CHULA VISTA ELEMENTARY SCHOOL DISTRICT

A G E N D A

REGULAR MEETING – November 9, 2022
CLOSED SESSION – 4 P.M.
OPEN SESSION – 6 P.M.

BOARD OF EDUCATION

KATE BISHOP • LESLIE RAY BUNKER •
CESAR T. FERNANDEZ • FRANCISCO TAMAYO • LUCY UGARTE

EDUARDO REYES, ED.D.
SECRETARY/SUPERINTENDENT

THIS MEETING IS BEING RECORDED

In accordance with the Brown Act, all public Board meeting recordings are available for review for 30 days following the meeting, after which they are recycled. Audio recordings are available on the District website at www.cvesd.org.

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IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Persons wishing to address the Board of Education on any agenda item may attend in person and should complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 prior to the start of the meeting. No action or discussion shall be undertaken on any item not appearing on the posted agenda, except the Board of Education or District staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code Section 54954.3. Speakers must limit remarks to three minutes (generally, statements of 390 words may be spoken out loud within three minutes) and speak in a respectful and professional manner. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation depending on the subject and the number of persons wishing to be heard. The meeting will also be livestreamed. For access to the livestream, please click here (English) and click here (Spanish) or on the links at the bottom of this page.

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AGENDA AND DISTRIBUTION OF WRITINGS TO MEMBERS OF THE PUBLIC

In compliance with Government Code Section 54957.5, nonexempt writings that are distributed to a majority or all of the Board of Education in advance of a meeting may be reviewed on our website by clicking on the following link:
http://cvesd.org/board_of_education/board_meetings.

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EQUAL OPPORTUNITY EMPLOYER

The Chula Vista Elementary School District prohibits discrimination, harassment, intimidation and bullying based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics in any program, practice or activity it conducts. The Chula Vista Elementary School District is committed to providing equal educational, contracting, and employment opportunity to all in strict compliance with all applicable State and Federal laws and regulations. Any individual who believes they have been a victim of unlawful discrimination in employment, contracting or in an education program or activity may file a formal complaint.

To watch the livestream of the Regular Board Meeting click on the link below or cut and paste it into your browser:
https://teams.microsoft.com/l/meetup-join/19%3ameeting_NmQwYzYxMzMtM2I5YS00YmU1LWI5MTItZmEzYjFlZTI4MmYz%40thread.v2/0?context=%7B%22Tid%22%3A%22e87a6e0c-c08e-46b2-bb73-45dd072baa33%22%2C%22Oid%22%3A%22af92a27c-ab25-47cd-bce4-2b08102509e6%22%2C%22IsBroadcastMeeting%22%3Atrue%2C%22role%22%3A%22a%22%7D&btype=a&role=a

To watch the livestream of the Regular Board Meeting in Spanish click on the link below or cut and paste it into your browser:
https://teams.microsoft.com/l/meetup-join/19%3ameeting_OGI0Y2NiNTAtYWVhYS00OGNkLTgwYTUtODUzNTRjZGYzZDgy%40thread.v2/0?context=%7B%22Tid%22%3A%22e87a6e0c-c08e-46b2-bb73-45dd072baa33%22%2C%22Oid%22%3A%22af92a27c-ab25-47cd-bce4-2b08102509e6%22%2C%22IsBroadcastMeeting%22%3Atrue%2C%22role%22%3A%22a%22%7D&btype=a&role=a

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH

AGENDA
BOARD OF EDUCATION

Regular Meeting – November 9, 2022
Closed Session – 4 P.M.
Open Session – 6 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Center
Streamed Online

ORDER OF BUSINESS

1. OPENING PROCEDURES *Opening Procedures*

A. Call to Order

B. Roll Call
Members Present:
Members Absent:
Others Present:

C. Pledge of Allegiance

2. APPROVE AGENDA (Action) *Approve Agenda*

Motion:_____, Second:_____, Vote:_____

3. ORAL COMMUNICATIONS ON CLOSED SESSION ITEMS *Oral Communications on Closed Session Items*

The Oral Communications section provides the public with an opportunity to address the Board on closed session items only. Persons wishing to be heard may attend in person and should complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 prior to the start of the meeting. Speakers are requested to limit their remarks to three minutes and speak in a respectful and professional manner. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public comments depending on the number of persons wishing to be heard. No Board action can be taken.

Closed Session

4. ADJOURN TO CLOSED SESSION

Government Code Sections 3549.1(d) and 54957.6: Collective Bargaining/Employee Negotiations; Agency Negotiators: Fagen Friedman & Fulfrost, LLP and Adams Silva & McNally LLP; Employee Organizations: Chula Vista Classified Employees Organization (CVCEO); Chula Vista Educators (CVE); Nonrepresented Employees

Government Code Section 54957: Public Employee Discipline/Dismissal/Release

Education Code Section 35146: Consider Waiver of Student Expulsion Hearing and Stipulated Suspended Expulsion Agreement Student No. 671749

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2022090066 for Student No. 110669

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2022080600 for Student No. 1088944

Reconvene to Open Session

5. RECONVENE TO OPEN SESSION

A. Call to Order

B. Roll Call
Members Present:
Members Absent:
Others Present:

C. Pledge of Allegiance

Approve Agenda

6. APPROVE AGENDA (Action)

Motion:_____, Second:_____, Vote:_____

Special Recognition/ Awards, Honors

7. SPECIAL RECOGNITION, AWARDS, AND HONORS

A. Presentation of Newly Hired and Promoted Employees

B. Recognition of Chula Vista Elementary School District in Honor of the 130th Anniversary of Serving the Students and the Chula Vista Community and Proclaiming October 20, 2022, as Chula Vista Elementary School District Day

C. Recognition of Schools with the Highest Attendance and Most Improved Attendance for the Month of October

8. COMMUNICATIONS TO THE BOARD OF EDUCATION *Communications to the Board*

A. Chula Vista Classified Employees Organization

B. Chula Vista Educators

9. ORAL COMMUNICATIONS *Oral Communications*

The Oral Communications section provides the public with an opportunity to address the Board on non-agenda items. Persons wishing to be heard may attend in person and should complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 prior to the start of the meeting. Speakers are requested to limit their remarks to three minutes and speak in a respectful and professional manner. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public comments depending on the number of persons wishing to be heard. No Board action can be taken.

10. ORAL PRESENTATIONS AND WRITTEN REPORTS *Oral Presentations/ Written Reports*

A. District Safety/Health Update

B. Report on District Parent Implementation Program

C. Capitol Advisors, LLC, Legislative and Budget Update

11. APPROVE CONSENT CALENDAR (Action) *Consent Calendar*

The following items listed under Consent Calendar are considered by the Board in one action. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Calendar.

Motion:_____, Second:_____, Vote:_____

A. Adopt Board of Education Meeting Minutes: Regular Meeting October 19, 2022

B. Adopt December 14, 2022, at 6 P.M. as the Date and Time for the Annual Organizational Meeting of the Board of Education of the Chula Vista Elementary School District

C. Approve and/or Ratify Human Resources Items A Through L

D. Approve Revisions to the Salary Schedules for 2015-2016 through 2022-2023 School Years for Classified and Cabinet Employees and

2015-2016 through 2020-2021 for Confidential and Supervisory Employees

E. Approve Single Plans for Student Achievement for the 2022-23 School Year

F. Ratify Agreement with FERIA Partnership (Families, Educators, Resources, IHE's Agencies Working Together) to Co-Sponsor in the 8th Annual FERIA Partnership Virtual Conference

G. Ratify Memorandum of Understanding Between San Diego Oasis and Chula Vista Elementary School District for School-Based Tutoring Services for the Period of July 1, 2022, Through June 30, 2025

H. Ratify Memorandum of Understanding Between YMCA of San Diego County and Chula Vista Elementary School District, Chula Vista Community Collaborative for the Period of September 1, 2022, Through October 31, 2023

I. Ratify Entry Permit Agreement with Village II of Otay HB Sub, a California General Partnership, to Complete Remaining Work for Otay Ranch Village 2, Site 2, Following Close of Escrow

J. (1) Approve Retention Release for Bid Packages Nos. 5, 8, 9, and 11 for Otay Ranch Village 3 Elementary School to Multiple Prime Contractors;

(2) Approve Change Order for Multiple Prime Contractors for a Decrease in the Amount of ($345,860); and

(3) Approve Notice of Completion for Bid Package Nos. 5, 8, 9, and 11

K. Approve Renewal of RFP 18/19-2 for Internet Services with AT&T Corporation for the Period of July 1, 2023, Through June 30, 2024

L. Approve Renewal of Proposal No. 18/19-3 for WAN Ethernet Services with AT&T California for the Period of July 1, 2023, Through June 30, 2024

M. Ratify Amendment of Contract with PowerSchool Group, LLC, for the Online Registration Platform to Include Enrollment Add-on Form in the Amount of $110,724.43 for the Period of October 16, 2022, Through October 15, 2023

N. Approve Contract with School Services of California, Inc., for Fiscal Information Services in the Amount of $5,060 for the Period of December 1, 2022, Through November 30, 2023

O. Ratify Request for Use of District Facilities

P. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through October 31, 2022

Q. Approve and/or Ratify Inservice/Travel Requests

12. PUBLIC HEARINGS *Public Hearings*

The Public Hearings section provides the public with an opportunity to address the Board on specific items. Persons wishing to address the Board on any public hearing items must complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 prior to the start of the meeting. Speakers are requested to limit their remarks to three minutes and speak in a respectful and professional manner. The Board shall limit the total time for input on each public hearing item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public comments on each public hearing item depending on the topic and the number of persons wishing to be heard.

None.

13. ADMINISTRATIVE ACTION ITEMS *Administrative Action Items*

None.

14. FIRST AND SECOND READINGS, BOARD POLICIES, ADMINISTRATIVE REGULATIONS, AND BOARD BYLAWS *First and Second Readings*

A. Second Reading/Revise: Board Policy and Administrative Regulation 6174, Instruction, Education for English Learners

Motion:_____, Second:_____, Vote:_____

15. GENERAL INFORMATION ITEMS/REPORTS *Information Items/Reports*

A. Report Calendar to Board of Education

16. BOARD COMMUNICATIONS *Board Communications*

17. SUPERINTENDENT'S COMMUNICATION *Supt's Communication*

18. ADJOURNMENT *Adjournment*

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON WEDNESDAY, DECEMBER 14, 2022, AT 4 P.M. CLOSED SESSION, AND 6 P.M. OPEN SESSION

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Recognition of Chula Vista Elementary School District in Honor of the 130th Anniversary of Serving the Students and the Chula Vista Community and Proclamations from the State, County, and City Honoring Chula Vista Elementary School District Day

_____Action **____X____Information**

BACKGROUND INFORMATION:

On October 20, 2022, the Chula Vista Elementary School District (CVESD) celebrated its 130th Year Anniversary. Established in 1892, CVESD has 49 schools serving over 28,466 students. The celebration was held at Hedenkamp Elementary School and families from across the District were invited as well as the Chula Vista Community. There were over 3,500 attendees.

California Legislature Office of Assemblymember David Alvarez from the 80th District presented a Certificate of Recognition in honor of the 130th Anniversary of serving the students and the Chula Vista community with pride, compassion, and academic excellence.

County of San Diego Supervisor 1st District Vice Chair Nora E. Vargas presented a Proclamation honoring Chula Vista Elementary School District and proclaiming October 20, 2022 as Chula Vista Elementary School District Day.

Honorable Mayor of Chula Vista Mary Casillas Salas presented a Proclamation honoring and celebrating the District's anniversary.

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

The Superintendent will present Proclamations and Recognition to the Board of Education who will accept them on behalf of Chula Vista Elementary School District.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Recognition of Schools with the Highest Attendance and Most Improved Attendance for the Month of October

_____Action **____X____Information**

BACKGROUND INFORMATION:

The Chula Vista Elementary School District (District) recognizes attendance as an important factor in every child's academic success. District staff is committed to working with parents and site personnel to ensure students are participating in the available instructional model every day and for the duration of the instructional period.

ADDITIONAL DATA:

The District is recognizing the schools with the highest attendance and most improved attendance for the month of October.

Highest Attendance	Most Improved Attendance
Saburo Muraoka 95.43% Attendance Rate	Loma Verde 2.65% Attendance Increase

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

On behalf of the Board of Education, the President will present Certificates of Recognition to Principal Gina Mazeau who will accept on behalf of Muraoka and Principal Bree Watson who will accept on behalf of Loma Verde.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

District Safety/Health Update

_____Action **____X____Information**

BACKGROUND INFORMATION:

At the August 25, 2021 Board meeting, it was approved to form a District-level Safety Committee, with representation from certificated, classified, and non-represented employees, as well as parents, to advise on the creation and implementation of District safety and health measures, and to oversee site level committees.

Also, all school sites will create a site Safety Committee, with representation from certificated, classified, and non-represented employees, as well as parents, to address site specific safety concerns and help implement District safety measures.

ADDITIONAL DATA:

Tonight, District staff members will provide an update on the District Safety Committee. The District will also share details related to mental health and physical health programs.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Report on District Parent Implementation Program

_____Action **___X___Information**

BACKGROUND INFORMATION:

The Parent Implementation Program (PIP) is a parent implemented, positive behavior training program for families of children in Preschool through Kindergarten with serious behavior challenges. PIP is housed at Rogers, is modeled after the Regional Intervention Program out of Vanderbilt University, and is currently the only expansion site in the west coast.

ADDITIONAL DATA:

PIP became a certified expansion site in July 2018 and is considered a tier three level of support for students. Students are referred to PIP when site-based behavior support resources have been exhausted. Participation in the program requires a significant time commitment from parents, as they are required to complete both the active treatment phase as well as a "payback" phase.

Tonight, District staff will report on the impact the PIP has on the overall improvement of students' behavior as well as the decrease in parental stress index. Both factors result in a more positive schooling experience for student and parents.

FISCAL IMPACT/FUNDING SOURCE:

PIP is funded through the Local Control and Accountability Plan, California State Preschool, and the Expanded Learning Opportunities Grant.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Capitol Advisors Group, LLC, Legislative and Budget Update

_____Action ____X____Information

BACKGROUND INFORMATION:

At the June 15, 2022, Board meeting, a contract with Capitol Advisors Group, LLC, was approved. Capitol Advisors Group, LLC, will provide legislative advocacy and legislative action services, strategic counsel, and assistance in developing mutually beneficial partnerships. Such services will be related to pursuing and protecting the interests of the District and the District's key investment and fiscal policies.

ADDITIONAL DATA:

Tonight, Mr. Kevin Gordon, President and Partner of Capitol Advisors Group, LLC, will provide a legislative and budget update on conditions that could impact Chula Vista Elementary School District.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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MINUTES
BOARD OF EDUCATION

Regular Meeting – October 19, 2022
Closed Session – 4 P.M.
Open Session – 6 P.M.
Dr. Lowell J. Billings Board Room, Education Service and Support Center
Streamed Online

ORDER OF BUSINESS

1. OPENING PROCEDURES *Opening Procedures*

A. Call to Order
President Ugarte called the meeting to order at 4:03 P.M.

B. Roll Call
Members Present:
Ms. Lucy Ugarte, President
Ms. Leslie Bunker, Vice President
Mr. Francisco Tamayo, Clerk
Ms. Kate Bishop, Member
Mr. Cesar T. Fernandez, Member

Members Absent:
None

Others Present:
Dr. Eduardo Reyes, Superintendent
Ms. Oscar Esquivel, Deputy Superintendent
Mr. Jason Romero, Asst. Superintendent Human Resources
Dr. Matthew Tessier, Asst. Supt., Innovation and Instruction
Ms. Giovanna Castro, Communications Officer
Ms. Araceli Guzman, Supt. and Board of Education Administrative Manager
Ms. Paloma Romo, Secretary II (Confidential)

C. President Ugarte asked Member Fernandez to lead the Pledge of Allegiance

UNADOPTED

2. APPROVE AGENDA (Action)

Approve Agenda

Motion: BISHOP, Second: BUNKER, Vote: UNANIMOUS

3. ORAL COMMUNICATIONS ON CLOSED SESSION ITEMS

Oral Communications on Closed Session Items

The Oral Communications section provides the public with an opportunity to address the Board on closed session items only. Persons wishing to be heard may attend in person and should complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 prior to the start of the meeting. Speakers are requested to limit their remarks to three minutes and speak in a respectful and professional manner. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public comments depending on the number of persons wishing to be heard. No Board action can be taken.

No speakers.

4. ADJOURN TO CLOSED SESSION

Closed Session

President Ugarte adjourned to closed session at 4:06 P.M. in accordance with the following:

Government Code Sections 3549.1(d) and 54957.6: Collective Bargaining/Employee Negotiations; Agency Negotiators: Fagen Friedman & Fulfrost, LLP and Adams Silva & McNally LLP; Employee Organizations: Chula Vista Classified Employees Organization (CVCEO); Chula Vista Educators (CVE); Nonrepresented Employees

Government Code Section 54957: Public Employee Discipline/Dismissal/Release

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2022060056 for Student No. 307622

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2022040518 for Student No. 273288

Education Code Section 35146: Consider Waiver of Student Expulsion Hearing and Stipulated Suspended Expulsion Agreement Student No. 843338

UNADOPTED

5. RECONVENE TO OPEN SESSION

Reconvene to Open Session

President Ugarte reconvened to open session at 6:03 P.M. with all Board Members present.

Clerk Tamayo announced that in closed session, the Board:

Government Code Section 54957: Public Employee Discipline/Dismissal/Release

Approved settlement agreement.

Motion: BISHOP, Second: FERNANDEZ
Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE
Absent: NONE, Noes: NONE, Abstain: NONE

Education Code Section 35146: Consider Waiver of Student Expulsion Hearing and Stipulated Suspended Expulsion Agreement Student No. 843338

Approved.

Motion: TAMAYO, Second: BISHOP
Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE
Absent: NONE, Noes: NONE, Abstain: NONE

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2022040518 for Student No. 273288

Approved.

Motion: FERNANDEZ, Second: BUNKER
Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE
Absent: NONE, Noes: NONE, Abstain: NONE

Government Code Section 54956.9(d)(1): Conference with Legal Counsel – Existing Litigation in Office of Administrative Hearings, Case No. 2022060056 for Student No. 307622

Approved.

Motion: BISHOP, Second: FERNANDEZ
Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE
Absent: NONE, Noes: NONE, Abstain: NONE

A. Call to Order
President Ugarte called the meeting to order at 6:03 P.M. with all Board Members present.

UNADOPTED

B. Roll Call
Members Present:
Ms. Lucy Ugarte, President
Ms. Leslie Bunker, Vice President
Mr. Francisco Tamayo, Clerk
Ms. Kate Bishop, Member
Mr. Cesar T. Fernandez, Member

Members Absent:
None

Others Present:
Dr. Eduardo Reyes, Superintendent
Mr. Oscar Esquivel, Deputy Superintendent
Mr. Jason Romero, Asst. Supt. Human Resources
Dr. Matthew Tessier, Asst. Supt., Innovation and Instruction
Ms. Giovanna Castro, Communications Officer
Ms. Araceli Guzman, Supt. and Board of Education Administrative Manager
Ms. Paloma Romo, Secretary II

C. Pledge of Allegiance
President Ugarte asked Vice President Bunker to lead the Pledge of Allegiance.

6. APPROVE AGENDA (Action) *Approve Agenda*

Approved.

Motion: TAMAYO, Second: BISHOP, Vote: UNANIMOUS

7. SPECIAL RECOGNITION, AWARDS, AND HONORS *Special Recognition/ Awards, Honors*

A. Presentation of Newly Hired and Promoted Employees

Assistant Superintendent of Human Resources Mr. Jason Romero announced the following promotions:

Jennifer Diaz, Student Attendant

Yannina Famoso, Accounting Technician II

Paulinna Garcia, Administrative District Psychologist

Josefa Ortiz, Child Nutrition Services III

Roxana Vargas-Ibarra, Child Nutrition Services III

Lelani Velasco, Instructional Assistant Special Education

UNADOPTED

B. Recognition of Schools with the Highest Attendance and Most Improved Attendance for the Month of September

Dr. Tessier shared that the District and schools have placed much emphasis and student attendance returning from the pandemic. Two schools recognized were Olympic View with the highest attendance at 94.82% attendance rate, and Tiffany with the most improved attendance at 2.51% attendance increase.

Principal Lines from Olympic View shared that creating an environment where students feel they are missed when they are absent, setting up carpools, and letting parents know their child is loved creates a positive impact on student attendance.

Principal Dr. Sutton from Tiffany acknowledged her amazing teachers and staff for increasing communication to parents about the importance of children being in school.

Board Members presented Certificates of Recognition to each school.

C. Recognition of 2022 Positive Behavior Intervention and Support Award Recipient

Dr. Tessier introduced Senior Director Student Family and Community Services Lisa Forehand to share the process of Positive Behavior Intervention and Support (PBIS). PBIS is a tool that provides valid, reliable, and efficient measures in which a school applies the core features of positive behavior. It is composed of three tiers. Tier I is schoolwide, Tier II is targeted interventions and supports, and Tier III is intensive interventions and supports. The requirements to qualify this year have been more challenging as schools transition back from COVID. Schools meeting the requirements of the Tiers received Gold, Silver, or Bronze recognition. Of notable recognition, this is the first year that CVESD earns Gold Recognition, and there were seven schools in this category.

Gold Recognition	Silver Recognition	Bronze Recognition
Castle Park	Discovery Charter	Ella B. Allen
Eastlake	J. Calvin Lauderbach	Heritage
Myrtle S. Finney	Saburo Muraoka	Los Altos
Harborside	Greg Rogers	
Thurgood Marshall		
Lilian J. Rice		
Loma Verde		

UNADOPTED

Staff members received the awards for their respective schools.

Board Members had the opportunity to comment and congratulate each school.

Dr. Reyes took a brief moment to recognize the artwork on the wall in the room from students at Marshall, Cook, Casillas, Otay, Rohr, and Finney which represents the amazing VAPA program. The artwork represents the Orff approach which is used to provide an opportunity to awaken an individual's artistic potential. He also thanked the Board for supporting the VAPA program.

8. COMMUNICATIONS TO THE BOARD OF EDUCATION

Communications to the Board

A. Chula Vista Classified Employees Organization
Union Member Dianna Lopez emphasized that paraprofessionals play an important role in the classroom just as teachers do. Having a manual at the time of hire would be helpful for each member's roadmap to success. She also stressed the importance of adding additional behavior specialist at each site.

B. Chula Vista Educators
President Rosi Martinez stated that staff continues to struggle with student behavior while trying to provide high quality education. She feels that staff members working and responding with students struggling with traumas need more professional development, strategies, and needed tools to be successful. It is important to include CVE in these talks for added support.

REVISED

C. Administrators Association Chula Vista
President Maria Theresa Corona introduced the members of this new association Administrators Association of Chula Vista (AACV): Executive Director Donis Cornell, and the Board of Directors Vice President Bill Willis, Secretary/Treasurer Patricia Magana, Communications/Social/Scholarship Chairperson Ruth Diaz De Leon, Association Principal Representative Karon Schnitzer, Bargaining Chairperson Melody Belcher.

She shared that the group is looking forward to building a relationship and having a voice at the table as AACV with our District leadership and Board Members for continued growth and improvement across the District and want the best for our students.

UNADOPTED

9. ORAL COMMUNICATIONS

Oral Communications

The Oral Communications section provides the public with an opportunity to address the Board on non-agenda items. Persons wishing to be heard may attend in person and should complete a "Request to Be Heard" card and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 prior to the start of the meeting. Speakers are requested to limit their remarks to three minutes and speak in a respectful and professional manner. The Board shall limit the total time for public input on each topic to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public comments depending on the number of persons wishing to be heard. No Board action can be taken.

- Jessica Gold (Call-In) addressed the District policy on playing tag
- Maria requested a list of all library books in every school
- Delia Dominguez Cervantes regarding students with behavioral issues
- Rosie Rodriguez regarding safety forum, school safety training, and deferred maintenance
- Mike Caballero regarding school safety protocols, facilities, and repairs

10. ORAL PRESENTATIONS AND WRITTEN REPORTS

Oral Presentations/ Written Reports

A. District Safety/Health Update

Mr. Jason Romero shared a brief COVID update. The District is in constant connection with the Department of Health. We have a commitment to provide testing kits. Remote testing continues to be available at the District and school sites. With the upcoming cold season there is a potential for increased flu cases. Furthermore, there is a new COVID booster for ages five and up.

CVESD has partnered with Campus Clinic. Campus Clinic has provided 10 full time licensed pediatricians to school sites, a $2 million commitment. Pediatricians will address regular routine illnesses such as a cold or flu, as well as other serious injuries. This program ensures all students have the no-cost opportunity to a safe and healthy environment. Parents must give their consent to have children seen for continued care.

UNADOPTED

School cameras were provided by a grant from Community Oriented Policing Services (COPS) for 15 schools identified by CVESD, four cameras per site, and limited funding for installation, training, and equipment. CVESD identified 20 schools: Allen, Castle Park, Cook, Halecrest, Harborside, Lauderbach, Loma Verde, Marshall, Montgomery, Otay, Palomar, Parkview, Rice, Rogers, Rohr, Rosebank, Sunnyside, Tiffany, Valle Lindo, and Vista Square. Harborside is the first site with completed camera installation. Each of the four cameras are the latest, 2022 models, 4-in-1 camera, with 360 degrees view, linked to CVPD, instant accessibility to recordings, easy to operate, facial distortion for children's privacy and protection, motion detection, and audio recording, maximum storage, secured access, and many more features.

The Comprehensive School Safety Plan (CSSP) is required by the California Department of Education (CDE), and the District has a Board policy in compliance with the CDE. The plan (each school has its own tailored plan) is in its final draft, to be presented for Board approval in December, and submitted to the CDE in January. Furthermore, a safety consultant was recruited to analyze every single school site.

- Delia Dominguez Cervantes inquired about using bond measure funds for safety

Board Members had an opportunity to ask questions.

Member Bishop inquired about sites physicians are serving, criteria used for the camera grant, safety committees, safety community forum, safety trainings, volunteers, TB testing, tag, and safe routes to school.

Mr. Romero shared that Campus Clinic is exclusive to CVESD. We are pioneering in unchartered territories in health community connections. Dr. Reyes and Mr. Romero approached the founder of the program to ask for medical services to our students. The president from Texas and vice president from Tennessee came to Chula Vista for a meeting and granted the request. All 50 sites are served by pediatricians, assigned on a rotating schedule similar to an "on-call" pediatrician.

Selection process for safety committees will be provided in a Board update. Responses to the four most common questions at the Safety Community Forum were sent right before fall break via a Safety Update to 30,000 families, and the remaining questions were sent last Friday. Safety training for employees is provided monthly during safety drill practice.

UNADOPTED

Regular volunteers are considered as more than two days a week and need to complete all volunteer requirements. The Board is within its purview to modify the current administrative regulation. This does not require Board approval. Ed. Code will be researched and reviewed with legal counsel prior to revising.

TB testing is an option that will be presented to Campus Clinic as an additional service.

There is no district policy preventing tag, but due to safety reasons and recent severe injuries it is at the site discretion to prohibit it.

The City engineering department and CVESD reviewed dangerous crosswalks, modifications were made, but the issue continues to be drivers not complying with signs and/or the law such as running stop signs or speeding.

Mr. Fernandez requested two-way conversations for the next safety forum, and fence repairs.

Work orders for safety will be brought to the top of the list. The best way to address concerns at the sites is with the principal. If you see something, say something.

Ms. Ugarte shared that traffic safety is a partnership with parents. There are times when drivers do not follow rules and students are dropped off or picked up in dangerous areas. This is not safe.

B. Report on District Impact Teacher Efforts

Dr. Tessier shared the progress of the Impact program this year and serving schools with the most need. There are 12 top unduplicated sites with 90% of the student population either foster, low income, or English learners. He introduced Senior Director of Curriculum and Instruction Rochelle Carroll and presented on Impact. Currently, there are 44 schools served, 60 impact teachers hired, and 2,612 students supported. The program works on a tiered system of support, focusing on students in grades 3-6. Each impact teacher has a student caseload of approximately 55. Services will be expanded at sites not having the number of students meeting the criteria.

Ms. Carroll featured the different techniques used to help student reading and comprehension. Lauderbach Impact Teacher Ms. Antonio De Jerez shared success stories of students who excelled from these services.

UNADOPTED

Board Members acknowledged and commended the teachers and staff providing the critical and valuable support to these children in need.

President Ugarte requested a break at 8:14 P.M. and meeting reconvened at 8:23 P.M.

11. APPROVE CONSENT CALENDAR (Action) *Consent Calendar*

The following items listed under Consent Calendar are considered by the Board in one action. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Calendar.

Prior to approval of the Consent Calendar, the Public has pulled Item 11.A., F, M, and Member Fernandez Item 11.C.

Motion: TAMAYO, Second: BUNKER, Vote: UNANIMOUS

A. Adopt Board of Education Meeting Minutes: Regular Meeting September 14, 2022

- Delia Dominguez Cervantes requested to elaborate her comments on page 38 by adding, "…*by the social worker and the need for a bilingual parental consent form specific to services being rendered and keeping parents informed."*

Board Member Bishop requested a strikethrough on page 34 "~~their discussion on curriculum~~" and replace with *"a meeting the prior week".*

Revisions approved.

Motion: BISHOP, Second: FERNANDEZ, Vote: UNANIMOUS

B. Approve and/or Ratify Human Resources Items A Through N **2022-23.037**

C. Ratify Memorandum of Understanding with Sweetwater Union High School District on Behalf of Arroyo Vista, Chula Vista Learning Community, Discovery, Mae L. Feaster, and Mueller Charter Schools for Participation in Middle School Sports League for the 2022-23 School Year

Member Fernandez and President Ugarte requested to abstain on this item.

Approved.

UNADOPTED

Motion: TAMAYO, Second: BISHOP
Vote: Ayes: BISHOP, BUNKER, TAMAYO,
Absent: NONE, Noes: NONE, Abstain: FERNANDEZ, UGARTE

D. Approve Employee Benefits Consulting Amendment 1 to the Agreement with Marsh & McLennan, Agency LLC, Effective April 1, 2022

E. Review and Accept Quarterly Report to the San Diego County Office of Education on Williams Complaints for the Period of July Through September 2022

F. Ratify Agreement Between Chula Vista Elementary School District and Scripps Health for Obstetrics/Mean Corpuscular Hemoglobin Services for the Period of September 1, 2022, Through June 30, 2023

- Delia Dominguez Cervantes requested an explanation on the definition of this item.

Dr. Tessier explained that it identifies anemia in pregnant women which results in high-risk pregnancy. Scripps is working with promotoras by giving CVESD $45,000 to help support these women (parents, not staff) with services and referrals.

Approved.

Motion: TAMAYO, Second: BISHOP, Vote: UNANIMOUS

G. Ratify Memorandum of Understanding with Covina-Valley Unified School District and Chula Vista Elementary School District to Provide Geographic Technical Assistance Facilitator for the California Early Childhood Special Education Network for the Period of September 30, 2022, Through June 30, 2024

H. Ratify Agreement with K12 Insight for Customer Service and Sustained Stakeholder Engagement Solutions in the Amount of $59,250, for the Period of September 1, 2022, Through August 31, 2025

I. Ratify Memorandum of Understanding with Centro de Salud de la Comunidad de San Ysidro, Inc., dba San Ysidro Health, for School-Based Dental Services for the 2022-23 School Year

J. Ratify Memorandum of Understanding between South Bay Community Services Corporation and Chula Vista Elementary School

UNADOPTED

District to Provide Support Services to the Local Community for the Period of July 1, 2022, Through June 30, 2023

K. Approve Memorandum of Understanding with the San Diego County Superintendent of Schools for a Multilingual California Project Led by the California Association for Bilingual Education for the Period of October 28, 2022, Through May 30, 2023

L. Ratify Memorandum of Understanding Between Cesar Chavez Service Clubs and Chula Vista Elementary School District for Leadership Development Programs for the 2022-23 and 2023-24 School Years

M. Adopt Resolution Requesting Temporary Transfer of Funds for Fiscal Year 2022-23 **2022-23.038**

- Delia Dominguez Cervantes inquired about the duration of temporary transfer of funds.

Mr. Esquivel shared that the County of San Diego requires school districts to approve the temporary transfer of funds after the adopted budget is approved. Additionally, the property tax distribution date is now December 20th, rather than December 14th, payroll is December 16th, therefore we need the additional option to borrow funds before payroll should we need it. This is a standard practice for districts across the County.

Approved.

Motion: BISHOP, Second: BUNKER, Vote: UNANIMOUS

N. Approve Report on Annual Community Facilities Districts Activity for Fiscal Year 2021-22

O. Approve Annual Report on Statutory Fees and Mitigation Payments for Fiscal Year 2021-22, and Five-Year Report for Fiscal Years 2017-18 Through 2021-22

P. (1) Waive Minor Irregularity in Low Bid and Reject Protest of Low Bid for Prime Bid Package No. 8 Roofing and Sheetmetal for the Construction of New School No. 48 at Otay Ranch Village 2, Site 2;

(2) Reject All Bids for Prime Bid Package No. 7 for the Construction of New School No. 48 at Otay Ranch Village 2, Site 2, and Direct

UNADOPTED

Staff to Re-advertise and Rebid a Modified Prime Bid Package No. 7; and

3) Approve Award of Contracts for Prime Bid Package Nos. 1 Through 6 and 8 Through 16 to Various Contractors in the Total Amount of $52,304,774.50 for the Construction of New School No. 48 at Otay Ranch Village 2, Site 2, Contingent on Close of Escrow on Site 2

Q. (1) Approve Retention Release for Bid Packages Nos. 6 and 10 for Otay Ranch Village 3 Elementary School (Fahari L. Jeffers Elementary School) to Multiple Prime Contractors;

(2) Approve Change Order for Multiple Prime Contractors for a Decrease in the Amount of <$54,951>; and **2022-23.039**

(3) Approve Notice of Completion for Bid Package Nos. 6 and 10 **2022-23.040**

R. Approve Award of Bid No. 22/23-1 Transportation Service to HopSkipDrive for the Period of November 14, 2022, Through November 13, 2023 **2022-23.041**

S. Approve Agreement with Viejas Band of Kumeyaay Indians for Cultural Resource Monitoring during Construction of New Elementary School in Otay Ranch Village 2

T. Accept Donation

U. Ratify Purchase Orders, Warrants, and Checks Written/Issued Through September 30, 2022

V. Approve and/or Ratify Inservice/Travel Requests

12. PUBLIC HEARINGS *Public Hearings*

The Public Hearings section provides the public with an opportunity to address the Board on specific items. Persons wishing to address the Board on any public hearing items must complete a “Request to Be Heard” card and submit it to the Recording Secretary before the start of the meeting or call 619-679-9001 prior to the start of the meeting. Speakers are requested to limit their remarks to three minutes and speak in a respectful and professional manner. The Board shall limit the total time for input on each public hearing item to 20 minutes. With Board

UNADOPTED

consent, the President may increase or decrease the time allowed for public comments on each public hearing item depending on the topic and the number of persons wishing to be heard.

A. (1) Conduct Public Hearing; and

(2) Adopt Resolution Regarding Short-Term Classified Employees to Perform Specified Service between October 24, 2022, and June 30, 2023 **2022-23.042**

Mr. Romero explained that this additional support is needed in the Business department to conduct CalPERS audit. These employees are hired from now until June 30th.

No speakers.

Approved.

Motion: FERNANDEZ, Second: BISHOP
Vote: Ayes: BISHOP, FERNANDEZ, TAMAYO, UGARTE
Absent: NONE, Noes: NONE, Abstain: BUNKER

B. (1) Conduct Public Hearing on a General Waiver Request to Provide a Reduced-Day Extended School Year Program from June 7 Through June 28, 2023; and

(2) Authorize Application for the General Waiver Request

Dr. Tessier stated that is a yearly item. It is to provide an extended school year (ESY), for students enrolled in special education, from June 7, through June 28, 2023.

No speakers.

Approved.

Motion: BISHOP, Second: FERNANDEZ
Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE
Absent: NONE, Noes: NONE, Abstain: NONE

13. ADMINISTRATIVE ACTION ITEMS

Administrative Action Items

A. Adopt Resolution Authorizing the Execution and Delivery of the Chula Vista Elementary School District 2022 Refunding Certificates of Participation, Series A, in an Aggregate Principal Amount Not to Exceed $20,000,000, Authorizing the Distribution of an Official Statement in Connection Therewith, and Authorizing the Execution of Various Documents and Related Actions **2022-23.043**

UNADOPTED

Mr. Esquivel explained that approval is being requested to refinance the 2022 Refunding Certificates for an estimated savings of approximately $343,000. He added that we are looking at interest rates rising, and at pricing time, will determine if it's feasible to refinance.

No speakers.

Approved.

Motion: BUNKER, Second: TAMAYO, Vote: UNANIMOUS

B. Adopt Resolution Authorizing the Issuance of Chula Vista Elementary School District (San Diego County, California) 2022 General Obligation Refunding Bonds, Series A, in a Principal Amount Not to Exceed $8,500,000, and Approving Certain Other Matters Related Thereto **2022-23.044**

Mr. Esquivel explained this is for approval for the refinancing of general obligation bonds $8.5 million bonds, with an estimate of about $270,000 in savings. If pricing is feasible, we will move forward with the refinance.

No speakers.

Approved.

Motion: TAMAYO, Second: FERNANDEZ, Vote: UNANIMOUS

14. FIRST AND SECOND READINGS, BOARD POLICIES, ADMINISTRATIVE REGULATIONS, AND BOARD BYLAWS

First and Second Readings

A. First Reading/Revise: Board Bylaw E (B) 9270, Conflict of Interest

Dr. Reyes stated that this policy is revised as new management positions are created or eliminated.

No speakers.

Approved.

Motion: BISHOP, Second: FERNANDEZ, Vote: UNANIMOUS

B. First Reading/Revise: Proposed revisions to Board Policy 3290, Gifts, Grants, and Bequest

Mr. Romero shared that this policy allows a third party to provide gifts, grants, and bequests to any employee. Specifically, HR requested a benefits partner to contribute to the wellness program. They bestowed to us approximately $20,000 in an annual grant, paid increments of $5,000 every quarter. The monies will be used for Fitbits, Apple

UNADOPTED

watches, gym memberships, and the app for mental health awareness.

No speakers.

Approved.

Motion: FERNANDEZ, Second: TAMAYO, Vote: UNANIMOUS

C. First Reading/Revise: Proposed Revisions to Instructional Programs and Reclassification Criteria Addressed in Board Policy and Administrative Regulation 6174, Instruction, Education for English Learners

Dr. Tessier shared the proposed revisions are specific for English Learners to 1) discontinue Transitional/Developmental Bilingual programs, 2) utilize SmartyAnts for kindergarten and first graders, and 3) reclassification for English Learners with IEPs on the alternate LCAP as recommended by the State Board of Education.

Clerk Tamayo requested that this be reviewed by the teacher's union prior to approving.

Approved as a First Read. Second Read to be presented at the November Board meeting.

Motion: TAMAYO, Second: BISHOP, Vote: UNANIMOUS

15. GENERAL INFORMATION ITEMS/REPORTS

Information Items/Reports

A. Report Calendar to Board of Education

Clerk Tamayo requested presentation by school psychologist and social workers.

16. RECESS TO CHULA VISTA ELEMENARY SCHOOL DISTRICT PUBLIC FACILITIES FINANCING CORPORATION

Public Facilities Financing Corporation

President Ugarte adjourned to the Chula Vista Elementary School District Public Facilities Financing Corporation meeting at 8:52 P.M.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT
PUBLIC FACILITIES FINANCING CORPORATION

AGENDA

BOARD OF DIRECTORS MEETING

UNADOPTED

1. OPENING PROCEDURES

Opening Procedures

A. Call to Order

Chairperson Ugarte called the Board of Directors meeting to order at *8:52 P.M.*

B. Roll Call

Ms. Lucy Ugarte, Chairperson
Ms. Leslie Ray Bunker, Vice Chairperson
Mr. Oscar Esquivel, President
Dr. Eduardo Reyes, Secretary
Mrs. Kristen Armatis, Chief Financial Officer

Members Absent: None

Others Present:

Mr. Cesar Fernandez
Mr. Francisco Tamayo
Dr. Matthew Tessier, Asst. Supt., Innovation and Instruction
Mr. Jason Romero, Asst. Supt., Human Resources

2. ADMINISTRATIVE ACTION ITEM

Administrative Action Item
2022-23.002

A. Adopt Resolution of the Board of Directors of the Chula Vista Elementary School District Public Facilities Financing Corporation Authorizing the Execution by the Corporation of Various Documents with Respect to the Chula Vista Elementary School District 2022 Refunding Certificates of Participation, Series A in an Aggregate Principal Amount Not to Exceed $20,000,000 and Authorizing Related Action Therewith

Mr. Esquivel explained that part of the process of readopting the Certificates of Participation by the District requires that the Public Facilities Financing Corporation adopt the resolution in order to facilitate the proposed transaction.

Approved.

Motion: BISHOP, Second: FERNANDEZ
Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE

UNADOPTED

3. ADJOURNMENT OF CHULA VISTA ELEMENTARY SCHOOL DISTRICT PUBLIC FACILITIES FINANCING CORPORATION MEETING

Adjournment

Chairperson Ugarte adjourned the meeting at 8:53 P.M.

17. RECONVENE TO CHULA VISTA ELEMENTARY SCHOOL DISTRICT BOARD OF EDUCATION MEETING

Board of Education Meeting

President Ugarte reconvened to the Chula Vista Elementary School District Board of Education meeting at 8:53 P.M.

18. BOARD COMMUNICATIONS

Board Communications

Member Bishop thanked Castle Park for hosting the Flip the Switch event on the completion of the solar panel installation districtwide. She would like to see the next saving the earth and sustainability project be reclaiming food waste, composting, and recycling.

Supt's Communication

Member Fernandez echoes the next project for sustainability on composting and food waste rescue. He also congratulated the new administrators on establishing union. Finally, he thanked the staff for presentations on mental health to show the community what we are committed to and the primary functions of safety and teaching and learning.

Clerk Tamayo thanked staff and acknowledged the superintendent for refocusing the District by prioritizing on teaching and learning and his leadership.

Vice President Bunker attended Master of Governance courses. They included Lighthouse Study about what effective boards do- the things that work and things that don't. Furthermore, she would like to see the board use computers rather than paper copies of the agendas.

President Ugarte acknowledged Arturo Flores, former student for taking the time revitalize the garden at Cook. Also, she thanked Castle Park and students for hosting the Flip the Switch as well as all the organizers of the event. Lastly, she encouraged everyone to attend the CVESD 130th Year Anniversary at Hedenkamp on October 20th. It is great to celebrate all of the District's accomplishments and great things that are happening.

19. SUPERINTENDENT'S COMMUNICATION

UNADOPTED

Dr. Reyes shared that he just received communication requesting to partner up with an organization at Cook Elementary for a sustainability project. The goal is to duplicate these efforts throughout the District. He praised the Flip the Switch. This project completion will save the District $70 million over the next 25 years, and support the earth. He encouraged everyone to attend the 130th Year Anniversary. It will be a fun-filled event with free food, events, recognizing employees who have contributed to the District throughout the years, celebrating the 130 Years of CVESD being the best elementary district in California, and thanked Ms. Castro and staff for organizing the event. Lastly, he commended principals for focusing on teaching and learning, the teachers and classified staff for supporting the vision, and the IT staff.

20. ADJOURN TO CLOSED SESSION *Closed Session*

President Ugarte adjourned to closed session at 9:04 P.M. in accordance with the following:

Government Code Section 54957: Public Employee Employment:

Title: REVISED

- Assistant Superintendent of Student Services
- Executive Director of Curriculum and Instruction Services and Support

21. RECONVENE TO OPEN SESSION

President Ugarte reconvened to open session at 9:11 P.M. with all Board Members present. *Reconvene to Open Session*

Clerk Tamayo announced that in closed session, the Board:

Government Code Section 54957: Public Employee Employment:

Title:

- Sharon Casey appointed Assistant Superintendent of Student Services
- Rochelle Carroll appointed Executive Director of Curriculum and Instruction Services and Support

Mr. Romero announced the appointees. Ms. Casey shared she feels honored and humbled to represent CVESD. Ms. Carroll expressed appreciation for the opportunity and feels privileged to work with the staff focusing on teaching and learning.

Approved.

Motion: TAMAYO, Second: BUNKER

UNADOPTED

Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE
Absent: NONE, Noes: NONE, Abstain: NONE

22. ADJOURNMENT *Adjournment*

President Ugarte adjourned the meeting at 9:14 P.M.

