<p>0</p> <p>3010 1000-1999: Certificated Personnel Salaries Reading Clinician 200.00</p> <p>3010 1000-1999: Certificated Personnel Salaries Additional hours for training, data/progress monitoring activities including AVID training related expenses 2,000.00</p> <p>3010 1000-1999: Certificated Personnel Salaries Substitute salaries to accommodate training and data/progress review activities 17185.00</p> <p>3010 2000-2999: Classified Personnel Salaries CPO Clerk 50.</p>

	<p>Developing the habit of observing and focusing on students, their needs, their reactions to instructional strategies, and ultimately, their achievement of instructional goals.</p> <p>Build deep trusting relationships with colleagues through the development of common professional language and a productive attitude toward our work with students that persists beyond the research lesson. ("The Art &amp; Science of Teaching / Making the Most of Instructional Rounds," 2011 Marzano)</p> <p>Intensive intervention programs/ materials/supplies are provided for identified students.</p> <p>Additional certificated staff may be hired to implement interventions, this may include a Clinician(s).</p> <p>Celebrations may be utilized to enhance instruction. These opportunities will enhance successful language development, reading/ comprehension, writing, and cultural awareness.</p>	<p>3010 2000-2999: Classified Personnel Salaries Additional hours for training, data/progress monitoring activities 579. 3010 3000-3999: Employee Benefits Certificated benefits 15082 0824 3000-3999: Employee Benefits Classified staff benefits 8000.00 3010 4000-4999: Books And Supplies Supplemental materials and supplies (Incl. AVID, Materials and books for book talks)</p> <p>500.00 3010 5700-5799: Transfers Of Direct Costs Printshop 4,500.00 3010 5800: Professional/Consulting Services And Operating Expenditures Maintenance Agreements 1000.00 3010 5800: Professional/Consulting Services And Operating Expenditures Professional and Staff Development 4,000.00 0824 1000-1999: Certificated Personnel Salaries Additional hours for training, data/progress monitoring activities 5,000.00 0824 1000-1999: Certificated Personnel Salaries Substitute salaries to accommodate training, data/progress review activities including IEP's, 504's, PBIS, Leadership Team, Curriculum - Priority Standards, etc.</p>
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			10000.00 0824 4000-4999: Books And Supplies Supplemental materials and supplies (Incl. PBIS materials, diplomas/graduation supplies, non-capitalized equipment) 2000.00 0824 5000-5999: Services And Other Operating Expenditures Professional Development 1,000.00 0824 5700-5799: Transfers Of Direct Costs Printshop 1000.00 0824 5800: Professional/Consulting Services And Operating Expenditures Professional/Consulting Services and Operating Expenditures - including consulting services, maintenance agreements, software licenses, professional services, temporary help services, online subscription services. 2129.00 3010 4000-4999: Books And Supplies Science supplies 24591.00 3010 1000-1999: Certificated Personnel Salaries Math Clinician 1000.00 3010 5800: Professional/Consulting Services And Operating Expenditures Agendas/ Planners
1.2	<p>2. AVID (Advancement Via Individual Determination). AVID helps students develop the skills they need to be successful in college, career, and life and improve academic achievement through the focus on writing, critical thinking, teamwork, organization, and reading skills (WICOR).</p> <p>Provide AVID professional learning for teachers to reevaluate their beliefs and expectations around student potential and learn and practice activities that transform classrooms and campuses. The AVID Program is a research-based and effective</p>	All Students	16200 3010 4000-4999: Books And Supplies AVID Summer Institute 3809 3010 5000-5999: Services And Other Operating Expenditures AVID Membership Fee 2000 3010

	<p>model for minimizing achievement gaps and promoting college/career readiness for all students.</p> <p>AVID's proven learning support structure, known as WICOR, incorporates teaching/learning methodologies in the critical areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn.</p> <p>WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula. Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in their academic lives and careers.</p> <p>This is to include instruction specific to the development of Study Skills. In this way students needing intensive instruction can progress and participate through daily lessons with their grade level peers, as well as receive support in identified areas of strategic support.</p>		<p>4000-4999: Books And Supplies AVID Weekly 1250 3010 1000-1999: Certificated Personnel Salaries AVID Site Lead 311 3010 3000-3999: Employee Benefits Employee Benefits 8000 3010 4000-4999: Books And Supplies Supplies for AVID INCLUDING agendas, binders, organizational tools, AVID elective class 5000 3010 2000-2999: Classified Personnel Salaries AVID Tutors 1902 3010 3000-3999: Employee Benefits Employee Benefits 2000 3010 4000-4999: Books And Supplies AVID Professional Development and Materials 3000 3010 5000-5999: Services And Other Operating Expenditures AVID College Field Trips 1000 3010 4000-4999: Books And Supplies Substitutes for AVID Site Leads Training</p>
<p><b>1.3</b></p>	<p>3. Implement an effective Response to Intervention (RtI2) program to improve student achievement.</p> <p>Increase the reading level of students three or more grade levels below in reading through the utilization of the intervention materials. These materials could include the SIPPS Challenge and the SIPPS Plus program which provides a structured literacy approach to foundational skills instruction through explicit instructional routines focused on phonological awareness, spelling sounds, and sight words, with immediate</p>	<p>All Students</p>	<p>0 3010 4000-4999: Books And Supplies Intervention Materials</p>

	<p>application to reading connected text and to spelling.</p> <p>SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) is a research-based foundational skills program proven to help both new and struggling readers in grades K–12 build skills and confidence for fluent, independent reading.</p> <p>READ180 - The focus is to utilize adaptive technology to improve literacy in students in grades 4-12 who read at least two years below their grade level.</p> <p>Analyze academic data to determine the level of Tier 2 or 3 targeted intervention(s) and support(s) needed in weekly Tier 2/3 meetings.</p>		
<b>1.4</b>	<p>4. Provide Professional Development Opportunities for all staff.</p> <p>Staff participate in professional development activities at site and district levels focusing on the Guaranteed Viable Curriculum(GVC), locally-adopted standards-aligned instructional materials and strategies for all core instructional areas, and the intensive intervention program in use at the school.</p>	All Students	<p>1000.00 0824 1000-1999: Certificated Personnel Salaries Professional Development</p>
<b>1.5</b>	<p>5. Increase Student Achievement through the Implementation of Extended Learning Opportunities.</p> <p>Provide Instructional Advisors who will work with 10-15 at-promise students based on poor grades, attendance, and behavior. Instructional advisors regularly check student’s progress via Aeries grade book and consult with their teachers, contact parents regularly, and keep them informed regarding their student’s progress at school.</p> <p>Provide tutorial support for any students who need additional help with their work.</p> <p>Provide other extended academic learning opportunities (e.g. STEAM programs, foreign language).</p> <p>Participate in speech and writing festivals, spelling bees, Academic Pentathlon and Decathlon, STEAM Fairs, etc.</p>	All Students	<p>10000.00 0824 1000-1999: Certificated Personnel Salaries Additional Hours for Extended Day Program Teachers 2485.00 0824 1000-1999: Certificated Personnel Salaries Certificated and Classified staff benefits 4000.00 0824 4000-4999: Books And Supplies Non-capitalized equipment</p>
<b>1.6</b>	<p>6. Student Achievement Monitoring System</p> <p>The school and district provide and support an easily accessible electronic data management</p>	All Students	<p>500.00 0824 5000-5999: Services And Other Operating Expenditures</p>

	<p>system. Schools uniformly administer, score, analyze and use student achievement data from diagnostic and other assessments (progress monitoring, formative, summative, and curriculum embedded). Assessment results are used to ensure proper program placement and identify specific student learning patterns or needs. Assessment results also inform teacher instructional practices. An assessment guide is provided by the District and is located on the District webpage, under the direction of the Department of Curriculum, Instruction, and Staff Development.</p>		Software
<b>1.7</b>			
<b>1.8</b>			
<b>1.9</b>			
<b>1.10</b>			
<b>1.11</b>			
<b>1.12</b>			
<b>1.13</b>			
<b>1.14</b>			
<b>1.19</b>			
<b>1.20</b>			

## 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.

1.1 - Cruickshank had strong collaboration in their Professional Learning Communities (PLC's). All PLC's met regularly during the morning PLC time and the Wednesday afternoon PLC time. The afternoon time is structured for teachers to meet as a department team. As a staff we have worked toward increasing Rigor in Instruction, the intentional and planned use of higher order questions, and the planning and display of the Learning Objective/ Learning goal. This led to the the improvement of instructional strategies.