Motion: BISHOP, Second: FERNANDEZ
Vote: Ayes: BISHOP, BUNKER, FERNANDEZ, TAMAYO, UGARTE

THE NEXT REGULAR MEETING OF THE BOARD OF EDUCATION OF THE CHULA VISTA ELEMENTARY SCHOOL DISTRICT IS SCHEDULED ON WEDNESDAY, NOVEMBER 9, 2022, AT 4 P.M. CLOSED SESSION AND 6 P.M. OPEN SESSION

UNADOPTED

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Adopt December 14, 2022, at 6 P.M. as the Date and Time for the Annual Organizational Meeting of the Board of Education of the Chula Vista Elementary School District

____X____Action **_____Information**

BACKGROUND INFORMATION:

In California, the annual organizational meetings of school districts' governing boards must be held within a specified 15-day period identified in Education Code Section 35143. The date and time of the annual organizational meeting shall be selected by a school district governing board at the regular meeting held immediately prior to the 15-day period. This information shall then be provided to the district's county superintendent of schools. In 2022, the 15-day period has been identified as December 9-23, inclusive. Two Wednesdays fall within this period—December 14 and December 21. It has been determined that December 14, 2022, at 6 P.M., is most appropriate for holding the organizational meeting of the Chula Vista Elementary School District Board of Education.

An annual organizational meeting is deemed by Education Code Section 35149 to be a regular meeting; as such, regular business of the Board of Education may be transacted at the meeting.

ADDITIONAL DATA:

The Board of Education convenes for meetings at the Education Service and Support Center, 84 East "J" Street, Chula Vista. Meetings are also livestreamed in English and Spanish.

Copies of Education Code Sections 35143 and 35149 are accessible online at http://leginfo.legislature.ca.gov/.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend adoption.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve and/or Ratify Human Resources Items A Through L

____X____Action **_____Information**

BACKGROUND INFORMATION:

A. NEW EMPLOYMENT

Dulce Angulo, Instructional Assistant (Preschool), 3.5 hours per day, 5 days per week, Range 18, Step 5, $20.92 per hour, plus 2 percent, effective October 24, 2022

Jessica Azzam, Occupational Therapist, 8 hours per day, 5 days per week, Range 55, Step 2, $43.79 per hour, plus 4 percent, effective November 1, 2022

Stephanie Baublit, School Nurse, 131 days, Class V, Step 6, salary $53,721.79, effective October 17, 2022

Chantille Bortscheller, Temporary School Counselor (per Education Code Section 44920), 125 days, Class IV, Step 1, salary $39,551.25, effective October 24, 2022, through June 5, 2023

Jessica Cruz, Occupational Therapist, 8 hours per day, 5 days per week, Range 55, Step 2, $43.79 per hour, plus 4 percent, effective October 24, 2022

Annabel Dalusung, Temporary Teacher (per Education Code Section 44920), 121 days, Class I, Step 1, salary $36,204.41, effective October 31, 2022, through June 5, 2023

Brenda De La Torre, Child Nutrition Services I, 2 hours per day, 5 days per week, Range 15, Step 1, $16.24 per hour, effective October 24, 2022

Andrea Delgado, Instructional Assistant (Preschool), 3.5 hours a day, 5 days per week, Range 18, Step 3, $19.04 per hour, effective October 31, 2022

Sophia Esparza-Bromley, Temporary Teacher (per Education Code Section 44920), 112 days, Class III, Step 3, salary $36,749.44, effective November 14, 2022, through June 5, 2023

Luz Garcia, Student Attendant, 6.3 hours, 5 days per week, Range 22, Step 7, $24.51 per hour, plus 2 percent, effective October 25, 2022

Oralis Garcia, Noon Duty Supervisor, 2 hours per day, 5 days per week, Range 15, Step 1, $16.24 per hour, effective October 18, 2022

Jennifer Godinez, Child Nutrition Services I, 2 hours per day, 5 days per week, Range 15, Step 1, $16.24 per hour, effective October 31, 2022

Cristina Lago, Child Nutrition Services I, 3.75 hours per day, 5 days per week, Range 15, Step 1, $16.24 per hour, effective October 11, 2022

Laura Leon, Instructional Assistant Special Education, 5.8 hours per day, 5 days per week, Range 18, Step 7, $22.28 per hour, plus 4 percent, effective October 24, 2022

Karina Lerma, Instructional Assistant Special Education, 5.8 hours per day, 5 days per week, Range 18, Step 6, $21.90 per hour, effective October 24, 2022

Hana Lohorn, Student Attendant, 6.3 hours per day, 5 days per week, Range 22, Step 1, $ 19.04 per hour, plus 4 percent, effective October 24, 2022

Veronica Lopez Zapien, Noon Duty Supervisor, 2 hours per day, 5 days per week, Range 15, Step 1, $16.24 per hour, effective October 26, 2022

Adelaida Martinez, Temporary Teacher (per Education Code Section 44920), 133 days, Class IV, Step 4, salary $47,978.42 effective October 13, 2022, through June 5, 2023

Paul Mitchell, Instructional Assistant Special Education, 5.8 hours per day, 5 days per week, Range 18, Step 3, $19.04 per hour, plus 2 percent, effective October 11, 2022

Edna Robles, Instructional Assistant Special Education, 5.8 hours per day, 5 days per week, Range 18, Step 5, $20.92 per hour, effective October 31, 2022

Eli Ring, Custodian I, 6.25 hours per week, 5 days per week, Range 22, Step 1, $19.04 per hour, effective October 17, 2022

Miguel Rodriguez, Technology Equipment Technician, 8 hours per day, 5 days per week, Range 39, Step 5, $34.51 per hour, effective October 24, 2022

Juan Saenz, Custodian I, 3 hours per day, 5 days per week, Range 22, Step 2, $19.99 per hour, effective October 11, 2022

Karem Sepulveda Gonzalez, Noon Duty Supervisor, 3 hours per day, 5 days per week, Range 15, Step 1, $16.24 per hour, effective October 17, 2022

Shawn Sta Ines, Temporary School Counselor (per Education Code Section 44920), 118 days, Class IV, Step 1, salary $37,336.38, effective November 3, 2022, through June 5, 2023

Claire Stevens, School Psychologist,122 days, Psychologist Step 1, salary $59,382.28 salary, effective October 28, 2022

Aime Torres, Instructional Assistant (Preschool), 3.5 hours per day, 5 days per week, Range 18, Step 4, $19.99 per hour, effective October 24, 2022

Karla Traxler, Teacher, 131 days, Class I, Step 2, salary $39,196.51, effective October 17, 2022

Aileen Yaomoto, Human Resources Technician IV (Sub Desk), 261 days, 8 hours per day, 5 days per week, Range 28, Step 7, $28.25 per hour, plus 4 percent, effective November 7, 2022

Lisa Zapata, Noon Duty Supervisor, 2 hours per day, 5 days per week, $16.24 per hour, effective October 19, 2022

B. REEMPLOYMENT OF TEMPORARY CERTIFICATED EMPLOYEES PREVIOUSLY EMPLOYED UNDER EDUCATION CODE SECTIONS 44909, 44911, OR 44920 FOR THE 2022-23 SCHOOL YEAR

Nicole Duncombe, Temporary Impact Teacher, (per Education Code Section 44920), 126 days, Class V, Step 7, salary $53,644.50, effective October 24, 2022, through June 5, 2023

C. LEAVE OF ABSENCE

Gina Del Razo, Pupil Services/Special Education Technician, effective October 18, 2022

Alison Ericson, Language, Speech, and Hearing Specialist, effective October 13, 2022

Emily Guerrero, Teacher, effective October 19, 2022

Miguel Ortiz, Custodian II, effective October 25, 2022

Rolando Restua, Instructional Assistant – Behavioral Specialist, effective January 10, 2023

Courtney Sciuto, Language, Speech, and Hearing Specialist, effective November 7, 2022

Andrea Velazquez, Psychologist, effective November 7, 2022

Alejandra Zorilla-Tucker, Instructional Assistant Special Education, effective October 21, 2022

D. EXHAUSTED ALL PAID LEAVE—PLACED ON 39-MONTH REEMPLOYMENT LIST

Employee No. 2011222949

E. JOB DESCRIPTIONS

Area Assistant Superintendent

District Community Schools Coordinator

F. PROMOTIONS

Lourdes Garcia, from School Attendance Secretary/Health Specialist to School Secretary, 8 hours per day, 5 days per week, Range 30, Step 7, $29.65 per hour, plus 4 percent, effective November 2, 2022

Beatriz Rodriguez, from Child Nutrition Services I to Child Nutrition Services III, 6 hours per day, 5 days per week, Range 19, Step 6, $22.53 per hour, effective October 17, 2022

Viridiana Valenzuela, from Instructional Assistant Special Education to Instructional Transitional Kindergarten, 6 hours per day, 5 days per week, Range 18, Step 7, $22.28 per hour, effective July 20, 2022

Jennifer Venyak, from Benefits/Risk Management Manager to Benefits/Risk Management Senior Manager, 223 days, Management Salary Schedule M to Management Salary Schedule G, Step 3, effective October 20, 2022

G. RETIREMENT

Carol Kozachenko, Instructional Assistant Special Education, effective December 17, 2022

Maria Moriel, Bus Attendant, effective January 11, 2023

Minerva Weckmann, Student Attendant, effective November 4, 2022

H. RESIGNATIONS

Rosa Andrade, Child Nutrition Services III, effective December 17, 2022

Lourdes Avila, Child Nutrition Services I, effective July 27, 2022

Lorena Camacho Patron, Student Attendant, effective November 3, 2022

Natalie Chipana, Noon Duty Supervisor, effective October 20, 2022

Roslyn Cruz, Noon Duty Supervisor, effective November 11, 2022

Nestor Espinoza, Principal, effective March 1, 2023

Alvaro La Rue, Bus Driver, effective October 14, 2022

Silvia Mendez Juarez, Child Nutrition Services I, effective November 5, 2022

Carmen Mojica, Noon Duty Supervisor, effective August 16, 2022

Max Peyro, Library Medica Technician, effective October 21, 2022

Kayla Polk, Psychologist, effective October 28, 2022

Rosario Santana, Student Attendant, effective October 15, 2022

Jessica Sillas Alcala, Noon Duty Supervisor, effective October 22, 2022

Marissa Stillie, Teacher, effective October 29, 2022

Julie Storrier, Teacher, effective October 25, 2022

Jennifer Townsend, Bus Driver, effective November 17, 2022

Maricruz Vejar, Student Attendant, effective October 15, 2022

Hazel Vidrio, Child Nutrition Services I, effective September 24, 2022

I. CONTRACT

Hartford Life and Accident Insurance Company, effective January 1, 2023

J. CONTRACT TERMINATION

Termination of Basic and Supplemental Life/AD&D policies with Mutual of Omaha

K. RELEASE

Employee No: 2011322727

L. CONSULTANTS

On July 13, 2022 the Board approved a contract with Richard Bunuan to provide CPR Training, AED, and first aid training for District employees for $7,800. An amendment to the contract is required to include the American Heart Association cards to employees who completed training. The amendment will increase the contract by $2,000. The sum not to exceed $9,800 will be paid from District Administration funds.

Joyce Gordon will provide professional development at Vista Square in utilizing the Benchmark Assessment System for analysis of student reading behaviors and choosing appropriate teaching strategies and using guided reading as an instructional approach. Services will be provided from August 24, 2022, through June 30, 2023. The sum not to exceed $40,000 will be paid from Site Local Control and Accountability Plan funds.

Higher Level Leadership will provide a culturally responsive, one-hour parenting session at Kellogg. Services will be provided on December 1, 2022. The sum not to exceed $500 will be paid from Title I funds/Parent Participation Funds.

Kagan Professional Development will provide Calvary Christian Academy K-6 teachers with professional learning on Kagan Cooperative Learning, Kagan Structures for engagement and achievement. The teacher training includes the use of teamwork and pairs to create a greater level of engagement. The structures are cooperative and interactive and help build social skills, create greater engagement, deeper understanding of the content, improved retention, and greater liking for class and content. Services will be provided from November 10, 2022, through December 16, 2022. The sum not to exceed $9,849 will be paid from Title IV, Part A funds.

On July 13, 2022 the Board approved a contract with Local Media San Diego, LLC to provide radio and digital advertisements about open enrollment for new students in the District for $17,850. An amendment to the contract is required to include additional radio and digital advertisements. The amendment will increase the contract by $14,840. The sum not to exceed $32,690 will be paid from the General Fund.

Perfection on Wheels will provide a BMX bicycle sport show to conclude Red Ribbon Week at Liberty. Services will be provided October 25, 2022. The sum not to exceed $1,497 will be paid from School Site Control funds.

On June 15, 2022 the Board approved a contract with Soliant Health, LLC for occupational therapy and speech services for $550,000. An amendment will increase the contract by $70,000 for speech and language pathology assistant services. The sum not to exceed $620,000 will be paid from Special Education Speech Services funds.

ADDITIONAL DATA:

Additional information is available for review in the Office of the Assistant Superintendent for Human Resources Services and Support.

STAFF RECOMMENDATION:

Recommend approval and/or ratification.

AREA ASSISTANT SUPERINTENDENT

JOB SUMMARY:

Serves as the Superintendent's Area Assistant Superintendent and works cooperatively with other staff to plan, organize, support, and manage the instructional policies and goals set forth by the District. Provides direct support to District schools. Provides innovative leadership for the inclusion of workforce development to enhance learning for District students. Serves as liaison to schools and educational centers, providing support and brokering services. Supports enhancing economic sector experiences to promote greater access to careers for all students. Serves as Cabinet member and Superintendent Designee.

ESSENTIAL JOB FUNCTIONS:

- Provides leadership, direction, support, and accountability to principals to ensure that instructional and curricular programs are implemented.
- Provides professional and leadership development to principals and leadership teams.
- Provides coaching, counseling, and assistance to site administrators.
- Supervise principals in analyzing student achievement data to align instructional and curricular programs to meet student needs.
- Coordinates trade labor partnerships to promote relevancy and enhance local career development.
- Coordinates nonprofit and business partnerships to promote relevancy and enhance career development.
- Provides coaching, support, and professional development to principals, teachers, and staff regarding innovation, workforce, and career development pedagogies.
- Provides leadership for and coordinates innovation programs for the District.
- Coordinates information and presentations for Board meetings and updates.
- Serves as a member of the Superintendent's Cabinet, the chief purpose of which is to maintain top-level communications on all matters related to the successful operation of the school and innovation programs.
- Represents the District on various regional, state, and national committees, councils and commissions concerned with innovation and career development.
- Provides enhanced career development and workforce sector services to schools that advance instructional programs.
- Supports Principals and staff in planning programs required to promote 21st century learning experiences.
- Oversees and supervises other District programs.

- Supervises and trains staff.
- Performs other duties related to the position and as directed by the Superintendent.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Applicable credentials: Standard Elementary, Multiple Subject, CLAD, Specialist credentials (e.g. Ryan Act Administration), Tier I Administrative Credential.

- Training and experience: Advanced degree in appropriate field (M.S. or Ed.D.). Cabinet level-experience or comparable required. Five years of progressively responsible experience in education administration including serving as a site principal required. Evidence of highly successful teaching experience.

Cabinet Salary Schedule Range
BOARD APPROVED

DISTRICT COMMUNITY SCHOOL COORDINATOR

JOB SUMMARY:
Under the general direction of the assigned department or division head, coordinate and provide leadership and direction to site community school coordinators, administrators, and school teams in the establishment and development of community schools as it relates to the defined program pillars and structures. Reports regularly to the District Steering Committee on progress towards implementation of Community Schools.

ESSENTIAL JOB FUNCTIONS:
- Coordinate and provide leadership and direction to site community school coordinators, site administrators and school teams in one or more areas of the community school pillars.
- Provide support to site community school coordinators and school teams to build relationships and partnerships in order to provide needed services for students and families.
- Assist in the coordination and evaluation of coaching cycles and professional development offered to school sites in partnership with the site community school coordinator; recommend best practices and strategies for the development of model community schools.
- Lead assigned community school development projects and lead the implementation of new programs or services associated with supporting community schools.
- Identifies and recruits organizations and agencies willing to offer programs and services for students and families in the community in order to create partnerships beneficial to the District to support community school sites; develop effective partnerships that foster participation and collaboration.
- Plan, organize and conduct site community school coordinator professional development.
- Assist in the formulation and development of policies, procedures, and programs for community schools.
- Assist in the preparation and maintenance of a variety of narrative and statistical reports, records, and files related to the effectiveness of assigned activities and personnel related to community schools; participate on district committees and provide regular reports to the District Steering Committee on progress towards implementation of community schools.

- Assist site community school coordinators and school teams to conduct a strengths and needs assessment to inform the development of partnerships and services for the community; conduct observations and research, gather and evaluate data to provide support and feedback.

- Communicate with other administrators, personnel, and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information; develop procedures to encourage effective and efficient management controls within assigned area.
- Perform other related duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- Ability to effectively work with communities in need with dignity and respect.
- Ability to relate to a variety of ethnic and cultural groups; work in team environment; work effectively and efficiently with minimum supervision; model a caring and welcoming behavior.
- Knowledge of the social, emotional, and physical problems of children and families, crisis intervention, and effective methods of school intervention; community resources, structure and operations of human services and health care agencies, school and neighborhood-based organizations.
- Ability to provide leadership and direction in the administrative and instructional functions of the district.
- Maintain current knowledge of applicable provisions of federal, state, and district laws, rules, and regulations.
- Plan and organize programs.
- Analyze problems, make decisions, and be responsible for those decisions.
- Communicate effectively both orally and in writing. Interpret, apply and explain rules, regulations, policies and procedures.
- Meet schedules and timelines. Any combination of training, experience, and/or education equivalent to a master's degree, seven years of experience working with students and families in the TK-12 educational system or with organizations that serve school communities, and experience in establishment of community partnerships to support the development of comprehensive school systems and structures.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Human Resources
Services and Support

ITEM TITLE:

Approve Revisions to Salary Schedules for 2015-2016 through 2022-2023 School Years for Classified and Cabinet Employees and 2015-2016 through 2020-2021 for Confidential and Supervisory Employees

____X____Action **_____Information**

BACKGROUND INFORMATION:

Our state retirement organizations have requested updates to our salary schedules to meet required formatting and data.

ADDITIONAL DATA:

Updated salary schedules are attached.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend approval.

Chula Vista Elementary School District
2015-16
Classified Employees' Salary Schedule
Monthly

Hourly Step 1	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Range
12.13	10	2,110.25	2,211.03	2,315.79	2,424.35	2,548.41	2,664.78	10
12.44	11	2,164.53	2,265.29	2,381.69	2,497.93	2,610.46	2,738.39	11
12.71	12	2,211.03	2,315.79	2,424.35	2,548.41	2,664.78	2,792.74	12
13.02	13	2,265.29	2,381.69	2,497.93	2,610.46	2,738.39	2,874.18	13
13.31	14	2,315.79	2,424.35	2,548.41	2,664.78	2,792.74	2,932.35	14
13.69	15	2,381.69	2,497.93	2,610.46	2,738.39	2,874.18	3,005.99	15
13.93	16	2,424.35	2,548.41	2,664.78	2,792.74	2,932.35	3,068.09	16
14.36	17	2,497.93	2,610.46	2,738.39	2,874.18	3,005.99	3,157.26	17
14.65	18	2,548.41	2,664.78	2,792.74	2,932.35	3,068.09	3,211.57	18
15.00	19	2,610.46	2,738.39	2,874.18	3,005.99	3,157.26	3,304.58	19
15.31	20	2,664.78	2,792.74	2,932.35	3,068.09	3,211.57	3,374.38	20
15.74	21	2,738.39	2,874.18	3,005.99	3,157.26	3,304.58	3,463.57	21
16.05	22	2,792.74	2,932.35	3,068.09	3,211.57	3,374.38	3,533.42	22
16.52	23	2,874.18	3,005.99	3,157.26	3,304.58	3,463.57	3,626.49	23
16.85	24	2,932.35	3,068.09	3,211.57	3,374.38	3,533.42	3,703.96	24
17.28	25	3,005.99	3,157.26	3,304.58	3,463.57	3,626.49	3,800.96	25
17.63	26	3,068.09	3,211.57	3,374.38	3,533.42	3,703.96	3,894.07	26
18.15	27	3,157.26	3,304.58	3,463.57	3,626.49	3,800.96	3,983.24	27
18.46	28	3,211.57	3,374.38	3,533.42	3,703.96	3,894.07	4,072.40	28
18.99	29	3,304.58	3,463.57	3,626.49	3,800.96	3,983.24	4,184.90	29
19.39	30	3,374.38	3,533.42	3,703.96	3,894.07	4,072.40	4,274.06	30
19.91	31	3,463.57	3,626.49	3,800.96	3,983.24	4,184.90	4,382.64	31
20.31	32	3,533.42	3,703.96	3,894.07	4,072.40	4,274.06	4,479.60	32
20.84	33	3,626.49	3,800.96	3,983.24	4,184.90	4,382.64	4,599.87	33
21.29	34	3,703.96	3,894.07	4,072.40	4,274.06	4,479.60	4,700.64	34
21.84	35	3,800.96	3,983.24	4,184.90	4,382.64	4,599.87	4,824.74	35
22.38	36	3,894.07	4,072.40	4,274.06	4,479.60	4,700.64	4,925.59	36
22.89	37	3,983.24	4,184.90	4,382.64	4,599.87	4,824.74	5,061.28	37
23.40	38	4,072.40	4,274.06	4,479.60	4,700.64	4,925.59	5,165.97	38
24.05	39	4,184.90	4,382.64	4,599.87	4,824.74	5,061.28	5,309.45	39
24.56	40	4,274.06	4,479.60	4,700.64	4,925.59	5,165.97	5,421.95	40
25.19	41	4,382.64	4,599.87	4,824.74	5,061.28	5,309.45	5,573.12	41
25.74	42	4,479.60	4,700.64	4,925.59	5,165.97	5,421.95	5,685.65	42
26.44	43	4,599.87	4,824.74	5,061.28	5,309.45	5,573.12	5,836.92	43
27.02	44	4,700.64	4,925.59	5,165.97	5,421.95	5,685.65	5,968.69	44
27.73	45	4,824.74	5,061.28	5,309.45	5,573.12	5,836.92	6,127.70	45
28.31	46	4,925.59	5,165.97	5,421.95	5,685.65	5,968.69	6,259.51	46
29.09	47	5,061.28	5,309.45	5,573.12	5,836.92	6,127.70	6,422.39	47
29.69	48	5,165.97	5,421.95	5,685.65	5,968.69	6,259.51	6,565.90	48
30.51	49	5,309.45	5,573.12	5,836.92	6,127.70	6,422.39	6,748.16	49
31.16	50	5,421.95	5,685.65	5,968.69	6,259.51	6,565.90	6,883.87	50
32.03	51	5,573.12	5,836.92	6,127.70	6,422.39	6,748.16	7,048.39	51
32.68	52	5,685.65	5,968.69	6,259.51	6,565.90	6,883.87	7,216.85	52
33.55	53	5,836.92	6,127.70	6,422.39	6,748.16	7,048.39	7,389.33	53
34.30	54	5,968.69	6,259.51	6,565.90	6,883.87	7,216.85	7,565.94	54
35.22	55	6,127.70	6,422.39	6,748.16	7,048.39	7,389.33	7,746.76	55
35.97	56	6,259.51	6,565.90	6,883.87	7,216.85	7,565.94	7,931.91	56
36.91	57	6,422.39	6,748.16	7,048.39	7,389.33	7,746.76	8,121.48	57
37.74	58	6,565.90	6,883.87	7,216.85	7,565.94	7,931.91	8,315.59	58
38.78	59	6,748.16	7,048.39	7,389.33	7,746.76	8,121.48	8,514.33	59
39.56	60	6,883.87	7,216.85	7,565.94	7,931.91	8,315.59	8,717.82	60
40.51	61	7,048.39	7,389.33	7,746.76	8,121.48	8,514.33	8,926.18	61
41.48	62	7,216.85	7,565.94	7,931.91	8,315.59	8,717.82	9,139.51	62
42.47	63	7,389.33	7,746.76	8,121.48	8,514.33	8,926.18	9,357.95	63
43.48	64	7,565.94	7,931.91	8,315.59	8,717.82	9,139.51	9,581.60	64
44.52	65	7,746.76	8,121.48	8,514.33	8,926.18	9,357.95	9,810.60	65

Per Board Policy 4251.1: A maximum of two (2) years of related experience for salary credit may be given. Experience must have been within the ten (10) years prior to current employment.

Longevity					
11 through 13 years	4 1/2%	19 through 22 years	11 1/2%	29+ years	18%
14 through 15 years	7 1/2%	23 through 25 years	13 1/2%		
16 though 18 years	9 1/2%	26 through 28 years	15 1/2%		

Adopted: February 11, 2015 (3.0% COLA eff. 7/1/13; 3.0% COLA eff. 7/1/14; 1.0% COLA eff. 7/1/15)
Effective: July 1, 2015

Chula Vista Elementary School District
2016-17
Classified Employees' Salary Schedule
Monthly

Hourly Step 1	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Range
12.86	10	2,236.86	2,343.69	2,454.74	2,569.81	2,701.32	2,824.66	10
13.19	11	2,294.40	2,401.20	2,524.59	2,647.80	2,767.09	2,902.69	11
13.47	12	2,343.69	2,454.74	2,569.81	2,701.32	2,824.66	2,960.30	12
13.80	13	2,401.20	2,524.59	2,647.80	2,767.09	2,902.69	3,046.63	13
14.11	14	2,454.74	2,569.81	2,701.32	2,824.66	2,960.30	3,108.29	14
14.51	15	2,524.59	2,647.80	2,767.09	2,902.69	3,046.63	3,186.35	15
14.77	16	2,569.81	2,701.32	2,824.66	2,960.30	3,108.29	3,252.18	16
15.22	17	2,647.80	2,767.09	2,902.69	3,046.63	3,186.35	3,346.69	17
15.52	18	2,701.32	2,824.66	2,960.30	3,108.29	3,252.18	3,404.27	18
15.90	19	2,767.09	2,902.69	3,046.63	3,186.35	3,346.69	3,502.86	19
16.23	20	2,824.66	2,960.30	3,108.29	3,252.18	3,404.27	3,576.84	20
16.68	21	2,902.69	3,046.63	3,186.35	3,346.69	3,502.86	3,671.39	21
17.01	22	2,960.30	3,108.29	3,252.18	3,404.27	3,576.84	3,745.43	22
17.51	23	3,046.63	3,186.35	3,346.69	3,502.86	3,671.39	3,844.08	23
17.86	24	3,108.29	3,252.18	3,404.27	3,576.84	3,745.43	3,926.20	24
18.31	25	3,186.35	3,346.69	3,502.86	3,671.39	3,844.08	4,029.02	25
18.69	26	3,252.18	3,404.27	3,576.84	3,745.43	3,926.20	4,127.72	26
19.23	27	3,346.69	3,502.86	3,671.39	3,844.08	4,029.02	4,222.23	27
19.56	28	3,404.27	3,576.84	3,745.43	3,926.20	4,127.72	4,316.74	28
20.13	29	3,502.86	3,671.39	3,844.08	4,029.02	4,222.23	4,435.99	29
20.56	30	3,576.84	3,745.43	3,926.20	4,127.72	4,316.74	4,530.50	30
21.10	31	3,671.39	3,844.08	4,029.02	4,222.23	4,435.99	4,645.60	31
21.53	32	3,745.43	3,926.20	4,127.72	4,316.74	4,530.50	4,748.38	32
22.09	33	3,844.08	4,029.02	4,222.23	4,435.99	4,645.60	4,875.86	33
22.56	34	3,926.20	4,127.72	4,316.74	4,530.50	4,748.38	4,982.68	34
23.16	35	4,029.02	4,222.23	4,435.99	4,645.60	4,875.86	5,114.22	35
23.72	36	4,127.72	4,316.74	4,530.50	4,748.38	4,982.68	5,221.12	36
24.27	37	4,222.23	4,435.99	4,645.60	4,875.86	5,114.22	5,364.95	37
24.81	38	4,316.74	4,530.50	4,748.38	4,982.68	5,221.12	5,475.93	38
25.49	39	4,435.99	4,645.60	4,875.86	5,114.22	5,364.95	5,628.02	39
26.04	40	4,530.50	4,748.38	4,982.68	5,221.12	5,475.93	5,747.26	40
26.70	41	4,645.60	4,875.86	5,114.22	5,364.95	5,628.02	5,907.51	41
27.29	42	4,748.38	4,982.68	5,221.12	5,475.93	5,747.26	6,026.79	42
28.02	43	4,875.86	5,114.22	5,364.95	5,628.02	5,907.51	6,187.13	43
28.64	44	4,982.68	5,221.12	5,475.93	5,747.26	6,026.79	6,326.81	44
29.39	45	5,114.22	5,364.95	5,628.02	5,907.51	6,187.13	6,495.36	45
30.01	46	5,221.12	5,475.93	5,747.26	6,026.79	6,326.81	6,635.08	46
30.83	47	5,364.95	5,628.02	5,907.51	6,187.13	6,495.36	6,807.73	47
31.47	48	5,475.93	5,747.26	6,026.79	6,326.81	6,635.08	6,959.85	48
32.34	49	5,628.02	5,907.51	6,187.13	6,495.36	6,807.73	7,153.05	49
33.03	50	5,747.26	6,026.79	6,326.81	6,635.08	6,959.85	7,296.90	50
33.95	51	5,907.51	6,187.13	6,495.36	6,807.73	7,153.05	7,471.30	51
34.64	52	6,026.79	6,326.81	6,635.08	6,959.85	7,296.90	7,649.86	52
35.56	53	6,187.13	6,495.36	6,807.73	7,153.05	7,471.30	7,832.69	53
36.36	54	6,326.81	6,635.08	6,959.85	7,296.90	7,649.86	8,019.89	54
37.33	55	6,495.36	6,807.73	7,153.05	7,471.30	7,832.69	8,211.57	55
38.13	56	6,635.08	6,959.85	7,296.90	7,649.86	8,019.89	8,407.83	56
39.12	57	6,807.73	7,153.05	7,471.30	7,832.69	8,211.57	8,608.77	57
40.00	58	6,959.85	7,296.90	7,649.86	8,019.89	8,407.83	8,814.52	58
41.11	59	7,153.05	7,471.30	7,832.69	8,211.57	8,608.77	9,025.19	59
41.94	60	7,296.90	7,649.86	8,019.89	8,407.83	8,814.52	9,240.89	60
42.94	61	7,471.30	7,832.69	8,211.57	8,608.77	9,025.19	9,461.75	61
43.96	62	7,649.86	8,019.89	8,407.83	8,814.52	9,240.89	9,687.89	62
45.02	63	7,832.69	8,211.57	8,608.77	9,025.19	9,461.75	9,919.43	63
46.09	64	8,019.89	8,407.83	8,814.52	9,240.89	9,687.89	10,156.50	64
47.19	65	8,211.57	8,608.77	9,025.19	9,461.75	9,919.43	10,399.24	65

Per Board Policy 4251.1: A maximum of two (2) years of related experience for salary credit may be given. Experience must have been within the ten (10) years prior to current employment.

Longevity					
11 through 13 years	4 1/2%	19 through 22 years	11 1/2%	29+ years	18%
14 through 15 years	7 1/2%	23 through 25 years	13 1/2%		
16 though 18 years	9 1/2%	26 through 28 years	15 1/2%		

Adopted: November 16, 2016 (with 6% COLA eff. 7/1/16)
Effective: July 1, 2016

Chula Vista Elementary School District
2017-18
Classified Employees' Salary Schedule
Monthly

Hourly Step 1	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Range
13.04	10	2,268.18	2,376.50	2,489.11	2,605.79	2,739.14	2,864.21	10
13.37	11	2,326.52	2,434.82	2,559.93	2,684.87	2,805.83	2,943.33	11
13.66	12	2,376.50	2,489.11	2,605.79	2,739.14	2,864.21	3,001.74	12
13.99	13	2,434.82	2,559.93	2,684.87	2,805.83	2,943.33	3,089.28	13
14.31	14	2,489.11	2,605.79	2,739.14	2,864.21	3,001.74	3,151.80	14
14.71	15	2,559.93	2,684.87	2,805.83	2,943.33	3,089.28	3,230.96	15
14.98	16	2,605.79	2,739.14	2,864.21	3,001.74	3,151.80	3,297.71	16
15.43	17	2,684.87	2,805.83	2,943.33	3,089.28	3,230.96	3,393.54	17
15.74	18	2,739.14	2,864.21	3,001.74	3,151.80	3,297.71	3,451.93	18
16.13	19	2,805.83	2,943.33	3,089.28	3,230.96	3,393.54	3,551.90	19
16.46	20	2,864.21	3,001.74	3,151.80	3,297.71	3,451.93	3,626.92	20
16.92	21	2,943.33	3,089.28	3,230.96	3,393.54	3,551.90	3,722.79	21
17.25	22	3,001.74	3,151.80	3,297.71	3,451.93	3,626.92	3,797.86	22
17.75	23	3,089.28	3,230.96	3,393.54	3,551.90	3,722.79	3,897.89	23
18.11	24	3,151.80	3,297.71	3,451.93	3,626.92	3,797.86	3,981.16	24
18.57	25	3,230.96	3,393.54	3,551.90	3,722.79	3,897.89	4,085.42	25
18.95	26	3,297.71	3,451.93	3,626.92	3,797.86	3,981.16	4,185.51	26
19.50	27	3,393.54	3,551.90	3,722.79	3,897.89	4,085.42	4,281.34	27
19.84	28	3,451.93	3,626.92	3,797.86	3,981.16	4,185.51	4,377.18	28
20.41	29	3,551.90	3,722.79	3,897.89	4,085.42	4,281.34	4,498.10	29
20.84	30	3,626.92	3,797.86	3,981.16	4,185.51	4,377.18	4,593.93	30
21.40	31	3,722.79	3,897.89	4,085.42	4,281.34	4,498.10	4,710.63	31
21.83	32	3,797.86	3,981.16	4,185.51	4,377.18	4,593.93	4,814.85	32
22.40	33	3,897.89	4,085.42	4,281.34	4,498.10	4,710.63	4,944.12	33
22.88	34	3,981.16	4,185.51	4,377.18	4,593.93	4,814.85	5,052.44	34
23.48	35	4,085.42	4,281.34	4,498.10	4,710.63	4,944.12	5,185.82	35
24.05	36	4,185.51	4,377.18	4,593.93	4,814.85	5,052.44	5,294.22	36
24.61	37	4,281.34	4,498.10	4,710.63	4,944.12	5,185.82	5,440.06	37
25.16	38	4,377.18	4,593.93	4,814.85	5,052.44	5,294.22	5,552.59	38
25.85	39	4,498.10	4,710.63	4,944.12	5,185.82	5,440.06	5,706.81	39
26.40	40	4,593.93	4,814.85	5,052.44	5,294.22	5,552.59	5,827.72	40
27.07	41	4,710.63	4,944.12	5,185.82	5,440.06	5,706.81	5,990.21	41
27.67	42	4,814.85	5,052.44	5,294.22	5,552.59	5,827.72	6,111.17	42
28.41	43	4,944.12	5,185.82	5,440.06	5,706.81	5,990.21	6,273.75	43
29.04	44	5,052.44	5,294.22	5,552.59	5,827.72	6,111.17	6,415.39	44
29.80	45	5,185.82	5,440.06	5,706.81	5,990.21	6,273.75	6,586.30	45
30.43	46	5,294.22	5,552.59	5,827.72	6,111.17	6,415.39	6,727.97	46
31.26	47	5,440.06	5,706.81	5,990.21	6,273.75	6,586.30	6,903.04	47
31.91	48	5,552.59	5,827.72	6,111.17	6,415.39	6,727.97	7,057.29	48
32.80	49	5,706.81	5,990.21	6,273.75	6,586.30	6,903.04	7,253.19	49
33.49	50	5,827.72	6,111.17	6,415.39	6,727.97	7,057.29	7,399.06	50
34.43	51	5,990.21	6,273.75	6,586.30	6,903.04	7,253.19	7,575.89	51
35.12	52	6,111.17	6,415.39	6,727.97	7,057.29	7,399.06	7,756.96	52
36.06	53	6,273.75	6,586.30	6,903.04	7,253.19	7,575.89	7,942.35	53
36.87	54	6,415.39	6,727.97	7,057.29	7,399.06	7,756.96	8,132.17	54
37.85	55	6,586.30	6,903.04	7,253.19	7,575.89	7,942.35	8,326.53	55
38.67	56	6,727.97	7,057.29	7,399.06	7,756.96	8,132.17	8,525.54	56
39.67	57	6,903.04	7,253.19	7,575.89	7,942.35	8,326.53	8,729.30	57
40.56	58	7,057.29	7,399.06	7,756.96	8,132.17	8,525.54	8,937.93	58
41.69	59	7,253.19	7,575.89	7,942.35	8,326.53	8,729.30	9,151.54	59
42.52	60	7,399.06	7,756.96	8,132.17	8,525.54	8,937.93	9,370.26	60
43.54	61	7,575.89	7,942.35	8,326.53	8,729.30	9,151.54	9,594.21	61
44.58	62	7,756.96	8,132.17	8,525.54	8,937.93	9,370.26	9,823.52	62
45.65	63	7,942.35	8,326.53	8,729.30	9,151.54	9,594.21	10,058.30	63
46.74	64	8,132.17	8,525.54	8,937.93	9,370.26	9,823.52	10,298.69	64
47.85	65	8,326.53	8,729.30	9,151.54	9,594.21	10,058.30	10,544.83	65

Per Board Policy 4251.1: A maximum of two (2) years of related experience for salary credit may be given. Experience must have been within the ten (10) years prior to current employment.

Longevity		
11 through 13 years 4 1/2%	19 through 22 years 11 1/2%	29+ years 18%
14 through 15 years 7 1/2%	23 through 25 years 13 1/2%	
16 though 18 years 9 1/2%	26 through 28 years 15 1/2%	

Adopted: November 16, 2016 (with 1.4% COLA eff. 7/1/17)
Effective: July 1, 2017

Chula Vista Elementary School District
2018-19
Classified Employees' Salary Schedule
Monthly

Hourly Step 1	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Range
12.02	5	2,091.47	2,194.44	2,293.27	2,396.32	2,507.87	2,636.73	5
12.27	6	2,134.41	2,258.93	2,336.22	2,447.79	2,563.78	2,683.96	6
12.61	7	2,194.44	2,293.27	2,396.32	2,507.87	2,636.73	2,765.42	7
12.98	8	2,258.93	2,336.22	2,447.79	2,563.78	2,683.96	2,821.31	8
13.18	9	2,293.27	2,396.32	2,507.87	2,636.73	2,765.42	2,890.00	9
13.43	10	2,336.22	2,447.79	2,563.78	2,683.96	2,821.31	2,950.14	10
13.77	11	2,396.32	2,507.87	2,636.73	2,765.42	2,890.00	3,031.63	11
14.07	12	2,447.79	2,563.78	2,683.96	2,821.31	2,950.14	3,091.80	12
14.41	13	2,507.87	2,636.73	2,765.42	2,890.00	3,031.63	3,181.96	13
14.73	14	2,563.78	2,683.96	2,821.31	2,950.14	3,091.80	3,246.36	14
15.15	15	2,636.73	2,765.42	2,890.00	3,031.63	3,181.96	3,327.89	15
15.43	16	2,683.96	2,821.31	2,950.14	3,091.80	3,246.36	3,396.64	16
15.89	17	2,765.42	2,890.00	3,031.63	3,181.96	3,327.89	3,495.35	17
16.21	18	2,821.31	2,950.14	3,091.80	3,246.36	3,396.64	3,555.48	18
16.61	19	2,890.00	3,031.63	3,181.96	3,327.89	3,495.35	3,658.45	19
16.95	20	2,950.14	3,091.80	3,246.36	3,396.64	3,555.48	3,735.72	20
17.42	21	3,031.63	3,181.96	3,327.89	3,495.35	3,658.45	3,834.47	21
17.77	22	3,091.80	3,246.36	3,396.64	3,555.48	3,735.72	3,911.80	22
18.29	23	3,181.96	3,327.89	3,495.35	3,658.45	3,834.47	4,014.83	23
18.66	24	3,246.36	3,396.64	3,555.48	3,735.72	3,911.80	4,100.60	24
19.13	25	3,327.89	3,495.35	3,658.45	3,834.47	4,014.83	4,207.99	25
19.52	26	3,396.64	3,555.48	3,735.72	3,911.80	4,100.60	4,311.07	26
20.09	27	3,495.35	3,658.45	3,834.47	4,014.83	4,207.99	4,409.78	27
20.43	28	3,555.48	3,735.72	3,911.80	4,100.60	4,311.07	4,508.49	28
21.03	29	3,658.45	3,834.47	4,014.83	4,207.99	4,409.78	4,633.04	29
21.47	30	3,735.72	3,911.80	4,100.60	4,311.07	4,508.49	4,731.75	30
22.04	31	3,834.47	4,014.83	4,207.99	4,409.78	4,633.04	4,851.95	31
22.48	32	3,911.80	4,100.60	4,311.07	4,508.49	4,731.75	4,959.30	32
23.07	33	4,014.83	4,207.99	4,409.78	4,633.04	4,851.95	5,092.44	33
23.57	34	4,100.60	4,311.07	4,508.49	4,731.75	4,959.30	5,204.01	34
24.18	35	4,207.99	4,409.78	4,633.04	4,851.95	5,092.44	5,341.40	35
24.78	36	4,311.07	4,508.49	4,731.75	4,959.30	5,204.01	5,453.04	36
25.34	37	4,409.78	4,633.04	4,851.95	5,092.44	5,341.40	5,603.27	37
25.91	38	4,508.49	4,731.75	4,959.30	5,204.01	5,453.04	5,719.17	38
26.63	39	4,633.04	4,851.95	5,092.44	5,341.40	5,603.27	5,878.02	39
27.19	40	4,731.75	4,959.30	5,204.01	5,453.04	5,719.17	6,002.56	40
27.88	41	4,851.95	5,092.44	5,341.40	5,603.27	5,878.02	6,169.92	41
28.50	42	4,959.30	5,204.01	5,453.04	5,719.17	6,002.56	6,294.50	42
29.27	43	5,092.44	5,341.40	5,603.27	5,878.02	6,169.92	6,461.96	43
29.91	44	5,204.01	5,453.04	5,719.17	6,002.56	6,294.50	6,607.85	44
30.70	45	5,341.40	5,603.27	5,878.02	6,169.92	6,461.96	6,783.89	45
31.34	46	5,453.04	5,719.17	6,002.56	6,294.50	6,607.85	6,929.81	46
32.20	47	5,603.27	5,878.02	6,169.92	6,461.96	6,783.89	7,110.13	47
32.87	48	5,719.17	6,002.56	6,294.50	6,607.85	6,929.81	7,269.01	48
33.78	49	5,878.02	6,169.92	6,461.96	6,783.89	7,110.13	7,470.79	49
34.50	50	6,002.56	6,294.50	6,607.85	6,929.81	7,269.01	7,621.03	50
35.46	51	6,169.92	6,461.96	6,783.89	7,110.13	7,470.79	7,803.17	51
36.18	52	6,294.50	6,607.85	6,929.81	7,269.01	7,621.03	7,989.67	52
37.14	53	6,461.96	6,783.89	7,110.13	7,470.79	7,803.17	8,180.62	53
37.98	54	6,607.85	6,929.81	7,269.01	7,621.03	7,989.67	8,376.14	54
38.99	55	6,783.89	7,110.13	7,470.79	7,803.17	8,180.62	8,576.33	55
39.83	56	6,929.81	7,269.01	7,621.03	7,989.67	8,376.14	8,781.30	56
40.86	57	7,110.13	7,470.79	7,803.17	8,180.62	8,576.33	8,991.17	57
41.78	58	7,269.01	7,621.03	7,989.67	8,376.14	8,781.30	9,206.06	58
42.94	59	7,470.79	7,803.17	8,180.62	8,576.33	8,991.17	9,426.09	59
43.80	60	7,621.03	7,989.67	8,376.14	8,781.30	9,206.06	9,651.37	60
44.85	61	7,803.17	8,180.62	8,576.33	8,991.17	9,426.09	9,882.04	61
45.92	62	7,989.67	8,376.14	8,781.30	9,206.06	9,651.37	10,118.22	62
47.02	63	8,180.62	8,576.33	8,991.17	9,426.09	9,882.04	10,360.05	63
48.14	64	8,376.14	8,781.30	9,206.06	9,651.37	10,118.22	10,607.65	64
49.29	65	8,576.33	8,991.17	9,426.09	9,882.04	10,360.05	10,861.18	65

Per Board Policy 4251.1: A maximum of two (2) years of related experience for salary credit may be given. Experience must have been within the ten (10) years prior to current employment.

Longevity					
11 through 13 years	4 1/2%	19 through 22 years	11 1/2%	29+ years	18%
14 through 15 years	7 1/2%	23 through 25 years	13 1/2%		
16 though 18 years	9 1/2%	26 through 28 years	15 1/2%		

Adopted: November 14, 2018 (with 3% COLA eff. 1/1/2019)
Effective: January 1, 2019

Chula Vista Elementary School District
2020-21
Classified Employees' Salary Schedule
Monthly

Hourly Step 1	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Range
13.38	9	2,327.67	2,432.26	2,545.48	2,676.28	2,806.90	2,933.35	2,984.69	9
13.63	10	2,371.27	2,484.51	2,602.24	2,724.22	2,863.63	2,994.39	3,046.79	10
13.98	11	2,432.26	2,545.48	2,676.28	2,806.90	2,933.35	3,077.10	3,130.95	11
14.28	12	2,484.51	2,602.24	2,724.22	2,863.63	2,994.39	3,138.17	3,193.09	12
14.63	13	2,545.48	2,676.28	2,806.90	2,933.35	3,077.10	3,229.69	3,286.21	13
14.96	14	2,602.24	2,724.22	2,863.63	2,994.39	3,138.17	3,295.05	3,352.72	14
15.38	15	2,676.28	2,806.90	2,933.35	3,077.10	3,229.69	3,377.81	3,436.92	15
15.66	16	2,724.22	2,863.63	2,994.39	3,138.17	3,295.05	3,447.59	3,507.92	16
16.13	17	2,806.90	2,933.35	3,077.10	3,229.69	3,377.81	3,547.78	3,609.87	17
16.46	18	2,863.63	2,994.39	3,138.17	3,295.05	3,447.59	3,608.82	3,671.97	18
16.86	19	2,933.35	3,077.10	3,229.69	3,377.81	3,547.78	3,713.33	3,778.31	19
17.21	20	2,994.39	3,138.17	3,295.05	3,447.59	3,608.82	3,791.76	3,858.11	20
17.68	21	3,077.10	3,229.69	3,377.81	3,547.78	3,713.33	3,891.99	3,960.10	21
18.04	22	3,138.17	3,295.05	3,447.59	3,608.82	3,791.76	3,970.48	4,039.96	22
18.56	23	3,229.69	3,377.81	3,547.78	3,713.33	3,891.99	4,075.05	4,146.36	23
18.94	24	3,295.05	3,447.59	3,608.82	3,791.76	3,970.48	4,162.11	4,234.95	24
19.41	25	3,377.81	3,547.78	3,713.33	3,891.99	4,075.05	4,271.11	4,345.85	25
19.81	26	3,447.59	3,608.82	3,791.76	3,970.48	4,162.11	4,375.74	4,452.31	26
20.39	27	3,547.78	3,713.33	3,891.99	4,075.05	4,271.11	4,475.93	4,554.26	27
20.74	28	3,608.82	3,791.76	3,970.48	4,162.11	4,375.74	4,576.12	4,656.20	28
21.34	29	3,713.33	3,891.99	4,075.05	4,271.11	4,475.93	4,702.53	4,784.83	29
21.79	30	3,791.76	3,970.48	4,162.11	4,375.74	4,576.12	4,802.72	4,886.77	30
22.37	31	3,891.99	4,075.05	4,271.11	4,475.93	4,702.53	4,924.73	5,010.91	31
22.82	32	3,970.48	4,162.11	4,375.74	4,576.12	4,802.72	5,033.69	5,121.78	32
23.42	33	4,075.05	4,271.11	4,475.93	4,702.53	4,924.73	5,168.83	5,259.28	33
23.92	34	4,162.11	4,375.74	4,576.12	4,802.72	5,033.69	5,282.07	5,374.51	34
24.55	35	4,271.11	4,475.93	4,702.53	4,924.73	5,168.83	5,421.52	5,516.39	35
25.15	36	4,375.74	4,576.12	4,802.72	5,033.69	5,282.07	5,534.84	5,631.70	36
25.72	37	4,475.93	4,702.53	4,924.73	5,168.83	5,421.52	5,687.31	5,786.84	37
26.30	38	4,576.12	4,802.72	5,033.69	5,282.07	5,534.84	5,804.96	5,906.55	38
27.03	39	4,702.53	4,924.73	5,168.83	5,421.52	5,687.31	5,966.19	6,070.59	39
27.60	40	4,802.72	5,033.69	5,282.07	5,534.84	5,804.96	6,092.59	6,199.21	40
28.30	41	4,924.73	5,168.83	5,421.52	5,687.31	5,966.19	6,262.47	6,372.06	41
28.93	42	5,033.69	5,282.07	5,534.84	5,804.96	6,092.59	6,388.92	6,500.73	42
29.71	43	5,168.83	5,421.52	5,687.31	5,966.19	6,262.47	6,558.89	6,673.67	43
30.36	44	5,282.07	5,534.84	5,804.96	6,092.59	6,388.92	6,706.97	6,824.34	44
31.16	45	5,421.52	5,687.31	5,966.19	6,262.47	6,558.89	6,885.65	7,006.14	45
31.81	46	5,534.84	5,804.96	6,092.59	6,388.92	6,706.97	7,033.76	7,156.85	46
32.69	47	5,687.31	5,966.19	6,262.47	6,558.89	6,885.65	7,216.78	7,343.07	47
33.36	48	5,804.96	6,092.59	6,388.92	6,706.97	7,033.76	7,378.05	7,507.16	48
34.29	49	5,966.19	6,262.47	6,558.89	6,885.65	7,216.78	7,582.85	7,715.55	49
35.01	50	6,092.59	6,388.92	6,706.97	7,033.76	7,378.05	7,735.35	7,870.71	50
35.99	51	6,262.47	6,558.89	6,885.65	7,216.78	7,582.85	7,920.22	8,058.82	51
36.72	52	6,388.92	6,706.97	7,033.76	7,378.05	7,735.35	8,109.51	8,251.43	52
37.69	53	6,558.89	6,885.65	7,216.78	7,582.85	7,920.22	8,303.33	8,448.64	53
38.55	54	6,706.97	7,033.76	7,378.05	7,735.35	8,109.51	8,501.78	8,650.56	54
39.57	55	6,885.65	7,216.78	7,582.85	7,920.22	8,303.33	8,704.97	8,857.31	55
40.42	56	7,033.76	7,378.05	7,735.35	8,109.51	8,501.78	8,913.02	9,069.00	56
41.48	57	7,216.78	7,582.85	7,920.22	8,303.33	8,704.97	9,126.04	9,285.75	57
42.40	58	7,378.05	7,735.35	8,109.51	8,501.78	8,913.02	9,344.15	9,507.68	58
43.58	59	7,582.85	7,920.22	8,303.33	8,704.97	9,126.04	9,567.48	9,734.91	59
44.46	60	7,735.35	8,109.51	8,501.78	8,913.02	9,344.15	9,796.14	9,967.57	60
45.52	61	7,920.22	8,303.33	8,704.97	9,126.04	9,567.48	10,030.27	10,205.80	61
46.61	62	8,109.51	8,501.78	8,913.02	9,344.15	9,796.14	10,269.99	10,449.72	62
47.72	63	8,303.33	8,704.97	9,126.04	9,567.48	10,030.27	10,515.45	10,699.47	63
48.86	64	8,501.78	8,913.02	9,344.15	9,796.14	10,269.99	10,766.77	10,955.18	64
50.03	65	8,704.97	9,126.04	9,567.48	10,030.27	10,515.45	11,024.09	11,217.01	65

Per Board Policy 4251.1: A maximum of two (2) years of related experience for salary credit may be given. Experience must have been within the ten (10) years prior to current employment.

Longevity					
11 through 13 years	4 1/2%	19 through 22 years	11 1/2%	29+ years	18%
14 through 15 years	7 1/2%	23 through 25 years	13 1/2%		
16 though 18 years	9 1/2%	26 through 28 years	15 1/2%		

Adopted: July 15, 2020 (with 1.5% COLA eff. 7/1/20 and additional Step 7 (step 6 + 1.75%)
Effective: July 1, 2020

Chula Vista Elementary School District
2021-22
Classified Employees' Salary Schedule
Monthly

Hourly Step 1	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Range
14.71	12	2,559.05	2,680.31	2,805.95	2,949.54	3,084.22	3,232.32	3,288.88	12
15.07	13	2,621.85	2,756.57	2,891.11	3,021.35	3,169.41	3,326.58	3,384.80	13
15.40	14	2,680.31	2,805.95	2,949.54	3,084.22	3,232.32	3,393.91	3,453.30	14
15.84	15	2,756.57	2,891.11	3,021.35	3,169.41	3,326.58	3,479.15	3,540.03	15
16.13	16	2,805.95	2,949.54	3,084.22	3,232.32	3,393.91	3,551.02	3,613.16	16
16.62	17	2,891.11	3,021.35	3,169.41	3,326.58	3,479.15	3,654.21	3,718.16	17
16.95	18	2,949.54	3,084.22	3,232.32	3,393.91	3,551.02	3,717.08	3,782.13	18
17.36	19	3,021.35	3,169.41	3,326.58	3,479.15	3,654.21	3,824.73	3,891.66	19
17.73	20	3,084.22	3,232.32	3,393.91	3,551.02	3,717.08	3,905.51	3,973.86	20
18.22	21	3,169.41	3,326.58	3,479.15	3,654.21	3,824.73	4,008.75	4,078.90	21
18.58	22	3,232.32	3,393.91	3,551.02	3,717.08	3,905.51	4,089.59	4,161.16	22
19.12	23	3,326.58	3,479.15	3,654.21	3,824.73	4,008.75	4,197.30	4,270.76	23
19.51	24	3,393.91	3,551.02	3,717.08	3,905.51	4,089.59	4,286.97	4,361.99	24
20.00	25	3,479.15	3,654.21	3,824.73	4,008.75	4,197.30	4,399.24	4,476.23	25
20.41	26	3,551.02	3,717.08	3,905.51	4,089.59	4,286.97	4,507.01	4,585.88	26
21.00	27	3,654.21	3,824.73	4,008.75	4,197.30	4,399.24	4,610.21	4,690.88	27
21.36	28	3,717.08	3,905.51	4,089.59	4,286.97	4,507.01	4,713.40	4,795.89	28
21.98	29	3,824.73	4,008.75	4,197.30	4,399.24	4,610.21	4,843.61	4,928.37	29
22.45	30	3,905.51	4,089.59	4,286.97	4,507.01	4,713.40	4,946.80	5,033.37	30
23.04	31	4,008.75	4,197.30	4,399.24	4,610.21	4,843.61	5,072.47	5,161.24	31
23.50	32	4,089.59	4,286.97	4,507.01	4,713.40	4,946.80	5,184.70	5,275.43	32
24.12	33	4,197.30	4,399.24	4,610.21	4,843.61	5,072.47	5,323.90	5,417.06	33
24.64	34	4,286.97	4,507.01	4,713.40	4,946.80	5,184.70	5,440.54	5,535.74	34
25.28	35	4,399.24	4,610.21	4,843.61	5,072.47	5,323.90	5,584.16	5,681.88	35
25.90	36	4,507.01	4,713.40	4,946.80	5,184.70	5,440.54	5,700.88	5,800.65	36
26.50	37	4,610.21	4,843.61	5,072.47	5,323.90	5,584.16	5,857.93	5,960.45	37
27.09	38	4,713.40	4,946.80	5,184.70	5,440.54	5,700.88	5,979.11	6,083.74	38
27.84	39	4,843.61	5,072.47	5,323.90	5,584.16	5,857.93	6,145.17	6,252.71	39
28.43	40	4,946.80	5,184.70	5,440.54	5,700.88	5,979.11	6,275.37	6,385.19	40
29.15	41	5,072.47	5,323.90	5,584.16	5,857.93	6,145.17	6,450.34	6,563.23	41
29.80	42	5,184.70	5,440.54	5,700.88	5,979.11	6,275.37	6,580.59	6,695.75	42
30.60	43	5,323.90	5,584.16	5,857.93	6,145.17	6,450.34	6,755.66	6,873.88	43
31.27	44	5,440.54	5,700.88	5,979.11	6,275.37	6,580.59	6,908.18	7,029.07	44
32.09	45	5,584.16	5,857.93	6,145.17	6,450.34	6,755.66	7,092.21	7,216.33	45
32.76	46	5,700.88	5,979.11	6,275.37	6,580.59	6,908.18	7,244.77	7,371.56	46
33.67	47	5,857.93	6,145.17	6,450.34	6,755.66	7,092.21	7,433.28	7,563.37	47
34.36	48	5,979.11	6,275.37	6,580.59	6,908.18	7,244.77	7,599.39	7,732.38	48
35.32	49	6,145.17	6,450.34	6,755.66	7,092.21	7,433.28	7,810.33	7,947.01	49
36.07	50	6,275.37	6,580.59	6,908.18	7,244.77	7,599.39	7,967.41	8,106.84	50
37.07	51	6,450.34	6,755.66	7,092.21	7,433.28	7,810.33	8,157.83	8,300.59	51
37.82	52	6,580.59	6,908.18	7,244.77	7,599.39	7,967.41	8,352.80	8,498.97	52
38.83	53	6,755.66	7,092.21	7,433.28	7,810.33	8,157.83	8,552.43	8,702.10	53
39.70	54	6,908.18	7,244.77	7,599.39	7,967.41	8,352.80	8,756.83	8,910.08	54
40.76	55	7,092.21	7,433.28	7,810.33	8,157.83	8,552.43	8,966.12	9,123.03	55
41.64	56	7,244.77	7,599.39	7,967.41	8,352.80	8,756.83	9,180.41	9,341.07	56
42.72	57	7,433.28	7,810.33	8,157.83	8,552.43	8,966.12	9,399.82	9,564.32	57
43.67	58	7,599.39	7,967.41	8,352.80	8,756.83	9,180.41	9,624.48	9,792.91	58
44.89	59	7,810.33	8,157.83	8,552.43	8,966.12	9,399.82	9,854.50	10,026.96	59
45.79	60	7,967.41	8,352.80	8,756.83	9,180.41	9,624.48	10,090.03	10,266.60	60
46.88	61	8,157.83	8,552.43	8,966.12	9,399.82	9,854.50	10,331.18	10,511.98	61
48.00	62	8,352.80	8,756.83	9,180.41	9,624.48	10,090.03	10,578.09	10,763.21	62
49.15	63	8,552.43	8,966.12	9,399.82	9,854.50	10,331.18	10,830.91	11,020.45	63
50.33	64	8,756.83	9,180.41	9,624.48	10,090.03	10,578.09	11,089.77	11,283.84	64
51.53	65	8,966.12	9,399.82	9,854.50	10,331.18	10,830.91	11,354.82	11,553.52	65

Per Board Policy 4251.1: A maximum of two (2) years of related experience for salary credit may be given. Experience must have been within the ten (10) years prior to current employment.

Longevity					
11 through 13 years	4 1/2%	19 through 22 years	11 1/2%	29+ years	18%
14 through 15 years	7 1/2%	23 through 25 years	13 1/2%		
16 though 18 years	9 1/2%	26 through 28 years	15 1/2%		

Adopted: March 9, 2022 (with 3% COLA eff. 7/1/2021)
Effective: July 1, 2021

Chula Vista Elementary School District
2022-23
Classified Employees' Salary Schedule
Monthly

Hourly Step 1	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Range
15.07	12	2,623.02	2,747.31	2,876.10	3,023.28	3,161.33	3,313.13	3,371.11	12
15.44	13	2,687.39	2,825.48	2,963.38	3,096.89	3,248.65	3,409.75	3,469.42	13
15.79	14	2,747.31	2,876.10	3,023.28	3,161.33	3,313.13	3,478.75	3,539.63	14
16.24	15	2,825.48	2,963.38	3,096.89	3,248.65	3,409.75	3,566.12	3,628.53	15
16.53	16	2,876.10	3,023.28	3,161.33	3,313.13	3,478.75	3,639.80	3,703.49	16
17.03	17	2,963.38	3,096.89	3,248.65	3,409.75	3,566.12	3,745.57	3,811.12	17
17.38	18	3,023.28	3,161.33	3,313.13	3,478.75	3,639.80	3,810.01	3,876.68	18
17.80	19	3,096.89	3,248.65	3,409.75	3,566.12	3,745.57	3,920.35	3,988.95	19
18.17	20	3,161.33	3,313.13	3,478.75	3,639.80	3,810.01	4,003.15	4,073.20	20
18.67	21	3,248.65	3,409.75	3,566.12	3,745.57	3,920.35	4,108.96	4,180.87	21
19.04	22	3,313.13	3,478.75	3,639.80	3,810.01	4,003.15	4,191.83	4,265.19	22
19.60	23	3,409.75	3,566.12	3,745.57	3,920.35	4,108.96	4,302.24	4,377.52	23
19.99	24	3,478.75	3,639.80	3,810.01	4,003.15	4,191.83	4,394.15	4,471.04	24
20.49	25	3,566.12	3,745.57	3,920.35	4,108.96	4,302.24	4,509.22	4,588.13	25
20.92	26	3,639.80	3,810.01	4,003.15	4,191.83	4,394.15	4,619.69	4,700.53	26
21.53	27	3,745.57	3,920.35	4,108.96	4,302.24	4,509.22	4,725.46	4,808.16	27
21.90	28	3,810.01	4,003.15	4,191.83	4,394.15	4,619.69	4,831.24	4,915.79	28
22.53	29	3,920.35	4,108.96	4,302.24	4,509.22	4,725.46	4,964.70	5,051.58	29
23.01	30	4,003.15	4,191.83	4,394.15	4,619.69	4,831.24	5,070.47	5,159.21	30
23.61	31	4,108.96	4,302.24	4,509.22	4,725.46	4,964.70	5,199.29	5,290.27	31
24.09	32	4,191.83	4,394.15	4,619.69	4,831.24	5,070.47	5,314.32	5,407.32	32
24.73	33	4,302.24	4,509.22	4,725.46	4,964.70	5,199.29	5,456.99	5,552.49	33
25.25	34	4,394.15	4,619.69	4,831.24	5,070.47	5,314.32	5,576.55	5,674.14	34
25.92	35	4,509.22	4,725.46	4,964.70	5,199.29	5,456.99	5,723.77	5,823.93	35
26.55	36	4,619.69	4,831.24	5,070.47	5,314.32	5,576.55	5,843.41	5,945.67	36
27.16	37	4,725.46	4,964.70	5,199.29	5,456.99	5,723.77	6,004.38	6,109.46	37
27.77	38	4,831.24	5,070.47	5,314.32	5,576.55	5,843.41	6,128.59	6,235.84	38
28.53	39	4,964.70	5,199.29	5,456.99	5,723.77	6,004.38	6,298.80	6,409.03	39
29.14	40	5,070.47	5,314.32	5,576.55	5,843.41	6,128.59	6,432.26	6,544.82	40
29.88	41	5,199.29	5,456.99	5,723.77	6,004.38	6,298.80	6,611.60	6,727.31	41
30.54	42	5,314.32	5,576.55	5,843.41	6,128.59	6,432.26	6,745.10	6,863.14	42
31.36	43	5,456.99	5,723.77	6,004.38	6,298.80	6,611.60	6,924.55	7,045.73	43
32.05	44	5,576.55	5,843.41	6,128.59	6,432.26	6,745.10	7,080.88	7,204.80	44
32.90	45	5,723.77	6,004.38	6,298.80	6,611.60	6,924.55	7,269.52	7,396.74	45
33.58	46	5,843.41	6,128.59	6,432.26	6,745.10	7,080.88	7,425.89	7,555.84	46
34.51	47	6,004.38	6,298.80	6,611.60	6,924.55	7,269.52	7,619.12	7,752.45	47
35.22	48	6,128.59	6,432.26	6,745.10	7,080.88	7,425.89	7,789.37	7,925.69	48
36.20	49	6,298.80	6,611.60	6,924.55	7,269.52	7,619.12	8,005.59	8,145.69	49
36.97	50	6,432.26	6,745.10	7,080.88	7,425.89	7,789.37	8,166.59	8,309.51	50
38.00	51	6,611.60	6,924.55	7,269.52	7,619.12	8,005.59	8,361.77	8,508.10	51
38.76	52	6,745.10	7,080.88	7,425.89	7,789.37	8,166.59	8,561.62	8,711.45	52
39.80	53	6,924.55	7,269.52	7,619.12	8,005.59	8,361.77	8,766.24	8,919.65	53
40.69	54	7,080.88	7,425.89	7,789.37	8,166.59	8,561.62	8,975.75	9,132.83	54
41.78	55	7,269.52	7,619.12	8,005.59	8,361.77	8,766.24	9,190.28	9,351.11	55
42.68	56	7,425.89	7,789.37	8,166.59	8,561.62	8,975.75	9,409.92	9,574.59	56
43.79	57	7,619.12	8,005.59	8,361.77	8,766.24	9,190.28	9,634.82	9,803.43	57
44.77	58	7,789.37	8,166.59	8,561.62	8,975.75	9,409.92	9,865.09	10,037.73	58
46.01	59	8,005.59	8,361.77	8,766.24	9,190.28	9,634.82	10,100.87	10,277.63	59
46.93	60	8,166.59	8,561.62	8,975.75	9,409.92	9,865.09	10,342.28	10,523.27	60
48.06	61	8,361.77	8,766.24	9,190.28	9,634.82	10,100.87	10,589.46	10,774.77	61
49.20	62	8,561.62	8,975.75	9,409.92	9,865.09	10,342.28	10,842.55	11,032.29	62
50.38	63	8,766.24	9,190.28	9,634.82	10,100.87	10,589.46	11,101.68	11,295.96	63
51.58	64	8,975.75	9,409.92	9,865.09	10,342.28	10,842.55	11,367.01	11,565.94	64
52.82	65	9,190.28	9,634.82	10,100.87	10,589.46	11,101.68	11,638.69	11,842.36	65

Per Board Policy 4251.1: A maximum of two (2) years of related experience for salary credit may be given. Experience must have been within the ten (10) years prior to current employment.

Longevity					
11 through 13 years	4 1/2%	19 through 22 years	11 1/2%	29+ years	18%
14 through 15 years	7 1/2%	23 through 25 years	13 1/2%		
16 though 18 years	9 1/2%	26 through 28 years	15 1/2%		

Adopted: March 9, 2022 (with 2.5% COLA eff. 7/1/2022)
Effective: July 1, 2022

Chula Vista Elementary School District
2015-16
Confidential Employees' Salary Schedule
Monthly

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1	2,463	2,575	2,714	2,851	2,992	3,140
2	2,523	2,650	2,785	2,927	3,069	3,215
3	2,575	2,714	2,851	2,992	3,140	3,297
4	2,650	2,785	2,927	3,069	3,215	3,381
5	2,714	2,851	2,992	3,140	3,297	3,460
6	2,785	2,927	3,069	3,215	3,381	3,552
7	2,851	2,992	3,140	3,297	3,460	3,636
8	2,927	3,069	3,215	3,381	3,552	3,727
9	2,992	3,140	3,297	3,460	3,636	3,820
10	3,069	3,215	3,381	3,552	3,727	3,912
11	3,140	3,297	3,460	3,636	3,820	4,010
12	3,215	3,381	3,552	3,727	3,912	4,106
13	3,297	3,460	3,636	3,820	4,010	4,209
14	3,381	3,552	3,727	3,912	4,106	4,318
15	3,460	3,636	3,820	4,010	4,209	4,421
16	3,552	3,727	3,912	4,106	4,318	4,530
17	3,636	3,820	4,010	4,209	4,421	4,639
18	3,727	3,912	4,106	4,318	4,530	4,761
19	3,820	4,010	4,209	4,421	4,639	4,877
20	3,912	4,106	4,318	4,530	4,761	4,994
21	4,010	4,209	4,421	4,639	4,877	5,118
22	4,106	4,318	4,530	4,761	4,994	5,246
23	4,209	4,421	4,639	4,877	5,118	5,373
24	4,318	4,530	4,761	4,994	5,246	5,504
25	4,421	4,639	4,877	5,118	5,373	5,642
26	4,530	4,761	4,994	5,246	5,504	5,795
27	4,639	4,877	5,118	5,373	5,642	5,958
28	4,755	4,999	5,245	5,508	5,783	6,108

Position	Range
Assistant to the Supt. And the Board of Education	28
Business Services and Support Specialist	28
Administrative Assistant II	26
Administrative Secretary II	26
Administrative Assistant	25
Credentials Officer	25
Personnel/Risk Management/Data Analyst	22
Administrative Secretary I	20
Planning and Facilities Technician	20
Secretary to Director (Human Resources)	18
Secretary II (Human Resources)	16
Secretary II (Offices of the Superintendent)	16
Human Resources Technician V (Risk Management)	14
Human Resources Technician IV	12
Human Resources Technician IV (Risk Management)	12
Human Resources Technician III	11
Human Resources Technician III (Substitute Desk)	11
Human Resources Technician II	10
Human Resources Technician II (Risk Management)	10
Human Resources Technician II (Substitute Desk)	10
Public Information Clerk II	10
Human Resources Technician I(Switchboard)	6
Clerk-Typist (Human Resources)	6
Clerk-Typist (Office of the Superintendent)	6

Adopted: October 23, 2014 (with 3.0% COLA eff. 7/1/13; 3.0% COLA eff. 7/1/14; 1% COLA eff. 7/1/15)
Effective: July 1, 2015

Chula Vista Elementary School District
2016-17
Confidential Employees' Salary Schedule
Monthly

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1	2,611	2,730	2,877	3,022	3,172	3,329
2	2,674	2,809	2,952	3,103	3,253	3,408
3	2,730	2,877	3,022	3,172	3,329	3,495
4	2,809	2,952	3,103	3,253	3,408	3,584
5	2,877	3,022	3,172	3,329	3,495	3,667
6	2,952	3,103	3,253	3,408	3,584	3,766
7	3,022	3,172	3,329	3,495	3,667	3,854
8	3,103	3,253	3,408	3,584	3,766	3,950
9	3,172	3,329	3,495	3,667	3,854	4,049
10	3,253	3,408	3,584	3,766	3,950	4,147
11	3,329	3,495	3,667	3,854	4,049	4,251
12	3,408	3,584	3,766	3,950	4,147	4,353
13	3,495	3,667	3,854	4,049	4,251	4,461
14	3,584	3,766	3,950	4,147	4,353	4,577
15	3,667	3,854	4,049	4,251	4,461	4,686
16	3,766	3,950	4,147	4,353	4,577	4,802
17	3,854	4,049	4,251	4,461	4,686	4,917
18	3,950	4,147	4,353	4,577	4,802	5,047
19	4,049	4,251	4,461	4,686	4,917	5,169
20	4,147	4,353	4,577	4,802	5,047	5,294
21	4,251	4,461	4,686	4,917	5,169	5,425
22	4,353	4,577	4,802	5,047	5,294	5,561
23	4,461	4,686	4,917	5,169	5,425	5,696
24	4,577	4,802	5,047	5,294	5,561	5,834
25	4,686	4,917	5,169	5,425	5,696	5,981
26	4,802	5,047	5,294	5,561	5,834	6,143
27	4,917	5,169	5,425	5,696	5,981	6,316
28	5,040	5,299	5,559	5,839	6,130	6,474
29	5,141	5,405	5,671	5,955	6,253	6,604
30	5,244	5,513	5,784	6,075	6,378	6,736

Position	Range
Assistant to the Supt. And the Board of Education	30
Business Services and Support Specialist	28
Administrative Assistant II	27
Administrative Secretary II	26
Administrative Assistant	26
Credentials Officer	25
Personnel/Risk Management/Data Analyst	22
Administrative Secretary I	20
Planning and Facilities Technician	20
Secretary to Director (Human Resources)	18
Secretary II (Human Resources)	16
Secretary II (Offices of the Superintendent)	16
Human Resources Technician V (Risk Management)	15
Human Resources Technician IV	14
Human Resources Technician IV (Risk Management)	12
Human Resources Technician III	11
Human Resources Technician III (Substitute Desk)	11
Human Resources Technician II	10
Human Resources Technician II (Risk Management)	10
Human Resources Technician II (Substitute Desk)	10
Public Information Clerk II	10
Human Resources Technician I(Switchboard)	6
Clerk-Typist (Human Resources)	6
Clerk-Typist (Office of the Superintendent)	6

Adopted: November 16, 2016 (with 6% COLA eff. 7/1/16)
Effective: July 1, 2016

Chula Vista Elementary School District
2017-18
Confidential Employees' Salary Schedule
Monthly

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1	2,676	2,798	2,949	3,097	3,251	3,412
2	2,741	2,879	3,026	3,180	3,334	3,494
3	2,798	2,949	3,097	3,251	3,412	3,582
4	2,879	3,026	3,180	3,334	3,494	3,674
5	2,949	3,097	3,251	3,412	3,582	3,759
6	3,026	3,180	3,334	3,494	3,674	3,860
7	3,097	3,251	3,412	3,582	3,759	3,950
8	3,180	3,334	3,494	3,674	3,860	4,049
9	3,251	3,412	3,582	3,759	3,950	4,150
10	3,334	3,494	3,674	3,860	4,049	4,251
11	3,412	3,582	3,759	3,950	4,150	4,357
12	3,494	3,674	3,860	4,049	4,251	4,462
13	3,582	3,759	3,950	4,150	4,357	4,573
14	3,674	3,860	4,049	4,251	4,462	4,691
15	3,759	3,950	4,150	4,357	4,573	4,803
16	3,860	4,049	4,251	4,462	4,691	4,922
17	3,950	4,150	4,357	4,573	4,803	5,040
18	4,049	4,251	4,462	4,691	4,922	5,173
19	4,150	4,357	4,573	4,803	5,040	5,299
20	4,251	4,462	4,691	4,922	5,173	5,426
21	4,357	4,573	4,803	5,040	5,299	5,560
22	4,462	4,691	4,922	5,173	5,426	5,700
23	4,573	4,803	5,040	5,299	5,560	5,838
24	4,691	4,922	5,173	5,426	5,700	5,980
25	4,803	5,040	5,299	5,560	5,838	6,130
26	4,922	5,173	5,426	5,700	5,980	6,297
27	5,040	5,299	5,560	5,838	6,130	6,474
28	5,166	5,432	5,698	5,985	6,283	6,636
29	5,270	5,540	5,812	6,104	6,409	6,769
30	5,375	5,651	5,929	6,226	6,537	6,904

Position	Range
Assistant to the Supt. And the Board of Education	30
Business Services and Support Specialist	28
Administrative Assistant II	27
Administrative Secretary II	26
Administrative Assistant	26
Credentials Officer	25
Personnel/Risk Management/Data Analyst	22
Administrative Secretary I	20
Planning and Facilities Technician	20
Secretary to Director (Human Resources)	18
Secretary II (Human Resources)	16
Secretary II (Offices of the Superintendent)	16
Human Resources Technician V (Risk Management)	15
Human Resources Technician IV	14
Human Resources Technician IV (Risk Management)	12
Human Resources Technician III	11
Human Resources Technician III (Substitute Desk)	11
Human Resources Technician II	10
Human Resources Technician II (Risk Management)	10
Human Resources Technician II (Substitute Desk)	10
Public Information Clerk II	10
Human Resources Technician I(Switchboard)	6
Clerk-Typist (Human Resources)	6
Clerk-Typist (Office of the Superintendent)	6

Adopted: November 16, 2016 (with 2.5% COLA eff. 7/1/17)
Effective: July 1, 2017

Chula Vista Elementary School District
2018-19
Confidential Employees' Salary Schedule
Monthly

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1	2,756	2,882	3,037	3,190	3,349	3,514
2	2,823	2,966	3,117	3,276	3,434	3,598
3	2,882	3,037	3,190	3,349	3,514	3,690
4	2,966	3,117	3,276	3,434	3,598	3,784
5	3,037	3,190	3,349	3,514	3,690	3,872
6	3,117	3,276	3,434	3,598	3,784	3,976
7	3,190	3,349	3,514	3,690	3,872	4,069
8	3,276	3,434	3,598	3,784	3,976	4,170
9	3,349	3,514	3,690	3,872	4,069	4,275
10	3,434	3,598	3,784	3,976	4,170	4,378
11	3,514	3,690	3,872	4,069	4,275	4,488
12	3,598	3,784	3,976	4,170	4,378	4,595
13	3,690	3,872	4,069	4,275	4,488	4,710
14	3,784	3,976	4,170	4,378	4,595	4,832
15	3,872	4,069	4,275	4,488	4,710	4,947
16	3,976	4,170	4,378	4,595	4,832	5,069
17	4,069	4,275	4,488	4,710	4,947	5,191
18	4,170	4,378	4,595	4,832	5,069	5,328
19	4,275	4,488	4,710	4,947	5,191	5,458
20	4,378	4,595	4,832	5,069	5,328	5,589
21	4,488	4,710	4,947	5,191	5,458	5,727
22	4,595	4,832	5,069	5,328	5,589	5,871
23	4,710	4,947	5,191	5,458	5,727	6,013
24	4,832	5,069	5,328	5,589	5,871	6,159
25	4,947	5,191	5,458	5,727	6,013	6,314
26	5,069	5,328	5,589	5,871	6,159	6,486
27	5,191	5,458	5,727	6,013	6,314	6,668
28	5,321	5,595	5,869	6,164	6,472	6,835
29	5,428	5,706	5,987	6,288	6,601	6,972
30	5,536	5,821	6,106	6,413	6,733	7,111

Position	Range
Assistant to the Supt. And the Board of Education	30
Business Services and Support Specialist	28
Administrative Assistant II	27
Administrative Secretary II	26
Administrative Assistant	26
Credentials Officer	25
Personnel/Risk Management/Data Analyst	22
Administrative Secretary I	20
Secretary to Director (Human Resources)	18
Human Resources Analyst	16
Secretary II (Confidential)	16
Secretary II (Offices of the Superintendent)	16
Human Resources Technician V (Risk Management)	15
Human Resources Technician IV	14
Human Resources Technician IV (Risk Management)	12
Human Resources Technician III	11
Human Resources Technician II	10
Human Resources Technician II (Risk Management)	10
Public Information Clerk II	10
Clerk-Typist (Human Resources)	6
Clerk-Typist (Office of the Superintendent)	6

Adopted: November 14, 2018 (with 3% COLA eff. 1/1/2019)
Effective: January 1, 2019

Chula Vista Elementary School District
2020-21
Confidential Employees' Salary Schedule
Monthly

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1	2,797	2,925	3,083	3,238	3,399	3,567
2	2,866	3,010	3,164	3,325	3,486	3,652
3	2,925	3,083	3,238	3,399	3,567	3,745
4	3,010	3,164	3,325	3,486	3,652	3,841
5	3,083	3,238	3,399	3,567	3,745	3,930
6	3,164	3,325	3,486	3,652	3,841	4,035
7	3,238	3,399	3,567	3,745	3,930	4,130
8	3,325	3,486	3,652	3,841	4,035	4,233
9	3,399	3,567	3,745	3,930	4,130	4,339
10	3,486	3,652	3,841	4,035	4,233	4,444
11	3,567	3,745	3,930	4,130	4,339	4,555
12	3,652	3,841	4,035	4,233	4,444	4,664
13	3,745	3,930	4,130	4,339	4,555	4,781
14	3,841	4,035	4,233	4,444	4,664	4,905
15	3,930	4,130	4,339	4,555	4,781	5,021
16	4,035	4,233	4,444	4,664	4,905	5,145
17	4,130	4,339	4,555	4,781	5,021	5,269
18	4,233	4,444	4,664	4,905	5,145	5,408
19	4,339	4,555	4,781	5,021	5,269	5,539
20	4,444	4,664	4,905	5,145	5,408	5,673
21	4,555	4,781	5,021	5,269	5,539	5,813
22	4,664	4,905	5,145	5,408	5,673	5,959
23	4,781	5,021	5,269	5,539	5,813	6,104
24	4,905	5,145	5,408	5,673	5,959	6,252
25	5,021	5,269	5,539	5,813	6,104	6,409
26	5,145	5,408	5,673	5,959	6,252	6,583
27	5,269	5,539	5,813	6,104	6,409	6,768
28	5,401	5,678	5,957	6,257	6,569	6,937
29	5,509	5,792	6,077	6,382	6,700	7,076
30	5,619	5,908	6,198	6,509	6,834	7,218

Position	Range
Assistant to the Supt. And the Board of Education	30
Business Services and Support Specialist	28
Administrative Assistant II	27
Administrative Secretary II	26
Administrative Assistant	26
Credentials Officer	25
Personnel/Risk Management/Data Analyst	22
Administrative Secretary I	20
Secretary to Director (Human Resources)	18
Human Resources Analyst	16
Secretary II (Confidential)	16
Secretary II (Offices of the Superintendent)	16
Human Resources Technician V (Risk Management)	15
Human Resources Technician IV	14
Human Resources Technician IV (Risk Management)	12
Human Resources Technician III	11
Human Resources Technician II	10
Human Resources Technician II (Risk Management)	10
Public Information Clerk II	10
Clerk-Typist (Human Resources)	6
Clerk-Typist (Office of the Superintendent)	6

Adopted: July 15, 2020 (with 1.5% COLA eff. 7/1/2020)
Effective: July 1, 2020

Chula Vista Elementary School District
2015-16
Classified Supervisors' Salary Schedule
Monthly

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
12	3,536	3,714	3,896	4,087	4,295	4,510
13	3,624	3,802	3,997	4,198	4,403	4,624
14	3,714	3,896	4,087	4,295	4,510	4,740
15	3,802	3,997	4,198	4,403	4,624	4,856
16	3,896	4,087	4,295	4,510	4,740	4,974
17	3,997	4,198	4,403	4,624	4,856	5,101
18	4,087	4,295	4,510	4,740	4,974	5,233
19	4,198	4,403	4,624	4,856	5,101	5,351
20	4,295	4,510	4,740	4,974	5,233	5,486
21	4,403	4,624	4,856	5,101	5,351	5,615
22	4,510	4,740	4,974	5,233	5,486	5,759
23	4,624	4,856	5,101	5,351	5,615	5,901
24	4,740	4,974	5,233	5,486	5,759	6,045
25	4,856	5,101	5,351	5,615	5,901	6,200

Placement of Positions

Position	Range
Computer Support Supervisor	25
Computer Systems Supervisor	25
Planning & Facilities Supervisor	25
Publications Supervisor (Documents/Forms/Internet)	25
Student Attendance/Welfare Supervisor	25
Even Start Family Literacy Program	24
Transportation Supervisor	23
Mechanic Supervisor	22
Registered Dietician	22
Program Supervisor-CNS	21
Warehouse Supervisor	21
Transportation Operations Supervisor	20
Communications Supervisor	18
CNS Lead Supervisor	17
Child Care Site Supervisor	16
Child Nutrition Services Supervisor	16
English Learner Services & Support Supervisor	12

Adopted:October 23, 2014 (with 3.0% COLA eff. 7/1/13; 3.0% COLA eff. 7/1/14; 1.0% COLA eff. 7/1/15)
Effective: July 1, 2015

Chula Vista Elementary School District
2016-17
Classified Supervisors' Salary Schedule
Monthly

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
12	3,748	3,937	4,130	4,332	4,553	4,781
13	3,842	4,030	4,237	4,449	4,667	4,902
14	3,937	4,130	4,332	4,553	4,781	5,024
15	4,030	4,237	4,449	4,667	4,902	5,147
16	4,130	4,332	4,553	4,781	5,024	5,273
17	4,237	4,449	4,667	4,902	5,147	5,408
18	4,332	4,553	4,781	5,024	5,273	5,547
19	4,449	4,667	4,902	5,147	5,408	5,672
20	4,553	4,781	5,024	5,273	5,547	5,815
21	4,667	4,902	5,147	5,408	5,672	5,951
22	4,781	5,024	5,273	5,547	5,815	6,105
23	4,902	5,147	5,408	5,672	5,951	6,255
24	5,024	5,273	5,547	5,815	6,105	6,407
25	5,147	5,408	5,672	5,951	6,255	6,572

Placement of Positions

Position	Range
Computer Support Supervisor	25
Computer Systems Supervisor	25
Planning & Facilities Supervisor	25
Publications Supervisor (Documents/Forms/Internet)	25
Student Attendance/Welfare Supervisor	25
Even Start Family Literacy Program	24
Transportation Supervisor	23
Mechanic Supervisor	22
Registered Dietician	22
Program Supervisor-CNS	21
Warehouse Supervisor	21
Transportation Operations Supervisor	20
Communications Supervisor	18
CNS Lead Supervisor	17
Child Care Site Supervisor	16
Child Nutrition Services Supervisor	16
English Learner Services & Support Supervisor	12

Adopted: November 16, 2016 (with 6% COLA eff. 7/1/16)
Effective: July 1, 2016

Chula Vista Elementary School District
2017-18
Classified Supervisors' Salary Schedule
Monthly

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
12	3,842	4,035	4,233	4,440	4,667	4,900
13	3,938	4,130	4,343	4,561	4,784	5,024
14	4,035	4,233	4,440	4,667	4,900	5,150
15	4,130	4,343	4,561	4,784	5,024	5,276
16	4,233	4,440	4,667	4,900	5,150	5,405
17	4,343	4,561	4,784	5,024	5,276	5,543
18	4,440	4,667	4,900	5,150	5,405	5,686
19	4,561	4,784	5,024	5,276	5,543	5,814
20	4,667	4,900	5,150	5,405	5,686	5,961
21	4,784	5,024	5,276	5,543	5,814	6,100
22	4,900	5,150	5,405	5,686	5,961	6,258
23	5,024	5,276	5,543	5,814	6,100	6,412
24	5,150	5,405	5,686	5,961	6,258	6,567
25	5,276	5,543	5,814	6,100	6,412	6,736

Placement of Positions

Position	Range
Computer Support Supervisor	25
Computer Systems Supervisor	25
Payroll Supervisor	25
Planning & Facilities Supervisor	25
Publications Supervisor (Documents/Forms/Internet)	25
Student Attendance/Welfare Supervisor	25
Even Start Family Literacy Program	24
Transportation Supervisor	23
Mechanic Supervisor	22
Registered Dietician	22
Program Supervisor-CNS	21
Warehouse Supervisor	21
Transportation Operations Supervisor	20
Communications Supervisor	18
CNS Lead Supervisor	17
Child Care Site Supervisor	16
Child Nutrition Services Supervisor	16
English Learner Services & Support Supervisor	12

Adopted: November 16, 2016 (with 2.5% COLA eff. 7/1/17)
Effective: July 1, 2017

Chula Vista Elementary School District
2018-19
Classified Supervisors' Salary Schedule
Monthly

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
12	3,957	4,156	4,360	4,573	4,807	5,047
13	4,056	4,254	4,473	4,697	4,927	5,175
14	4,156	4,360	4,573	4,807	5,047	5,305
15	4,254	4,473	4,697	4,927	5,175	5,434
16	4,360	4,573	4,807	5,047	5,305	5,567
17	4,473	4,697	4,927	5,175	5,434	5,709
18	4,573	4,807	5,047	5,305	5,567	5,857
19	4,697	4,927	5,175	5,434	5,709	5,988
20	4,807	5,047	5,305	5,567	5,857	6,139
21	4,927	5,175	5,434	5,709	5,988	6,283
22	5,047	5,305	5,567	5,857	6,139	6,445
23	5,175	5,434	5,709	5,988	6,283	6,604
24	5,305	5,567	5,857	6,139	6,445	6,764
25	5,434	5,709	5,988	6,283	6,604	6,938

Placement of Positions

Position	Range
Computer Support Supervisor	25
Computer Systems Supervisor	25
ESSC Technology Support Supervisor	25
Medi-CAL Administrative Activities/Local Education Agency Supervisor	25
Payroll Supervisor	25
Planning & Facilities Supervisor	25
Publications Supervisor (Documents/Forms/Internet)	25
Registered Dietitian	25
Student Attendance/Welfare Supervisor	25
Even Start Family Literacy Program	24
Transportation Supervisor	23
Mechanic Supervisor	22
Program Supervisor-CNS	21
Warehouse Supervisor	21
Transportation Operations Supervisor	20
Communications Supervisor	18
CNS Lead Supervisor	17
Child Care Site Supervisor	16
Child Nutrition Services Supervisor	16
English Learner Services & Support Supervisor	12