1.2 - Cruickshank continues to work toward full schoolwide implementation of AVID. In the summer of 2023, Cruickshank sent a team of 4 teachers and 2 administrators to the AVID Summer Institute in San Diego. In the summer of 2024, we will send a team of 6 staff members including 2 new members of the team. AS part of the AVID plan and goals the counselor has set up and scheduled a Career Day that will allow all CMS students the opportunity to see options for the college or career pathways. Tuesday and Thursday mornings we offered an AVID Tutorial to any students that needed additional support. WE had several AVID tutors that supported Cruickshank during tutorial and in the classrooms.

1.3 - Response to Intervention - This year the Intervention teacher piloted the READ180 program. A program designed to help students that are reading 2 or more grade levels below standard. Students were assessed each quarter to define need or if exit from the Intervention class was necessary.

1.4 - We sent several teachers to the AVID Summer Institute. This year we also partnered with MCOE for Math Instruction. We were able to bring in a consultant to work with the math department.

1.5 - We offered many activities either before or after school including: AVID tutorials, Drama Club, eSports, chess club, among others. We strive to have opportunities to meet the needs of all students.

1.6 - The school uses the district adopted school management system for all students.

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

We were unable to hire a bilingual Instructional Aide, even after much recruitment.

We were unable to hire a Math Clinician. We had to meet the needs of those struggling in math in either the 1st period intervention or through the intervention teacher.

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.

Make a concerted effort to hire a bilingual instructional assistant and a math clinician.

# 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.

#### **Social-Emotional Learning and Student Wellness**

Cruickshank Middle School will provide a safe, more culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills and receive additional supports to increase their engagement in learning.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goals

Provide a welcoming, safe, culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills and receive additional supports to increase their engagement in learning as measured by attendance and suspension rates.

### 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.

On the California Dashboard for All Students, the chronically absent color was yellow with a rate of 20.5%. This was a decline of 10.4% from the previous year (based on 635 students).

The CA Dashboard shows the following for Chronically absent:

All Students - Yellow - 20.5% Chronically Absent - Declined 10.4%

Students with Disabilities - Orange - 22.2% Chronically Absent - Declined 25.7%

African American Students - Orange - 48.5% Chronically Absent - Declined 3.1%

English Learners - Yellow - 19.4% Chronically Absent - Declined 18.1%

On the California Dashboard, All Students were at the Green level with 6.3% of students suspended at least 1 day. This was a decline of 0.5% from the previous year.

The CA Dashboard shows the following for Suspension:

All Students - Green - 6.3% Suspended at least 1 day - Declined 0.5%

Students with Disabilities - Green - 5.3% Suspended at least 1 day- Declined 4.9%

African American Students - Red - 24.2% Suspended at least 1 day - Increased 0.7%

English Learners - Red - 13.2% Suspended at least 1 day - Increased 3.4%

Cruickshank Middle School is eligible for Additional Targeted Support and Improvement (ATSI) based on the following subgroups:

Black/African-American: Suspension

On the California Healthy Kids Survey, 46% of 7th graders and 50% of 8th graders either agree or strongly agree when asked if, "I feel safe in my school." This is a decrease from 2022-2023 where 65% of 7th graders and 56% of 8th graders either agreed or strongly agreed to the question, "I feel safe at school."

On the California Healthy Kids Survey, Students Perceived Safety at School - 50% of 7th Graders and 46% of 8th graders feel safe or very safe while 42% of 7th graders and 43% of 8th graders felt neither safe nor unsafe.

On the California Healthy Kids Survey, 88% of 7th graders and 86% of 8th graders reported that they have never been threatened with harm or injury.