Adopted: November 14, 2018 (with 3% COLA eff. 1/1/2019)
Effective: January 1, 2019

Chula Vista Elementary School District
2020-21
Classified Supervisors' Salary Schedule
Monthly

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
12	4,017	4,218	4,426	4,642	4,879	5,123
13	4,117	4,318	4,541	4,768	5,001	5,253
14	4,218	4,426	4,642	4,879	5,123	5,384
15	4,318	4,541	4,768	5,001	5,253	5,515
16	4,426	4,642	4,879	5,123	5,384	5,650
17	4,541	4,768	5,001	5,253	5,515	5,795
18	4,642	4,879	5,123	5,384	5,650	5,944
19	4,768	5,001	5,253	5,515	5,795	6,078
20	4,879	5,123	5,384	5,650	5,944	6,232
21	5,001	5,253	5,515	5,795	6,078	6,377
22	5,123	5,384	5,650	5,944	6,232	6,542
23	5,253	5,515	5,795	6,078	6,377	6,703
24	5,384	5,650	5,944	6,232	6,542	6,866
25	5,515	5,795	6,078	6,377	6,703	7,042

Placement of Positions

Position	Range
Computer Support Supervisor	25
Computer Systems Supervisor	25
ESSC Technology Support Supervisor	25
Medi-CAL Administrative Activities/Local Education Agency Supervisor	25
Payroll Supervisor	25
Planning & Facilities Supervisor	25
Publications Supervisor (Documents/Forms/Internet)	25
Registered Dietitian	25
Student Attendance/Welfare Supervisor	25
Even Start Family Literacy Program	24
Transportation Supervisor	23
Mechanic Supervisor	22
Program Supervisor-CNS	21
Warehouse Supervisor	21
Transportation Operations Supervisor	20
Communications Supervisor	18
CNS Lead Supervisor	17
Child Care Site Supervisor	16
Child Nutrition Services Supervisor	16
English Learner Services & Support Supervisor	12

Adopted: July 15, 2020 (with 1.5% COLA eff. 7/1/2020)
Effective: July 1, 2020

Chula Vista Elementary School District
2015-16
Cabinet Annual Salaries

Assistant Superintendent 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 181,315.65	$ 183,128.77	$ 184,960.05	$ 186,809.65	$ 188,677.75
	1.00%	1.00%	1.00%	1.00%

Executive Director 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 149,371.58	$ 150,865.30	$ 152,373.95	$ 153,897.69	$ 155,436.67
	1.00%	1.00%	1.00%	1.00%

Adopted:October 23, 2014 (with 3.0% COLA eff. 7/1/13; 3.0% COLA eff. 7/1/14; 1.0% COLA eff. 7/1/15)
Effective: July 1, 2015

Chula Vista Elementary School District
2016-17
Cabinet Annual Salaries

Assistant Superintendent 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 192,194.55	$ 194,116.50	$ 196,057.66	$ 198,018.24	$ 199,998.42
	1.00%	1.00%	1.00%	1.00%

Executive Director 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 158,333.88	$ 159,917.22	$ 161,516.39	$ 163,131.55	$ 164,762.87
	1.00%	1.00%	1.00%	1.00%

Adopted: November 16, 2016 (with 6% COLA eff. 7/1/16)
Effective: July 1, 2016

Chula Vista Elementary School District
2017-18
Cabinet Annual Salaries

Assistant Superintendent 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 196,999.41	$ 198,969.41	$ 200,959.10	$ 202,968.70	$ 204,998.38
	1.00%	1.00%	1.00%	1.00%

Deputy Superintendent 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 211,415.68	$ 213,529.83	$ 215,665.13	$ 217,821.78	$ 220,000.00
	1.00%	1.00%	1.00%	1.00%

Executive Director 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 162,292.23	$ 163,915.15	$ 165,554.30	$ 167,209.84	$ 168,881.94
	1.00%	1.00%	1.00%	1.00%

Adopted: November 16, 2016 (with 2.5% COLA eff. 7/1/17)
Effective: July 1, 2017
Revised: 2/15/2018

Chula Vista Elementary School District
2018-19
Cabinet Annual Salaries

Assistant Superintendent 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 202,909.39	$ 204,938.49	$ 206,987.87	$ 209,057.76	$ 211,148.33
	1.00%	1.00%	1.00%	1.00%

Deputy Superintendent 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 217,758.15	$ 219,935.72	$ 222,135.08	$ 224,356.43	$ 226,600.00
	1.00%	1.00%	1.00%	1.00%

Executive Director 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 167,161.00	$ 168,832.60	$ 170,520.93	$ 172,226.14	$ 173,948.40
	1.00%	1.00%	1.00%	1.00%

Adopted: November 14, 2018 (with 3% COLA eff. 1/1/2019)
Effective: January 1, 2019

Chula Vista Elementary School District
2020-21
Cabinet Annual Salaries

Senior Director 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 159,699.43	$ 161,296.43	$ 162,909.39	$ 164,538.49	$ 166,183.87
	1.00%	1.00%	1.00%	1.00%

Executive Director 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 169,668.42	$ 171,365.09	$ 173,078.74	$ 174,809.53	$ 176,557.63
	1.00%	1.00%	1.00%	1.00%

Assistant Superintendent 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 205,953.03	$ 208,012.57	$ 210,092.69	$ 212,193.63	$ 214,315.55
	1.00%	1.00%	1.00%	1.00%

Deputy Superintendent 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 221,024.52	$ 223,234.76	$ 225,467.11	$ 227,721.78	$ 229,999.00
	1.00%	1.00%	1.00%	1.00%

Interim Superintendent 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 249,854.89	$ 252,353.44	$ 254,876.97	$ 257,425.74	$ 260,000.00
	1.00%	1.00%	1.00%	1.00%

Adopted: July 15, 2020 (with 1.5% COLA eff. 7/1/2020)
Effective: July 1, 2020
Revised: 8/11/2021; 2/9/2022

Chula Vista Elementary School District
2021-22
Cabinet Annual Salaries

Senior Director 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 164,490.41	$ 166,135.32	$ 167,796.67	$ 169,474.64	$ 171,169.39
	1.00%	1.00%	1.00%	1.00%

Executive Director 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 174,758.47	$ 176,506.04	$ 178,271.10	$ 180,053.82	$ 181,854.36
	1.00%	1.00%	1.00%	1.00%

Assistant Superintendent 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 212,131.62	$ 214,252.95	$ 216,395.47	$ 218,559.44	$ 220,745.02
	1.00%	1.00%	1.00%	1.00%

Deputy Superintendent 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 227,655.26	$ 229,931.80	$ 232,231.12	$ 234,553.43	$ 236,898.97
	1.00%	1.00%	1.00%	1.00%

Interim Superintendent 224 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 257,350.54	$ 259,924.04	$ 262,523.28	$ 265,148.51	$ 267,800.00
	1.00%	1.00%	1.00%	1.00%

Adopted: March 9, 2022 (with 3% COLA eff. 7/1/2021)
Effective: July 1, 2021

Chula Vista Elementary School District
2022-23
Cabinet Annual Salaries

Senior Director 223 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 168,602.67	$ 170,288.70	$ 171,991.59	$ 173,711.51	$ 175,448.62
	1.00%	1.00%	1.00%	1.00%

Executive Director 223 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 179,127.43	$ 180,918.69	$ 182,727.88	$ 184,555.17	$ 186,400.72
	1.00%	1.00%	1.00%	1.00%

Assistant Superintendent 223 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 217,434.91	$ 219,609.27	$ 221,805.36	$ 224,023.43	$ 226,263.65
	1.00%	1.00%	1.00%	1.00%

Deputy Superintendent 223 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 233,346.64	$ 235,680.10	$ 238,036.90	$ 240,417.27	$ 242,821.44
	1.00%	1.00%	1.00%	1.00%

Interim Superintendent 223 Days

Step 1	Step 2	Step 3	Step 4	Step 5
$ 263,784.30	$ 266,422.14	$ 269,086.36	$ 271,777.22	$ 274,495.00
	1.00%	1.00%	1.00%	1.00%

Adopted: March 9, 2022 (with 2.5% COLA eff. 7/1/2022; and work days changed from 224 days to 223 days per year)
Effective: July 1, 2022

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Approve Single Plans for Student Achievement for the 2022-23 School Year

____X____Action **_____Information**

BACKGROUND INFROMATION:

In January 2002, the California Legislature amended the planning requirements for schools that participate in state and federal programs funded through the Consolidated Application process. As required by the Education Code and the federal Elementary and Secondary Education Act, each school must develop a Single Plan for Student Achievement (SPSA) to improve the academic performance of all pupils to the level of the performance goals, as established by the new state accountability system.

The following are specific requirements for school plans and are directly related to improving tested student performance.

1. School districts must assure "that School Site Councils (SSCs) have developed and approved a SPSA for schools participating in programs funded through the Consolidated Application and Reporting (CARS) process."

2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees."

3. Any plans required by programs funded through the CARS must be consolidated into a single plan.

4. The content of the plans must be aligned with school goals for improving student achievement.

5. School goals must be based on an analysis of verifiable state data, including the new state accountability system and the English Language Proficiency Assessment for California and may include any data voluntarily developed by districts to measure pupil achievement.

6. The plans must be “reviewed annually and updated, including proposed expenditures of funds allocated to the school through the CARS, by the SSC.”

7. Plans must be reviewed and approved by the governing board of the local educational agency (LEA) “whenever there are material changes that affect the academic programs for students covered by programs” funded through the CARS.

Each school is responsible for monitoring the effectiveness of its SPSA. All performance goals will be evaluated to assess the impact on student achievement. Charter schools are not required to submit a separate plan as their LEA Plan fulfills requirements.

ADDITIONAL DATA:

A summary of the goals to be met by the end of the 2022-23 school year are attached as “Exhibit A.” Goals are robust and intended to close the achievement gap.

Complete copies of the 2022-23 SPSAs are available for review in the Office of the Assistant Superintendent of Innovation and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The estimated Districtwide allocation for site-based discretionary and categorical expenditures including prior year carryover is $17,346,061.

STAFF RECOMMENDATION:

Recommend approval.

2022-23 Single Plan for Student Achievement Summary of Specific, Measurable, Attainable, Relevant, Time Bound, and Equity Goals

Acronyms

Target Populations	ELs	English Learners
	SED	Socioeconomically Disadvantaged
	SwD	Students with Disabilities
	FY	Foster Youth
	HS	Homeless Students
Assessments	ELPAC	English Language Proficiency Assessment for California
	ELA	English Language Arts/Literacy
	PRC	Performance Rating Color
	Smarty Ants (ELA)	
	Achieve3000® (ELA)	
	i-Ready® (Math)	

"EXHIBIT A"

Goals

Ella B. Allen

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

Goal Subject

Academic Progress in English Language Arts

LEA/LCAP Goal

The Chula Vista Elementary School District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

English Language Arts

By June 2023, the percentage of students in each grade level who meet or exceed by at least 6 percentage points in ELA as measured by K-2 local measures and by the CAASPP ELA assessment for grades 3-6.

Identified Need

Students in grades K-2 will be assessed on Smarty Ants in January 2022 and this assessment will be used as the baseline data set. Due to the ongoing nature of the COVID-19 pandemic, the results of the Local Measures Smarty Ants and Achieve 3000 may not represent accurately what students are able to do independently since some students appeared to receive support on these assessments from individuals in the home setting in the 2020-2021 academic year. The beginning of the 2021 school year Achieve LevelSet assessments indicates the need for remediation particularly for students who attended Distance Learning in grades K-2. The percentage of students who are "Approaching" on the LevelSet is where the greatest of percentage of students performed on this assessment (59% of students scored in the approaching range on the Achieve 3000 Level Set BOY assessment).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for grades K-2 Overall	22% Met in August 2022 Kindergarten - 0% Met in August 2022 First - 15% Met in August 2022 Second 23% Met in August 2022	60% on grade level or above Kindergarten - 60% on grade level or above First Grade - 60% on grade level or above Second Grade - 60% on grade level or above

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for grades K-2 (EL)	14% Met in August 2022	60% on track
Smarty Ants Reading for grades K-2 (SED)	15% Met in August 2022	60% on track
Smarty Ants Reading for grades K-2 (SWD)	0% Met in August 2022	60% on track
CAASPP ELA for grades 3-6 (Overall)	CAASPP ELA grades 3-6 Overall: 68% Met or Exceeded in Spring 2022 Third Grade - 44% Met or Exceeded in Spring 2022 Fourth Grade - 68% Met or Exceeded in Spring 2022 Fifth Grade - 59% Met or Exceeded in Spring 2022 Sixth Grade - 90% Met or Exceeded in Spring 2022	CAASPP ELA grades 3-6 Overall: 74% Met or Exceeded in Spring 2023 Third Grade - 50% on grade level or above Fourth Grade - 75% on grade level or above Fifth Grade - 65% on grade level or above Sixth Grade - 95% on grade level or above
CAASPP ELA for grades 3-6 (English Learners)	CAASPP ELA grades 3-6 English Learners: 30% Met or Exceeded in Spring 2022 Third Grade - 20% Met or Exceeded in Spring 2022 Fourth Grade - 20% Met or Exceeded in Spring 2022 Fifth Grade - 38% Met or Exceeded in Spring 2022 Sixth Grade - 40% Met or Exceeded in Spring 2022	CAASPP ELA grades 3-6 English Learners: 60% Met or Exceeded in Spring 2022 Third Grade - 50% Met or Exceeded in Spring 2022 Fourth Grade - 50% Met or Exceeded in Spring 2022 Fifth Grade - 70% Met or Exceeded in Spring 2022 Sixth Grade - 70% Met or Exceeded in Spring 2022
CAASPP ELA for grades 3-6 (SWD)	CAASPP ELA grades 3-6 SWD: 30% Met or Exceeded in Spring 2022 Third Grade - 0% Met or Exceeded in Spring 2022 Fourth Grade - 0% Met or Exceeded in Spring 2022 Fifth Grade - 25% Met or Exceeded in Spring 2022 Sixth Grade - 57% Met or Exceeded in Spring 2022	CAASPP ELA grades 3-6 SWD: 50% Met or Exceeded in Spring 2022 Third Grade - 30% Met or Exceeded in Spring 2022 Fourth Grade - 30% Met or Exceeded in Spring 2022 Fifth Grade - 50% Met or Exceeded in Spring 2022 Sixth Grade - 60% Met or Exceeded in Spring 2022
CAASPP ELA for grades 3-6 (SED)	CAASPP ELA grades 3-6 SED: 55% Met or Exceeded in Spring 2022	CAASPP ELA grades 3-6 SED: 75% Met or Exceeded in Spring 2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Third Grade - 35% Met or Exceeded in Spring 2022 Fourth Grade - 52% Met or Exceeded in Spring 2022 Fifth Grade - 35% Met or Exceeded in Spring 2022 Sixth Grade - 92% Met or Exceeded in Spring 2022	Third Grade - 55% Met or Exceeded in Spring 2022 Fourth Grade - 65% Met or Exceeded in Spring 2022 Fifth Grade - 75% Met or Exceeded in Spring 2022 Sixth Grade - 90% Met or Exceeded in Spring 2022

Goals

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

Goal Subject

Academic Progress in Mathematics

LEA/LCAP Goal

The Chula Vista Elementary School District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

Mathematics

By June 2023, the percentage of grades K-6 students scoring at or above level on the iReady Mathematics Assessment will increase from 10% to 60%.
By June 2023, the percentage of students in grades 3-6 who met or exceeded the standards as measured by the CAASPP mathematics assessment will increase from 56% to 61%.

Identified Need

Overall, there is a significant percentage of student in all subgroups and grades that are not proficient in mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready for grades K-6 Overall	10% on track (33 students) K - 7% (2 students) 1st - 4% (2 students) 2nd - 7% (4 students) 3rd - 7% (3 students) 4th - 10% (5 students) 5th - 12% (5 students) 6th - 18% (11 students)	60% on track K - 60% 1st - 60% 2nd - 60% 3rd - 60% 4th - 60% 5th - 60% 6th - 60%
i-Ready for grades K-6 (EL)	2% (1 student)	60%
i-Ready for grades K-6 (SWD)	0% (0 students)	60%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready for grades K-6 (SED)	5% (6 students)	60%
CAASPP Math for grades 3-6 (Overall)	CAASPP Math for grades 3-6 (Overall): 56% Met or Exceeded in Spring 2022 Third Grade - 60% Met or Exceeded in Spring 2022 Fourth Grade - 58% Met or Exceeded in Spring 2022 Fifth Grade - 39% Met or Exceeded in Spring 2022 Sixth Grade - 65% Met or Exceeded in Spring 2022	CAASPP Math for grades 3-6 (Overall): 61% Met or Exceeded in Spring 2022 Third Grade - 65% Met or Exceeded in Spring 2022 Fourth Grade - 63% Met or Exceeded in Spring 2022 Fifth Grade - 44% Met or Exceeded in Spring 2022 Sixth Grade - 70% Met or Exceeded in Spring 2022
CAASPP Math for grades 3-6 (English Learners)	CAASPP Math for grades 3-6 (English Learners): 9% Met or Exceeded in Spring 2022 Third Grade - 20% Met or Exceeded in Spring 2022 Fourth Grade - 0% Met or Exceeded in Spring 2022 Fifth Grade - 0% Met or Exceeded in Spring 2022 Sixth Grade - 20% Met or Exceeded in Spring 2022	CAASPP Math for grades 3-6 (English Learners): 20% Met or Exceeded in Spring 2022 Third Grade - 30% Met or Exceeded in Spring 2022 Fourth Grade - 20% Met or Exceeded in Spring 2022 Fifth Grade - 20% Met or Exceeded in Spring 2022 Sixth Grade - 30% Met or Exceeded in Spring 2022
CAASPP Math for grades 3-6 (SWD)	CAASPP Math for grades 3-6 (SWD): 21% Met or Exceeded in Spring 2022 Third Grade - 25% Met or Exceeded in Spring 2022 Fourth Grade - 0% Met or Exceeded in Spring 2022 Fifth Grade - 25% Met or Exceeded in Spring 2022 Sixth Grade - 39% Met or Exceeded in Spring 2022	CAASPP Math for grades 3-6 (SWD): 31% Met or Exceeded in Spring 2022 Third Grade - 30% Met or Exceeded in Spring 2022 Fourth Grade - 20% Met or Exceeded in Spring 2022 Fifth Grade - 30% Met or Exceeded in Spring 2022 Sixth Grade - 50% Met or Exceeded in Spring 2022
CAASPP Math for grades 3-6 (SED)	CAASPP Math for grades 3-6 (SED): 36% Met or Exceeded in Spring 2022 Third Grade - 55% Met or Exceeded in Spring 2022 Fourth Grade - 43% Met or Exceeded in Spring 2022 Fifth Grade - 5% Met or Exceeded in Spring 2022 Sixth Grade - 42% Met or Exceeded in Spring 2022	CAASPP Math for grades 3-6 (SED): 41% Met or Exceeded in Spring 2022 Third Grade - 60% Met or Exceeded in Spring 2022 Fourth Grade - 48% Met or Exceeded in Spring 2022 Fifth Grade - 10% Met or Exceeded in Spring 2022 Sixth Grade - 47% Met or Exceeded in Spring 2022

Goals

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

Goal Subject

Academic Performance and English Learner Peformance

LEA/LCAP Goal

The Chula Vista Elementary School District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

English Learner Performance

By June 2023, 78% of students will make annual progress towards English Language Proficiency as measured by the ELPAC (increase at least one overall ELPAC level and/or maintain an overall ELPAC level 4).
By June 2023, 17% of students will be reclassified as Fluent English Proficient (overall ELPAC 4, meet academic criteria, teacher evaluation, parent input).

Identified Need

Based on the 2021-2022 Summative ELPAC, Written Communication (Reading and Writing) has been identified as an area of need for our English Learners.

Additionally, (Smarty Ants, Level Set, iReady, CAASPP) data has also identified that our (ARLTELs, LTELS, ELPAC 1s and 2s, etc.) English Learners would benefit from additional small group intervention and quarterly monitoring with Fountas and Pinnell or QRI-6 reading data.

Qualitative data to include quarterly on-demand writing prompts has also determined a focus on designated ELD would support growth in written communication.

Level 4: Students may need occasional linguistic support to engage in familiar social and academic contexts: they may need light support to communicate on less familiar tasks and topics.
Level 3: Students may need light-to-minimal linguistic support to engage in familiar social and academic contexts: they may need moderate support to communicate on less familiar tasks and topics.
Level 2: Students may need moderate-to-light linguistic support to engage in familiar social and academic contexts: they may need substantial-to-moderate support to communicate on less familiar tasks and topics.

Level 1: Students may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts: they may need substantial support to communicate on less familiar tasks and topics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC	Students at Level 4 - 11/57 (19%) Students at Level 3 - 27/57 (47%) Students at Level 2 - 15/57 (26%) Students at Level 1 - 3/57 (5%)	Students advancing at least one level on ELPAC and/or maintaining a Level 4 - 78% (45/57)
Reclassification Criteria (ELPAC 4, Meets Academic Criteria, Teacher Evaluation, Parent Input)	RFEP - 12% (7/57)	RFEP - 17% (10/57) * Based on current number of eligible for reclassification.

Goals

Enrique S. Camarena

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The district will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

By June of 2023 the overall school percentage of students meeting or exceeding expectations on the CAASPP ELA test in grades 3-6 will be 80%.
By June of 2023 the overall school percentage of EL students meeting or exceeding expectations on the CAASPP test in grades 3-6 will be 50%.
By June of 2023 the overall school percentage of students in grades K-2 on track to meet grade level performance will be 73%

Identified Need

CAASPP Data show that overall 68% of students in grades 3-6 met or exceeded expectations on the 2021-2022 CAASPP test. Overall EL students in grade 3-6 meeting/exceeding expectations on CAASPP is 32%.
3rd Grade- 61% met/exceeded (EL 33%)
4th Grade- 71% met/exceeded (EL 35%)
5th Grade- 67% met/exceeded (EL 27%)
6th Grade- 72% met/exceeded (EL 27%)

Smarty Ants- Spring 2022 Currently 53% of students are on track to meet grade level expectations
K- 8% on track (Goal 55%)
1st Grade- 21% on track (Goal 75%)
2nd Grade-70% on track (Goal 90%)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Test in grades 3-6	3rd Grade- 61% met/exceeded (EL 33%) 4th Grade- 71% met/exceeded (EL 35%) 5th Grade- 67% met/exceeded (EL 27%) 6th Grade- 72% met/exceeded (EL 27%)	Overall ALL student performance meet/exceed CAASPP ELA will be 80% Overall EL student performance meet/exceed CAASPP ELA will be 50%
Smarty Ants Grades K-2	K- 8% on track 1st Grade- 21% on track	55% of Kindergarteners will be on track

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2nd Grade-75% on track	75% of First graders will be on track 90% of Second graders will be on track

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

The district will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By June of 2023 the overall school percentage of students meeting or exceeding expectations on the CAASPP Math test in grades 3-6 will be 70%
By June of 2023 the overall school percentage of students in grades K-2 iReady math meeting or exceeding grade level expectations will be 70%

Identified Need

Based off the results from the 2021-2022 CAASPP data in grades 3-6 54% of all students met/exceeded expectations.
3rd- 60%
4th- 63%
5th- 46%
6th- 49%

Based off the End of Year iReady Assessment results from the 2021-2022 school year the following grade levels were on/above grade level. Grades K-2 meeting grade level expectations was a 62% average.
K- 61%
1st -66%
2nd- 60%
3rd- 62%
4th 68%
5th 60%
6th 62%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Test grades 3-6	3rd- 60% 4th- 63% 5th- 46% 6th- 49%	By June of 2023 the overall school percentage of students meeting or exceeding expectations on the CAASPP Math test in grades 3-6 will be 70%
iReady Math Diagnostic grades K-2	K- 61% 1st -66%	By June of 2023 the overall school percentage of students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2nd- 60%	in grades K-2 iReady math meeting or exceeding grade level expectations will be 70%

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

The district will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2022-2023, 80% of students will make annual progress towards English Language Proficiency as measured by the ELPAC (increase at least one overall ELPAC level and/or maintain an overall ELPAC level 4).
By June 2022-2023 20% of students will be reclassified as Fluent English Proficient (overall ELPAC 4, meet academic criteria, teacher evaluation, parent input).

Identified Need

Based on the 2021-2022 summative ELPAC (growth matrix), writing has been identified as an area of need for our English Learners. Additionally, (Smarty Ants, Level Set, CAASPP) data has also identified that our ELL would benefit from guided reading groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC	Percent of students at Level 4 - 38% Percent of students at Level 3 - 42% Percent of students at Level 2 - 15% Percent of students at Level 1 - 5%	Students advancing at least one level on ELPAC and/or maintaining a Level 4- 80%
Reclassification Criteria (ELPAC 4, meets academic criteria, teacher evaluation, parent input	RFEP 17%	RFEP 20%

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

School attendance will be closely monitored and chronic attendance issues will be addressed in a timely manner. Student Placement will be involved in chronic attendance cases that are not resolved.

Goal 4

By June 2023, the percentage of students with chronic absenteeism will decrease from 6.05% to 3.00%.

Identified Need

Chronic Absentee Risk was as follows:
84.88% of students were present 95% or better
9.07% were at risk with attendance 90.1%-94.9%
6.05% were chronically absent 90% or less

As of the fall of 2022, 34 students have been identified as chronically absent

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - the percentage of students K-6 enrolled who are absent 10 percent or more of the instructional days.	Chronic Absentee Risk was as follows: 84.88% of students were present 95% or better 9.07% were at risk with attendance 90.1%-94.9% 6.05% were chronically absent 90% or less	Reduce chronic absenteeism to 3.0%

Goals

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

Goal Subject

Suspensions

LEA/LCAP Goal

The district will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 5

To reduce by half suspensions and unexpected behaviors, Camarena will implement a school wide expectations matrix on all areas of the campus. The staff will focus on building positive student relationships and implement restorative practices when working with students.

Identified Need

School data shows that students need more support being safe, respectful, and responsible.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School discipline data	During the 2021-2022 school year, there were 2 suspensions on campus accounting for 0.22% of the school enrollment.	During the 2022-2022 school year, less that 1.0% of students will be suspended

Goals

Joseph Casillas

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students. The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students. The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

By June 2023, the percentage of grades K-2 students scoring at least on grade level or above on the Smarty Ants Reading English Assessment will be 44%.

By June 2023, the percentage of grades 3-6 students scoring at grade level or above on the Achieve 3000 LevelSet Assessment in English will increase from 35% to 81% (approximately 180 students).

By June 2023, the percentage of grades 3-6 students scoring met/exceeded on the CAASPP ELA Assessment will be 63%.

Identified Need

Students will improve foundational skills in reading, as well as reading comprehension, through ongoing instruction, support, and intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading K-2 (94 students)	All Students - 27% (94 students) MELs - 32% (19 students) SWD - 5% (20 students) Kindergaten - TBD First Grade - 17% Second Grade - 37%	All Students - 44% English Learners - 78% Students with Disabilities* - 50% Kindergarten - TBD% First Grade - 62% Second Grade - 84% Percentage includes all students in Green (met), Yellow (approaching)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Achieve 3000 Lexile for 3-6 (227 students)	All Students - 35% (227 students) English Learners - 21% (51 students) Students with Disabilities - 6% (48 students) Third Grade - 34% Fourth Grade - 31% Fifth Grade - 43% Sixth Grade - 32%	All Students - 85% English Learners* - 50% Students with Disabilities* - 50% Third Grade - 78% Fourth Grade - 82% Fifth Grade - 75% Sixth Grade - 85% Based on Purple (exceeds), Green (meets), & Yellow (approaching) at/above grade level by EOY.
CAASPP for 3-6 (227 students)	All Students - 53% English Learners - 6% (47 students) Students with Disabilities - 22% (___ students) Third Grade - 56% Fourth Grade - 49% Fifth Grade - 55% Sixth Grade - 54%	All Students - 63% English Learners - % Students with Disabilities - % Third Grade - 66% Fourth Grade - 59% Fifth Grade - 65% Sixth Grade - 64%

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students. The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students. The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By June 2023, the percentage of grades K-6 students scoring at or above level on the iReady Mathematics Assessment will increase from 8% to 71%.

By June 2023, the percentage of grades 3-6 students scoring met/exceeded on the CAASPP Mathematics Assessment will be 56%.

Identified Need

Based on the iReady Initial Assessment (BOY) and CAASPP scores from 2022,

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics K-6 (At/Above GL - green/yellow)	All: 8% English Learners: 3% Students w/ Disabilities: 1% Kindergarten - 8% First Grade - 6% Second Grade - 2% Third Grade - 2% Fourth Grade - 18% Fifth Grade - 12% Sixth Grade - 10%	All: 71% English Learners: 50% Students w/ Disabilities: 40% Kindergarten - 50% First Grade - 69% Second Grade - 62% Third Grade - 67% Fourth Grade - 84% Fifth Grade - 62% Sixth Grade - 68% (At/Above GL - green/yellow)
CAASPP Mathematics Gr. 3 - 6 (Percent met/exceeded)	All: 48% English Learners: 15% Students w/ Disabilities: 18%	All: 56% English Learners: 22% Students w/ Disabilities: 25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Third Grade - 62% Fourth Grade - 42% Fifth Grade - 45% Sixth Grade - 48%	Third Grade - 70% Fourth Grade - 50% Fifth Grade - 53% Sixth Grade - 56%

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students. The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students. The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2022-2023, 67% of students will make annual progress towards English Language Proficiency (increase at least one ELPAC level and/or maintain an ELPAC level 4.)

By June 2022-2023, 13% of students identified as an overall Level 4 on the ELPAC will be reclassified as Fluent English Proficient.

Identified Need

Based on the 2021-2022 Summative ELPAC, written performance (reading/writing) has been identified as an area of need for our Multilingual English Learners (MELs).

- There was approximately 74% negative written growth from 2020-21 to 2021-22.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-22 Summative ELPAC Reclassification Criteria (Current RFEP Candidate List)	Based on 2021-22 ELPAC: Percent of students at Level 4: 18% Percent of Students at Level 3: 35% Percent of Students at Level 2: 27% Percent of Students at Level 1: 20%	67% of students will make annual progress 13% of students will reclassify

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students. The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students. The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

By June 2023, the percentage of chronically absent students in grades K-6 will decrease from 3.88% to 2% with no less than a 95% attendance rate.

Identified Need

Student absenteeism continues to be an area of focus. Chronic absenteeism rates are high for the following student groups: Students with disabilities, Multilingual English Learners (MELs), Hispanic/Latino students, & socioeconomically disadvantaged students (SED)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - the percentage of students K-6 enrolled who are absent 10 percent or more of the school year.	All Students - 3.75% (15 students) English Learners - 7.7% (5 students) Students with Disabilities (SWD) - 10.2% (9 students)	All Students - decrease by 2.75% (Reduce chronic absenteeism rate to 2%) English Learners - decrease by 4.7% Students with Disabilities (SWD) - decrease by 5.2%

Goals

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

Goal Subject

Suspension Rate

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students. The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students. The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 5

There was 1 suspension in the 2021-22 school year.

Identified Need

While the implementation of schoolwide Positive Behavior Interventions and Supports (PBIS) as part of the implementation of Multi-Tiered System and Supports (MTSS) framework has reduced the number of discipline issues requiring suspension, there is still a need for social-emotional support and behavior support based on qualitative (observations, parent meetings, MTSS Tier I & Tier II meetings, etc.) and quantitative data (TFI, SWIS, Hanover Survey).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard All students - suspension rate	All Students - <1% English Learners - 0% Students with Disabilities (SWD) - 0%	All Students - <1% English Learners - 0% Students with Disabilities (SWD) - 0%

Goals

Castle Park

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Students in all grades (including all target groups such as Low Income, English Learners (ELs), and Foster Youth) 70% will?demonstrate increased proficiency in District assessments, Smarty Ants, and/or Achieve 3000.

Goal 1

Reading Foundational Skills

Reading

By June 2023, the percentage of ALL Grade 2 - 6 students scoring at least one grade level or above progress as measured by the Achieve 3000 Level Set Lexile Assessment will increase from 0.2% (BOY) to 63% (End of the Year Measure).

By June 2023, the percentage of English Learner Grade 2- 6 students scoring at least one grade level or above progress as measured by the Achieve 3000 Level Set Lexile Assessment will increase from 0.05% (BOY) to 45% (End of the Year Measure).

By June 2023, the percentage of Socioeconomically Disadvantaged Grade 2 - 6 students scoring at least one grade level or above progress as measured by the Achieve 3000 Level Set Lexile Assessment will increase from 0.05%% (BOY) to 40% (End of the Year Measure).

By June 2023, the percentage of Students with Disabilities in Grade 2 - 6 students scoring on at least one grade level or above progress as measured by the Achieve 3000 Level Set Lexile Assessment will increase from 15% to 58% (End of the Year Measure).

Identified Need

Students will improve foundational reading and reading comprehension skills through ongoing instruction, support, and intervention. Due to the pandemic at the end of 2019 and through 2022 the results of the Local Measures Smarty Ants and Achieve 3000 and CAASPP may not represent what students can do independently since some students appeared to receive support on these assessments from individuals in the home setting. At the beginning of the 2022 school year, Achieve LevelSet assessments indicate the need for, remediation, particularly for students who attended Distance Learning in grades K-2. The percentage of students who are Approaching the LevelSet is where the greatest percentage of students performed on this assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for Kindergarten - 2nd Grade Students	ALL K-2 0.04% (Beginning of the Year measure)	ALL K-2 27% (End of the Year Measure)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learner K-2 0% (Beginning of the Year measure) Socioeconomically Disadvantaged K-2 0.03% (Beginning of the Year measure) Students with Disability K-2 0.05% (Beginning of the Year measure)	English Learner K-2 0.05% (End of the Year Measure). Socioeconomically Disadvantaged K-2 students 0.22% (End of the Year Measure). Students with Disability K-2 23% (End of the Year Measure)
Achieve 3000 LevelSet Lexile Assessment for 2nd - 6th Grade	ALL Grade 2 - 6 2% (Beginning of the Year measure). English Learner Grade 3 - 6 0.05% (Beginning of the Year measure) Students with Disability Grade 3 - 6 0.05% (Beginning of the year measure) Socioeconomically Disadvantaged Grade 3 - 6 15% (Beginning of the Year measure)	ALL Grade 2 - 6 63% (End of the Year Measure) English Learner Grade 3 - 6 45% (End of the Year Measure) Students with Disability Grade 3- 6 40% (End of the Year Measure) Socioeconomically Disadvantaged Grade 2- 6 58% (End of the Year Measure)

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students in all grades (including all target groups such as Low Income, English Learners (ELs), and Foster Youth) will demonstrate increased proficiency on State and District assessments.

Goal 2

By June 2023, the percentage of ALL Grade K - 6 students scoring on grade level in Mathematics, as measured by the iReady Mathematics Diagnostic Assessment will increase from 1% (Beginning of the Year) measure to 55% (End of the Year Measure).

By June 2023, the percentage of English Learners Grade K - 6 students scoring on grade level in Mathematics, as measured by the iReady Mathematics Diagnostic Assessment will increase from 0% (Beginning of the Year) measure to 41% (End of the Year Measure).

By June 2023 the percentage of Students with Disabilities Grade K - 6 students scoring on grade level in Mathematics, as measured by the iReady Mathematics Diagnostic Assessment will increase from 0% (Beginning of the Year) measure to 34% (End of the Year Measure).

By June 2022, the percentage of Socioeconomically Disadvantaged Grade K - 6 students scoring on grade level in Mathematics, as measured by the iReady Mathematics Diagnostic Assessment will increase from 0.01% (Beginning of the Year) measure to 50% (End of the Year Measure).

Identified Need

Overall, there is a significant percentage of students in all subgroups and grades that are not proficient in Math. This is identified by District Testing-- Local Measures. It is also identified using our school-wide assessments. Students will improve their mathematics skills in each of the mathematics claims areas including Concepts and Procedures, Problem Solving / Modeling & Data Analysis, Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics Diagnostic Assessment	ALL Grade K-6 0.01% (Beginning of the Year). English Learners Grade K-6 0% (Beginning of the Year)	ALL Grade K - 6 55% (End of the Year Measure) English Learners Grade K - 6

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with Disabilities Grade K-6 0% (Beginning of the Year) Socioeconomically Disadvantaged Grade K-6 0.01% (Beginning of the Year).	41% (End of the Year Measure) Students with Disabilities Grade K - 6 - 34% (End of the Year Measure) Socioeconomically Disadvantaged Grade K - 6 50% (End of the Year Measure)

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

All English Learners will receive Designated ELD and Integrated ELD based on the Smarty Ants, Achieve 3000 and ELPAC results and advance at least one language proficiency level in all areas on the ELPAC in one year.

Goal 3

By June 2022, students identified as an Overall Level 4 on the English Language Proficiency Assessment for California (ELPAC) along with teacher input will be reclassified as Fluent English Proficient.

By June 2022, all students identified as an Overall 1-3 on the ELPAC will advance at least one Level on the ELPAC.

Identified Need

Level 4: Students may need occasional linguistic support to engage in familiar social and academic contexts: they may need light support to communicate on less familiar tasks and topics.
Level 3: Students may need light-to-minimal linguistic support to engage in familiar social and academic contexts: they may need moderate support to communicate on less familiar tasks and topics.
Level 2: Students may need moderate-to-light linguistic support to engage in familiar social and academic contexts: they may need substantial-to-moderate support to communicate on less familiar tasks and topics.
Level 1: Students may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts: they may need substantial support to communicate on less familiar tasks and topics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Progress	In 2021, 47% of English learners made annual growth as measured by ELPAC.	In 2022, 100% of English learners will make annual growth as measured by ELPAC.
Reclassification	In 2021, 5% (9 students) of English learners achieved Reclassified Fluent English Proficient (RFEP) status.	In 2022, 13% of English learners will achieve Reclassified Fluent English Proficient (RFEP) status.

Goals

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

Goal Subject

School Engagement- Chronic Absenteeism

LEA/LCAP Goal

The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.

Goal 4

By June 2022, the percentage of students with chronic absenteeism will decrease from 14% to 5.00% with no less than a 95% attendance rate. Due to the requirements of COVID19 quarantine student absenteeism has increased significantly since the start of the 2021 - 2022 school year.

Identified Need

All families and students need to maintain positive attendance performance, in accordance with state law and be supported in doing so.
Our overall chronic absenteeism is significant at over 11.10%. SWD have the most at a disproportionate amount of chronic absences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	11.1% of our students are chronic absentee	In 2020-21,we will reduce our rate of chronic absenteeism by 1% to 10.0%

Goals

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

Goal Subject

School Climate and Culture- Suspension

LEA/LCAP Goal

The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.

Goal 5

Maintain current low suspension rate in the state's BLUE category

Identified Need

The school will continue to promote social emotional learning and character education to proactively maintain a positive student climate and culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Suspension Data	In 2020-21 the school has 0 Suspensions.	In 2021-22 we will maintain our BLUE category on the states reporting.

Goals

Chula Vista Hills

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal 3: The district will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

By June 2023, all students will improve in their reading as measured by Smarty Ants Reading and Achieve3000 Reading as noted in the Annual Measurable Outcomes below.

Identified Need

Overall, there is a need for students in all subgroups to meet grade level expectations in the area of reading. This is identified by District Testing- Smarty Ants (K-2) and Achieve3000 (3-6)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading- All	N/A- Data to be included after January assessment	75% Met and Exceeded
Smarty Ants Reading- English Learners	N/A- Data to be included after January assessment	65% Met and Exceeded
Smarty Ants Reading- Students with Disabilities	N/A- Data to be included after January assessment	65% Met and Exceeded
Achieve3000 Reading- All	29% Met and Exceeded	50% Met and Exceeded
Achieve3000 Reading- English Learners	0% Met and Exceeded	34% Met and Exceeded
Achieve3000 Reading- Students with Disabilities	15% Met and Exceeded	35% Met and Exceeded
CAASP ELA - ALL	68% Met and Exceeded	88% Met and Exceeded
CAASP ELA - English Learners	15% Met and Exceeded	35% Met and Exceeded
CAASP ELA - Students with Disabilities	35% Met and Exceeded	55% Met and Exceeded

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

Goal 3: The district will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By June 2023, the percentage of grades K-6 students meeting or exceeding on the Local Measures Math Assessment will increase as indicated in the Annual Measurable Outcomes below.

Identified Need

Overall, there is a significant percentage of student in all subgroups and grades that are not proficient in Math according to the district iReady Assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady- All	6% at or above grade level	68% at or above grade level
iReady- English Learners	4% at or above grade level	48% at or above grade level
iReady- Students with Disabilities	3% at or above grade level	40% at or above grade level
CAASPP Math - All	42% Met and Exceeded	62% Met and Exceeded
CAASPP Math - English Learners	14% Met and Exceeded	34% Met and Exceeded
CAASPP Math - Students with Disabilities	15% Met and Exceeded	35% Met and Exceeded

Goals

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

Goal Subject

English Learner Academic Progress (Reclassification rates before pandemic)

LEA/LCAP Goal

Goal 3: The district will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2023, the percentage of grades K-6 students reclassified to RFEP will increase from 2 to 10.

Identified Need

At Chula Vista Hills, we recognize that many of our English Learners perform below other students in academics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
RFEP (All ELs)	10 students	15

Goals

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

Goal Subject

Academic Engagement- Chronic Absenteeism

LEA/LCAP Goal

Goal 2: The district will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

By June 2023, the percentage of chronically absent students in grades K-6 students will decrease from 6.6% to 5%.

Identified Need

Due to the requirements of COVID-19 quarantines, student absenteeism has increased significantly since the start of the 2021-2022 school year. The current Chronic Absenteeism rate of 8.17% represents the affects of the pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CVESD PBI Leadership Report- Chronic Absentees 2021-2022	6.6% Chronic Absentee Rate	5% Chronic Absentee Rate

Goals

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

Goal Subject

Conditions and Climate- Suspension Rate

LEA/LCAP Goal

Goal 1: The district will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 5

By June 2023, the number of suspended students in grades K-6 students will decrease by 50%.

Identified Need

At Chula Vista Hills, we would like to continue to ensure that student suspension rates stay as low as possible while maintaining a safe school environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CVESD PBI Leadership Report- Discipline Incidents and Actions 2019-2020	# of suspensions: 2	# of suspensions: 1

Goals

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Students in all grades (including all target groups such as Low Income, English Learners (ELs), and Foster Youth) will demonstrate increased proficiency on State and District assessments.

Goal 1

Smarty Ants Reading for K-2

English:
By June 2023, the percentage of ALL grade K-2 students scoring at grade level or above on the English Smarty Ants Reading Assessment will increase from 51% to 70%.

Spanish:
By June 2023, the percentage of ALL grades K-2 student scoring at grade level or above on the Spanish Smarty Ants Reading Assessment will be 60%.

Achieve3000 Level Set Assessment for grades 3-6

English:
By June 2023, the percentage of grades 3-6 students scoring at grade level or above on the Achieve 3000 Lexile Assessment in English will increase from 62% to 70%.

Spanish:
By June 2023, the percentage of grades 3-6 students scoring at grade level or above on the Achieve 3000 Lexile Assessment in Spanish will be 60%.

CAASPP for grades 3-6

By June 2023, the percentage of grades 3-6 students scoring at grade level or above on the CAASPP Summative ELA Assessment will increase from 60% to 70%.

Identified Need

Smarty Ants is a new accountability measure for Clear View. Consistent monitoring will need to take place in order to ensure students make measurable progress toward end of year goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants: Grades K-2 English	2021-22 EOY Results All Students - 51%	All Students - 70% English Learners - 60%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learners - 29% Students with Disabilities - 23% Low Income - 44%	Students with Disabilities - 50% Low Income - 68%
Smarty Ants: Grades K-2 Spanish	2021-22 EOY Results All Students - 40% English Learners - 25% Students with Disabilities - 50% Low Income - 29%	All Students - 60% English Learners - 70% Students with Disabilities - 75% Low Income - 60%
Achieve3000 Level Set Assessment for Grades 3-6 (English)	2021-22 EOY Results All Students - 62% (161/258) English Learners - 24% (12/50) Students with Disabilities - 27% (7/26) Low Income - 55% (53/96)	All Students - 70% (179/256) English Learners - 44% (22/50) Students with Disabilities - 52% (13/25) Low Income - 65% (64/99)
Achieve3000 Level Set Assessment for Grades 3-6 (Spanish)	Grades 3-6 students meeting end of year expectations on 2022 Beginning of the Year (BOY) LevelSet Assessment in Spanish: All Students - 6% English Learners - 7% Students with Disabilities - 0% Low Income - 9%	All Students - 60% English Learners - 70% Students with Disabilities - 60% Low Income - 60%
2021-22 CAASPP English Language Arts (3-6)	All Students - 60% English Learners - 19% Students with Disabilities - 33% Low Income - 51%	All Students - 70% English Learners - 60% Students with Disabilities - 60% Low Income - 70%

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students in all grades (including target groups such as English Learners (ELs), Students with Disabilities, Low Income) will demonstrate increased proficiency on State and District assessments.

Goal 2

iReady Math Diagnostic Assessment for K-6

By June 2023, the percent of grades K-6 students at or above level on the iReady Mathematics Assessment will increase from 37% to 60%.

CAASPP Math 3-6

By June 2023, the percentage of grades 3-6 students scoring at grade level or above on the CAASPP Summative Math Assessment will increase from 49% to 62%.

Identified Need

76% of all K-6 students are scoring one year or more below grade level on the beginning of the year i-Ready Diagnostic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math End-of-Year Diagnostic K-6	Met EOY grade level expectations on 21-22 EOY iReady Diagnostic All Students - 37% English Learners - 16% (16/97) Students with Disabilities - 17% (7/42) Low Income - 26% (42/161)	Meet EOY grade level expectations on 22-23 EOY iReady Diagnostic All Students - 37% English Learners - 16% (16/97) Students with Disabilities - 17% (7/42) Low Income - 26% (42/161) 65% (278/428) of students meeting end of year expectations 2% (2/98) of EL students meeting end of year expectations 6% (2/34) of SWD students meeting end of year expectations

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		2% (3/160) of SED students meeting end of year expectations
CAASPP Math (3-6)	Met or Exceeded Standards on 2021-22 CAASPP Summative Math Assessment All Students - 49% (125/256) English Learners - 20% (10/51) Students with Disabilities - 29% (7/24) Low Income - 35% (36/103)	Meet or Exceed Standards on 22-23 CAASPP Summative Math Assessment All Students - 62% English Learners - 55% Students with Disabilities - 55% Low Income - 62%

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

All English Learners will receive Designated and Integrated ELD (based on their ELPAC level and performance on site assessments) and make annual growth of at least one language proficiency level in all areas on the ELPAC.

Goal 3

By June 2023, the percent of English Learners making annual growth as measured by the ELPAC will increase from 16% to 50%.

By June 2023, the percentage of grades K-6 students reclassified to RFEP will increase from 4.5% to 12%.

Identified Need

English Learners need to continue to advance their acquisition of English as a second language in the areas of speaking, listening, reading, and writing.
Level 4: Students may need occasional linguistic support to engage in familiar social and academic contexts: they may need light support to communicate on less familiar tasks and topics.
Level 3: Students may need light-to-minimal linguistic support to engage in familiar social and academic contexts: they may need moderate support to communicate on less familiar tasks and topics.
Level 2: Students may need moderate-to-light linguistic support to engage in familiar social and academic contexts: they may need substantial-to-moderate support to communicate on less familiar tasks and topics.
Level 1: Students may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts: they may need substantial support to communicate on less familiar tasks and topics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for California (ELPAC)	Percent of students at Level 4: 0% Percent of students at Level 3: 45% Percent of students at Level 2: 38% Percent of students at Level 1: 17%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for California (ELPAC) - Annual Progress	In 2020-21, 16% of ELLs made annual growth on the ELPAC. Percent of students advancing from Overall Level 1 to Level 2 Percent of students advancing from Overall Level 2 to Level 3 Percent of students advancing from Overall Level 3 to Level 4 Percent of students at Level 4 to be Reclassified -	By June 2023, at least 50% of ELLs will make annual growth and/or maintain a Level 4 on the ELPAC.
English Language Proficiency Assessment for California (ELPAC) - Reclassification	In 2022, 4.5% of English Learners achieved Reclassified Fluent English Proficient (RFEP) status.	By June 2023, the percentage of grades K-6 English Learners reclassified to RFEP will be at least 12%. (based on current number eligible for reclassification)

Goals

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

Goal Subject

School Engagement - Chronic Absenteeism

LEA/LCAP Goal

School attendance will be closely monitored and chronic attendance issues will be addressed in a timely manner. Student Placement will be involved in chronic attendance cases that are not resolved. The District will also improve and increase access to services for families that support social, emotional, physical wellness, and school success.

Goal 4

By June 2023, the percentage of chronically absent students in grades K-6 will decrease from 5.24% to 4.74%.

By June 2023, the average daily attendance will increase from 92.7% to 96%.

Identified Need

During the 2021-22 school year, there was disproportion in the percentage of chronically absent students among English Learners, Students with Disabilities, and Socioeconomically Advantaged students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - the percentage of students K-6 enrolled who are absent 10 percent or more of the instructional days.	All Students - Percentage of Chronic Absenteeism is 5.24%.	Reduce the chronic attendance from 5.24% to 4.74%.
Chronic Absenteism by Target Group	2021-22 Chronic Absenteeism EL - 6.84% SWD - 13.16% SED - 11.58%	By June 2023 EL - 4.84% SWD - 10% SED - 9%
Average Daily Attendance	2021-22 Average Daily Attendance 92.7%	2022-23 Average Daily Attendance 96%

Goals

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

Goal Subject

School Climate and Culture - Suspension Rate

LEA/LCAP Goal

The District will improve and increase access to services for families that support social, emotional, physical wellness, and school success. The goal is to reduce school suspensions and provide alternative methods for support students with behavior concerns, including effectively utilizing the District provided school social worker and the Multi-Tiered Systems of Support (MTSS) structures to focus on restorative rather than punitive practices.

Goal 5

By June 2023, Clear View will "Maintain" our Suspension Rate on the CA Dashboard by declining or increasing less than 0.3%.. Leader in Me, Social Emotional Learning, and Restorative Practices will support teachers and students to ensure this goal is met.

Identified Need

There was a 0.78% increase in suspensions (0 to 4 students suspended) during the 2019-20 school year. Clear View continues to grow in the development and implementation of PBIS (Tier I and II) and use of interventions as a means of reducing and avoiding the need to suspend students. We are also leveraging Leader in Me to foster the leadership ability of each student. Behavioral referrals are provided for students with discipline concerns and those concerns are addressed by the appropriate personnel including the teacher, parents, noon duty supervisors, and administration. All stakeholders work together to reduce the number of discipline referrals and redirect students when needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Conditions and Climate - CA Dashboard Suspension Rate	2021-22: 2 students suspended; 0.4% suspension rate (Blue).	We will "Maintain" our Suspension Rate on CA Dashboard by declining or increasing less than 0.3%.

Goals

Hazel Goes Cook

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Students in all grades (including all target groups, such as Socioeconomically Disadvantaged, English Learner (EL's), and Homeless/Foster Youth, will demonstrate increased proficiency on State and District assessments.

Goal 1

By June 2023, the percentage of students in grades K-2 scoring at grade level or above on the Smarty Ants Reading English Assessment will be 48% by the End of Year (EOY).
By June 2023, the percentage of students in grades 3-6 scoring at grade level or above on the Achieve 3000 LevelSet Assessment in English will increase from 25% to 70% (approximately 55 students to 151 students, where 109 students are approaching).
By June 2023, the percentage of students in grades 3-6 scoring met/exceeded on the CAASPP ELA Assessment will be 58%.

Identified Need

22% of all Kindergarten students are below grade level, 54% of all first grade students are below grade level, and 89% of all students in second grade are below grade level. These students will need to have the "Academic Goals" reset to "End of Grade Level" to accelerate progress to meet the EOY expected outcomes. IMPORTANT: Second Grade Students below Smarty Ants Level 10 will not be ready for Achieve 3000.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for Kindergarten	Kindergarten - 75% of students approaching grade level Kindergarten - 3% of students at or above grade level	Kindergarten - 48% of students scoring at grade level or above.
Smarty Ants Reading for First Grade	First Grade - 40% of students approaching grade level First Grade - 6% of students at or above grade level	First Grade - 48% of students scoring at grade level or above.
Smarty Ants Reading for Second Grade	Second Grade - 8% of students approaching grade level Second Grade - 3% of students at or above grade level	Second Grade - 48% of students scoring at grade level or above.
Achieve 3000 Lexile for grades 3-6	Third Grade - 14% Fourth Grade - 13%	Third Grade - 57% Fourth Grade - 85%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fifth Grade - 41% Sixth Grade - 33%	Fifth Grade - 82% Sixth Grade - 86%
CAASPP ELA Assessment	All Students - 52%	All Students - 58%

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students in all grades, including all target groups such as Socioeconomically Disadvantaged, English Learner (EL's), and Homeless/Foster Youth, will demonstrate increased proficiency on State and District assessments.

Goal 2

By June 2023, the percentage of students in grades K-6 scoring at or above level on the iReady Mathematics Assessment will be 70% by the End of Year (EOY).
By June 2023, the percentage of students in grades 3-6 scoring met/exceeded on the CAASPP Mathematics Assessment will increase from 27% to 37%.

Identified Need

Based on the End of Year (EOY) assessment in 2022, 42% of students in grades K-6 were early on, mid, or above grade level and 46% were one grade level below. 12% of students were two or more grade levels below.

Based on the Beginning of Year (BOY) assessment in 2022, 9% of students in grades K-6 are early on, mid, or above grade level and 61% (201 students) are one grade level below. This leaves 29% (96 students) two or more grade levels below. Students not meeting end of the year benchmarks need to be monitored monthly to ensure growth.

Students will improve their mathematics skills in each of the mathematics claims areas including: Concepts and Procedures, Problem Solving/Modeling, Data Analysis, and Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics K-6 at or above grade level (green)	Kindergarten - 12% First Grade - 2% Second Grade - 3% Third Grade - 2% Fourth Grade - 13% Fifth Grade - 16% Sixth Grade - 17%	Kindergarten - 100% First Grade - 80% Second Grade - 57% Third Grade - 78% Fourth Grade - 67% Fifth Grade - 65% Sixth Grade - 59%
iReady Mathematics K-6 one year below grade level (yellow)	Kindergarten - 88% First Grade - 78% Second Grade - 54% Third Grade - 76% Fourth Grade - 54%	Kindergarten - 0% First Grade - 20% Second Grade - 43% Third Grade - 14% Fourth Grade - 13%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fifth Grade - 49% Sixth Grade - 42%	Fifth Grade - 13% Sixth Grade - 18%
iReady Mathematics K-6 two or more years below grade level (red)	Kindergarten - 0% First Grade - 20% Second Grade - 43% Third Grade - 22% Fourth Grade - 33% Fifth Grade - 35% Sixth Grade - 41%	Kindergarten - 0% First Grade - 0% Second Grade - 0% Third Grade - 8 % Fourth Grade - 20% Fifth Grade - 22% Sixth Grade - 23%

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

All English Learners will receive Designated ELD and Integrated ELD based on ELA curriculum, Smarty Ants, Achieve 3000, and ELPAC results and advance at least one language proficiency level in all areas on the ELPAC in one year.

Goal 3

By June 2022-2023, 86% of English Learner students will make annual progress towards English Language Proficiency as measured by the ELPAC (increase at least one overall ELPAC level and/or maintain an overall ELPAC level 4).
By June 2022-2023, 14% of English Learner students will be Reclassified as Fluent English Proficient (overall ELPAC 4, meet academic criteria, teacher evaluation, parent input).

Identified Need

Based on the 2021-2022 Summative ELPAC, Reading and Writing Domains have been identified as an area of need for our English Learners.

Additionally, (Smarty Ants, Level Set, iReady, CAASPP) data has also identified that our (ARLTELs, LTELS, ELPAC 1, 2, etc.) English Learners would benefit from Reading Comprehension.

Qualitative data that includes classroom and student observations has also determined a focus on Reading Comprehension would support growth in Reading and Writing Domains.

Level 4: Students may need occasional linguistic support to engage in familiar social and academic contexts - they may need light support to communicate on less familiar tasks and topics.
Level 3: Students may need light-to-minimal linguistic support to engage in familiar social and academic contexts - they may need moderate support to communicate on less familiar tasks and topics.
Level 2: Students may need moderate-to-light linguistic support to engage in familiar social and academic contexts - they may need substantial-to-moderate support to communicate on less familiar tasks and topics.
Level 1: Students may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts - they may need substantial support to communicate on less familiar tasks and topics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC	Percent of students at Level 4 - 22% (20/91) Percent of students at Level 3 - 29% (26/91)	Students advancing at least one level on ELPAC and/or maintaining a level 4 - 86% (78/91 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Percent of students at Level 2 - 24% (22/91) Percent of students at Level 1 - 14% (13/91)	
Reclassification Criteria (ELPAC 4, Meets Academic Criteria, Teacher Evaluation, Parent Input)	In 2019, 29% of English Learners Reclassified Fluent English Proficient (RFEP). In 2020, 18% of English Learners Reclassified Fluent English Proficient (RFEP). in 2021, 10% of English Learners Reclassified Fluent English Proficient (RFEP).	In 2022-23, 14% of English Learners will be Reclassified Fluent English Proficient (RFEP).* (13 students) *Based on current number of students who are eligible for reclassification.

Goals

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

Goal Subject

School Engagement - Chronic Absenteeism

LEA/LCAP Goal

The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.

School attendance will be closely monitored and chronic attendance issues will be addressed in a timely manner. Student Placement will be involved in chronic attendance cases that are not resolved.

Goal 4

By June 2023, the percentage chronically absent students will decrease from 10.9% to 8% (approximately 10 students).

A more targeted focus will be given to the families and students who are experiencing difficulties with attendance.

Identified Need

All families and students need to maintain positive attendance performance, in accordance with state law and be supported in doing so.

Foster/Homeless Youth have the most at a disproportionate amount of chronic absences.

Disclaimer: The 2019-2020 Chronic Absenteeism Report reflects pre-COVID-19 pandemic data. The 2021-2022 Chronic Absenteeism Report reflects enrollment as of July 21, 2021 and includes students who have been absent due to COVID-19 quarantine mandates.

Student absenteeism has been challenging during the COVID-19 pandemic and as a result identifying need is complex.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - the percentage of students K-6 enrolled who are absent 10 percent or more of the instructional days	10.9% of our students are chronic absentees	In 2022-23, we will reduce our rate of chronic absenteeism to 8% with non-COVID related absences.

Goals

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

Goal Subject

School Climate and Culture - Suspension

LEA/LCAP Goal

The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.

Goal 5

By June 2023, the percentage student suspensions will decrease from 1.6% to .6% (approximately 3 students).

Cook will improve suspension rate to green as depicted in the California Dashboard.

Identified Need

The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	In 2021-22, Cook was orange on the California School Dashboard.	In 2022-23, we will improve our suspension rate by moving to green on the California School Dashboard.

Goals

EastLake

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The district will continue to learn, reflect, and improve or increase equity initiatives for all students and families with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless Students, and LGBTQ+ students.

The district will improve and increase access to services for all students and families that support social, emotional and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students and LGBTQ+ students.

The district will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students and LGBTQ+ students.

Goal 1

Reading

Reading Foundational Skills and Comprehension

By June 2023, the percentage of ALL K-2nd grade students scoring at least one grade level or above on the Smarty Ants Reading English Assessment will increase from 15% (BOY) to 30% (EOY).
By June 2023 the percentage of ALL K-2 grade students in the DI program scoring at least one grade level or above on the Smarty Ants Reading Spanish Assessment will increase from 5% (BOY) to 20% (EOY).

By June 2023, the percentage of ALL 2nd-6th grade students scoring met/exceeded on Achieve 3000 English Level Set Assessment will increase from 35% (BOY) to 50% (EOY).

By June 2023, the percentage of ALL 3rd-6th grade students scoring met/exceeded on the end of the year CAASPP ELA Assessment will increase from 63% to 75%.

Identified Need

Overall, there is a need for EastLake students to improve in Language Arts, both in reading foundational skills and reading comprehension.

15% of ALL K-2 grade students met or exceeded on the Smarty Ants English assessment (BOY).
5% of ALL K-2 grade students in the DI program met or exceeded on the Smarty Ants Spanish assessment (BOY).

35% of ALL 2nd - 6th grade students scoring met or exceeded on Achieve 3000 English Level Set (BOY)

63% of ALL 3rd - 6th grade students scoring met or exceeded on the CAASPP ELA (End of Year Assessment).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants English K-2nd grade (196 students) BOY	Smarty Ants English All K-2nd: 196 students 15% Met and Exceeded- 31 students English Learners: 34 students 9% Met and Exceeded- 3 students Socioeconomically Disadvantaged: 70 students 15% Met and Exceeded - 15 students Students with Disabilities: 48 students 6% Met and Exceeded- 3 students	Smarty Ants English All K-2nd: 196 students 30% Met and Exceeded- 59 students English Learners: 34 students 20% Met and Exceeded- 7 students Socioeconomically Disadvantaged: 70 students 28% Met and Exceeded - 20 students Students with Disabilities: 48 students 20% Met and Exceeded- 10 students
Smarty Ants Spanish K-2nd grade (112 students) BOY	Smarty Ants Spanish All K-2nd: 112 students 5% Met and Exceeded- 6 students English Learners: 21 students 14% Met and Exceeded- 3 students Socioeconomically Disadvantaged: 35 students 0% Met and Exceeded - 0 students Students with Disabilities: 10 students 10% Met and Exceeded- 1 students	Smarty Ants Spanish All K-2nd: 112 students 20% Met and Exceeded- 23 students English Learners: 21 students 24% Met and Exceeded- 5 students Socioeconomically Disadvantaged: 35 students 10% Met and Exceeded - 3 students Students with Disabilities: 10 students 20% Met and Exceeded- 2 students
Achieve 3000 English 2nd - 6th grade (381 students) BOY	Achieve 3000 English All 2nd-6th: 381 students	Achieve 3000 English All 2nd-6th: 381 students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	35% Met and Exceeded- 136 students English Learners: 48 students 2% Met and Exceeded- 1 students Socioeconomically Disadvantaged: 138 students 24% Met and Exceeded - 33 students Students with Disabilities: 54 students 15% Met and Exceeded- 8 students	50% Met and Exceeded- 190 students English Learners: 48 students 25% Met and Exceeded- 12 students Socioeconomically Disadvantaged: 138 students 45% Met and Exceeded - 62 students Students with Disabilities: 54 students 22% Met and Exceeded- 12 students
CAASPP 3rd-6th grade ELA (317 students) EOY 2021-2022	CAASPP ELA (EOY 2021-2022) All 3rd-6th: 317 students 63% Met and Exceeded- 201 students English Learners: 29 students 10% Met and Exceeded- 3 students Socioeconomically Disadvantaged: 164 students 58% Met and Exceeded - 95 students Students with Disabilities: 43 students 30% Met and Exceeded- 13 students	CAASPP ELA All 3rd-6th: 317 students 75% Met and Exceeded- 238 students English Learners: 29 students 25% Met and Exceeded- 7 students Socioeconomically Disadvantaged: 164 students 75% Met and Exceeded - 123 students Students with Disabilities: 43 students 40% Met and Exceeded- 17 students

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

The district will continue to learn, reflect, and improve or increase equity initiatives for all students and families with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless Students, and LGBTQ+ students.

The district will improve and increase access to services for all students and families that support social, emotional and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students and LGBTQ+ students.

The district will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students and LGBTQ+ students.

Goal 2

By June 2023, the percentage of ALL Kindergarten-6th grade students scoring at or above level on the iReady Mathematics Assessment will increase from 6% (BOY) to 30% (EOY).

By June 2023, the percentage of ALL 3rd-6th grade students scoring at met or exceeds on CAASPP Math will increase from 52% to 67%.

Identified Need

Students will improve mathematical practice skills in each of the mathematical claim: Concepts and Procedures, Problem Solving, Modeling, and Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Math Diagnostic for K-6th grade (501 students)	i-Ready Math Diagnostic (BOY) All K-6th: 501students 6% Met and Exceeded- 33 students English Learners: 72 students 0% Met and Exceeded- 0 students Socioeconomically Disadvantaged: 175 students 3% Met and Exceeded -5 students	i-Ready Math Diagnostic All K-6th: 501 students 30% Met and Exceeded- 150 students English Learners: 72 students 25% Met and Exceeded- 18 students Socioeconomically Disadvantaged: 175 students 20% Met and Exceeded - 35 students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with Disabilities: 87 students 1% Met and Exceeded- 1 students	Students with Disabilities: 87 students 10% Met and Exceeded- 9 students
CAASPP 3rd-6th grade (318 students)	CAASPP Math All 3rd-6th: (318 students) 52% Met and Exceeded- 166 students English Learners: 30 students 13% Met and Exceeded- 4 students Socioeconomically Disadvantaged: 164 students 44% Met and Exceeded - 73 students Students with Disabilities: 43 students 11% Met and Exceeded- 5 students	CAASPP Math All 3rd-6th: (318 students) 67% Met and Exceeded- 213 students English Learners: students: 30 students 30% Met and Exceeded- 9 students Socioeconomically Disadvantaged: 164 students 60% Met and Exceeded - 98 students Students with Disabilities: 43 students 22% Met and Exceeded- 10 students

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

The district will continue to learn, reflect, and improve or increase equity initiatives for all students and families with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless Students, and LGBTQ+ students.

The district will improve and increase access to services for all students and families that support social, emotional and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students and LGBTQ+ students.

The district will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students and LGBTQ+ students.

Goal 3

By June 2023, 23% of students will be reclassified as Fluent English Proficient 15/64 students (criteria: overall ELPAC level 4, meet academic criteria, teacher evaluation and parent input)

By June 2023, 60% of students will make annual progress toward English Language Proficiency as measured by the ELPAC (increase at least one overall ELPAC level and/or maintain an overall ELPAC level 4).

Identified Need

All English Learner students need to continue to advance their acquisition of English in the areas of Speaking, Listening, Reading, and Writing.

Based on the 2021-2022 Summative ELPAC, reading and writing has been identified as an area of need for our English Learners.

Additionally, (Smarty Ants, Level Set, i-Ready, CAASPP, data has also identified that our English Learners would benefit from vocabulary development, reading comprehension and problem solving.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Criteria: *ELPAC 4 *Meets Academic Criteria *Teacher Evaluation *Parent Input	In 2022,12% (10 out of 80) English Learner students achieved Reclassification Fluent English Proficient (RFEP) status.	In 2023, 23% of English Learners (15 out of 64) will achieve Reclassified Fluent English Proficient Status (RFEP).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		*Based on current number of students eligible for reclassification.
English Language Proficiency Assessment for California (ELPAC)	Current Placement Levels: Students at Level 4 - 23% (15/64) Students at Level 3 - 31% (20/64) Students at Level 2 - 23% (15/64) Students at Level 1 - 22% (14/64)	Students advancing at least one level on ELPAC and / or maintaining at Level 4 will be 60% (38/64).

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

The district will continue to learn, reflect, and improve or increase equity initiatives for all students and families with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless Students, and LGBTQ+ students.

The district will improve and increase access to services for all students and families that support social, emotional and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students and LGBTQ+ students.

The district will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students and LGBTQ+ students.

Goal 4

By June 2023, the average daily attendance for all students TK-6th grade will increase from 92.15% to 95%.

Identified Need

Student engagement decreases when students are absent. All families and students need to maintain positive attendance in accordance with state law and be supported in doing so. Our overall chronic absenteeism is significant at almost 10%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard - Rate of Chronic Absenteeism	ALL- average daily attendance rate 92.15%	ALL - In 2022-2023 daily attendance rate will increase by 3%.

Goals

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

Goal Subject

Suspension Rates

LEA/LCAP Goal

The district will continue to learn, reflect, and improve or increase equity initiatives for all students and families with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless Students, and LGBTQ+ students.

The district will improve and increase access to services for all students and families that support social, emotional and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students and LGBTQ+ students.

The district will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students and LGBTQ+ students.

Goal 5

Decrease Suspension Rates

Identified Need

Student Suspension rates can reduce student engagement. EastLake Elementary will continue to promote Social Emotional Learning (SEL) and character education to maintain and promote a positive school climate and culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard - school suspension data	In 2020-21, the school had a .20% suspension rate.	In 2022-2023 the school will maintain a suspension rate in the state's blue category. Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Goals

Myrtle S. Finney

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

By June 2023 Finney student achievement in ELA will increase to 50% Met or Exceeded as measured by CAASPP ELA.

Identified Need

40% of students in grades 3-6 met or exceeded grade level standard in ELA as measured by CAASPP data from 2021-22.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading Assessment for Kindergarten	All Students: 16% met (8/49) English Learners: 6% met (1/18) Students with Disabilities: 0% met (0/4) Low Income: 15% (5/34)	All Students: 70% met (34 students)
Smarty Ants Reading Assessment for 1st Grade	All Students: 22% met (10/46) English Learners: 11% met (2/18) Students with Disabilities: 0% met (0/5) Low Income: 12% (4/34)	All Students: 70% met (32 students)
Smarty Ants Reading Assessment for 2nd Grade	All Students: 34% met (17/50) English Learners: 6% met (1/17) Students with Disabilities: 0% met (0/8) Low Income: 28% met (12/43)	All Students: 70% met (35 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading Assessment (All Students K-2nd)	All Students: 24% (35/145) English Learners: 8% (4/53) Students with Disabilities: 0% (0/17) Low Income: 19% (5/111)	All Students: 70% met (102 students) English Learners: 60% met (32 students) Students with Disabilities: 60% met (10/17 students) Low Income: 70% met (78/111 students)
Achieve 3000 Lexile Reading Assessment (Grades 2-6)	All Students: 28% met (64/228) English Learners: 15% met (13/89) Students with Disabilities: 2.5% met (1/40) Low Income: 27% met (40/173)	All Students: 75% met (171 students) English Learners: 75% met (67/89 students) Students with Disabilities: 60% met (24/40 students) Low Income: 75% met (130/173 students)
CAASPP ELA	All Students: 40% met (70/175) English Learners: 31% met (22/60) Students with Disabilities: 13% met (4/31) Low Income: 36% met (50/138)	All Students: 50% met (86/175) English Learners: 50% met (30/60) Students with Disabilities: 50% met (16/31) Low Income: 50% met (69/138)

Goals

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

Goal Subject

Math

LEA/LCAP Goal

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By June 2023 Finney student achievement in Math will increase to 32% Met or Exceeded as measured by CAASPP Math.

Identified Need

25% of students in grades 3-6 met or exceeded grade level standard in Math as measured by CAASPP data from 2021-22.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math Assessment (All Students)	2% met (7/344) 55% approaching (188/344)	70% (242/346 students)
iReady Math Assessment (English Learners)	0% met (0/135) 48% approaching (65/135)	60% (71/118 students)
iReady Math Assessment (Students with Disabilities)	0% met (0/50) 32% approaching (17/53)	50% (22/44 students)
iReady Math Assessment (Low Income)	2% met (6/268) 51% approaching (125/268)	70% (156/223 students)
CAASPP Math	All Students: 25% met (45/180) English Learners: 11% met (8/74) Students with Disabilities: 3% met (1/31) Low Income: 23% met (33/143)	All Students: 32% met (70/219) English Learners: 25% met (15/61) Students with Disabilities: 20% met (6/29) Low Income: 32% met (44/136)

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2022-2023, 50% of students will make annual progress towards English Language Proficiency (increase at least one ELPAC level and/or maintain an ELPAC level 4.)

Identified Need

From 2020-21 to 2021-22, 32% of English Learners made Overall Positive Growth as measured by making one level of growth on the ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate	10% reclassified	20% reclassified
ELPAC	32% Overall Positive Growth	50% Overall Positive Growth

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

By June 2023, improve student attendance and engagement as measured by decrease in chronic absenteeism from 17% to 10%.

Identified Need

In 2021-22, 17% of students were chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism (All Students)	2019-20 Data: 5.9% (25/421) Green: Medium,Declined 2020-21 Data: 14.5% 2021-22 Data: 17%	10%
Chronic Absenteeism (Students with Disabilities)	2019-20 Data: 9.1% (8/88) Green: Medium, Declined Significantly 2020-21 Data: 20.5% 2021-22 Data:	10%
Chronic Absenteeism (English Learners)	2019-20 Data: 9.4% (11/117) (18-19 Data for this student group not available) 2020-21 Data: 17.7% 2021-22 Data:	10%
Chronic Absenteeism (Low Income)	2019-20 Data: 5.5% (18/329) (18-19 Data for this student group not available) 2020-21 Data: 13.3% 2021-22 Data:	10%

Goals

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

Goal Subject

Suspension Rate

LEA/LCAP Goal

The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.

Goal 5

By June 2022, continue to improve school conditions and climate.

Identified Need

There have been no suspensions at the school for the past three years. The school needs to continue to implement PBIS in order to maintain this.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	0%	0%

Goals

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

Goal Subject

English Langauge Arts

LEA/LCAP Goal

All K-6th grade students will make at least one year's worth of growth on Smarty Ants and/or Achieve 3000.

Goal 1

By June 2023, the percentage of grades K-2 students scoring at grade level or above on the Smarty Ants Reading Assessment will increase from: (see below)
By June 2023, the percentage of grades 3-6 students scoring at grade level or above on the Achieve 3000 Lexile Assessment will increase from: (see below)
By June 2023, the percentage of grade 3-6 students scoring meets or exceeds on the state CAASPP exam will increase from: (see below).

Identified Need

Most of our students started the year not on grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for Grades K-2nd	All - 18% (28 students) English Learners - 14% (5 students) (ELs + RFEP) Students with Disabilities - 4% (1 student) Foster Youth - 0% (1 student) Homeless Students - 0% (1 student) Low Income - 15% (13 students)	All - 60% (98 students in K-2nd) English Learners - 50% (19/37 students who are EL or RFEP) Students with Disabilities - 50% (12/24 students) Foster Youth - 100% (1 student) Homeless Students - 100% (1 student) Low Income - 50% (42/84 students)
Achieve 3000 Lexile for Grades 3rd-6th	All - 22% (53 students) English Learners (EL + RFEPS students) - 4% (3/81 students) Students with Disabilities - 5% - (3 students) Foster Youth - 0% (1 student) Homeless Students - 0% (2 students)	All - 60% (142/237 students) English Learners - 50% (41/81 students) Students with Disabilities - 30% (17/57 students) Foster Youth - 100% (1/1 student)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Low Income - 15% (19 kids)	Homeless Students - 100% (2/2 students) Low Income - 50% (62/123 kids)
CAASP ELA for Grades 3rd-6th	All - 49% (117/241 students) English Learners (EL + RFEPS students) - 30% (25/82 students) Students with Disabilities - 6% - (3/49 students) Foster Youth - 0% (0 student) Homeless Students - 0% (1 students) Low Income - 41% (52/76 students)	All - 65% (156/241 students) English Learners (EL + RFEPS students) - 50% (41 students) Students with Disabilities - 50% - (25/49students) Foster Youth - 100% (0 student) Homeless Students - 0% (2 students) Low Income - 60% (46/76 students)

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

District adopted math materials, pacing guides, and assessments will be used to support academic achievement for all students in math.

Goal 2

By June 2023, the percentage of grade K-6 students at or above grade level on the iReady Math Assessment will increase from: (see below)

Identified Need

Students need to adjust to the iReady computer adaptive program. This is their first year using the program lessons and taking the diagnostic in person as we were in pandemic last year.. Last year, the diagnostic was given online in the home setting except for students who attended the hybrid session of school the final quarter of the year in which case they tested in person. Less than 4% of studebts are at or above grade level at the start of the year vs. the 20% in the 2020-2021 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math Diagnostic Test (Computer Adaptive)	All - 5% Met (20 students) English Learners - 3% met (3 students) Students with Disabilities - 0% Met (0/81 students) Foster Youth - n/a Homeless Students - 0% (0/3 students) Low Income - 3% (5 students)	All - 50% of students (212/425 students) English Learners (RFEP+EL - We have a total of 109 EL students) - 50% - 55 students Students with Disabilities - (We have 81 students with disibilities) - 50% - 40 students Foster Youth - na Homeless Students - 100% (3/3 students) Low Income - 50% - (103/205 students in grades 3-6th)
CAASPP State Test for students in Grades 3-6	CAASPP - End of Year 2022 - Math All - 41% Met (99/242 students) English Learners - 28% met (23/83 students) Students with Disabilities - 6% Met (3/52 students)	CAASPP Goal - End of Year 2023 - Math All - 60% Met (145/242 students) English Learners - 50% met (41 students) Students with Disabilities - 39% Met (20/52 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Foster Youth - 0% met (students) Homeless Students - % (1 students) Low Income - 37% (47/128 students)	Foster Youth - n/a Homeless Students - 100% (2 students) Low Income - 60% (77/128 students)

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

All English Learners will receive Designated ELD or Integrated ELD support based on the results of the Smarty Ants, Achieve 3000, and ELPAC test results.

Goal 3

By June 2023, students identified as an overall Level 4 on the English Language Proficiency Assessment for California (ELPAC) along with teacher input will be reclassified as Fluent English Proficient by our EL-IA.
The expectation is that by June 2023, all students identified as an overall 1-3 on the ELPAC will have advanced at least one level in their overall score on the ELPAC.

Identified Need

Level 4: Students may need occasional linguistic support to engage in familiar social and academic contexts: they may need light support to communicate on less familiar tasks and topics.
Level 3: Students may need light-to-minimal linguistic support to engage in familiar social and academic contexts: they may need moderate support to communicate on less familiar tasks and topics.
Level 2: Students may need moderate-to-light linguistic support to engage in familiar social and academic contexts: they may need substantial-to-moderate support to communicate on less familiar tasks and topics.
Level 1: Students may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts: they may need substantial support to communicate on less familiar tasks

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC (State Test) from 2020-2021 school year	Students at an overall score of 4 - 0% (0 of 80 students tested) Students at an overall score of 3 - 38% (30 of 80 students) Students at an overall score of 2 - 31% (25 of 80 students) Students at an overall score of 1 - 47% (14 of 80 students) 11 students were the initial ELPAC test for TK and Kindergarten who did not take	Students who advanced from a score of 1 to ovearlll score of 2 - 47% Students who advanced from a score of 2 to ovearlll score of 3 - 31% Students who advanced from a score of 3 to ovearlll score of 4 - 38%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	the Summative ELPAC last spring.	Percentage of studetns who are at Level 4 and can be reclassified - 10%

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

The District Goal is to reach 96.5 percent or better in chronic absenteeism overall in the district.

Goal 4

By June 2023, the percentage of students in grades TK-6th who are chronically absent will be maintained or not increse by more than 1%

Identified Need

Quarter 1 of the 2022-2023 school year has hampered progress. We ahve 16% of our student body who is chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard / CVESDPower BI Report	In 2020-2021 - % of Chronically Absent - 3.90% (22 students out of total student body) Performance Rating Color - Green (Maintained)	% of Chronically Absent - 7% (based on Quarter 1 and part of Quarter 2 projections for the 2020-2021 school year) Performance Rating Color - Green (Maintained)

Goals

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

Goal Subject

Conditions and Climate: Suspension Rate

LEA/LCAP Goal

The district goal is for students to be in the Blue or Green Zone on the Californinia Dashboard

Goal 5

By June 2023, Halecrest's suspension rate for out-of-school suspensions will decrease.

Identified Need

Identified Needs

- More avenues of support for students who are abandoned, but yet to have a caregiver step forth to help.
- Access to a licensed behavioral therapist shared between 3-4 school sites.
- Access to a licensed school counselor at the school site. This year we have a part-time school counselor.
- Increased Social Emotional Support (Counselor, Fidgits, Zen Zone, Zones of Regulation, Training for Noon Duty Aides)
- Increase safety for students by adding an additional 3 Noon Duty Aides.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CVESD Power BI Report / CA Dashboard	In 2019-2020 % Suspended at least once - 1.19% (6 students received out of school suspension) In 2020-2021 % of Suspended at least once - 0% (0 students received in school or out of school suspension. Performance rating color is blue. We are still awaiting the CA dashboard.	% Suspended at least once - 0% Change - 0 Performance Color Rating - Blue (maintain status)

Goals

Harborside

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

Goal Subject

Academic Performance

LEA/LCAP Goal

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

English Language Arts

SMART Goal: Increase the percentage of students who meet or exceed state standards in English Language Arts by 20%.

Identified Need

Overall, there is a significant percentage of students in all subgroups and grades that are not proficient in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading K-2 Overall ENGLISH	ALL: 12% met/exceeded EL: 6% met/exceeded SWD: 3% met/exceeded SED: 10% met/exceeded Unsheltered: 0% met/exceeded	By June 2023, students who meet or exceed on the Smarty Ants EOY Assessment will increase by 20%: ALL: 32% EL: 26% SWD: 23% SED: 30% Unsheltered: 20%
Smarty Ants Reading K-2 Overall SPANISH	ALL: 21% met/exceeded EL: 22% met/exceeded SWD: 0% met/exceeded SED: 22% met/exceeded Unsheltered: 20% met/exceeded	By June 2023, students who meet or exceed on the Smarty Ants Spanish EOY Assessment will increase by 20%: ALL: 41% EL: 42% SWD: 20% SED: 42% Unsheltered: 40%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Achieve 3000 Lexile for Grades 3-6 ENGLISH	ALL: 16% met/exceeded EL: 2% met/exceeded SWD: 2% met/exceeded SED: 13% met/exceeded Unsheltered: 10% met/exceeded	By June 2023, students who meet or exceed Lexile level in Achieve 3000 will increase by 20%: ALL: 36% EL: 22% SWD: 22% SED: 33% Unsheltered: 30%
CAASPP ELA Grades 3-6	ALL: 26% met/exceeded EL: 10% met/exceeded SWD: 0% met/exceeded SED: 24% met/exceeded Unsheltered: 4% met/exceeded	By June 2023, students who meet or exceed on the CAASPP ELA Assessment will increase by 20%: ALL: 46% EL: 30% SWD: 20% SED: 44% Unsheltered: 24%

Goals

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

Goal Subject

Academic Performance

LEA/LCAP Goal

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By June 2023, math proficiency will increase by 20% as measured by iReady (K-2) and CAASPP (3-6) data.

Identified Need

Overall, there is a significant percentage of student in all subgroups and grades that are not proficient in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math Grades K-2	ALL: 9% met/exceeded EL: 5% met/exceeded SWD: 3% met/exceeded SED: 9% met/exceeded Unsheltered: 14% met/exceeded	By June 2023, math proficiency will increase by 20% on the iReady EOY Math Assessment: ALL: 29% EL: 25% SWD: 23% SED: 29% Unsheltered: 34%
CAASPP Math Grades 3-6	ALL: 14% met/exceeded EL: 7% met/exceeded SWD: 0% met/exceeded SED: 13% met/exceeded Unsheltered: 4% met/exceeded	By June 2023, math proficiency will increase by 20% on the CAASPP Math Assessment: ALL: 34% EL: 27% SWD: 20% SED: 33% Unsheltered: 24%

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

English Language Learner Progress

By June 2022-2023, 70% of students will make annual progress towards English Language Proficiency as measured by the ELPAC (increase at least one overall ELPAC level and/or maintain an overall ELPAC level 4).

By June 2022-2023, 10% of students will be reclassified as Fluent English Proficient (overall ELPAC 4, meet academic criteria, teacher evaluation, parent input).

Identified Need

Based on the 2021-2022 Summative ELPAC, writing has been identified as an area of need for our English Learners.

Additionally, (Smarty Ants, Level Set, iReady, CAASPP) data has also identified that our English Learners would benefit from language development in the area of speaking and listening.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC	Students at Level 4 – 8% (34/405) Students at Level 3 – 27% (109/405) Students at Level 2 – 32% (128/405) Students at Level 1 – 33% (134/405)	Students advancing at least one level on ELPAC and/or maintaining a Level 4 – 70%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Criteria (ELPAC 4, Meets Academic Criteria, Teacher Evaluation, Parent Input)	RFEP – 3% (14/405)	RFEP – 7% (30/416) *Based on current number of students eligible for reclassification.

Goals

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

Goal Subject

Academic Engagement

LEA/LCAP Goal

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

Chronic Absenteeism

By June 2023, the percentage of students chronically absent will decrease by 15 percentage points.

Identified Need

The percentage of students chronically absent increased exponentially during the COVID-19 pandemic (from 8% to 26%).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-22 Chronic Absenteeism, the percentage of students K-6 enrolled who are absent 10 percent or more of the instructional days	26% in the 2021-22 school year	Reduce chronic absenteeism from 26% to 11%

Goals

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

Goal Subject

Conditions and Climate

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 5

Suspension Rate

By June 2023, student suspensions will decrease to under 1%.

Identified Need

Due to the COVID 19 pandemic, the suspension data reflects the 2019-2020 school year. For the 2019-2020 school year, there were 11 suspensions total/ 10 students/ for a percentage of 1.5%. This was reduced from 3.4% in 2018-2019. SWD rate of suspension was .7% in 2019-2020 which was down from 5.1% in 2018-2019. Post pandemic students in grades TK-2 are experiencing greater social and emotional needs and require significant supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CVESD Discipline Incidents Report 2021-22	Total Number of Suspensions 2021-22: 10	To reduce overall suspensions to under 1% (6)

Goals

Anne and William Hedenkamp

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

English:
By June 2023, the percentage of grades K-2 students scoring at least on grade level or above on the Smarty Ants Reading English Assessment will be 62% .

By June 2023, the percentage of grades 3-6 students scoring at grade level or above on the Achieve 3000 LevelSet Assessment in English will increase from 60% to 75%.

By June 2023, the percentage of grades 3-6 students scoring met/exceeded on the CAASPP ELA Assessment will be 65%.

Spanish Dual Immersion (DI):
By June 2023, the percentage of grades K-2 students scoring at least on grade level or above on the Smarty Ants Reading Spanish Assessment will be 60% .

By June 2023, the percentage of grades 3-6 students scoring at grade level or above on the Achieve 3000 LevelSet Assessment in Spanish will increase from 67% to 78%.

Identified Need

Students in grades K-2 will be assessed on Smarty Ants by Lexile, which requires students to have foundational skills in phonics and reading, in order to be able to complete the test in May. Due to the school closures during the pandemic, we continue to see that the beginning of the 2022 school year Achieve LevelSet assessments indicates the need for more students to need remediation. Historical trends of the beginning of the year data typically start the year with more students on track for college and career readiness. The percentage of students who are Approaching on the LevelSet is where the greatest of percentage of students performed on this assessments. Our English Learners are our most struggling readers across all English tests presented in the data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for K-2 English	All Students - 43% English Learners - 20% Students with Disabilities - 26% Low Income - 29%	All Students - 60% English Learners - 35% Students with Disabilities - 36% Low Income - 40%
Smarty Ants Reading for K-2 Spanish	All Students - 22% English Learners - 24% Students with Disabilities - 6% Low Income - 22%	All Students - 45% English Learners - 40% Students with Disabilities - 20% Low Income - 45%
Achieve 3000 Lexile for 3-6 English	All Students - 60% English Learners - 12% Students with Disabilities - 19% Low Income - 47%	All Students - 75% English Learners - 35% Students with Disabilities - 25% Low Income - 65%
Achieve 3000 Lexile for 3-6 Spanish	All Students - 67% English Learners - 5% Students with Disabilities - 13% Low Income - 56%	All Students - 80% English Learners - 20% Students with Disabilities - 20% Low Income - 70%
CAASPP ELA	All Students - 56% English Learners - 15% Students with Disabilities - 21% Low Income - 36%	All Students - 65% English Learners - 25% Students with Disabilities - 31% Low Income - 50%

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By June 2023, the percentage of grades K-6 students scoring at or above level on the iReady Mathematics Assessment will increase from 35% to 55%
By June 2023, the percentage of grades 3-6 students scoring met/exceeded on the CAASPP Mathematics Assessment will be 68%.