On the California Healthy Kids Survey 44% of 7th graders and 38% of 8th graders report that their are "Caring adults at school", with an answer of pretty much true or very much true.

On the California Healthy Kids Survey 59% of 7th graders and 52% of 8th graders report that "High expectations - adults in school", with an answer of pretty much true or very much true.

On the California Healthy Kids Survey 61% of 7th graders and 60% of 8th graders report that they have "Academic Motivation", with an answer of pretty much true or very much true.

## 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
California School Dashboard Chronic Absenteeism Rate	Yellow - 20.5% Chronically Absent - Declined 10.4%	Below 15% Chronic absenteeism rate
California School Dashboard Suspension Rate	All Students - Green - 6.3% Suspended at least 1 day - Declined 0.5% African American Students - Red - 24.2% Suspended at least 1 day - Increased 0.7%	Decrease in suspension rate 6% or below. Decrease in suspension rate 15% or below
California Healthy Kids Survey: Perceived Safety at School	50% of 7th graders 46% of 8th graders	75% for 7th Grade 75% for 8th Grade
California Healthy Kids Survey: Never been threatened or harmed	88% of 7th graders 86% of 8th graders	95% of 7th Grade 95% of 8th Grade

California Healthy Kids Survey: Caring adults at school	44% of 7th graders 38% of 8th graders	75% for 7th Grade 75% for 8th Grade
California Healthy Kids Survey: High expectations adults at school	59% of 7th graders 52% of 8th graders	75% for 7th Grade 75% for 8th Grade
California Healthy Kids Survey: Academic Motivation	61% of 7th graders 60% of 8th graders	75% for 7th Grade 75% for 8th Grade

## 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	<p>1. Provide effective Positive Behavior Interventions and Supports to promote positive student behavior.</p> <p>PBIS is a system of support based on a three-tiered framework to improve and integrate all the data, systems and practices affecting student outcomes every day. Tier 1 provides universal support to all students. The focus is to establish regular, proactive support while preventing unwanted behaviors. Tier 2 supports students who are at risk/ at promise for developing more serious problem behaviors before they start. It helps students to develop the skills needed to access the core program. Tier 3 focuses on students that need more intensive and individualized support to improve their behavioral and academic outcomes.</p> <p>PBIS is part of the (MTSS) Multi-Tiered System of Supports. MTSS is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.</p>	All Students.	5000.00 0824 4000-4999: Books And Supplies PBIS & CD Supplies  None Specified None Specified
1.2	<p>2. Provide all staff training in the concept of Conscious Discipline.</p> <p>Research suggests that parents with children in schools implementing Conscious Discipline perceive the school climate positively, even when they do not feel safe where they live (Rain, 2014).</p>	All Students.	500.00 0824 4000-4999: Books And Supplies CD Staff Development
1.3	<p>3. Implement a monthly/quarterly attendance award program and student of the month recognition.</p> <p>Recognize students for monthly/quarterly perfect attendance - without absences or tardies.</p>	All Students.	2000.00 0824 4000-4999: Books And Supplies Awards and Recognition

	Monthly/ Quarterly Parents and Pastries recognition of students and invitation of parents to help celebrate.		
1.4	<p>4. Provide all students with structured Social Emotional Learning (SEL) to help them comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others. This SEL learning could include teaching students Conscious Discipline related Strategies.</p> <p>Social Emotional Learning helps students make positive, responsible decisions; create frameworks to achieve their goals, and build positive relationships with others. With the closures of schools in the last year, due to COVID, Social Emotional Learning will be even more important for students as they return to school. Supporting students' social and emotional development relates positively to attendance, grades, test scores, graduation rates, college and career readiness, and overall wellbeing (2019 report from the Aspen Institute, "From a Nation at Risk to a Nation at Hope).</p>	All Students.	500.00 0824 4000-4999: Books And Supplies CD supplies
1.5	<p>5. Develop Growth Mindsets in both students and staff.</p> <p>Growth Mindset teaches students that the human brain is like a muscle that can be trained through repetition and practice. When students realize this, they develop a growth mindset: the belief that abilities can be developed through commitment and hard work. And once they have a growth mindset, they can learn anything. Students with a growth mindset earned higher grades over time compared to students with a fixed mindset. (Blackwell, Trzesniewski, &amp; Dweck 2007)</p>	All Students.	500.00 0824 4000-4999: Books And Supplies Staff Development and Resource material
1.6	<p>6. Student Agendas</p> <p>All students will be supplied with an agenda. This agenda will allow all students to work toward the school AVID goal of agendas/ writing down all work. The agenda will also have the school handbook printed in it so that students and families can always refer to the agenda for questions about the school and/ or expectations.</p>	All Students.	
1.7	<p>7. Lanyards</p> <p>All students will be given a lanyard to hold their ID cards. This will help with the safety and the security of all students and the site.</p>	All Students.	
1.11			
1.12			