Identified Need

Based on the Initial iReady Placement assessment,19% of the K-6 students are scoring one or more years below grade level. 58% of all students K-6 overall are one grade level below (yellow).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics K-6 at or above grade level (green)	Kindergarten - 9% First Grade - 7% Second Grade - 7% Third Grade - 19% Fourth Grade - 35% Fifth Grade - 33% Sixth Grade - 40%	Kindergarten - 48% First Grade - 51% Second Grade - 41% Third Grade - 62% Fourth Grade - 65% Fifth Grade - 63% Sixth Grade - 66%
iReady Mathematics K-6 one year below grade level (yellow)	Kindergarten - 91% First Grade - 74% Second Grade - 67% Third Grade - 55% Fourth Grade - 47% Fifth Grade - 46% Sixth Grade - 43%	Kindergarten - 52% First Grade - 44% Second Grade - 49% Third Grade - 30% Fourth Grade - 25% Fifth Grade - 27% Sixth Grade - 27%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics K-6 two or more years below grade level (red)	Kindergarten - 0% First Grade - 18% Second Grade -26% Third Grade - 27% Fourth Grade - 18% Fifth Grade - 21% Sixth Grade - 16%	Kindergarten - 0% First Grade - 5% Second Grade - 10% Third Grade - 8% Fourth Grade - 10% Fifth Grade - 10% Sixth Grade - 7%
CAASPP Mathematics 3rd-6th	Third Grade - 60% Fourth Grade - 52% Fifth Grade - 52% Sixth Grade - 49%	Third Grade - 68% Fourth Grade - 62% Fifth Grade - 60% Sixth Grade - 65%

Goals

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

Goal Subject

English Language Learner Progress

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2022-2023, 41% of students will make annual progress towards English Language Proficiency as measured by the ELPAC (increase at least one overall ELPAC level and/or maintain an overall ELPAC level 4).

By June 2022-2023, 18 % of students will be reclassified as Fluent English Proficient (overall ELPAC 4, meet academic criteria, teacher evaluation, parent input).

Identified Need

Based on the 2021-2022 Summative ELPAC, reading and writing has been identified as an area of need for our English Learners. The ELPAC assessment has also identified a focus on designated English Language Development would support annual growth with all our English Learners.

Additionally, (Smarty Ants, Level Set, iReady, CAASPP) data has also identified that all our English Learners would benefit from opportunities to practice their oral communication skills to develop their literacy skills in reading and writing.

Qualitative data to include classroom visits by school principals has also determined a focus on ongoing student monitor on a monthly basis would support our students academic growth in all content areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for California (ELPAC)	Percent of students advancing from Overall Level 1 to Level 2 - 5%	Percent of students advancing from Overall Level 1 to Level 2 - 15 %

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Percent of students advancing from Overall Level 2 to Level 3 - 15 % Percent of students advancing from Overall Level 3 to Level 4 - 13 % Percent of students at Level 4 to be Reclassified - 46%	Percent of students advancing from Overall Level 2 to Level 3 - 30 % Percent of students advancing from Overall Level 3 to Level 4 - 25% Percent of students at Level 4 to be Reclassified - 60%

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

By June 2023, the percentage chronically absent students will decrease from 2.93% to 2% (approximately 9 students).

Identified Need

Student absenteeism has been challenging during the COVID19 pandemic and as a result identifying need is complex. The number of students identified as chronically absent since the start of the school year is 28 out of 921 students. Parents understanding of what is considered an excused absence after COVID-19 has caused a higher rate of unexcused absences from families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - the percentage of students K-6 enrolled who are absent 10 percent or more of the instructional days.	All Students - Percentage of Chronic Absenteeism is 2.93% and Hedenkamp is currently ranked as #17 in the school district.	Reduce the chronic attendance from 2.93% to 2% which is approximately 9 of 28 students with improved attendance.

Goals

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

Goal Subject

Suspension Rate

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 5

By June 2023, the percentage student suspensions and/or discipline incidents will maintain 0%.

Identified Need

At this time there is no concern regarding student behaviors that warrant suspension. We have consistently had very few suspensions at Hedenkamp. After we returned from the pandemic closures, we have noticed that all our students need significant support with conflict/resolution and maintaining body space. Our 2nd grade students have struggled the most post pandemic and providing additional supervision and intervention has had positive impact.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Conditions and Climate ~ CA Dashboard Suspension Rate	We are at the highest level on the Dashboard (BLUE).	We will maintain green or blue status for Suspension Rate on the Dashboard.

Goals

Heritage

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with disabilities, Low Income, Foster Youth, Homeless Students, and LGBTQ+ students.

Goal 1

English:

By June 2023, the percentage of ALL TK-2 students scoring at least on grade level or above on the Smarty - Ants Reading English Assessment will increase from 44% to 55%.

By June 2023, the percentage of grades 3-6 students in English only and Dual Immersion scoring met/exceeded on CAASPP ELA assessment will increase from 71% to 81%.

Identified Need

Students in Tk-2nd grade who took the Smarty Ants Local Measure show that less than half (44%) of test takers performed at or above grade level. Additionally, only 25% of English Learners performed at or above grade level, while Students with disabilities demonstrated 28% of test takers at or above grade level.
English Learners and Students with Disabilities who performed at or above grade level were at 34% and 32% respectively. This indicates a need to focus on EL and SWD instructional supports to increase achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SmartyAnts Reading for K-2 English Smarty Ants Reading for K-2 Spanish	SmartyAnts Reading for K-2 English All Students - 44% English Learners - 25% Students with Disabilities - 28% Smarty Ants Reading for K-2 Spanish All Students - 30% English Learners - 38% Students with Disabilities - 25%	SmartyAnts Reading for K-2 English All Students - 54% English Learners - 35% Students with Disabilities - 38% Smarty Ants Reading for K-2 Spanish All Students - 40% English Learners - 48% Students with Disabilities - 35%
CAASPP English Language Arts	All Students - 71% English Learners - 34%	All Students - 81% English Learners - 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with Disabilities - 32% 3rd Grade - 77% 4th Grade - 63% 5th Grade - 67% 6th Grade - 77%	Students with Disabilities - 42% 3rd Grade - 87% +10 students or 87 students who meet/exceed Achieve 3000 (LM) 4th Grade - 73% +10 students or 78 students who meet/exceed 5th Grade - 77% +10 students or 82 students who meet/exceed 6th Grade - 87% +8 students or 73 students who meet/exceed

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

District adopted math materials, pacing guides, and assessments will be used to support academic achievement for all students in mathematics.

Goal 2

By June 2023, the percentage of grades K-6 students scoring at or above level on the iReady Mathematics Assessment will increase from 47% to 57%.

By June 2023, the percentage of grades 3-6 students scoring met/exceeded on the CAASPP Mathematics Assessment will increase from 63% to 73%.

Identified Need

Based on the 21/22 school year data for assessment of iReady, 73% of K-6 English Learners are scoring one or more years below grade level.
Based on the end of 21/22 school year data for Math CAASPP, 73% of K-6 Students with Disabilities are scoring one or more years below grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics K-6 at or above grade level (green)	Kindergarten - 29% First Grade - 45% Second Grade - 49% Third Grade - 36% Fourth Grade - 55% Fifth Grade - 56% Sixth Grade - 44%	Kindergarten - 39% First Grade - 55% Second Grade - 59% Third Grade - 46% Fourth Grade - 65% Fifth Grade - 66% Sixth Grade - 54%
iReady Mathematics K-6 one year below grade level (yellow)	Kindergarten - 71% First Grade - 55% Second Grade - 48% Third Grade - 59% Fourth Grade - 40% Fifth Grade - 42% Sixth Grade - 46%	Kindergarten - 61% First Grade - 45% Second Grade - 41% Third Grade - 54% Fourth Grade - 35% Fifth Grade - 34% Sixth Grade - 46%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics K-6 two or more years below grade level (red)	Kindergarten - 0% First Grade - 0% Second Grade - 2% Third Grade - 6% Fourth Grade - 5% Fifth Grade - 2% Sixth Grade - 11%	Kindergarten - 0% First Grade - 0% Second Grade - 0% Third Grade - 0% Fourth Grade - 0% Fifth Grade - 0% Sixth Grade - 1%
iReady Mathematics K-6 English Learners	27% at or above grade level 64% one year below grade level 9% two or more years below grade level	50% of K-6 students will score at or above grade level 50% one year below grade level 0% two or more years below grade level
iReady Mathematics K-6 Students with Disabilities	27% at or above grade level 63% one year below grade level 11% two or more years below grade level	37% of K-6 students will score at or above grade level 62% one year below grade level 1% two or more years below grade level
CAASPP	All Students - 63% English Learners - 37% Students with Disabilities - 27% 3rd Grade 8% 4th Grade 63% 5th Grade 71% 6th Grade 47%	All Students - 73% English Learners - 47% Students with Disabilities - 37% 3rd Grade - 50% +39 students or 46 students who meet/exceed iReady (LM) 4th Grade - 73% +10 students or 77 students who meet/exceed 5th Grade - 81% +11 students or 87 students who meet/exceed 6th Grade - 57% +8 students or 48 students who meet/exceed

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2022-2023, 50% of students will make annual progress towards English Language Proficiency as measured by the ELPAC (increase at least one overall ELPAC level and/or maintain an overall ELPAC level 4).

By June 2022-2023, 10 % of students will be reclassified as Fluent English Proficient (overall ELPAC 4, meet academic criteria, teacher evaluation, parent input).

Identified Need

Based on the 2021-2022 Summative ELPAC, the written performance level, which includes reading and writing components of ELPAC have been identified as areas of need for our English Learners.

Additionally, (Smarty Ants, Level Set, iReady, CAASPP) data has also identified that our (ARLTELs, LTELs, ELPAC 1, 2, etc.) English Learners would benefit from increased academic discourse and increased targeted vocabulary instruction.

Qualitative data to include growth in ELPAC scores by one overall ELPAC level and/or maintain an overall ELPAC level of 4 and has also determined a focus on writing and reading would support growth in the written component of the ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative English Language Proficiency Assessment for California (ELPAC)	Percent of students at Level 4- 18% (23/130) Percent of students at Level 3- 32% (41/130)	Students advancing at least one level on ELPAC and or maintaining a level 4 - 50% (65/130)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Percent of students at Level 2-12% (16/130) Percent of students at Level 1-07% (9/130)	
RFEP: Reclassification Criteria (overall ELPAC 4, meet academic criteria, teacher evaluation, parent input)	RFEP - 21% (28/130)	RFEP - 31% (40/130)* Expected RFEP - 16% (21/130) *Based on Current number of student eligible for reclassification.

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

School attendance will be closely monitored and chronic attendance issues will be addressed in a timely manner. Student Placement will be involved in chronic attendance cases that are not resolved.

Goal 4

By June 2022, the percentage of students with chronic absenteeism will decrease from 3.56% to 3% with no less than a 96% attendance rate.

Identified Need

Chronic Absenteeism rates show a negative trend in African American and Hispanic students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - the percentage of students K-6 enrolled who are absent 10 percent or more of the instructional days.	All Students - Percentage of Chronic Absenteeism is 3.56%.	Reduce the chronic attendance from 3.56% to 3%.

Goals

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

Goal Subject

Suspensions

LEA/LCAP Goal

Reduce school suspensions and provide alternative methods for support. Utilize effectively the District provided school counselors and the Multi-Tiered Systems of Support (MTSS) structures to focus on restorative rather than punitive practices.

Goal 5

There was one suspension during the 2021-2022 school year. The implementation of a school-wide Character Education program has eliminated the number of discipline issues requiring suspension. School-wide "hero tickets" are used to encourage individual and class behavior throughout the school day. Behavioral referrals are provided for students with discipline concerns and those concerns are addressed by the appropriate personnel including the teacher, parents, noon duty supervisors, and administration. All stakeholders work together to reduce the number of discipline referrals and redirect students when needed.

Identified Need

Post pandemic students in primary grades Transitional Kindergarten and Kindergarten are exhibiting greater social and emotional distress.

Goals

Hilltop Drive

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

Goal Subject

ELA

LEA/LCAP Goal

Students in all grades (including all target groups such as Low Income, English Learners (ELs), and Foster Youth) will demonstrate increased proficiency on State and District assessments.

Goal 1

By the end of the 22-23 school year, we will increase the percentage of students at each grade level who meet or exceed the state standards by at least 10 percentage points in both ELA as measured by K-2 Local Measures and 3-6 CAASPP.

ELA – All Students

Grade	Current Reality	Goal # of students
3rd	17%	27% +8 students or 20 students who meet/exceed
4th	38%	49% +8 students or 36 students who meet/exceed
5th	43%	53% +8 students or 40 students who meet/exceed
6th	60%	70% +8 students or 54 students who meet/exceed

Identified Need

Students will improve foundational skills of reading as well as reading comprehension through ongoing instruction, support, and intervention. Students in grades K-2 will be assessed on Smarty Ants. Students in Grades 3-6 will be assessed with CAASPP. Students in 2nd-6th will have the Lexile monitored through A3000.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for Kindergarten - 2nd Grade Students	All Students: 30% Met standards K: 3% Met Standards G1: 38% Met Standards G2: 44% Met Standards K-2 MELs: 9% Met standards K-2 Socio Economically Disadvantaged: 25% Met Standard K-2 SWD: 7% Met Standards	ALL K-2 75% (End of the Year Measure). English Learner K-2 75% (End of the Year Measure). Socioeconomically Disadvantaged K-2 75% (End of the Year Measure). Students with Disability K-2

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		75% (End of the Year Measure).
Achieve 3000 LevelSet Lexile Assessment for 3rd - 6th Grade	ALL Grade 3 - 6: 41% Met/Exceeded Standards English Learner Grade 3- 6: 8% Met standards Students with Disability Grade 3 - 6: 16% Met/Exceeded standards	ALL Grade 3 - 6 75% (End of the Year Measure). English Learner Grade 3- 6 70% (End of the Year Measure). Students with Disability Grade 3 - 6 55% (End of the Year Measure).

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students in all grades (including all target groups such as Low Income, English Learners (ELs), and Foster Youth) will demonstrate increased proficiency on State and District assessments through continued use of district adopted materials.

Goal 2

By the end of the 22-23 school year, we will increase the percentage of students at each grade level who meet or exceed the state standards by at least 10 percentage points in both ELA and Math as measured by K-2 Local Measures and 3-6 CAASPP.

Math – All Students

Grade	Current Reality	Goal	# of students
3rd	16%	26%	+8 students or 20 students who meet/exceed
4th	42%	52%	+8 students or 40 students who meet/exceed
5th	42%	52%	+8 students or 40 students who meet/exceed
6th	42%	52%	+8 students or 40 students who meet/exceed

Identified Need

Overall, there is a significant need for all students to improve their math skills. Students will improve the math skills through ongoing instruction, support, and interventions. Monitoring will take place to determine if there are conceptual or procedural errors being made by students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics Diagnostic Assessment K-6 (green) at or above grade level	All Students: 21% Met KG 23% 1st 23% 2nd 15% 3rd 18% 4th 23% 5th 22% 6th 25%	ALL Grade K - 6 75%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics Diagnostic Assessment K-6 (yellow) 1 year below grade level	All: 60% KG 77% 1st 63% 2nd 60% 3rd 64% 4th 53% 5th 53% 6th 56%	All: 70% KG 57% 1st 43% 2nd 40% 3rd 44% 4th 33% 5th 33% 6th 36%
iReady Mathematics Diagnostic Assessment K-6 (red) two or more years below grade level	All: 19% KG 0% 1st 14% 2nd 25% 3rd 18% 4th 23% 5th 25% 6th 20%	All: 9% KG 0% 1st 5% 2nd 15% 3rd 8% 4th 13% 5th 15% 6th 10%
iReady ELLs	Green 5% Yellow 53% Red 42%	Green 75% Yellow 13% Red 12%
iReady Students with Disabilities	Green 6% Yellow 44% Red 51%	Green 50% Yellow 30% Red 20%

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

All English Language Learners will receive Designated and Integrated ELD instruction resulting in advancing at least one language proficiency level on ELPAC summative.

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students. The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students. The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By the end of the 22-23 school year, we will increase the percentage of Multilingual English Learners in each grade who meet or exceed the state standards by at least 10 percentage points in both ELA and Math as measured by K-2 Local Measures and 3-6 CAASPP.
Additionally, we will increase the percentage of reclassified ELLs to 15% as measured by scoring an overall ELPAC 4, meets academic criteria, teacher evaluation, and parent input.
We will increase the percentage of ELLs making positive overall growth on the ELPAC Overall Performance by 10% (growing from 33% to 43%).

Identified Need

English Learner students need to continue to advance their acquisition of English as a second language in the areas of speaking, listening, reading and writing.
Based on the 21-22 Summative ELPAC, writing has been identified as an area of need.
Level 4: Students may need occasional linguistic support to engage in familiar social and academic contexts: they may need light support to communicate on less familiar tasks and topics.
Level 3: Students may need light-to-minimal linguistic support to engage in familiar social and academic contexts: they may need moderate support to communicate on less familiar tasks and topics.
Level 2: Students may need moderate-to-light linguistic support to engage in familiar social and academic contexts: they may need substantial-to-moderate support to communicate on less familiar tasks and topics.
Level 1: Students may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts: they may need substantial support to communicate on less familiar tasks and topics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Progress	Overall Performance Percent of students at Level 4 = 18% Percent of students at Level 3 = 32% Percent of students at Level 2 = 17% Percent of students at Level 1 = 34%	By June 2023, 85% of all students taking the ELPAC summative will advance at least one level. Percent of students at Level 4 will increase to 30%
Reclassification	Reclassified 10 students	By June 2023 we will reclassify at least 21 students.

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success. School attendance will be closely monitored.

Goal 4

By June 2023, the percentage of students with chronic absenteeism will decrease from 8.82% to less than 2%. Daily attendance rate will be no less than 95%.

Identified Need

All families and students need to maintain positive attendance performance, in accordance with state law and be supported in doing so.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	Chronic Absenteeism Rate was 8.82%	By June 2023, the percentage of students with chronic absenteeism will decrease from 8.82% to less than 2%.

Goals

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

Goal Subject

School Climate and Culture- Suspension

LEA/LCAP Goal

Reduce school suspensions and provide alternative methods for support students with behavior concerns. Utilize effectively the District provided school counselors and the Multi-Tiered Systems of Support (MTSS) structures to focus on restorative rather than punitive practices.

Goal 5

We will maintain a low suspension rate. Power BI report data indicates a Suspension Rate for 2021-2022 was 0.19%. This equals one student.

Identified Need

The school will continue to promote social emotional learning and character education to proactively maintain a positive student climate and culture. Currently students in Kindergarten and 1st grades are exhibiting greater social and emotional distress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Suspension Data	Power BI report data indicates a Suspension Rate for 2021-2022 as 0.19%	By June 2023, the school will maintain a suspension rate below 0.5%

Goals

Fahari L. Jeffers

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

Goal Subject

Academic Achievement - English Language Arts

LEA/LCAP Goal

CVESD LCAP Goal #4: By June 2023, every teacher will create an inclusive environment (both physical and emotional) that promotes accessible learning experiences for every student that extend to the greater community.

*Intentional Planning – Developing a lesson focus that reflects teacher clarity based on standards and includes a rigorous task, questions, discourse and evidence aligned to success criteria, and differentiation.

CVESD Instructional Focus:

Through an equity lens, the CVESD community will work collaboratively to ensure that each student shows measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high impact language development strategies aligned to the California State Standards and driven by the District's LCAP goals.

Target Groups – English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Foster Youth, Homeless Youth, Black, Indigenous and People of Color, and Lesbian, Gay, Bisexual, Transgender, Queer/Questioning +.

All students K-6 will meet End of Year goals or make at least one year's growth on Smarty Ants and/or Achieve 3000.

Goal 1

English Language Arts: District Assessment Measures(Smarty Ants and Achieve 3000) CDE Assessment Measures (CAASPP)

By June 2023, 80% or more of K-2 students will score at grade level or above on the Smarty Ants Reading English Assessment.
By June 2023, 80% or more of 3-6 students will score at grade level or above on the Achieve 3000 LevelSet Assessment in English.
By June 2023, 80% or more of 3-6 students will score met/exceeded on the CAASPP ELA Assessment.

Identified Need

Overall, there is a need for students in all subgroups to grow in the area of reading and reading comprehension. This is identified by District Testing- Smarty Ants (K-2) and Achieve3000 (2-6).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants English- ALL	N/A	80% will meet or exceed
Smarty Ants English - ELL	N/A	80% will meet or exceed

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants English - Socioeconomically Disadvantaged	N/A	80% will meet or exceed
Smarty Ants English - Homeless	N/A	80% will meet or exceed
Smarty Ants English - Foster	N/A	80% will meet or exceed
Achieve3000- ALL	N/A	80% will meet or exceed
Achieve3000 English - ELL	N/A	80% will meet or exceed
Achieve3000- Students with Disabilities	N/A	80% will meet or exceed
Achieve3000 - Socioeconomically Disadvantaged	N/A	80% will meet or exceed
Achieve3000 - Homeless	N/A	80% will meet or exceed
Achieve3000- Foster Youth	N/A	80% will meet or exceed

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

CVESD LCAP Goal #4: By June 2023, every teacher will create an inclusive environment (both physical and emotional) that promotes accessible learning experiences for every student that extend to the greater community.

*Intentional Planning – Developing a lesson focus that reflects teacher clarity based on standards and includes a rigorous task, questions, discourse and evidence aligned to success criteria, and differentiation.

CVESD Instructional Focus:

Through an equity lens, the CVESD community will work collaboratively to ensure that each student shows measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high impact language development strategies aligned to the California State Standards and driven by the District's LCAP goals.

Target Groups – English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Foster Youth, Homeless Youth, Black, Indigenous and People of Color, and Lesbian, Gay, Bisexual, Transgender, Queer/Questioning +.

All students K-6 will meet End of Year goals or make at least one year's growth on i-Ready.

Goal 2

By June 2023, the percentage of grades K-6 students scoring at or above level on the iReady Mathematics Assessment will increase significantly from BOY data results.
By June 2023, the percentage of grades 3-6 students scoring met/exceeded on the CAASPP Mathematics Assessment will be 80% or more.

Identified Need

Based on the Initial Placement assessment, 89% of the K-6 students are scoring one or more years below grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady-All	N/A	70% will meet or exceed
iReady- ELL	N/A	70% will meet or exceed
iReady- Students with Disabilities	N/A	70% will meet or exceed
iReady- Socio-Economically Disadvantaged	N/A	70% will meet or exceed
iReady- Homeless	N/A	70% will meet or exceed
iReady- Foster Youth	N/A	70% will meet or exceed

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

CVESD LCAP Goal #4: By June 2023, every teacher will create an inclusive environment (both physical and emotional) that promotes accessible learning experiences for every student that extend to the greater community.

*Intentional Planning – Developing a lesson focus that reflects teacher clarity based on standards and includes a rigorous task, questions, discourse and evidence aligned to success criteria, and differentiation.

CVESD Instructional Focus:

Through an equity lens, the CVESD community will work collaboratively to ensure that each student shows measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high impact language development strategies aligned to the California State Standards and driven by the District's LCAP goals.

Target Groups – English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Foster Youth, Homeless Youth, Black, Indigenous and People of Color, and Lesbian, Gay, Bisexual, Transgender, Queer/Questioning +.

All students K-6 will meet End of Year goals or make at least one year's growth on i-Ready.

Goal 3

By June 2022-2023, all students will make annual progress towards English Language Proficiency as measured by the ELPAC (increase at least one overall ELPAC level and/or maintain an overall ELPAC level 4).
By June 2022-2023, 50% or more of students will be reclassified as Fluent English Proficient (overall ELPAC 4, meet academic criteria, teacher evaluation, parent input).

Identified Need

Level 4: Students may need occasional linguistic support to engage in familiar social and academic contexts: they may need light support to communicate on less familiar tasks and topics.
Level 3: Students may need light-to-minimal linguistic support to engage in familiar social and academic contexts: they may need moderate support to communicate on less familiar tasks and topics.
Level 2: Students may need moderate-to-light linguistic support to engage in familiar social and academic contexts: they may need substantial-to-moderate support to communicate on less familiar tasks and topics.
Level 1: Students may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts: they may need substantial support to communicate on less familiar tasks and topics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for California (ELPAC) Summative	N/A	Increase of students advancing on at least one ELPAC Level or maintaining at Level 4

Goals

Juarez-Lincoln

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

Goal Subject

English Language Arts

LEA/LCAP Goal

1. Improve & Increase Access to Services that Support Social, Emotional, Physical Wellness and School Success
2. Ensure Students Engage in Relevant, Personalized Learning Experiences
5. Students of all Grades & all Target Groups Will Demonstrate Increased Proficiency

Goal 1

By June 2023, the percentage of grades K-2 students, and target groups, scoring at grade level or above on the End-of-Year Smarty Ants Local Measure Reading Assessment will increase.

By June 2023, the percentage of grades 2-6 students, and target groups, scoring at grade level or above on the End-of-Year Local Measures Lexile Assessment will increase.

By June 2023, the percentage of grades 3-6 students, and target groups, scoring at grade level or above on the End-of-Year CAASPP Summative ELA Assessment will increase.

Identified Need

Of the total grade K-6 students that completed the EOY 2021-22 Smarty Ants Reading (Grades K-1) assessment, 75% of all students, 80% of English learner students, 82% of students with disabilities, 73% of socioeconomically disadvantaged students were NOT at end of year grade level. All grades showed disproportionality in percentages met between all students, and English Learners and students with disabilities.

Of the total grade K-6 students that completed the EOY 2021-22 Achieve 3000 Lexile Level Set (Grades 2-6) Assessment, 66% of all students, 90% of English learner students, 89% of students with disabilities, 69% of socioeconomically disadvantaged students were NOT at end of year grade level. All grades showed disproportionality in percentages met between all students, and English Learners and students with disabilities.

Of the total grade K-6 students that completed the EOY 2021-22 CAASPP Summative ELA (Grade 3-6) Assessment, 62% of all students, 92% of English learner students, 88% of students with disabilities, 65% of socioeconomically disadvantaged students were NOT at end of year grade level. All grades showed disproportionality in percentages met between all students, and English Learners and students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading (Grades K-2)	At or above grade level above: End of year Diagnostic (May 2022) All Students: 25% (n= /) EL Students: 20% (n= /) Students w/ Disabilities: 18% (n= /) Socioeconomically Disadvantaged: 27% (n= /)	At or above grade level above: End of year Diagnostic (May 2023) All Students: 60% (n= 103/171) EL Students: 50% (n= 33/65) Students w/ Disabilities: 50% (n= 14/28) Socioeconomically Disadvantaged: 60% (n= 69/114)
Achieve 3000 Lexile Level Set (Grades 2-6)	College & Career Readiness on Achieve 3000 End of year LevelSet (May 2022) All Students: 34% (n= /) EL Students: 10% (n= /) Students w/ Disabilities: 11% (n= /) Socioeconomically Disadvantaged: 31% (n= /)	College & Career Readiness on Achieve 3000 End of year LevelSet (May 2023) All Students: 50% (n= 160/319) EL Students: 30% (n= 32/104) Students w/ Disabilities: 30% (n= 12/78) Socioeconomically Disadvantaged: 50% (n= 125/250)
CAASPP Summative ELA (Grades 3-6)	SBAC CAASPP ELA Assessment End of year Summative Assessment (May 2022) All Students: 38% (n=105 277/) EL Students: 8% (n= 7/86) Students w/ Disabilities: 12% (n= 8/65) Socioeconomically Disadvantaged: 35% (n= 73/209)	SBAC CAASPP ELA Assessment End of year Summative Assessment (May 2023) All Students: 55% (n= 148/268) EL Students: 45% (n= 41/89) Students w/ Disabilities: 45% (n= 31/67) Socioeconomically Disadvantaged: 55% (n= 87/158)

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

1. Improve & Increase Access to Services that Support Social, Emotional, Physical Wellness and School Success
2. Ensure Students Engage in Relevant, Personalized Learning Experiences
5. Students of all Grades & all Target Groups Will Demonstrate Increased Proficiency

Goal 2

By June 2022, the percentage of grades K-6 students scoring at or above level on the iReady Mathematics Assessment will increase.

By June 2022, the percentage of grades 3-6 students scoring at or above level on the CAASPP SBAC Mathematics Assessment will increase.

Identified Need

Of the total grade K-6 students that completed the EOY 2021-22 iReady Diagnostic assessment, 83% of all students, 92% of English learner students, 92% of students with disabilities, 86% of socioeconomically disadvantaged students were NOT at end of year grade level. All grades showed disproportionality in percentages met between all students, and English Learners and students with disabilities.

Of the total grade K-6 students that completed the EOY 2021-22 CAASPP SBAC Math Assessment, 76% of all students, 95% of English learner students, 91% of students with disabilities, 79% of socioeconomically disadvantaged students were NOT at end of year grade level. All grades showed disproportionality in percentages met between all students, and English Learners and students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady End-of-Year Diagnostic (Grades K-6)	Met EOY Grade Level on EOY 2021-22 iReady Diagnostic All Student: 17% (n = /) EL Students: 8% (n = /) Students with Disabilities: 8% (n = /) Socioeconomically Disadvantaged: 14% (n = /)	Met EOY Grade Level on EOY 2022-23 iReady Diagnostic All Student: 55% (n = 243/441) EL Students: 40% (n = 62/154) Students with Disabilities: 35% (n = 34/95)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Socioeconomically Disadvantaged: 55% (n = 151/274)
CAASPP SBAC Math Assessment (Grades 3-6)	Met or Exceeded Standards on EOY 2021-22 CAASPP SBAC Math Assessment All Student: 24% (n = 67/278) EL Students: 5% (n = 4/87) Students with Disabilities: 9% (n = 6/65) Socioeconomically Disadvantaged: 21% (n = 43/209)	Met or Exceeded Standards on EOY 2022-23 CAASPP SBAC Math Assessment All Student: 50% (n = 134268) EL Students: 40% (n = 36/89) Students with Disabilities: 40% (n = 27/67) Socioeconomically Disadvantaged: 50% (n = 79/158)

Goals

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

Goal Subject

English Language Proficiency Assessments for California

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2022-2023, 60% of students will make annual progress towards English Language Proficiency as measured by the ELPAC (increase at least one overall ELPAC level and/or maintain an overall ELPAC level 4).

By June 2022-2023, 8.3% % of English Learner students will be reclassified as Fluent English Proficient (overall ELPAC 4, meet academic criteria, teacher evaluation, parent input).

Identified Need

Level 4: Students may need occasional linguistic support to engage in familiar social and academic contexts: they may need light support to communicate on less familiar tasks and topics.
Level 3: Students may need light-to-minimal linguistic support to engage in familiar social and academic contexts: they may need moderate support to communicate on less familiar tasks and topics.
Level 2: Students may need moderate-to-light linguistic support to engage in familiar social and academic contexts: they may need substantial-to-moderate support to communicate on less familiar tasks and topics.
Level 1: Students may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts: they may need substantial support to communicate on less familiar tasks and topics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC	Students at Level 4 – 11.0% (13/118) Students at Level 3 – 40.1% (48/118) Students at Level 2 – 30.5% (36/118) Students at Level 1 – 17.7% (21/118)	Students advancing at least one level on ELPAC and/or maintaining a Level 4 – 65% (77/118)
Reclassification Criteria (ELPAC 4, Meets Academic Criteria, Teacher Evaluation, Parent Input)	RFEP – 6% (10/166)	RFEP – 8.3% (13/156)* *Based on current number of students eligible for reclassification.

Goals

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

Goal Subject

Attendance- Chronic Absenteeism and Average Daily Attendance

LEA/LCAP Goal

1. Improve & Increase Access to Services that Support Social, Emotional, Physical Wellness and School Success
2. Ensure Students Engage in Relevant, Personalized Learning Experiences
3. Increase Parent Engagement
5. Students of all Grades & all Target Groups Will Demonstrate Increased Proficiency

Goal 4

By June 2023, the percentage of chronically absent students in quarter 4 in grades K-6 students will decrease from 9.5% to 6%.

By June 2023, the Average Daily Attendance will increase from 91.6% to 95%.

Identified Need

During the 2021-22, there was disproportionality in the percentages of chronically absent students in the following groups: Students with Disabilities, English Learners, Foster, Socioeconomically Disadvantaged, and Hispanic students. Average An A plan to increase Average Daily Attendance will also be implemented to increase ADA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism: All Students	2021-2022 Chronic Absenteeism Chronically Absent: 9.5% (N=45/473)	By June 2023 Chronically Absent: 6% (N=26/440)
Chronic absenteeism: English Learners	2021-2022 Chronic Absenteeism Chronically Absent: 17.5% (N=31/177)	By June 2023 Chronically Absent: 10% (N=16/155)
Chronic absenteeism: Students with Disabilities	2021-2022 Chronic Absenteeism Chronically Absent: 21.9% (N=23/105)	By June 2023 Chronically Absent: 10% (N=10/96)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism: Socio-economically Disadvantaged	2021-2022 Chronic Absenteeism Chronically Absent: 17% (N=66/381)	By June 2023 Chronically Absent: 10% (N=27/270)
Average Daily Attendance (ADA)	2021-2022 Average Daily Attendance ADA: 91.6% (N=433/473)	2022-2023 Average Daily Attendance ADA: 95% (N=418/440)

Goals

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

Goal Subject

Suspensions

LEA/LCAP Goal

1. Improve & Increase Access to Services that Support Social, Emotional, Physical Wellness and School Success
3. Increase Parent Engagement

Goal 5

By June 2023, the percentage of suspended students in grades K-6 students will decrease.

Identified Need

The implementation of a school-wide Character Education program has reduced the number of discipline issues requiring suspension. Behavioral referrals are provided for students with discipline concerns and those concerns are addressed through progressive discipline, restorative practices, and by the appropriate personnel including the teacher, parents, noon duty supervisors, and administration. All stakeholders work together to reduce the number of discipline referrals and redirect students when needed.

During the 2021-2022 school year, the PBIS team, teachers, and staff will work collaboratively to promote a positive and safe learning environment. PBIS approach will be assessed via the SWIS Tiered Fidelity Inventory. Juarez-Lincoln received Silver recognition for Tier I supports for the 2019-19 school year as measured through the Tiered Fidelity Inventory.

For the 2022-23 school year, PBIS and MTSS Tier II/III teams will focus on providing support for special education students who exhibit physically aggressive behavior in order to develop alternatives to suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate: All students	2021-2022 Suspension Rate: • Out-of-school suspension: 1.2% (n=6/472)	2022-2023: Suspension Rate: • Out-of-school suspension: 1.1 % (N=5/440)

Goals

Karl H. Kellogg

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

By June 2023, the percentage of grades K-2 students scoring at least on grade level or above on the Smarty Ants Reading English Assessment will be 62% (58/94).

By June 2023, the percentage of grades 3-6 students scoring at grade level or above on the Achieve 3000 LevelSet Assessment in English will increase from 37% to 55% (approximately 80/145 students).

By June 2023, the percentage of grades 3-6 students scoring met/exceeded on the CAASPP ELA Assessment will be 54% .

Identified Need

Students in grades K-2 will be assessed on Smarty Ants in January and this assessment will be used as the baseline. Due to the pandemic at the end of 2019 and through 2021 the results of the Local Measures Smarty Ants and Achieve 3000 may not represent what students are able to do independently since some students appeared to receive support on these assessments from individuals in the home setting. The beginning of the 2021 school year Achieve LevelSet assessments indicates the need for remediation particularly for students who attended Distance Learning in grades K-2. The percentage of students who are Approaching on the LevelSet is where the greatest of percentage of students performed on this assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SmartyAnts Reading for k-2nd	All students - 32% (32/101) English Learners - 18% (6/33) Students with Disabilities - 15% (3/20)	All students - 62% (58/94) English Learners - 44% (11/25) Students with Disabilities - 42% (5/12)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Achieve3000 Lexile for 3rd-6th	All students - 37% (66/160) English Learners - 13% (7/53) Students with Disabilities - 11% (4/37)	All students - 55% (80/145). English Learners - 38% (16/42) Students with Disabilities - 40% (6/15)
CAASPP 3rd-6th	All Students - 39% (62/161) English Learners - 17% (7/42) Students with Disabilities - 17% (5/30)	All students - 54% (76/141) English Learners - 26% (11/42) Students with Disabilities - 47% (7/15)

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By June 2023, the percentage of grades K-6 students scoring at or above level on the iReady Mathematics Assessment will increase from 17% to 66%

By June 2023, the percentage of grades 3-6 students scoring met/exceeded on the CAASPP Mathematics Assessment will be 66%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kinder iReady Kinder EL Kinder SWD	27%(11/41 students) proficient in Kinder grade level 0% (0/11 students) EL students proficient in kinder 13% (2/15 students) SWD proficient in kinder	94% (31/33) proficient in kinder 100% (8/8) EL students proficient in kinder 100% (1/1) SWD proficient in kinder
1st Grade iReady 1st Grade EL 1st Grade SWD	19% (6/31 Students) at or above grade level 0% (0 student) EL students proficient in 1st grade 0% (0 students) SWD proficient in 1st grade	76% (26/34) at or above grade level 64% (7/11) EL students proficient in 1st grade 75% (6/8) SWD proficient in 1st grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2nd Grade iReady 2nd grade EL 2nd grade SWD	16% (7/45students) at or above grade level 0% (0 students) EL students proficient in 2nd grade 0% (0 students) SWD proficient in 2nd grade	32% (9/28) at or above grade level 10% EL students at grade level 10% SWD students at grade level
3rd Grade iReady 3rd grade EL 3rd grade SWD	15% (6/41) at or above grade level 0% EL students at grade level 13% (1/8) SWD at grade level	60% (24/40) at or above grade level 47% (7/15) EL students at grade level 20% (1/5) SWD at grade level
4th Grade iReady 4th Grade EL 4th Grade SWD	13% (4/31 student) at or above grade level 0% EL students at grade level 0% SWD at grade level	71% (24/34) at or above grade level 33% (3/9) EL students at grade level 100% (3/3) SWD students at grade level
5th Grade iReady 5th grade EL 5th grade SWD	13% (6/47 student) at or above grade level 0% (0 student) EL at grade level 0% SWD at grade level	55% (18/33) at or above grade level 50% (3/6) EL at grade level 50% (3/6) SWD at grade level
6th grade iReady 6th grade EL 6th grade SWD	17% (6/35 students) at or above grade level 14% (1 student) EL at grade level 0% SWD at grade level	68% (26/38) at or above grade level 33% (3/9) EL at grade level 100% (1/1) SWD at grade level
CAASPP 3rd-6th	All Students - 29% (47/161) English Learners - 12% (5/42) Students with Disabilities - 10% (3/30)	All Students - 66% (92/140) at or above grade level English Learners - 51% (21/41) EL at grade level Students with Disabilities - 47% (7/15) SWD at grade level

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2022-2023, 11 % of students identified as an overall Level 4 on the ELPAC will be reclassified as Fluent English Proficient.

By June 2022-2023, 11% of students will make annual progress towards English Language Proficiency (increase at least one ELPAC level and/or maintain an ELPAC level 4.)

Identified Need

Based on the 2021-2022 ELPAC, writing has been identified as an area of our English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative Summative ELPAC	Students at Level 4- 7% (4/60) Students at Level 3- 53% (32/60) Students at Level 2- 25% (15/60) Students at Level 1- 15% (9/60)	Students advancing at least one level on ELPAC and/or maintaining a level 4 - (31/60)=52%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Criteria (ELPAC 4, Meets Academic Criteria, Teacher Evaluation, Parent Input)	RFEP- 7% (6/88)	RFEP 10/88= 11% * *Based on current number of students eligible for reclassification.

Goals

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

Goal Subject

Academic Engagement: Chronic Absenteeism

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

By June 2023, the percentage chronically absent students will decrease from 7.34% to 5%

Identified Need

Due to COVID, students are having to quarantine as close contacts. This will affect our attendance rates at Kellogg. In addition, we will continue to develop supportive strategies and wrap around services for students and families that show continued attendance challenges.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Power BI Leadership AP.	7.34%	5%

Goals

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

Goal Subject

Conditions and Climate

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 5

By June 2023, the percentage student suspensions and/or discipline incidents will decrease from 2.83% to 0% (approximately 0 students).

Identified Need

Kellogg's suspension rate increased year to year. The amount of special education students that were suspended was significantly higher and disproportionate to the rest of our student population. In addition, all students that were suspended were male.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Power BI	2.83%	0%

Goals

J. Calvin Lauderbach

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

Goal Subject

Academic Progress in Literacy

LEA/LCAP Goal

Students of all Grades & all Target Groups Will Demonstrate Increased Proficiency : English Language Arts

Goal 1

English Language Arts

By June 2023, the percentage of students in grades K - 2 scoring proficient will be 100%, an increase of 74% as measured by Smarty Ants assessments.
By June 2023, the percentage of English Language Learners in grades K - 2 scoring proficient will be 100%, an increase of 87% as measured by Smarty Ants assessments.
By June 2023, the percentage of Students with Disabilities in grades K - 2 scoring proficient will be 100%, an increase of 67% as measured by Smarty Ants assessments.
By June 2023, the percentage of Economically Disadvantaged students in grades K - 2 scoring proficient will be 100%, an increase of 74% as measured by Smarty Ants assessments.

By June 2023 the percentage of students in grades 3-6 scoring proficient will be 100%, an increase of 66% as measured by CAASPP.
By June 2023 the percentage of English Learners in grades 3-6 scoring proficient will be 100%, an increase of 82% as measured by CAASPP.
By June 2023 the percentage of Students with Disabilities in grades 3-6 scoring proficient will be 100%, an increase of 94% as measured by CAASPP.
By June 2023 the percentage of Economically Disadvantaged students grades 3-6 scoring proficient will be 100%, an increase of 70% as measured by CAASPP.

Identified Need

Our K-6 students need continued intervention to support with the advancement of their literacy skills as demonstrated by the instructional programs: Achieve3000 and Smarty Ants, Impact support, ECRI, and small group.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants (All K-2)	52% Approaching and Met	100% Met and Exceeded
Smarty Ants (K-2 ELL)	38% Approaching and Met	100% Met and Exceeded
Smarty Ants (K-2 Students w/Disabilities)	33% Approaching and Met	100% Met and Exceeded
Smarty Ants (K-2 Economically Disadvantaged)	52% Approaching and Met	100% Met and Exceeded

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Achieve3000 (All 3-6)	50% Approaching and Met	100% Met and Exceeded
Achieve3000 (3-6 ELL)	34% Approaching and Met	100% Met and Exceeded
Achieve3000 (3-6 Students w/Disabilities)	20% Approaching and Met	100% Met and Exceeded
Achieve3000 (3-6 Economically Disadvantaged)	48% Approaching and Met	100% Met and Exceeded
Smarty Ants Spanish (All K-2)	35% Approaching and Met	100% Met and Exceeded
Smarty Ants Spanish (K-2 ELL)	40% Approaching and Met	100% Met and Exceeded
Smarty Ants Spanish (K-2 Students w/Disabilities)	25% Approaching and Met	100% Met and Exceeded
Smarty Ants Spanish (K-2 Economically Disadvantaged)	36% Approaching and Met	100% Met and Exceeded
Achieve3000 Spanish (All 3-6)	N/A	100-150 Lexile Growth
Achieve3000 Spanish (3-6 ELL)	N/A	100-150 Lexile Growth
Achieve3000 Spanish (3-6 Students w/Disabilities)	N/A	100-150 Lexile Growth
Achieve3000 Spanish (3-6 Economically Disadvantaged)	N/A	100-150 Lexile Growth
iReady All	48% Approaching and Met	100% Met and Exceeded
iReady Economically Disadvantaged	44% Approaching and Met	100% Met and Exceeded
iReady ELL	43% Approaching and Met	100% Met and Exceeded
iReady Students with Disabilities	26% Approaching and Met	100% Met and Exceeded

Goals

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

Goal Subject

Academic Progress in Mathematics

LEA/LCAP Goal

Students of all Grades & all Target Groups Will Demonstrate Increased Proficiency : Mathematics

Goal 2

Mathematics

By June 2023, the percentage of students in grades K - 2 scoring proficient will be 100%, an increase of 95% as measured by IReady assessments.
By June 2023, the percentage of English Language Learners in grades K - 2 scoring proficient will be 100%, an increase of 95% as measured by IReady assessments.
By June 2023, the percentage of Students with Disabilities in grades K - 2 scoring proficient will be 100%, an increase of 95% as measured by IReady assessments.
By June 2023, the percentage of Economically Disadvantaged students in grades K - 2 scoring proficient will be 100%, an increase of 95% as measured by IReady assessments.

By June 2023 the percentage of students in grades 3-6 scoring proficient will be 100%, an increase of 92% as measured by CAASPP.
By June 2023 the percentage of English Learners in grades 3-6 scoring proficient will be 100%, an increase of 92% as measured by CAASPP.
By June 2023 the percentage of Students with Disabilities in grades 3-6 scoring proficient will be 100%, an increase of 95% as measured by CAASPP.
By June 2023 the percentage of Economically Disadvantaged students grades 3-6 scoring proficient will be 100%, an increase of 75% as measured by CAASPP.