1.13			
1.14			
1.19			
1.20			

# 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.

- 1.1 - PBIS**  
 We have a PBIS Tier 1 and PBIS Tier 2 team that meets regularly to discuss the needs of the site. At the meetings they look at school discipline data to identify and address the needs of the site. This year the PBIS team designed and implemented a PASSport walk at the beginning of the school year. All students, teachers, and staff were involved and implemented the walks. Students rotated from station to station to see exactly what is expected on campus. With PBIS, we teach the expectations and then hold student accountable. Another implementation this year was the 5-step behavior modification form. This rolled out in the middle of the year, but all teachers are now implementing the forms.
- 1.2 - Conscious Discipline**  
 Administrators, the counselor, and some teachers have been trained in Conscious Discipline. Much of the work with Conscious Discipline is a part of the PBIS team.
- 1.3 - Attendance Awards**  
 Monthly and/or quarterly a celebration is scheduled to recognize students for their hard work. The ceremony is called Parents and Pastries and we have had great success in bringing families to campus to celebrate students. These have been scheduled in the mornings before school begins.
- 1.4 - Social Emotional Learning**  
 As part of our first period intervention and enrichment program we have worked in structured lessons focusing on Social Emotional Learning, AVID skills, PBIS, among other topics. We strive to meet the needs of all students. We also employ a full time counselor that is available for students throughout the school day.
- 1.5 - Growth Mindset**  
 Staff development is focused around a growth mindset and meeting the needs of all students.
- 1.6 - Student Agendas**  
 Students are supplied an agenda that they are expected to use and have with them every day. The agenda also has the school handbook printed inside so that students can review when needed.
- 1.7 - Lanyards**  
 All students are provided a lanyard and all students will be expected to have the lanyard with their ID card with them every day.

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

PBIS - we are making changes to the system and we were unable to apply for a medal this year. We want to make sure we have all the appropriate systems in place prior to submitting the application. We do plan to apply in the 2024-2025 school year.

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 have done a great job with the Parents and Pastries recognition, but we are looking at adding additional opportunities for parents to come on campus and celebrate students.

# 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.

#### Family and Community Empowerment

Cruickshank Middle School will empower families to become full partners in the education of their students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goals

Empower families and educational partners to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community.

### 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.

On the California Healthy Kids Survey 49% of 7th grade parents and 43% of 8th grade parents report that there is a "Promotion of parent involvement in school", with an answer of pretty much true or very much true.

On the California Healthy Kids Survey 63% of 7th grade parents and 53% of 8th grade parents report that "Teachers at this school communicate with parents about what students are expected to learn in class.", with an answer of pretty much true or very much true.

On the California Healthy Kids Survey 46% of 7th grade parents and 38% of 8th grade parents report that "Parents feel welcome to participate at this school", with an answer of pretty much true or very much true.

On the California Healthy Kids Survey 38% of 7th grade parents and 40% of 8th grade parents report that there is a "School staff take parent concerns seriously", with an answer of pretty much true or very much true.

### 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
California Healthy Kids Survey: Promotion of parental involvement	49% of 7th grade parents 43% of 8th grade parents	75% of 7th grade parents 75% of 8th grade parents
California Healthy Kids Survey: Teachers at this school communicate with parents about what students are expected to learn in class.	63% of 7th grade parents 53% of 8th grade parents	75% of 7th grade parents 75% of 8th grade parents
California Healthy Kids Survey: Parents feel welcome to participate at this school	46% of 7th grade parents 38% of 8th grade parents	65% of 7th grade parents 65% of 8th grade parents
California Healthy Kids Survey: School staff take parent concerns seriously	38% of 7th grade parents 40% of 8th grade parents	60% of 7th grade parents 60% of 8th grade parents

## 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	<p>1. Parental Involvement/School Climate</p> <p>Parent involvement at the site is an important component of student achievement.</p> <p>Parent-Teacher communication will be facilitated through the use of such apps as Parent Square. Timely responses to parent inquiries are essential.</p> <p>The Cruickshank School Site Council (SSC) is comprised of certificated and classified staff, administration, parent, student, and community representatives who review and make recommendations regarding the English Language Arts programs.</p> <p>Annual Title I parent surveys are used to gather feedback for the effectiveness of programs, school climate, and parents/student needs including Parent Ed topics.</p> <p>Parent Ed workshops will also be offered throughout the year. Workshops will include strategies to increase student achievement and Social-Emotional Learning.</p> <p>Interpreting and translation services for parent meetings and parent conferences will be provided as needed.</p> <hr/> <p>CMS Ideas:</p> <ul style="list-style-type: none"> <li>• Possible PARENT ED Topics:</li> <li>• AERIES PARENT PORTAL</li> <li>• Google Classroom</li> <li>• Social Emotional-Related Topics - A school counselor, school psychologist, or Behavior Support Staff</li> <li>• Study skills - 10-24-7 Strategy</li> <li>• COMMITTEES: SSC, ELAC, PTC, ATHLETIC BOOSTERS, BAND BOOSTERS, etc.</li> <li>• Virtual Town Hall meetings (Bi-Monthly, Quarterly)</li> </ul> <p>PARENT ED - Social-Emotional Learning</p>	All Students	1000.00 0824 5000-5999: Services And Other Operating Expenditures Parent Involvement
1.2	2. Community Outreach	All Students	1000.00 0824 5900: Communications Postage

	<p>Facilitate meaningful two-way communication between families and the school to build and strengthen the home/school connection.</p> <p>Parents play an integral role in assisting their children's learning and when there is strong communication between parents and school, academic achievement is increased (Epstein, Joyce L. , and Connors Tadros, Lori . "School and Family Partnerships in the Middle Grades." In Creating Family/School Partnerships, ed. Rutherford, Barry . Columbus, Ohio: National Middle School Association, 1995.)</p>		
<b>1.3</b>	<p>3. Increase student and family engagement through recognizing students for academic, behavioral and attendance achievement.</p> <p>Award recognition and assemblies promote a positive environment on campus. Award ceremonies in the areas of honor roll, attendance, and exceptional behavior are scheduled quarterly. Award ceremonies will occur at least quarterly. Additionally, assemblies focusing on self-esteem, PBIS, positive choices, and others will be scheduled 1-2 times per quarter. Award ceremonies will allow for family and community engagement where possible. Families will be invited to or award ceremonies will be recorded and shared with families.</p>	All Students	<p>1000.00 0824 5800: Professional/Consulting Services And Operating Expenditures Awards and Recognition</p>
<b>1.4</b>	<p>4. Provide a yearly graduation ceremony for all school stakeholders to build strong community relations.</p> <p>The Merced City School District educational philosophy's fundamental goal is to ensure that students achieve proficiency in the core curriculum to prepare themselves for educational opportunities and careers. While working to meet this aim, students may also qualify for the eighth-grade diploma. To earn a diploma and to participate in all the graduation activities (graduation ceremony, dance, and field trip), students must meet the requirements set forth by the MCSD School Board of Education. Graduation Ceremony Requirements Board Policy: Eighth Grade (MCSD AR 51231)</p>	All Students	<p>3000.00 0824 4000-4999: Books And Supplies Graduation supplies</p>
<b>1.5</b>	<p>5. Increase parent engagement through opportunities for parents to connect with the school through academic events in each subject (English/Social Studies, Math, Science, PE, and Electives) that Parents/Guardians Increase are invited to attend.</p> <p>When parents are engaged in their children's school lives, students have the home support and</p>	All Students	<p>500.00 0824 5000-5999: Services And Other Operating Expenditures Parent Engagement Supplies</p>