Identified Need

Student grade level Proficiency in Grade Level Mathematics Standards

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math Assessment (K-6)	47% Approaching & Met	100% Met and Exceeded
iReady Math Assessment (K-6 ELL)	43% Approaching & Met	100% Met and Exceeded
iReady Math Assessment (Students w/Disabilities)	26%Approaching & Met	100% Met and Exceeded
iReady Math Assessment (Economically Disadvantaged)	44% Approaching & Met	100% Met and Exceeded

Goals

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

Goal Subject

English Language Development (as demonstrated on ELPAC)

LEA/LCAP Goal

Students of all Grades & all Target Groups Will Demonstrate Increased Proficiency :Multilingual Learners

Goal 3

Multilingual Learners (EL) Progress
The reclassification status of all English Language Learners will progress from 4% to 100%, with 80% increase reclassification status.

Identified Need

English Learners and Long Term English Learners

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Baseline	4%	100%

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

Improve & Increase Access to Services that Support Social, Emotional, Physical Wellness and School Success
Ensure Students Engage in Relevant, Personalized Learning Experiences
Increase Parent Engagement : Chronic Absenteeism

Goal 4

Student Chronic Absenteeism will improve from 34% to 3% as measured by average daily attendance rates.

Identified Need

Chronic Absenteeism

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronically Absent (All)	34%	3%

Goals

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

Goal Subject

Suspension Rate

LEA/LCAP Goal

Improve & Increase Access to Services that Support Social, Emotional, Physical Wellness and School Success :Suspension Rate

Goal 5

To mainatin a 0% percentage rate in suspension as measured by MTSS data collected and SEL interventions implemented

Identified Need

All K-6 students will continue to be supported during their general education minutes with daily Social Emotional Learning lessons, small groups and mindfulness activites as a precentive measure to reduce suspension.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All K-6 Students	0%	0%
Students with Disabilities	0%	0%
English Language Learners	0%	0%
Socioeconomically Disadvantaged	0%	0%

Goals

Liberty

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

Goal Subject

ELA/SLA

LEA/LCAP Goal

Students in all grades will demonstrate increased ELA proficiency on state and district assessments.

Goal 1

School Goals

By June 2023, the percent of Liberty 3rd-6th grade students scoring meets or exceeds on the ELA CAASPP will increase from 67% to 72%.
By June 2023, the percent of Liberty 2nd-6th grade students scoring meets or exceeds on the ACHIEVE 3000 will increase from 67% to 72%.
By June 2023, the percent of Liberty of K/1/2 students scoring Met on the Smarty Ants Reading Assessment in English will increase from 45% to 65%.
By June 2023, the percent of Liberty K/1/2 students scoring Met on the Smarty Ants Espanol Reading Assessment will increase from 38% to 60%

Identified Need

Smarty Ants is a new accountability tool for Liberty Elementary. In addition, the tool is changing therefore we will not be able to compare pre test scores to post test scores. Consistent profess monitoring will need to take place in order to ensure measurable progress towards end of year goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
all	Smarty Ants Eng 45% EOY 2021-22 Smarty Ants Esp Grades K-2 38% EOY 2021-22 Achieve 3000 Lexile Level Set Assessment: Grades 3-6 67% EOY Level Set 20221-22	Smarty Ants: Grades K-2 Eng 65% meeting end of the year expectations Smarty Ants Esp 60% meeting end of year expectations Achieve 3000 Lexile Level Set Assessment: Grades 3-6 72% meeting end of the year expectations
English Learners	Smarty Ants Eng	Smarty Ants: Grades K-2 Eng

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	20% EOY 2021-22 Smarty Ants Esp Grades K-2 38% EOY 2021-22 Achieve 3000 Lexile Level Set Assessment: Grades 3-6 38% EOY Level Set 20221-22	30% meeting end of the year expectations Smarty Ants grades K-2 Esp 45% proficient Achieve 3000 Lexile Level Set Assessment: Grades 3-6 45% meeting end of the year expectations
Students with Disabilities	Smarty Ants Eng 19% EOY 2021-22 Smarty Ants Esp Grades K-2 20% EOY 2021-22 Achieve 3000 Lexile Level Set Assessment: Grades 3-6 22% EOY Level Set 20221-22	Smarty Ants: Grades K-2 Eng 30% meeting end of the year expectations Smarty Ants grades K-2 Esp 30% proficient Achieve 3000 Lexile Level Set Assessment: Grades 3-6 35% meeting end of the year expectations
Social Economic Disadvantaged	Smarty Ants Eng 23% EOY 2021-22 Smarty Ants Esp Grades K-2 32% EOY 2021-22 Achieve 3000 Lexile Level Set Assessment: Grades 3-6 49% EOY Level Set 20221-22	Smarty Ants: Grades K-2 45% meeting end of the year expectations Snarty Ants Esp grades k-2 45% proficient Achieve 3000 Lexile Level Set Assessment: Grades 3-6 62% meeting end of the year expectations

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

Mathematics - Metric: iReady Math for K-6

Goal 2

School Goals

By June 2023, the percentage of all grade k-6 students scoring at or above grade level on the iReady Math Diagnostic will increase from 45% to 75%.
By June 2023, the percent of Liberty 3rd-6th grade students scoring meets or exceeds on the Math CAASPP will increase from 65% to 69%.

Identified Need

While 21% of students in grades K-6 are meeting end of the year benchmark, 70% are approaching end of the year benchmarks. This leaves 30% not meeting end of the year benchmarks. Students not meeting end of the year benchmarks need to be monitored monthly to ensure growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
all	iReady Math Diagnostic: Grades K-6 45% of students meeting end of the year expectations 2021-22	iReady Math Diagnostic: Grades K-6 75% of students meeting end of the year expectations
English Language Learners	iReady Math Diagnostic: Grades K-6 25% of students meeting end of the year expectations 2021-22	iReady Math Diagnostic: Grades K-6 68% of students meeting end of the year expectations
Students with Disabilities	iReady Math Diagnostic: Grades K-6 14% of students meeting end of the year expectations 2021-22	iReady Math Diagnostic: Grades K-6 50% of students meeting end of the year expectations

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Socially Economically Disadvantaged	iReady Math Diagnostic: Grades K-6 32% of students meeting end of the year expectations 2021-22	iReady Math Diagnostic: Grades K-6 55% of students meeting end of the year expectations

Goals

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

Goal Subject

English Proficiency

LEA/LCAP Goal

All English Learner will receive Designated ELD and Integrated ELD based on assessment results and advance at least one language proficiency level in all areas on the ELPA C by the end of year.

Goal 3

By June 2023, 80% of students identified as an overall Level 4 on the ELPAC will be reclassified as Fluent English Proficient. (15/19 students)
By June 2023, 75% of students will make annual progress towards English Language Proficiency (increase at least one ELPAC level and/or maintain an ELPAC Level 4)

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners	In 2021, 62% students in grades 3-6 were at level 3 or 4 overall In 2021, 75% students in grades 3-6 were at level 3 or 4 in Oral. In 2021, 40% students in grades 3-6 were at level 3 or 4 in written.	By June 2023, 75% students in grades 3-6 will score at level 3 or 4 overall By June 2023, 75% students in grades 3-6 will score at level 3 or 4 for Oral By June 2023, 75% students in grades 3-6 will score at level 3 or 4 for Writing

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

School attendance will be closely monitored and chronic attendance issues will be addressed in a timely manner.

Goal 4

By June 2023, the percentage of students with chronic absenteeism will decrease from 12% to 5%. Due to the requirements of COVID-19 quarantine/contact tracing, student absenteeism increased significantly the past two years. Previously, Liberty had a chronic absenteeism rate of 4% in 2018-19 and 3% in 2019-20. Currently, the chronic absenteeism rate is 12%

Goals

Loma Verde

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

Goal Subject

ELA/SLA

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

By June 2023 we will increase our percentage of students who meet or exceed the ELA and SLA local measures and state standards by 10%. 2nd-6th grade students in dual immersion will increase their Spanish Achieve3000 Lexile score by 100 points or more.

Identified Need

Overall, there is a significant percentage of students in all subgroups and grades that are not proficient in ELA. This is identified by CAASPP and District Testing: SmartyAnts and LevelSet Lexile Reading scores. It is also identified using our other assessments such as Benchmark DORR and BPST. The beginning of the 2022 school year 2nd-6th Achieve LevelSet and K-2nd SmartyAnts assessments indicate the need for remediation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading K-2 Met/Exceeds	All - 20% MELs - 14% SWD - 13% SED -17% Homeless - 0% Kinder - 7% 1st - 26% 2nd - 27%	All - 30% MELs - 24% SWD - 23% SED -27% Homeless - 10% Kinder - 17% 1st - 36% 2nd - 37%
Smarty Ants Reading Spanish Met/exceeds K-2 (Dual Immersion only)	All - 19% MELs - 19% SWD - 0% SED -16% Homeless - 0%	All - 29% MELs - 29% SWD - 10% SED -26% Homeless -10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Kinder - 14% 1st - 26% 2nd - 19%	Kinder - 24% 1st - 36% 2nd - 29%
Achieve3000 for 2-6 grade English Met/Exceeds	All - 24% MELs - 6% SWD - 9% SED -16% Homeless - 0% 2nd - 13% 3rd - 32% 4th - 12% 5th - 16% 6th - 45%	All - 34% MELs - 16% SWD - 19% SED -26% Homeless - 10% 2nd - 23% 3rd - 42% 4th - 22% 5th - 26% 6th - 55%
Achieve3000 for 2-6 grade Spanish Met/Exceeds (Dual Immersion only)	Spanish All Students - Average 462 Lexile 2nd Avg Lexile - 159L 3nd Avg Lexile - 412L 4th Avg Lexile - 409L 5th Avg Lexile - 584L 6th Avg Lexile - 860L	Spanish All Students - Average 529 Lexile 2nd Avg Lexile - 259L 3nd Avg Lexile - 512L 4th Avg Lexile - 509L 5th Avg Lexile - 684L 6th Avg Lexile - 960L
CAASPP ELA Met/Exceeds	All - 37% MELs - 19% SWD - 14% SED - 30% Homeless - 31% 3rd - 36% 4th - 30% 5th - 23% 6th - 57%	All - 47% MELs - 29% SWD - 24% SED - 40% Homeless - 41% 3rd - 46% 4th - 40% 5th - 33% 6th - 67%

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By June 2023 we will increase our percentage of students who meet or exceed the math local measures and state standards by 10%.

Identified Need

Overall, there is a significant percentage of students in all subgroups and grades that are not proficient in Math. This is identified by district testing through iReady and CAASPP Math assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-6 iReady Mathematics Met/Exceeds	All - 11% MELs - 6% SWD - 3% SED - 9% Homeless - 9% Kindergarten 19% First Grade - 11% Second Grade - 8% Third Grade - 9% Fourth Grade - 8% Fifth Grade - 5% Sixth Grade - 11%	All - 21% MELs - 16% SWD - 13% SED - 19% Homeless - 19% Kindergarten 29% First Grade - 21% Second Grade - 18% Third Grade - 19% Fourth Grade - 18% Fifth Grade - 15% Sixth Grade - 21%
CAASPP Math Met/Exceeds	All - 22% MELs - 11% SWD - 6% SED - 17%	All - 32% MELs - 21% SWD - 16% SED - 17%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Homeless - 19% 3rd - 29% 4th - 19% 5th - 12% 6th - 25%	Homeless - 29% 3rd - 39% 4th - 29% 5th - 22% 6th - 35%

Goals

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

Goal Subject

Academic Performance for English Learners

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2022-2023, 11% of students identified as an overall Level 4 on the ELPAC will be reclassified as Fluent English Proficient.

By June 2022-2023, 65% of students will make annual progress towards English Language Proficiency (increase at least one ELPAC level and/or maintain an ELPAC level 4.)

Identified Need

Based on the 2021-2022 Summative ELPAC, Reading and Writing has been identified as an area of need for our English Learners.

Additionally, (Smarty Ants, Level Set, iReady, CAASPP) data have also identified that our (ARLTELs, LTELS, ELPAC 1, 2, etc.) English Learners would benefit from small group instruction focusing on guided reading, writing support, and additional listening and speaking high-impact strategies.

Qualitative data to include has also determined a focus on Designated and Integrated ELD would support growth in reading, writing, listening, and speaking.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC	Students at Level 4 – 16% (32/200) Students at Level 3 – 23% (76/200) Students at Level 2 – 41% (83/200)	Students advancing at least one level on ELPAC and/or maintaining a Level 4 – 70% (140/200)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students at Level 1 – 5% (9/200)	
Reclassification Criteria (ELPAC 4, Meets Academic Criteria, Teacher Evaluation, Parent Input)	RFEP – 6% (15/200)	RFEP – 11% (23/200)* *Based on current number of students eligible for reclassification.

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

By June 2022, the percentage of students with chronic absenteeism will decrease from 19% to 5% with no less than a 95% attendance rate.

Identified Need

Student absenteeism has been challenging during the COVID-19 pandemic and as a result, identifying need is complex. The number of students identified as chronically absent since the start of the school year is 94 out of 493 students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - the percentage of students TK-6 enrolled who are absent 10 percent or more of the instructional days.	All Students - Percentage of Chronic Absenteeism is 19% and Loma Verde is currently ranked as #5 in the school district.	Decrease Chronic Absenteeism to 5% for 2022-2023 school year

Goals

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

Goal Subject

Suspensions

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 5

Reduce/Eliminate out-of-school and in-house suspensions. During 2021-2022 there were 9 suspensions. School-wide "Wildcat tickets" were used to encourage individual and class behavior throughout the school day. SWIS behavioral referrals are provided for students with discipline concerns and those concerns are addressed by the appropriate personnel including the teacher, parents, noon duty supervisors, and administration. All stakeholders worked together to reduce the number of discipline referrals and redirect students when needed. The goal will continue to be to eliminate school suspensions altogether and utilize MTSS restorative practices along with the school counselor to support students with behavior issues.

Identified Need

Post pandemic students in primary grades TK through 2 are exhibiting greater social and emotional distress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	1.66% (9 students)	0%

Goals

Thurgood Marshall

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

Goal Subject

English Language Arts(ELA)

LEA/LCAP Goal

CVESD LCAP Goal #4: By June 2023, every teacher will create an inclusive environment (both physical and emotional) that promotes accessible learning experiences for every student that extend to the greater community.

Through intentional*, collaborative planning, teachers will cultivate learning environments that allow students to showcase their own collaborative conversations and discussions with a larger audience, as well as demonstrate their synthesis of academic content learning and self-efficacy to the greater community.

*Intentional Planning – Developing a lesson focus that reflects teacher clarity based on standards and includes a rigorous task, questions, discourse and evidence aligned to success criteria, and differentiation.

CVESD Instructional Focus:
Through an equity lens, the CVESD community will work collaboratively to ensure that each student shows measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high impact language development strategies aligned to the California State Standards and driven by the District's LCAP goals.

Target Groups – English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Foster Youth, Homeless Youth, Black, Indigenous and People of Color, and Lesbian, Gay, Bisexual, Transgender, Queer/Questioning +.

Ultimate Goal: Teachers will be able to understand a model of learning that includes skill, will and thrill as important aspects of how children learn.

TMES Instructional Focus: By utilizing best practices (at teacher/grade discretion) which results in student engagement, target students (GATE, Tier 2, EL, SEL, IEP) will show their own individual growth by the end of the year.

Q1: Identify Needs (EL), Building Classroom Community, Get student buy in, Refreshers

Q2: Grade level goals, Begin implementing deeper levels of DELD small group (EL students) Cycle

Q3: Grade level goals are implemented (EL /Other Target Groups), small group Extensions, Adjustments Cycle

Q4: Reflection

Goal 1

English Language Arts: District Assessment Measures(Smarty Ants and Achieve 3000) CDE Assessment Measures (CAASPP)

By June 2023, the percentage of grades K-2 students scoring at least on grade level or above on the Smarty Ants Reading English Assessment will be 75%
By June 2023, the percentage of grades 3-6 students scoring at grade level or above on the Achieve 3000 LevelSet Assessment in English will increase from 70% to 80% (approximately 50 students)

By June 2023, the percentage of grades 3-6 students scoring met/exceeded on the CAASPP ELA Assessment will be 80%. (70% of students met the standards in 21/22)

Identified Need

Students in grades K-2 will be assessed on Smarty Ants three times a year. The first assessment is baseline data. Due to the CVESD Smarty Ants roll out results of the Local Measures Smarty Ants and Achieve 3000 may not represent what students are able to do independently since some students appeared to receive support on these assessments at a variety of times.

The beginning of the 2021 school year Achieve LevelSet assessments indicate the need for remediation, particularly for all students. Drilling down for supporting equity, ELL and SPED students need support in this area. The percentage of students who are approaching on the LevelSet are the greatest of percentage of students performed on this assessment are located.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for K-2 English	All Students 28%.44/159 Students English Learners8%/3/36 Students Students with Disabilities 23% 3/13 Low Income 17% 7/41 Foster Youth 0%/ 0 (There are no Homeless students at this time) Data is based on the BOY Smarty Ants Assessment	All Students 75% English Learners 75% Students with Disabilities 65% Low Income 75% (Percentage includes all students in Green, Yellow, and 1/2 of Red)
Achieve 3000 Lexile for 3-6 English	All Students 43% 121/ 280 Students English Learners 25% 17/67 Students (Includes RFED) Students with Disabilities 19% 6/34Students Low Income 23% 15/65Students Based on Beginning of the Year (BOY) LevelSet 43% met and/or exceeding the current grade-level standards).	All Students 80% English Learners 75% Students with Disabilities 75% Low Income 75% Based on all purple (exceeds), green (met) and yellow (approaching) at or above grade level by the end of the year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	All Students 70% English Learners 55% (MEL & RFED) Students with Disabilities 42% Low Income/SED 54% Foster Youth 100%	All Students 80% English Learners 65% (MEL & RFED) Students with Disabilities 60% Low Income/SED 70% Foster Youth 100%

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

CVESD LCAP Goal #4: By June 2022, every teacher will create an inclusive environment (both physical and emotional) that promotes accessible learning experiences for every student that extend to the greater community.

Through intentional*, collaborative planning, teachers will cultivate learning environments that allow students to showcase their own collaborative conversations and discussions with a larger audience, as well as demonstrate their synthesis of academic content learning and self-efficacy to the greater community.

*Intentional Planning – Developing a lesson focus that reflects teacher clarity based on standards and includes a rigorous task, questions, discourse and evidence aligned to success criteria, and differentiation.

CVESD Instructional Focus:
Through an equity lens, the CVESD community will work collaboratively to ensure that each student shows measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high impact language development strategies aligned to the California State Standards and driven by the District's LCAP goals.

Target Groups – English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Foster Youth, Homeless Youth, Black, Indigenous and People of Color, and Lesbian, Gay, Bisexual, Transgender, Queer/Questioning +.

Ultimate Goal: Teachers will be able to understand a model of learning that includes skill, will and thrill as important aspects of how children learn.

TMES Instructional Focus: TMES Instructional Focus: By utilizing best practices (at teacher/grade discretion) which results in student engagement, target students (GATE, Tier 2, EL, SEL, IEP) will show their own individual growth by the end of the year.

Q1: Identify Needs (EL), Building Classroom Community, Get student buy in, Refreshers

Q2: Grade level goals, Begin implementing deeper levels of DELD small group (EL students) Cycle

Q3: Grade level goals are implemented (EL /Other Target Groups), small group Extensions, Adjustments Cycle

Q4: Reflection

Goal 2

By June 2023, the percentage of grades K-6 students scoring at or above level on the iReady Mathematics Assessment will increase from 20 % to 65%. This represents the percent of students at or above grade level and 50% of the students one grade level below.
By June 2023, the percentage of grades 3-6 students scoring met/exceeded on the CAASPP Mathematics Assessment will be 70%. This represents the percent of students that met or exceeded the CAASPP assessment.

Identified Need

Based on the Initial Placement assessment, 93% of the K-6 students are scoring one or more years below grade level. Fifty percent of all students K-6 overall are one grade level below (yellow).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics K-6 at or above grade level (green)	All 10%/44 Students Waiting for CVESD IT to Import data for students. Data not loaded in PBI. ELL: __% SED: ___% SPED:__% Homeless TMES does not have students identified as homeless. Kindergarten -2% First Grade - 5% Second Grade - 0% Third Grade -5% Fourth Grade - 10% Fifth Grade - 21% Sixth Grade - 18%	ALL-70% Kindergarten - 70% First Grade - 70% Second Grade - 70% Third Grade - 70% Fourth Grade - 70% Fifth Grade - 70% Sixth Grade -70%
iReady Mathematics K-6 one year below grade level (yellow)	All: 52%/232 Students Waiting for CVESD IT to Import data for students. Data not loaded in PBI. ELL: ___% SED:___ % SPED:____% Kindergarten - 86% First Grade - 74% Second Grade -59% Third Grade - 55% Fourth Grade - 49% Fifth Grade - 33% Sixth Grade - 30%	Kindergarten - 30% First Grade - 25% Second Grade - 25% Third Grade - 25% Fourth Grade - 25% Fifth Grade - 25% Sixth Grade -25%
iReady Mathematics K-6 two or more years below grade level (red)	All 20%/91 Students Waiting for CVESD IT to Import data for students. Data not loaded in PBI.	Kindergarten - 0% First Grade - 5% Second Grade - 5% Third Grade - 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELL ___% SED: ____% SPED:____% Kindergarten - 0% First Grade - 11% Second Grade - 39% Third Grade - 33% Fourth Grade - 16% Fifth Grade - 17% Sixth Grade - 21%	Fourth Grade - 5% Fifth Grade - 5% Sixth Grade -5%
CAASPP Assessment Students that met or exceeded the standards	All 60%/175 MEL 48%/36 SED 46%/32 SPED 37%/14 Foster 100%/1 Homeless 0%/0	All 75%/75 MEL 65%/36 SED 65%/32 SPED 60%/14 Foster 100%/1 Homeless 0%/0

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

CVESD LCAP Goal #4: By June 2022, every teacher will create an inclusive environment (both physical and emotional) that promotes accessible learning experiences for every student that extend to the greater community.

Through intentional*, collaborative planning, teachers will cultivate learning environments that allow students to showcase their own collaborative conversations and discussions with a larger audience, as well as demonstrate their synthesis of academic content learning and self-efficacy to the greater community.

*Intentional Planning – Developing a lesson focus that reflects teacher clarity based on standards and includes a rigorous task, questions, discourse and evidence aligned to success criteria, and differentiation.

CVESD Instructional Focus:
Through an equity lens, the CVESD community will work collaboratively to ensure that each student shows measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of high impact language development strategies aligned to the California State Standards and driven by the District's LCAP goals.

Target Groups – English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Foster Youth, Homeless Youth, Black, Indigenous and People of Color, and Lesbian, Gay, Bisexual, Transgender, Queer/Questioning +.

Ultimate Goal: Teachers will be able to understand a model of learning that includes skill, will and thrill as important aspects of how children learn.

TMES Instructional Focus: TMES Instructional Focus: By utilizing best practices (at teacher/grade discretion) which results in student engagement, target students (GATE, Tier 2, EL, SEL, IEP) will show their own individual growth by the end of the year.

Q1: Identify Needs (EL), Building Classroom Community, Get student buy in, Refreshers

Q2: Grade level goals, Begin implementing deeper levels of DELD small group (EL students) Cycle

Q3: Grade level goals are implemented (EL /Other Target Groups), small group Extensions, Adjustments Cycle

Q4: Reflection

All English Learners will receive Designated ELD and Integrated ELD based on the results of the Smarty Ants, Achieve 3000 and ELPAC results.

Goal 3

By June 2022-2023, 35% of students will make annual progress towards English Language Proficiency as measured by the ELPAC (increase at least one overall ELPAC level and/or maintain an overall ELPAC level 4).

By June 2022-2023, 35% of students will be reclassified as Fluent English Proficient (overall ELPAC 4, meet academic criteria, teacher evaluation, parent input).

Identified Need

Level 4: Students may need occasional linguistic support to engage in familiar social and academic contexts: they may need light support to communicate on less familiar tasks and topics.
Level 3: Students may need light-to-minimal linguistic support to engage in familiar social and academic contexts: they may need moderate support to communicate on less familiar tasks and topics.
Level 2: Students may need moderate-to-light linguistic support to engage in familiar social and academic contexts: they may need substantial-to-moderate support to communicate on less familiar tasks and topics.
Level 1: Students may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts: they may need substantial support to communicate on less familiar tasks and topics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for California (ELPAC) Summative	By looking at the ELPAC growth report, there is a targeted about of students that are identified that will make the necessary growth Percent of students at Level 4 25/ 74 33.7 % Percent of students at Level 3 22/ 74 29.7% Percent of students at Level 2 17/74 22.9 % Percent of students at Level 1 9/74 6 12.1 %	Percent of students advancing on at least one ELPAC Level or maintaining at Level 4 60% /87
Reclassification Criteria (ELPAC 4, Meets Academic Criteria, Teacher Evaluation, Parent Input)	Based on the number of students that had summative assessment 53% of the students made positive growth. Less students made growth in the reading and writing area. Delete the number of blanks 13 students with no scores. All of the students are new to TMES and did not take the ELPAC state assessment during the 2021/2022 school year. RFED - 12 (13%)	Percent of students Reclassified - 12/99 (13%) (21/22 student Enrollment) Students to 20 Students out of 87 (Current YTD#') are eligible to reclassify during the 22/23 school year based on the 21/22 data. *Based on the current number of students eligible for reclassification.

Goals

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

1. By June 2022, the percentage of grades K-2 students on target or above grade level on the Initial Smarty Ants Reading Assessment to 80%.
2. By June 2023, the percentage of grades 3-6 students at or above grade level on the initial Achieve 3000 Level Set Assessment will increase from 57% to 67%.

Identified Need

Monitoring of students use and proficiency in Smarty Ants and Achieve 3000
According to the Achieve Level Set assessment we will need approximately 95 more students as a school to reach college and career readiness on the level set which is 27 students per grade level and 6 students per class.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 Smarty Ants 3-6 Achieve 3-6 CAASPP SWD SED SPED ELL Goal #1 Kinder (67 Students) 1st (90 Students) 2nd (99 Students)	CAASP SED- 54% (78 students) met or exceeded standards SWD -18% (8 Students) met or exceeded standards ELL -16% (6 Students) Met or exceeded standards Goal #1 *Kinder 57% (20 students on or above target) *1st 43% (30 student on target or above) *2nd 65% (63 students on target or above)	CAASP SED- 59% met or exceeded standards SWD -23% met or exceeded standards ELL -21% met or exceeded standards Goal #1 Kinder 57% (20 students) 1st 53% (37 students) 2nd 75% (73 Students)
Goal #2 All students (420 students) 3rd (104 students) 4th (113 students)	Goal #2 All students 37% (155 students) 3rd 67% (64 students)	Goal #2 All students 66% (95 students) 3rd 77% (10 more students) 4th 79% (10 more students)
5th (99 students) 6th (103 students)	4th 69% (78 students) 5th 59% (59 students) 6th 60% (60 students)	5th 69% (11 more students) 6th 70% (10 more students)

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students

Goal 2

Goal #1 By June 2023, the percentage of grades K-6 students at or above grade level on the iReady Math Assessment will increase from 41% to 46%

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal #1 CAASP Kinder (67 students) 1st (90 students) 2nd (99 students) 3rd (104 students) 4th (113 students) 5th (99 students) 6th (103 students)	CAASP SED- 52% (75 STUDENTS) met or exceeded standards SWD- 13% (6 Students) met or exceeded standards EL- 17% (7 STUDENTS) met or exceeded standards Goal #1 Kinder 10% (7 students) 1st 45% (39 students) 2nd 44% (43 students) 3rd 31% (32 students) 4th 47% (43 students) 5th 48% (48 students) 6th 44% (44 students)	CAASP SED- 57% met or exceeded standards SWD- 18% met or exceeded standards EL- 22% met or exceeded standards Goal #1 K 55% (7 more students, 35 total) 1st 55% (10 more students, 49 total) 2nd 53% (10 more students, 53 total) 3rd 42% (10 more students, 42 total) 4th 53% (10 more students, 58 total) 5th 58% (10 more students, 40 total) 6th 54% (10 more students, 64 total)

Goals

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

Goal Subject

Multilingual Learner Progress

LEA/LCAP Goal

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students

Goal 3

By June 2023, students identified as an Overall Level 4 on the English Language Proficiency Assessment for California (ELPAC) along with teacher input will be reclassified as Fluent English Proficient.
By June 2023, all students identified as an Overall 1-3 on the ELPAC will advance at least one Level on the ELPAC.

Identified Need

89 Students qualify as MELs at McMillin Elementary School
Level 4: Students may need occasional linguistic support to engage in familiar social and academic contexts: they may need light support to communicate on less familiar tasks and topics.
Level 3: Students may need light-to-minimal linguistic support to engage in familiar social and academic contexts: they may need moderate support to communicate on less familiar tasks and topics.
Level 2: Students may need moderate-to-light linguistic support to engage in familiar social and academic contexts: they may need substantial-to-moderate support to communicate on less familiar tasks and topics.
Level 1: Students may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts: they may need substantial support to communicate on less familiar tasks and topics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for California (ELPAC)	15% Novice EL (12 students) 10% of students at Level 4 (8 students) 31% of students at Level 3 (25 students) 25% of students at Level 2 (20 students) 17%of students at Level 1 (14 students)	16% of students reclassified to RFEP 26% of students at Level 4 16% of students at Level 3 17% of students at Level 2

Goals

Corky McMillin

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

Goal 4

By June 2023, the percentage of students with chronic absenteeism will decrease from 5.53% to 3.9%

Identified Need

44 students were considered chronically absent.
6 students identified as EL were considered chronically absent.
11 students with disabilities were considered chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - The percentage of students K-6 enrolled who are absent 10% or more instructional days.	All Students - 44 students, 5.53% English Learners - 6 students, 8% Students with Disabilities - 11 students, 12% Homeless - 0 student, 0%	All Students - will decrease by 2% English Learners - will decrease by 2% Students with Disabilities - will decrease by 2% Homeless - Maintain

Goals

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

Goal Subject

Suspension Rate

LEA/LCAP Goal

Goal 5

There were no suspensions for the 2022-2023 school year. The goal is to not suspend any students.

Identified Need

Continue to develop tier 1 school wide PBIS supports and strengthen the implementation of social emotional learning strategies in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students	0.00%	0%

Goals

John J. Montgomery

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal 3: The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

By the end of the 2022-2023 school year, we will increase the percentage of students at each grade level who meet or exceed the state standards by at least 15 percentage points in both ELA and Math as measured by K-2 Local Measures and 3-6 CAASPP.

Identified Need

Students will improve foundational skills of reading as well as reading comprehension through ongoing instruction, support, and intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for Kindergarten - 2nd Grade Students	K: 0% Met/Exceeded (Beginning of the Year measure) 1st: 14% Met/Exceeded 2nd: 11% Met/Exceeded English Learner K: 0% (Beginning of the Year measure) ELL 1st:15% Met/Exceeded ELL 2nd: 0% Met/Exceeded Economically Disadvantage K: 0% (Beginning of the Year measure) ELL 1st: 13% Met Exceeded ELL 2nd: 10% Met/Exceeded Students with Learning Differences K: 0% (Beginning of the Year measure) 1st: 0% Met/Exceeded 2nd: 0% Met/Exceeded Homeless Population	K: 15% Met/Exceeded (5 of 35) 1st: 29% Met/Exceeded (11 of 37) 2nd: 26% Met/Exceeded (13 of 47) English Learner K: 15% Met/Exceeded (1 of 6) ELL 1st:30% Met/Exceeded (8 of 24) ELL 2nd: 15% Met/Exceeded (4 of 22) Economically Disadvantage K: 15%Met/Exceeded (4 of 31) 1st: 28% Met/Exceeded (12 of 41) 2nd: 25% Met/Exceeded (11 of 44) Students with Learning Differences K: 15% Met/Exceeded (1 of 7) 1st: 15% Met/Exceeded (1 of 7)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	K: 0% (Beginning of the Year measure) 1st: 0% Met/Exceeded 2nd: 0% Met/Exceeded	2nd: 15% Met/Exceeded (1 of 7) Homeless Population K: 15% Met/Exceeded (1 of 7) 1st: 15% Met/Exceeded (1 of 7) 2nd: 15% Met/Exceeded (1 of 7)
CAASPP - 3rd - 6th Grade Students	3rd: 8% Met/Exceeded 4th: 23% Met/Exceeded 5th: 41% Met/Exceeded 6th: 42% Met/Exceeded ELL 3rd: 3% Met/Exceeded ELL 4th: 14% Met/Exceeded ELL 5th: 26% Met/Exceeded ELL 6th: 27% Met/Exceeded Economically Disadvantaged 3rd: 19% Met/Exceeded 4th: 19% Met/Exceeded 5th: 38% Met/Exceeded 6th: 41% Met/Exceeded Students with Learning Differences 3rd: 0% Met/Exceeded 4th: 0% Met/Exceeded 5th: 17% Met/Exceeded 6th: 0% Met/Exceeded Homeless Population 3rd:0% Met/Exceeded 4th: 50% Met/Exceeded 5th: 100% Met/Exceeded 6th: 0% Met/Exceeded	3rd: 23% Met/Exceeded (11 of 46) 4th: 38% Met/Exceeded (15 of 40) 5th: 56% Met/Exceeded (20 of 35) 6th: 57% Met/Exceeded (16 of 29) ELL 3rd: 18% Met/Exceeded (6 of 37) ELL 4th: 29% Met/Exceeded (7 of 25) ELL 5th: 41% Met/Exceeded (5 of 13) ELL 6th: 42% Met/Exceeded (5 of 11) Economically Disadvantaged 3rd: 34% (16 of 47) 4th: 34% (13 of 39) 5th: 53% (19 of 37) 6th: 56% (14 of 26) Students with Learning Differences 3rd :15% (2 of 14) 4th: 15% (1 of 8) 5th: 32% (3 of 11) 6th: 15% (1 of 5) Homeless Population 3rd: 15% (1 of 3) 4th: 65% (3 of 4) 5th: 100% (3 of 3) 6th: 15% (1 of 3)

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

Goal 3: The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By the end of the 2022-2023 school year, we will increase the percentage of students at each grade level who meet or exceed the state standards by at least 15 percentage points in both ELA and Math as measured by K-2 Local Measures and 3-6 CAASPP.

Identified Need

Students will improve their mathematical skills in each of of the mathematical claims: Concepts and Procedures, Problem Solving, Modeling and Problem Solving, and Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math Diagnostic for Kindergarten - 2nd Grade Students	K: 3% (Beginning of the Year Diagnostic) 1st: 32% Met/Exceeded 2nd: 5% Met/Exceeded ELL K: 0% Met/Exceeded ELL 1st: 35% Met/Exceeded ELL 2nd: 0% Met/Exceeded Economically Disadvantaged K: 0% Met/Exceeded 1st: 35% Met/Exceeded 2nd: 5% Met/Exceeded Students with Learning Differences K: 0% Met/Exceeded 1st: 0% Met/Exceeded 2nd: 0% Met/Exceeded Homeless Population K: 0% Met/Exceeded 1st: 0% Met/Exceeded 2nd: 0% Met/Exceeded	K: 23% Met/Exceeded (8 of 35) 1st: 52% Met/Exceeded (19 of 37) 2nd: 25% Met/Exceeded (12 of 47) ELL K: 20% Met/Exceeded (1 of 6) ELL 1st: 55% Met/Exceeded (13 of 24) ELL 2nd: 20% Met/Exceeded (5 of 22) Economically Disadvantaged K: 15% Met/Exceeded (5 of 31) 1st: 50% Met/Exceeded (20 of 41) 2nd: 20% Met/Exceeded (9 of 44) Students with Learning Differences K: 15% Met/Exceeded (1 of 3) 1st: 15% Met/Exceeded (1 of 7)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		2nd: 15% Met/Exceeded (1 of 7) Homeless Population K: 15% Met/Exceeded (1 of 1) 1st: 15% Met/Exceeded (1 of 2) 2nd: 15% Met/Exceeded (1 of 2)
CAASPP - 3rd - 6th Grade Students	3rd: 0% Met/Exceeded 4th: 25% Met/Exceeded 5th: 18% Met/Exceeded 6th: 14% Met Exceeded ELL 3rd: 0% Met/Exceeded ELL 4th: 5% Met/Exceeded ELL 5th: 10% Met/Exceeded ELL 6th: 0% Met/Exceeded Economically Disadvantaged 3rd: 0% (Beginning of the Year measure) 4th: 22% Met/Exceeded 5th: 17% Met/Exceeded 6th: 13% Met/Exceeded Students with Learning Differences 3rd: 0% (Beginning of the Year measure) 4th: 0% Met/Exceeded 5th: 17% Met/Exceeded 6th: 0% Met/Exceeded Homeless Population 3rd: 0% (Beginning of the Year measure) 4th: 0% Met/Exceeded 5th: 0% Met/Exceeded 6th: 0% Met/Exceeded	3rd: 20% Met/Exceeded (9 of 46) 4th: 45% Met/Exceeded (18 of 40) 5th: 30% Met/Exceeded (13 of 35) 6th: 34% Met Exceeded (10 of 29) ELL 3rd: 20% Met/Exceeded (7 of 37) ELL 4th: 25% Met/Exceeded (6 of 25) ELL 5th: 30% Met/Exceeded (4 of 13) ELL 6th: 20% Met/Exceeded (2 of 11) Economically Disadvantaged 3rd: 15% Met/Exceeded (7 of 47) 4th: 37% Met/Exceeded (14 of 39) 5th: 32% Met/Exceeded (12 of 37) 6th: 28% Met/Exceeded (7 of 26) Students with Learning Differences 3rd: 15% Met/Exceeded (2 of 14) 4th: 15% Met/Exceeded (1 of 8) 5th: 32% Met/Exceeded (3 of 11) 6th: 15% Met/Exceeded (1 of 5)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Homeless Population 3rd: 15% Met/Exceeded (1 of 3) 4th: 15% Met/Exceeded (1 of 4) 5th: 15% Met/Exceeded (1 of 3) 6th: 15% Met/Exceeded (1 of 3)

Goals

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

Goal Subject

Emergent Bilingual Progress

LEA/LCAP Goal

Goal 3: The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

Reclassification
By June 2022, 100% of emergent bilingual students scoring at an ELPAC level 4 will reclassify to Fluent English Proficient. (14 of 14 students).

ELPAC Growth
By the end of the 2022-2023 school year, 80% of emergent bilingual students will show growth of 1 or more overall ELPAC levels as measured by the Summative assessment. (112 of 138)

Identified Need

Emergent bilingual students need to continue to advance their acquisition of English in the areas of speaking, listening, reading, and writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification	In 2022, 10% 20 out of 193 Emergent Bilingual students achieved Reclassification Fluent English Proficient (RFEP) status.	In 2023, 12% of Emergent Bilingual students 14 out of 112 will achieve Reclassified Fluent English Proficient (RFEP) status.
ELPAC Growth	Current Placement Levels: ELPAC Level 1 44 ELPAC Level 2 40 ELPAC Level 3 40 Economically Disadvantaged Students with Learning Differences Homeless Population	Current Placement Levels: 80% or 36 students will move up from level 1 to level 2 80% or 31 students will move up from level 2 to level 3 80% or 31 students will move up from level 3 to level 4 Economically Disadvantaged Students with Learning Differences Homeless Population

Goals

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

Goal Subject

Academic Engagement - Chronic Absenteeism

LEA/LCAP Goal

Goal 2: The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

By June 2023, the average daily attendance for students TK – 6 will increase from 93.2% to 96%.

Identified Need

All families and students need to maintain positive attendance performance, in accordance with state law and be supported in doing so. Our overall chronic absenteeism is significant at almost 8%. Homeless students and students with disabilities have the most at a disproportionate number of chronic absences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	The average daily attendance rate is 93.2%.	In 2022-2023, Montgomery will increase our daily attendance rate by 3%.

Goals

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

Goal Subject

School Climate and Culture

LEA/LCAP Goal

Goal 1: The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 5

By June 2022, the percentage of suspended students in grades K-6 students will decrease from .03% (2019-20 dashboard) to 0%.

Identified Need

Montgomery Elementary will continue to promote social emotional Learning (SEL) and character education to maintain and promote a positive school climate and culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Suspension Data	In 2020-2021, the school had a .03% suspension rate.	In 2021-2022, the school will maintain a suspension rate in the state's blue category (under .5%).

Goals

Saburo Muraoka

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

Goal Subject

Academic Achievement ~ English Language Arts

LEA/LCAP Goal

By June 2023, 75% of all students K-6 will meet End of Year goals or make at least one year's growth on Smarty Ants and/or Achieve 3000.

Goal 1

By June 2022, the percentage of grades K-1 students in English only and Dual Immersion scoring at least one grade level or above progress on the Smarty Ants Reading English Assessment will be 85% by the End of Year (EOY).

By June 2022, the percentage of grade 2 students in English only and Dual Immersion successfully completing Smarty Ants Levels 12 - 18 and using Achieve 3000 by the EOY will be 75%.

By June 2022, the percentage of grades 3-6 students in English only and Dual Immersion scoring at grade level or above on the Achieve 3000 Lexile Assessment in English will increase from 36% to 70%.

Identified Need

Overall, there is a need for students in all subgroups to grow in the area of reading and reading comprehension. This is identified by District Testing- Smarty Ants (K-2) and Achieve3000 (2-6)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants English- ALL	7% Met and Exceeded (24/362 students)	75% Met and Exceeded (271/362 students)
Smarty Ants English - ELL	6% Met and Exceeded (4/64 students)	70% Met and Exceeded (45/64 students)
Smarty Ants English - Students with Disabilities	9% Met and Exceeded (4/43 students)	50% Met and Exceeded (22/43 students)
Smarty Ants English - Socioeconomically Disadvantaged	3% Met and Exceeded (1/36 students)	70% Met and Exceeded (25/36 students)
Smarty Ants English - Homeless	N/A	N/A
Smarty Ants English - Foster Youth	N/A	N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Spanish- ALL	22% Met and Exceeded (12/55 students)	87% Met and Exceeded (48/55 students)
Smarty Ants Spanish- ELL	33% Met and Exceeded (5/15 students)	93% Met and Exceeded (14/15 students)
Smarty Ants Spanish - Students with Disabilities	50% Met and Exceeded (1/2 students)	100% Met and Exceeded (2/2 students)
Smarty Ants Spanish - Socioeconomically Disadvantaged	50% Met and Exceeded (2/4 students)	100% Met and Exceeded (4/4 students)
Smarty Ants Spanish - Homeless	N/A	N/A
Smarty Ants Spanish - Foster Youth	N/A	N/A
Achieve3000- ALL	41% Met and Exceeded (202/476 students)	85% Met and Exceeded (405/476 students)
Achieve3000 English - ELL	16% Met and Exceeded (12/67 students)	61% Met and Exceeded (41/67 students)
Achieve3000- Students with Disabilities	6% Met and Exceeded (4/68 students)	49% Met and Exceeded (33/68 students)
Achieve3000 - Socioeconomically Disadvantaged	11% Met and Exceeded (15/69 students)	73% Met and Exceeded (50/69 students)
Achieve3000 - Homeless	0% Met and Exceeded (0/2 students)	50% Met and Exceeded (1/2 students)
Achieve3000- Foster Youth	40% Met and Exceeded (2/5 students)	80% Met and Exceeded (4/5 students)

Goals

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

Goal Subject

Academic Achievement - Math

LEA/LCAP Goal

Goal 5

Goal 2

By June 2022, the percentage of grades K-6 students scoring at or above level on the iReady Mathematics Assessment will be 50%

Identified Need

Overall, there is a significant percentage of student in all subgroups and grades that are not proficient in Math according to the district iReady Assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady-All	19% (173/933 students)	84% (784/933 students)
iReady- ELL	22% (37/157 students)	77% (121/157 students)
iReady- Students with Disability	14% (17/126 students)	57% (72/126 students)
iReady- Socio-Economically Disadvantaged	14% (18/121 students)	71% (86/121 students)
iReady- Homeless	0% (0/2 students)	50% (1/2 students)
iReady- Foster Youth	0% (0/5 students)	60% (3/5 students)

Goals

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

Goal Subject

Multilingual Language Learner Progress

LEA/LCAP Goal

By June 2022, All English Learners will receive quality Designated ELD and Integrated ELD based on the ELPAC results and advance at least one language proficiency level in all areas on the ELPAC in one year.