	knowledge they need to not only finish their assignments but also develop a lifelong love of learning (How Parent Involvement Leads to Student Success (2018, November 1) retrieved from <a href="https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/">https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/</a> ).		
<b>1.6</b>	6. Provide students and parents with information on college and career planning through events such as Career Days.  Families play an important role in helping their youth become college and career-ready. The goal of the AVID program is to prepare students for college. Career events will provide both students and parents with more information on college and financial aid and will equip parents with the knowledge they need to help prepare their students for college.	All Students	1000.00 0824 5000-5999: Services And Other Operating Expenditures Printshop supplies
<b>1.7</b>	7. Provide robust parent education opportunities in order to ensure our parents are acutely aware of key parental strategies for student success. Getting parents more engaged in school is a necessary variable in the equation of student success according to a 1995 study called A Generation of Evidence: The Family is Critical to Student Achievement. 2021.	All Students	441.00 0824 5000-5999: Services And Other Operating Expenditures Parent engagement supplies
<b>1.11</b>			
<b>1.12</b>			
<b>1.13</b>			
<b>1.14</b>			
<b>1.19</b>			
<b>1.20</b>			

## 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.

**1.1 - Parent Involvement/ School Climate**

Cruickshank saw great success in the attendance of students and parents in celebrations such as the quarterly Parents and Pastries recognition. We had other events such as band concerts, sports, Open House, Back to School Night, and 8th grade meetings that brought many families on campus.

**1.2 - Community Outreach**

The site and district use Parent Square to reach out to and communicate with families regularly. This also allows parents to contact teachers directly. The district and site also use AERIES to update grades regularly so parents can see exactly where students are.

**1.3 - Family Engagement/ Recognition**

Cruickshank saw great success in the attendance of students and parents in celebrations such as the quarterly Parents and Pastries recognition. We had other events such as band concerts, sports, Open House, Back to School Night, and 8th grade meetings that brought many families on campus.

**1.4 - Graduation**

We recognize and celebrate student success with a graduation/ promotion ceremony. This is always the most well attended event of the school year.

**1.5 - Engagement - Academic Success**

**1.6 - College and Career**

**1.7 - Parent education opportunities**

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

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.

# 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.

#### Targeted Services for At-Promise Groups

To increase academic achievement and a sense of belonging for African-American, Students with Disabilities, and Foster Youth by providing additional targeted programs, services, and supports designed to meet the unique needs of these student groups.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To increase academic achievement and a sense of belonging for African-American and Foster Youth the District will provide additional targeted programs, services, and supports designed to meet the unique needs of these student groups.

### 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.

Cruickshank Middle School is eligible for Additional Targeted Support and Improvement (ATSI) based on the following subgroups:

Black/African-American: Suspension

On the California School Dashboard ALL Students were at an Orange level at 33.1 points below standard for English Language Arts. Our English Learners were in the Red color at 86.5 points below standard. Our students with Disabilities were in the Red color at 138.1 points below standard. Our African American Students had no performance color but were 94.8 points below standard.

On the California School Dashboard ALL Students were at an Orange level at 77.5 points below standard for Mathematics. Our English Learners were in the Orange color at 142.9 points below standard. Our students with Disabilities were in the Orange color at 175.4 points below standard. Our African American Students had no performance color but were 156.7 points below standard.

On the California Dashboard for All Students, the chronically absent color was yellow with a rate of 20.5%. This was a decline of 10.4% from the previous year (based on 635 students).

The CA Dashboard shows the following for Chronically absent:

All Students - Yellow - 20.5% Chronically Absent - Declined 10.4%

Students with Disabilities - Orange - 22.2% Chronically Absent - Declined 25.7%

African American Students - Orange - 48.5% Chronically Absent - Declined 3.1%

English Learners - Yellow - 19.4% Chronically Absent - Declined 18.1%

On the California Dashboard, All Students were at the Green level with 6.3% of students suspended at least 1 day. This was a decline of 0.5% from the previous year.

The CA Dashboard shows the following for Chronically absent:

All Students - Green - 6.3% Suspended at least 1 day - Declined 0.5%

Students with Disabilities - Green - 5.3% Suspended at least 1 day- Declined 4.9%

African American Students - Red - 24.2% Suspended at least 1 day - Increased 0.7%

English Learners - Red - 13.2% Suspended at least 1 day - Increased 3.4%

### 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
California School Dashboard: Language Arts	2023 Students with Disabilities: 138.1 points below standard  African American Students: 94.8 points below standard	2024 Students with Disabilities: 128.1 points below standard  African American Students: 84.8 points below standard
California School Dashboard: Math	2023 All Students: 77.5 Points below standard  Students with Disabilities: 175.4 points below standard	2024 Students with Disabilities: 165.4 points below standard  African American Students: 146.7 points below standard
California School Dashboard Suspension Rate	African American Students - Red - 24.2% Suspended at least 1 day - Increased 0.7%	Decrease in suspension rate 15% or below
California School Dashboard Chronic Absenteeism Rate	African American Students - Orange - 48.5% Chronically Absent - Declined 3.1%	Decrease in Chronically Absent Rate 40% or below

## 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	Targeted instructional advisory program for African American students. Instructional advisors will meet with students on a regular basis. Instructional advisors will also meet with and coordinate with teachers to ensure the needs of the students are addressed.	African American Students Foster Students Socio-Economically Disadvantaged Students	
4.2	Targeted Extended Day Program that will meet the needs of identified students with additional needs. The opportunity may take before and/or after school 2-3 days per week. Focus will be on instructional and behavioral mentoring.	African American Students Foster Students Socio-Economically Disadvantaged Students	
4.5			
4.7			
4.10			
4.11			
4.12			

# 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.

This is a new goal for the 2024-2025 School Year, so there is no analysis.

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

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.

# 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	\$178,714.00
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 (\$)

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

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 (\$)
0824	\$72,508.00
3010	\$106,206.00

Subtotal of state or local funds included for this school: \$178,714.00

Total of federal, state, and/or local funds for this school: \$178,714.00

# 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
3010	\$109092.00	2,886.00
0824	\$57600.00	-14,908.00

## Expenditures by Funding Source

Funding Source	Amount
0824	72,508.00
3010	106,206.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	50,526.00
2000-2999: Classified Personnel Salaries	22,235.00
3000-3999: Employee Benefits	17,874.00
4000-4999: Books And Supplies	64,829.00
5000-5999: Services And Other Operating Expenditures	12,250.00
5700-5799: Transfers Of Direct Costs	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	8,500.00
5900: Communications	1,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0824	22,485.00
3000-3999: Employee Benefits	0824	15,082.00

4000-4999: Books And Supplies	0824	25,500.00
5000-5999: Services And Other Operating Expenditures	0824	5,441.00
5700-5799: Transfers Of Direct Costs	0824	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	0824	2,000.00
5900: Communications	0824	1,000.00
1000-1999: Certificated Personnel Salaries	3010	28,041.00
2000-2999: Classified Personnel Salaries	3010	22,235.00
3000-3999: Employee Benefits	3010	2,792.00
4000-4999: Books And Supplies	3010	39,329.00
5000-5999: Services And Other Operating Expenditures	3010	6,809.00
5700-5799: Transfers Of Direct Costs	3010	500.00
5800: Professional/Consulting Services And Operating Expenditures	3010	6,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	162,273.00
Goal 2	8,500.00
Goal 3	7,941.00

# 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
- 1 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Jerod Garst	Principal
Nancy Moradi	Other School Staff
John Vang	Classroom Teacher
Vanessa Olmos	Other School Staff

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
	English Learner Advisory Committee
	Other: Cruickshank Leadership Team

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 April 12, 2022.

Attested:

	Principal, Jerod Garst on
	SSC Chairperson, Tammy Johnson on