Goal 3

By June 2022, 70% of the eligible students identified as an Overall Level 4 on the English Language Proficiency Assessment for California (ELPAC) will be reclassified as Fluent English Proficient.

By June 2022, 85% of all students identified as an Overall 1-3 on the ELPAC will advance at least one Level on the ELPAC.

By June 2022, 60% of all English Learner students in the Dual Immersion (DI) program will make end of the year Academic Goal for the grade level on Smarty Ants, iReady Math, and/or the Achieve 3000.

Identified Need

At Muraoka we recognize that our English Language Learners perform below ALL students in the area of reading and that this is an area of growth in both English and DI programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% at Level 3 and 4 Overall	50% 51/102	55% 89/162
% at Level 3 and 4 Oral	58% 59/102	63% 102/162
% at Level 3 and 4 Written	36% 37/102	41% 66/162

Goals

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

Goal Subject

Academic Engagement- Chronic Absenteeism

LEA/LCAP Goal

Goal 5

Goal 4

By June 2022, the percentage of students with chronic absenteeism will decrease from 7.63% to 3.00% with no less than a 95% attendance rate. Due to the requirements of COVID19 quarantine student absenteeism has increased significantly since the start of the 2021 - 2022 school year. The current Chronic Absenteeism rate of 7.63% represents the affects of the pandemic.

Identified Need

Chronic Absenteeism is always a concern and at Muraoka we will continue to strive to keep this percentage down. Low Income Students do have a higher percentage of students that were chronically absent with 5.2 % Chronically Absent and the number increased from previous years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	2.2%, Decreased, Green (21/955 students)	1.8%, Maintained, Blue (17/955 students)
CA Dashboard- Students with Disabilities	5.1%, Increased, Orange (7/135 students)	4.0%, Declined, Green (6/161 students)
CA Dashboard- English Learners	0.61%, Declined Significantly, Blue (1/165 students)	0%, Maintained, Blue (0/165 students)
CA Dashboard-Socio-Economically Disadvantaged	6.4%, Increased, Orange (8/125 students)	4.5%, Declined, Green (5/122 students)

Goals

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

Goal Subject

Conditions and Climate

LEA/LCAP Goal

Goal 5

Goal 5

By June 2022, significantly reduce out of school and in house suspensions. During the 20Prepandemic there was an implementation of a schoolwide Positive Behavior interventions and supports program which significantly reduced the number of discipline issues and for the most part eliminated out of school suspensions. School wide "pink tickets" were used to encourage individual and class behavior throughout the school day. Behavioral referrals are provided for students with discipline concerns and those concerns are addressed by the appropriate personnel including the teacher, parents, noon duty supervisors, and administration. All stakeholders worked together to reduce the number of discipline referrals and redirect students when needed. Post pandemic the goal will continue to be to eliminate school suspensions altogether and utilize MTSS restorative practices along with the school counselor to support students with behavior issues.

Identified Need

At Muraoka, post pandemic students in primary grades are exhibiting greater social and emotional distress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	0%, Declined, Blue	0%, Maintained, Blue

Goals

Olympic View

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

School Goals ELA

By June 2023, We will increase the percentage of students, in each grade level who meet or exceed by at least 10 percentage points in ELA as measured by K-2 local measures and 3-6 CAASPP Data.(Percentage is unique to each grade level based on data)

Identified Need

Students in kindergarten need explicit instruction in both phonemic and phonics instruction. Small group instruction as well as strong tier one instruction in all grades will be vital to the success in all grades. Our special populations, especially our Multilingual learners need systemic, explicit instruction in both integrated and designated supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten Data in Smarty Ants (Met or Exceed)	All Students - 18% Multi-Lingual Learners - 4% Students with Disabilities - 13% Low Income - 12%	All Students - 80% (52 out of 66 students) Multi-Lingual Learners - 60% (6 out of 10 students) Students with Disabilities - 60% (2 out of 3 students) Low Income - 60% (16 out of 26 student)
First Grade Smarty Ants Data (Met or Exceed)	All Students - 55% Multi-Lingual Learners - 27% Students with Disabilities - 29% Low Income - 51%	All Students - 80% (70 out o 88 students) Multi-Lingual Learners - 65% (16 out of 25 students) Students with Disabilities - 60% (8 out of 13 students) Low Income - 70 % (20 out of 29 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Second Grade Smarty Ants Data and Achieve 3000 (Met or Exceed) Breakdown of K-2 Smarty Ants Data (Met or Exceed)	Smarty Ants All Students - 73% Multi-Lingual Learners - 47% Students with Disabilities - 17% Low Income - 56% Achieve 3000 All Students - 47% Multi-Lingual Learners - 22% Students with Disabilities - 0% Low Income - 28% K-2 Smarty Ants: All Students - 48% Multi-Lingual Learners - 23% Students with Disabilities - 18% Low Income - 40%	Smarty Ants All Students - 85% (66 out of 77 students) Multi-Lingual Learners - 60% (11 out of 18 students) Students with Disabilities - 60% (3 out of 5 students) Low Income - 65% (20 out of 30 students) Achieve 3000 All Students - 65% (50 out of 77 students) Multi-Lingual Learners - 50% (9 out of 18 students) Students with Disabilities - 40% (2 out of 5 students) Low Income - 60% (18 out of 30 students) K-2 Smarty Ants: All Students - 80% (188 students out of 231) Multi-Lingual Learners - 60% (20 out of 33 students) Students with Disabilities - 60% (13 out of 21 students) Low Income - 65% (55 out of 85 students)
Third Grade CAASPP DATA (Met or Exceed)	All Students - 57% Multi-Lingual Learners - 25% Students with Disabilities - 38% Low Income - 42%	All Students - 67% (60 out of 89 Students) Multi-Lingual Learners - 50% (10 out of 21 students) Students with Disabilities - 48% (2 out of 5 students) Low Income - 55% (20 out of 35 students)
Fourth Grade CAASPP Data	All Students - 70% Multi-Lingual Learners - 23% Students with Disabilities - 33% Low Income - 56%	All Students - 75% (64 out of 85 students) Multi-Lingual Learners - 40% (4 out of 10 students) Students with Disabilities - 50% (6 students out of 13) Low Income - 70% (22 students out of 31)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fifth Grade CAASPP Data	All Students - 56% Multi-Lingual Learners - 0% Students with Disabilities - 38% Low Income - 31%	All Students - 66% (56 students out of 85) Multi-Lingual Learners - 50% (7 out of 13 students) Students with Disabilities - 50% (5 out of 10 students) Low Income - 50% (13 out of 25 students)
Sixth Grade CAASPP Data	All Students - 61 Multi-Lingual Learners - 10% Students with Disabilities - 10% Low Income - 52%	All Students - 71% (82 students out of 116) Multi-Lingual Learners - 40% (6 out of 15 students) Students with Disabilities - 40% (6 out of 15 students) Low Income - 62% (22 out of 36 students)
Breakdown of ALL 3-6 CAASPP Data	All Students - 61% Multi-Lingual Learners - 15% Students with Disabilities - 31% Low Income - 48%	All Students - 70% (262 out of 375 students) Multi-Lingual Learners - 45% (27 out of 59 students) Students with Disabilities - 47% (20 out of 43 students) Low Income - 59% (75 students out of 127)

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By June 2023, We will increase the percentage of students, in each grade level who meet or exceed by at least 10 percentage points (Specific to grade level) in Mathematics as measured by K-2 local measures and 3-6 CAASPP Data.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten iReady Data	All Students - 41% Multi-Lingual Learners - 28% Students with Disabilities - 25% Low Income - 40%	All Students - 55% (36 students out of 66) Multi-Lingual Learners - 48% (5 out of 10 students) Students with Disabilities - 35% (1 out of 3 students) Low Income - 60% (16 out of 26 students)
First Grade iReady Data	All Students - 33% Multi-Lingual Learners - 13% Students with Disabilities - 25% Low Income - 25%	All Students - 43% (38 out of 88 students) Multi-Lingual Learners - 40% (4 out of 10 students Students with Disabilities - 35% (5 out of 13 students) Low Income - 45% (13 out of 29 students)
Second Grade iReady Data	All Students - 26% Multi-Lingual Learners - 16%	All Students - 46% (35 out of 77 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with Disabilities - 0% Low Income - 22%	Multi-Lingual Learners - 36% (7 out of 18 students) Students with Disabilities - 40% (2 out of 5 students) Low Income - 50% (15 out of 30 students)
K-2 iReady Data	All Students - 35% Multi-Lingual Learners - 20% Students with Disabilities - 19% Low Income - 29%	All Students - 48% (110 out of 231 students) Multi-Lingual Learners - 41% (22 students out of 53) Students with Disabilities - 36% (8 students out of 21 Low Income - 51% (43 out of 85 students)
Third Grade CAASPP	All Students - 59% Multi-Lingual Learners - 22% Students with Disabilities - 37% Low Income - 38%	All Students - 69% (61 out of 89 students) Multi-Lingual Learners - 42% (9 out of 21 students) Students with Disabilities - 47% (2 out of 5 students) Low Income - 58% (20 out of 35 students)
Fourth Grade CAASPP Data	All Students - 58% Multi-Lingual Learners - 31% Students with Disabilities - 39% Low Income - 33%	All Students - 68% (58 out of 85 students) Multi-Lingual Learners - 41% (4 out of 10 students) Students with Disabilities - 49% (6 out of 13 students) Low Income - 45% (14 out of 31 students)
Fifth Grade CAASPP Data	All Students - 44% Multi-Lingual Learners - 8% Students with Disabilities - 24% Low Income - 29%	All Students - 55% (47 out of 85 students) Multi-Lingual Learners - 40% (5 students out of 13) Students with Disabilities - 40% (4 students out of 10) Low Income - 50% (13 out of 25 students)
Sixth Grade CAASPP Data	All Students - 58% Multi-Lingual Learners - 20% Students with Disabilities - 41% Low Income - 30%	All Students - 68% (79 out of 116 students) Multi-Lingual Learners - 40% (6 out of 15 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Students with Disabilities - 51% (8 out of 15 students) Low Income - 60% (22 out of 36 students)
3-6 CAASPP Data Combined	All Students - 53% Multi-Lingual Learners - 20% Students with Disabilities - 41% Low Income - 30%	All Students - 65% (244 students out of 375) Multi-Lingual Learners - 40% (24 out of 59 students) Students with Disabilities - 47% (20 out of 43 students) Low Income - 53% (67 out of 127 students)

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2023, 74% of Multi-Lingual Learners will show growth of one or more, (as well as stay at level 4) ELPAC levels as measured by the summative assessment.

By June 2023, 78% of students eligible, will reclassify and Fluent English proficient (ELPAC 4, meet academic criteria, teacher evaluation and parent input). This represents 7 our of 9 students eligible for reclassification.
This is 6% of our EL population

Identified Need

Based on 2021-22 ELPAC data, We have a large amount of our multilingual population in levels 2 and 3. Our focus needs to be identifying strategic lessons that stem from our integrated approach to support students in Designated English Language Development.
Data also shows our students are performing at a higher level in listening and speaking as compared to reading and writing.
Scaffolded supports are need in both reading and writing in a small group setting.

Level 4: Students may need occasional linguistic support to engage in familiar social and academic contexts: they may need light support to communicate on less familiar tasks and topics.
Level 3: Students may need light-to-minimal linguistic support to engage in familiar social and academic contexts: they may need moderate support to communicate on less familiar tasks and topics.
Level 2: Students may need moderate-to-light linguistic support to engage in familiar social and academic contexts: they may need substantial-to-moderate support to communicate on less familiar tasks and topics.
Level 1: Students may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts: they may need substantial support to communicate on less familiar tasks and topics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for California (ELPAC)	Percent of students at Level 4 - 12.5% (14 Students)	After Summative ELPAC in 2023:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Percent of students at Level 3 - 37.5% (42 Students) Percent of students at Level 2 - 28.5% 328 Students) Percent of students at level 1 - 6% (7 Students) Percent of students who are initials without score - 15% (17 Students)	of students at Level 4 - 44.6% (50 Students) Percent of students at Level 3 - 37.5% (42 Students) Percent of students at Level 2 - 15% (17 Students) Percent of students at level 1 - 2.6% (3 Students) Percent of students who are initials without score have been distributed based on initial ELPAC and teacher data Percent of students advancing one level or staying a 4 on the ELPAC - 64%

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

By June 2023, the percentage of students with chronic absenteeism will decrease from our current percentage of 6.27 (45 students chronically absent). to 5% or less (30 students or less)

Identified Need

our 6th graders have the highest absentism as well as our low income.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - the percentage of students K-6 enrolled who are absent 10 percent or more of the instructional days.	All Students - Percentage of Chronic Absenteeism using 21-22 data was 6.27 %	ALL Students - 5% or less (30 students or less)

Goals

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

Goal Subject

Suspension Rate

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 5

By June 2023, will will continue to have a 0 suspension rate.

The percent of students suspended in the 2020-21 school year was zero. The implementation of a schoolwide MTSS, Leader in Me and character education program has eliminated the number of discipline issues requiring suspension. School wide "All-Star" tickets are used to encourage individual and class behavior throughout the school day. Behavioral referrals were inputted into our new program SWIS that allowed us to look for trends and functions of behavior. This supported use in identifying tiered supports to redirect student behavior. All stakeholders work together to reduce the number of discipline referrals and redirect students when needed.

Identified Need

Post pandemic students in primary grades k-6 are exhibiting greater social and emotional distress.

Goals

Otay

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

By June 2023, the percentage of K-2nd grade students scoring at least on grade level or above on the Smarty Ants Reading English Assessment will be 34%.

By June 2023, the percentage of 3rd-6th grade students scoring met/exceeded on Achieve 3000 Level Set Assessment will be 47%.

By June 2023, the percentage of 3rd-6th grade students scoring met/exceeded on the CAASPP ELA Assessment will be 53%.

Identified Need

Overall there is a need for Otay students to improve in Language Arts, both in reading foundational skills and reading comprehension.

19% of K-2 students met or exceeded on the Smarty Ants assessment

32% of 3rd - 6th grade students met or exceeded on Achieve 3000 Level Set

38% of 3rd - 6th grade students met or exceeded on the CAASPP ELA

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants K - 2nd Grade (190 students)	All K-2nd: 190 students 19% Met and Exceeded- 36 students English Learners: 102 students 6% Met and Exceeded- 6 students Socioeconomically Disadvantaged: 149 students	All K-2nd - 186 students 34% Met and Exceeded- 64 students English Learners: 90 students 21% Met and Exceeded- 18 students Socioeconomically Disadvantaged: 147 students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	17%Met and Exceeded - 26 students Students with Disabilities: 16 students 31% Met and Exceeded- 5 students	32% Met and Exceeded- 47 students Students with Disabilities: 16 students 46% Met and Exceeded- 7 students
Achieve 3rd - 6th Grade (302 students)	ALL 3rd - 6th Grade: 348 students 32% Met and Exceeded (97 students) English Learners (135 students) 5% Met and Exceeded (7 students) Socioeconomically Disadvantaged (195 students) 28% Met and Exceeded (54 students) Students with Disabilities (44 students) 20% Met and Exceeded (8 students)	ALL 3rd - 6th Grade: 302 students 47% Met and Exceeded 1(41 students) English Learners (161 students) 20% Met and Exceeded (32 students) Socioeconomically Disadvantaged (221 students) 43% Met and Exceeded (95 students) Students with Disabilities (44 students) 35% Met and Exceeded (15 students)
CAASPP 3rd - 6th Grade (297 students)	ALL 3rd - 6th Grade: 297 students 38% Met and Exceeded (113 students) English Learners (133 students) 14% Met and Exceeded (19 students) Socioeconomically Disadvantaged (221 students) 35% Met and Exceeded (78 students) Students with Disabilities (44 students) 23% Met and Exceeded (10 students)	ALL 3rd- 6th Grade Students (307) 53% Met and Exceeded (162 students) English Learners (161 students) 29% Met and Exceeded (47 students) Socioeconomically Disadvantaged (221 students) 35% Met and Exceeded (78 students) Students with Disabilities (44 students) 23% Met and Exceeded (10 students)

Goals

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

Goal Subject

Math

LEA/LCAP Goal

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By June 2023, the percentage of students in K-2nd grade who are at grade level or above in iReady will be 27%.

By June 2023, the percentage of students in K-6th grade who are at grade level or above in iReady will be 32%.

By June 2023, the percentage of students in grades 3-6 who meet or exceed grade level standards as measured by CAASPP Math will increase by 15% from 25% to 40%.

Identified Need

Overall, there is a significant percentage of students in all grades and subgroups that are not proficient in math.
17% of students in 3rd - 6th grade were at or above grade level on iReady.
25% of students in 3rd - 6th grade Met or Exceeded grade level expectations on the Math CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Kindergarten - 6th grade (507 students)	iReady All K-6th students: 483 students 17% at or above grade level: 80 students iReady English Language Learners: 233 students 9% at or above grade level: 20 students iReady Students with Disabilities: 54 students 17% at or above grade level (9 students)	iReady All K-6th students: 485 students 32% at or above grade level: 155 students iReady English Language Learners: 233 students 24% at or above grade level: 56 students iReady Students with Disabilities: 54 students 32% at or above grade level (17 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	iReady Economically Disadvantaged: 340 students 15% at or above grade level: 51 students	iReady Economically Disadvantaged: 340 students 30% at or above grade level: 102 students
CAASPP Math 3rd - 6th Grade (307 students)	All 3rd - 6th Grade: 305 students 25% Met and Exceeded (76 students) English Learners (141 students) 10% Met and Exceeded (14 students) Socioeconomically Disadvantaged (228 students) 24% Met and Exceeded (55 students) Students with Disabilities (261 students) 26% Met and Exceeded (69 students)	ALL 3rd - 6th Grade: 307 students 40% Met and Exceeded (122 students) English Learners (161 students) 25% Met and Exceeded (40 students) Socioeconomically Disadvantaged (224 students) 39% Met and Exceeded (87 students) Students with Disabilities (39 students) 41% Met and Exceeded (16 students)

Goals

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

Goal Subject

English Language Development (ELPAC)

LEA/LCAP Goal

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

English Learner Progress
By June 2023, % of students will make annual progress towards English Language Proficiency as measured by the ELPAC (increase of at least one overall ELPAC level and/or maintain an overall ELPAC Level 4)

English Learner Reclassification
By June 2023, % of students will be reclassified as Fluent English Proficient (overall ELPAC 4, meet academic criteria, teacher evaluation, and parent input)

Identified Need

At Otay, 52% of our students are English Learners.
Our English Language Learners are performing below ALL students in reading and math per CAASPP ELA and Math scores, iReady Scores, Level Set and Smarty Ants scores. In addition, students performed lower on the reading and writing portions of the ELPAC. This needs aligns with our instructional focus on reading in

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Progress	2022 ELPAC Scores (206 students tested) Level 1 22% (46 students) Level 2 34% (70 students) Level 3 31% (64 students) Level 4 13% (26 students)	80% of our English Learners will advance one level of proficiency Level 1 37 students advance to Level 2 Level 2 56 students advance to Level 3 Level 3 51 students advance to Level 4 Level 4 14 students advance to RFEP

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification	18/252 English Learners are candidates for reclassification	80% of Level 4 English Learners will be reclassified.

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

By June 2023, the percentage of students Chronically Absent at Otay will decrease from 25% to 10% (to approximately 50 students).

Identified Need

Chronic Absenteeism became a concern at Otay during and after the pandemic, which saw Chronic Absentee numbers quadruple.
We are closely monitoring by reviewing attendance reports weekly and communicating regularly with Otay families and students the importance of maintaining positive attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Data Students who are absent 10% or more of their enrolled days in school are considered Chronically Absent	25% students were Chronically Absent (115 students)	No more than 10% students (50) will be chronically absent.

Goals

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

Goal Subject

School Climate and Culture - Suspension

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 5

Otay Elementary School will reduce suspensions to zero.

Identified Need

At Otay Elementary, we strive to reduce the student suspension rate while ensuring a safe school environment for all students and staff. We strive to improve and increase access to services for students and families that support social, emotional, physical wellness, and school success. We had two suspensions last school year due related to one incident.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Suspension Rate	2- two suspensions	0%- zero suspensions

Goals

Palomar

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Kinder-2nd Foundational Skills
3rd-6th English Language Arts End of Year State Test

Goal 1

By June 2023, Palomar will increase the percentage of students at each grade level who meet or exceed district and state standards. Specifically, we will
Increase the percentage of students in grades K-2 who score Met on the Smarty Ants End-of-Year Assessment by 10 percent going from 25% to 35%. This represents 30/85 students Additionally, we will increase the percentage of students in grades 3rd-6th who score Met on the CAASPP English Language Arts by 10% going from 48% to 58%. This represents going from 75/157 to 91/157

Identified Need

85 Students represent (All K-2 students) Currently, 75% of students in this group are NOT meeting standards (64/85 students)
35 Students represent (EL K-2 students) Currently, 87% of students in this group are NOT meeting standards (30/35 students)
7 Students represent (SPED K-2 students) Currently, 90% of students in this group are NOT meeting standards (6/7 students)

157Students represent (All 3rd-6th Students) Currently, 52% of the student in this group are NOT meeting standards (82/157)
41 Students represent (MEL 3rd-6th students) Currently, 79% of the student in this group are NOT meeting standards (32/41)
16 Students represent (SPED 3rd-6th students) Currently, 70% of the students in this group are NOT meeting standards (11/16)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Foundational Skills Common Assessments Benchmark School Wide Assessments	The baseline is the following: K-2 reading ALL 25% 21/85 students K-2 reading MEL 13% 5/35 students K-2 reading Students with Disabilities 10% 1/7 students	Expected outcomes are the following: K-2 reading ALL 35% 30 /85 students K-2 reading MEL 23% 8/35 students K-2 reading Students with Disabilities 20% 2/7 students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd-6th Grade ELA for ALL students is 48% 75/157 students 3rd-6th Grade ELA for MEL students is 21% 9/41 3rd-6th Grade ELA for Students with Disabilities 30% 5/16	3rd-6th ALL 58% 91/157 3rd-6th MEL 31% 13/41 3rd-6th Students with Disabilities 40% 6/16

Goals

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

Goal Subject

Mathematics K-6

LEA/LCAP Goal

K-2 Mastery of Mathematical Grade-level Concepts
3rd-6th Mastery of Mathematical Grade-level Concepts

Goal 2

By June 2023, Palomar will increase the percentage of students at each grade level who meet or exceed district and state standards. Specifically, we will
Increase the percentage of students in grades K-2 who score Met on the iReady End-of-Year Assessment by 10 percent going from 30% to 40%. This represents students Additionally, we will increase the percentage of students in grades 3rd-6th who score Met on the CAASPP Math by 10% going from 41% to 51%. This represents going from 64/157 to 80/157.

Identified Need

70% of Students K-2 in the ALL category did NOT meet the grade-level benchmark (75/85 students)
86% of Students K-2 in the MEL category did NOT meet the grade-level benchmark (30/35 students)
83% of Students K-2 in the Students with Disabilities category did NOT meet the grade-level benchmark (6/7 students)

59% of students 3rd-6th in the ALL category did NOT meet the grade-level benchmark (93/157)
79% of students 3rd-6th in the MEL category did NOT meet the grade-level benchmark(32 /41
83% of students 3rd-6th in the Students with Disabilities category did NOT meet the grade-level benchmark (13 /16)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Assessment CAASPP EOY Math	30% or 26 of ALL students in grades K-2 are at grade-level 14% or 5 of MEL students in grades K-2 are at grade-level 17% or 1 Student with Disabilities in K-2 are at grade-level 41% or 64 of ALL students in grades 3rd-6th are at grade-level	Expected outcomes are the following: 40% or 34 out of 85 will meet or exceed grade-level standards 24% or 8 out of 35 will meet or exceed grade-level standards 15% or 2 out of 7 will meet or exceed grade-level standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	21% or 9 of MEL students in grades 3rd-6th are at grade-level 17% or 3 of Students with disabilities are at grade-Level	51% or 80 out of 157 will meet or exceed grade-level standards 31% or 13 out of 41 will meet or exceed grade-level standards 27% or 4 out of 16 will meet or exceed grade-level standards

Goals

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

Goal Subject

English Learner Goal K-6th

LEA/LCAP Goal

English Learner progress on the ELPAC and Reclassification

Goal 3

By June 2022-2023, 50% of students will make annual progress towards English Language Proficiency as measured by the ELPAC (increase at least one overall ELPAC level and/or maintain an overall ELPAC level 4)

By June 2022-2023, 5% of students will be reclassified as Fluent English Proficient (overall ELPAC 4, meet academic criteria, teacher evaluation, parent input).

Identified Need

Based on the 2021-2022 Summative ELPAC, reading and writing has been identified as an area of need for our English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC Reclassification Criteria (ELPAC 4, Meets Academic Criteria, Teacher Evaluation, Parent Input)	Students at Level 4 – 8% (5/59) Students at Level 3 – 42% (25/59) Students at Level 2 – 34% (20/59) Students at Level 1 – 15% (9/59) 59 is based on students who have summative data. RFEP – 11% (9/82) 82 is the number of English Learners in 2021-22	Students advancing at least one level on ELPAC and/or maintaining a Level 4 – 50% 59(/84) RFEP – 5% (4/84)* *Based on the current number of students eligible for reclassification.

Goals

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

Goal Subject

Attendance

LEA/LCAP Goal

Increase Attendance and decrease Chronic Absenteeism

Goal 4

By June 2023, the percentage of chronically absent students for reasons other that COVID19 quarantines in grades K-6 will decrease from 13.31% to 9%.

Identified Need

(The current rate is 30.31% and COVID19 protocols are represented in this percentage)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2023, the percentage of chronically absent students for reasons other that COVID19 quarantines in grades K-6 will decrease from 13.31% to 9%	(The current rate is 30,31% and COVID19 protocols are represented in this percentage)	By June 2023, the percentage of chronically absent students for reasons other that COVID19 quarantines in grades K-6 will decrease from 13.31% to 9%

Goals

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

Goal Subject

Suspension Rate

LEA/LCAP Goal

Suspension Rate

Goal 5

By June 2023, the number of students suspended out of school will be 0. Restorative practices will support teachers and students to ensure this goal is met.

Identified Need

Last year there were 4 students that were suspended.

Goals

Parkview

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equality initiatives for all students and families with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.
The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.
The District will improve and increase access to services for all student and families to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

By June 2023, the percentage of grades K-2 students scoring at least on grade level or above on the Smarty Ants Reading English Assessment will be 70%.
By June 2023, the percentage of grades 3-5 students scoring at grade level or above on the Achieve 3000 Level Set Assessment in English will increase from 76.1% to 86.1 % (approximately 333 students).
By June 2023, the percentage of grades 3-6 students scoring met/exceeded on the CAASPP ELA Assessment will be 80.8%.

Identified Need

Students in grades K-2 will be assessed on Smarty Ants in January and this assessment will be used as the baseline. Due to the pandemic, at the end of 2019 and through 2021 the results of the Local Measures Smarty Ants and Achieve 3000 may not represent what students are able to do independently since some students appeared to receive support on these assessments from individuals in the home setting. The beginning of the 2021 school year Achieve Level Set assessments indicates the need for remediation as we typically start the year with more students on track for college and career readiness. The percentage of students who are Approaching on the Level Set is where the greatest percentage of students performed on this assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for Kindergarten - 2nd Grade Students	ALL K-2 - 40% (Beginning of the Year measure). K-2- English Learner: 40% (Beginning of the Year measure). K-2- Socioeconomically Disadvantaged:15%	ALL K-2 - 70% (End of the Year Measure). K-2-English Learner - 70% (End of the Year Measure). K-2- Socioeconomically Disadvantaged students: 80% (End of the Year Measure).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(Beginning of the Year measure). K-2- Students with Disabilities: 4% (Beginning of the Year measure).	K-2 Students with Disabilities: 50% (End of the Year Measure).

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equality initiatives for all students and families with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.
The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.
The District will improve and increase access to services for all student and families to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

Math
Tier I
*District Professional Development around Math curriculum.
*Pacing of Go Math and jointly plan lessons emphasizing the conceptual development strand of this program. Direct Instruction with explicit learning objectives, modeling and shared demonstration, guided practice, checking for understanding with timely feedback until mastery
*Gradual Release of Responsibility framework to include: purpose, rigorous content and language objectives, focused direct instruction, checking for understanding, and student engagement

Tier II
*In Collaboration Sessions, teachers select students, based on formative assessment results, to receive guided instruction in math as supplemental instruction in small groups for the re-teaching of concepts.
*EL: small groups instruction at instructional level, scaffolding strategies (ie. preview/review, vocabulary instruction)
*SED: small differentiated groups
*SWD: Special Ed and RSP teachers provide small group math support in RSP classrooms
*GATE Students:
*Differentiated tasks in class
*Extended day project-based learning (Update after GATE Parent Meeting)
*Through collaboration, teachers will implement best practices, analyze data and look at student work to develop goals and actions to support the mastery of Common Core State Standards

Tier III
*Collaboration specifically to support Tier III students.
*Small group specific instruction based on students needs (minimum of 4 days in a week in a small group or individual setting)

By June 2023, the percentage of ALL Grade K - 6 students scoring on grade level in Mathematics, as measured by the iReady Mathematics Diagnostic Assessment will increase from 24% (Beginning of the Year) measure to 75% (End of the Year Measure).

By June 2023, the percentage of English Learners Grade K - 6 students scoring on grade level in Mathematics, as measured by the iReady Mathematics Diagnostic Assessment will increase from 19% (Beginning of the Year) measure to 75% (End of the Year Measure).

By June 2023, the percentage of Socioeconomically Disadvantaged Grade K - 6 students scoring on grade level in Mathematics, as measured by the iReady Mathematics Diagnostic Assessment will increase from 9% (Beginning of the Year) measure to 75% (End of the Year Measure).

By June 2023, the percentage of Students with Disabilities Grade K - 6 students scoring on grade level in Mathematics, as measured by the iReady Mathematics Diagnostic Assessment will increase from 25% (Beginning of the Year) measure to 75% (End of the Year Measure).

Identified Need

Students will improve their mathematics skills in each of the mathematics claims areas including: Concepts and Procedures, Problem Solving / Modeling & Data Analysis, Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics Diagnostic Assessment	ALL Grades K - 6 - 7% (Beginning of the Year). English Learners Grade K-6- 9% (Beginning of the Year). Socioeconomically Disadvantaged Grade K - 6 - 14% (Beginning of the Year). Students with Disabilities Grade K- 6 - 10% (Beginning of the Year).	ALL Grades K-6 - 75% (End of the Year Measure). English Learners Grade K - 6 - 75% (End of the Year Measure). Socioeconomically Disadvantaged Grade K 6 - 75% (End of the Year Measure). Students with Disabilities Grade K - 6 - 75% (End of the Year Measure).

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

The District will ensure students engage in relevant, personalized learning experiences that integrate critical thinking, collaboration, communication, creativity, and the use of technology, ensuring that all students are using 21st century fluencies and experiencing a balanced educational program that encompasses each curricular area (i.e. Visual and Performing Arts (VAPA), ELA/ELD, Math, History/Social Science, Science, PE/Health, and Technology).

Goal 3

By June 2023, 85% of the students identified as an Overall Level 4 on the English Language Proficiency Assessment for California (ELPAC) will be reclassified as Fluent English Proficient.
By June 2023, 100% of all students identified as an Overall 1-3 on the ELPAC will advance at least one Level on the ELPAC.

Identified Need

English Learner students need to continue to advance their acquisition of English as a second language in the areas of speaking, listening, reading and writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Progress	Percent of students at Level 4 - 10% Percent of students at Level 3 - 14% Percent of students at Level 2 - 4% Percent of students at Level 1 - 2%	Percent of students advancing one level on the ELPAC 100% Percent of students at Level 4 to be Reclassified - 70%
Reclassification	In 2019, 68% or 40 English learners achieved Reclassified Fluent English Proficient (RFEP) status.	In 2023, 70% English learners will achieve Reclassified Fluent English Proficient (RFEP) status.

Goals

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

Goal Subject

School Engagement - Chronic Absenteeism

LEA/LCAP Goal

The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.

Goal 4

By June 2023, the percentage of students with chronic absenteeism will not decrease below a 95% attendance rate.

Identified Need

Student absenteeism has been challenging during the COVID19 pandemic and as a result identifying need is complex. The number of students identified as chronically absent since the start of the school year is 66 out of 345 students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - the percentage of students K-6 enrolled who are absent 10 percent or more of the instructional days.	All Students - Percentage of Chronic Absenteeism is 19.13% and Parkview is currently ranked as #36 in the school district.	Reduce the chronic attendance to no less than 95%

Goals

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

Goal Subject

School Climate and Culture - Suspension

LEA/LCAP Goal

The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.

Goal 5

Parkview Elementary School will maintain it's current low suspension rate in the state's GREEN category or 1/369 students.

Identified Need

Parkview will purchase the SWIS Suite program to better track disciplinary infractions and in-school suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Suspension Data	In 2021-22, the school held a suspension rate of 1% or 1 student.	2022-23: The school will maintain a suspension rate below .5%

Goals

Lilian J. Rice

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Students in all grades (including all target groups such asSED, SWD, English Learners (ELs), and Foster Youth) will demonstrate increased proficiency in English Language Arts.

Goal 1

By June 2023, the percentage of students in grades K-2 scoring met will be 18% to 25% as measured by Smarty Ants.
By June 2023, the percentage of students in grades 3-6 Level Set Reading scoring met will be 24% to 30% as measured by Achieve 3000.
By June 2023, the percentage of students in grades 3-6 Level Set Reading scoring met will be 36% to 45% as measured by CAASPP ELA.

Identified Need

Overall there is a need for ALL Rice students to grow in the area of reading foundational skills and reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants K-2	*Will Update with January Data ALL K-2: (students) Met and Exceeded 18% (students) English Learners (students) 10% Met and Exceeded (student) Students with Disabilities (students) 10% Met and Exceeded (0 students) Socioeconomically Disadvantaged (students) 20% Met and Exceeded (students)	ALL K-2 25% Met and Exceeded (students) English Learners 17% Met and Exceeded (students) Students with Disabilities 17% Met and Exceeded (students) Socioeconomically Disadvantaged 27% Met and Exceeded (students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Achieve 3000 ALL 3-6th Grade	ALL 3rd - 6th Grade Students (389 students) 24% Met and Exceeded (45 students) English Learners (169 students) 7% Met and Exceeded (2 students) Students with Disabilities (64 students) 13% Met and Exceeded (1 students) Socioeconomically Disadvantaged (309 students) 23% Met and Exceeded (27 students)	ALL 3rd- 6th Grade Students 30% Met and Exceeded (192 students) Achieve 3000 English Learners 14% Met and Exceeded (16 students) Students with Disabilities 19% Met and Exceeded (19 students) Socioeconomically Disadvantaged 29% Met and Exceeded (145 students)
ELA CAASPP	ALL 3rd - 6th Grade Students (389 students) 36% Met and Exceeded (45 students) English Learners (169 students) 15% Met and Exceeded (2 students) Students with Disabilities (64 students) 16% Met and Exceeded (1 students) Socioeconomically Disadvantaged (309 students) 34% Met and Exceeded (27 students)	ALL 3rd- 6th Grade Students 45% Met and Exceeded (192 students) English Learners 24% Met and Exceeded (16 students) Students with Disabilities 25% Met and Exceeded (19 students) Socioeconomically Disadvantaged 43% Met and Exceeded (145 students)

Goals

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

Goal Subject

Math

LEA/LCAP Goal

Students in all grades (including all target groups such as SED, SWD, English Learners (ELs), and Foster Youth) will demonstrate increased proficiency on District Math assessments.

Goal 2

By June 2023, the percentage of students in grades K-6 who are at grade level or above in iReady will increase from 11% to 20%.

By June 2023, the percentage of students in grades 3-6 who are at grade level or above in CAASPP Mathematics will increase from 17% to 29%.

Identified Need

Overall, there is a significant percentage of students in all grades and target groups that are not proficient in math according to the iReady and CAASPP assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ALL students	ALL students (555 students) 11% at or above grade level (9 students) iReady English Language Learners (261 students) 6% at or above grade level (1 students) iReady Students with Disabilities (77 students) 5% at or above grade level (1 students) iReady Socioeconomically Disadvantaged (440 students) 11% at or above grade level (7 students)	ALL students 29% at or above grade level (276 students) iReady English Language Learners 15% at or above grade level (97 students) iReady Students with Disabilities 14% at or above grade level (16 students) iReady Socioeconomically Disadvantaged 20% at or above grade level (214 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Grades 3-6	ALL students (students) 17% at or above grade level (students) English Language Learners (students) 9% at or above grade level (students) Students with Disabilities (77 students) 5% at or above grade level (students) Socioeconomically Disadvantaged (440 students) 15% at or above grade level (students)	ALL students 29% at or above grade level (students) English Language Learners 11% at or above grade level (students) Students with Disabilities 17% at or above grade level (students) Socioeconomically Disadvantaged 27% at or above grade level (students)

Goals

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

Goal Subject

English Language Development (ELPAC)

LEA/LCAP Goal

Students in all grades (including all targets such as Low Income, English Learners (ELs), and Foster Youth) will demonstrate increased proficiency on State and District assessments.

Goal 3

English Learner Progress and Reclassification

Identified Need

At Rice, 48% of our students are English Learners. We recognize that our English Language Learners perform below ALL students in reading and math and identify these as areas of focus and growth

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Progress	In 2022 51% of English Learners made annual growth In addition, 2020 ELPAC Scores also show that 51% of English Learners tested proficient or above on ELPAC Summative Assessment	60% of English Learners will make annual growth.
Reclassification	In 2022 4% of English Learners were reclassified	6% of English Learners will be reclassified.

Goals

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

Goal Subject

Academic Engagement Chronic Absenteeism

LEA/LCAP Goal

The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.

Goal 4

By June 2023, the percentage of students Chronically Absent at Rice will decrease from 6.8% to 5%

Identified Need

Chronic Absenteeism is a concern at Rice and we will continue to strive to improve student attendance. All Rice families and students will be encouraged and supported in maintaining positive attendance performance. COVID absences are still a concern.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All Students	9.64%	8%
Students with Disabilities	16.19%	10%
English Learners	10.16%	8%
Socio Economically Disadvantaged	10.62%	8%

Goals

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

Goal Subject

School Climate and Culture - Suspension

LEA/LCAP Goal

The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.

Goal 5

Rice Elementary School will decrease its suspension rate.

Identified Need

At Rice Elementary, we will strive to reduce the student suspension rate while ensuring a safe school environment for all students and staff. Students were out of school for an excess of time due to COVID school closures and absences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	In 2022, 6 students were suspended.	By June 2023, suspensions will be reduced 50% (3 students).

Goals

Greg Rogers

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

Goal Subject

Language Arts

LEA/LCAP Goal

Students in all grades (including all target groups such as Low Income, English Learners, and Foster youth) will demonstrate increased proficiency on State and District assessments.

Goal 1

Site Goals for Language Arts:

A. By June 2023, the percentage of grades K-2nd students scoring at grade level or above on Smarty Ants Reading English Assessment will be 30%. (approximately 29 students will move from approaching to met).

B. By June 2023, the percentage of grades K-2nd English Learners scoring at grade level or above on Smarty Ants Reading English Assessment will be 35%. (approximately 9 students).

C. By June 2023, the percentage of grades K-2nd Students with Disabilities at grade level or above on Smarty Ants Reading English Assessment will be 28%. (approximately 10 students)

D. By June 2023, the percentage of grades 3rd-6th students scoring at grade level or above on Achieve 3000 Lexile Assessment in English will increase from 21% to 44% (approximately 44 students).

E. By June 2023, the percentage of grades 3rd-6th English Learners scoring at grade level or above on Achieve 3000 Lexile Assessment in English will increase from 9% to 29% (approximately 25 students).

F. By June 2023, the percentage of grades 3rd-6th Students with Disabilities scoring at grade level or above on Achieve 3000 Lexile Assessment in English will increase from 9% to 25% (approximately 14 students).

G. By June 2023, the percentage of students in grades 3rd-6th who Meet or Exceed on CAASPP ELA will increase by 20% from 42% to 62% (approximately 16 students).

Identified Need

Students will improve foundational skills in reading, as well as reading comprehension, through ongoing instruction, support, and intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for Kindergarten	All Kindergarten- 7% Met ELL- 12% Approaching (2 students) 0% Met SWD- 0% Met 9% Approaching (1 student)	All Kindergarten- 39% ELL- 25% SWD- 28%
Smarty Ants Reading for First Grade	All First Grade- 11% Met SWD- 0% Met 27% Approaching (2 students) ELL- 0% Met 12.5% Approaching (1 student)	All First Grade- 33% ELL- 30% SWD-44%
Smarty Ants Reading for Second Grade	All Second Grade- 23% Met (9 students) ELL- 17% Met (2 students) SWD- 7% Met (1 students) 20% Approaching (2 students)	All Second Grade- 28% ELL- 44% SWD- 11%
Achieve 3000 Lexile for Third through 6th grade	All : 9% Exceeds (17 students) 13% Met (25 students) ELL- 10% Exceeds (6 students) 10% Met (6 students) SWD- 0% Met/Exceeds 35% Approaching (7 students)	All- 41.4% ELL- 29% SWD- 25%
CAASPP ELA	All: 42% Met (64 students) 58% Not Met (89 students) ELL: 34% Met (20 students) 66% Not Met (38 students) SWD: 16% Met (7 students) 84% Not Met (38 students)	

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students in all grades (including all target groups such as SWD, English Learners (ELLs) , and Foster Youth) will demonstrate increased proficiency on State and District assessments.

Goal 2

Mathematics:

A. By June 2023, the percentage of of grades K-6 students scoring at grade level or above on the iReady Mathematics Assessment will increase from 3% to 50% (Approximately 81 students)

B. By June 2023, the percentage of grades K-6 students English Learners scoring at grade level or above on the iReady Mathematics Assessment will increase from 0% to 25%% (Approximately 25 students)

C. By June 2023, the percentage of grades K-6 Students with Disabilities scoring at grade level or above on the iReady Mathematics Assessment will increase from 0% to 29i% (Approximately 23 Students)

D. By June 2023, the percentage of students in Gr. 3-6 who Meet or Exceed on CAASPP will increase from 26% to 38% (Approximately 60 students)

Identified Need

Students will improve their mathematics skills in each of the mathematics claims areas including: Concepts and Procedures, Problem Solving/Modeling & Data Analysis, and Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics Assessment for Kinder-6th	All- 13% (15 students) Met 26% (29 students) Approaching 60% (67 students Not Met SWD- 3% (1 student) Met 81% (29 students) Not Met 17% (6 students) Approaching ELL- 1% (1 student) Met 53% (41 students)	All- 50% Met or Above ELL- 20.5% Met or Above SWD: 26% Met or Above

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	45% (35 students) Not Met	
CAASPP Math	All: 26% Met (41 students) 74% Not Met (116 students) SWD: 11% Met (5 students) 89% Not Met (41 students) ELL: 21% Met (13 students) 79% Not Met (49 students)	

Goals

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

Goal Subject

English Language Learner Progress

LEA/LCAP Goal

The district will ensure students engage in relevant, personalized learning experiences that integrate critical thinking, collaboration, communication, creativity, and the use of technology, ensuring that all students are using 21st century fluencies and experiencing a balanced educational program that encompasses each curricular area (i.e. visual and performing arts (VAPA), ELA/ELD, Math, History/Social Science, Science, PE/Health, and Technology.

Goal 3

Annual Progress
By June 2023, the percent of English Learners making annual growth, as measured by overall 3 or 4 ELPAC scores, will increase from 18% to 28%.

Reclassification
By June 2023, the percentage of English Learners in grades 3-6 reclassified will reach 11% of students (8).

Identified Need

Based on the 21-22 Summative ELPAC,
Additionally, Achieve 3000, Smarty Ants and CAASPP data has also identified that ARLTELs would benefit from additional support in oral and written language.
Rogers has 87 English Language Learners (25%). English Learner students need to continue to advance their acquisition of English as a second language in the areas of speaking, listening, reading and writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Overall Score of 3 or 4	Students at Level 4: 0.05% or 4/67 students Students at Level 3: 38% or 26/67 students Students at Level 2: 31% or 21/67 students Students at Level 1: 26.8% or 18/67 students	By June 2023, the percentage of English learners with an overall score of 3 or 4 will increase from 44% to 67% (40/67)
ELPAC Reclassification	3/76 or 0.03% account for total number of RFEPs	By June 2023, the percentage of English learners reclassified will increase to 5/87 students or 0.05% This figure is based on the current number of students eligible for reclassification.

Goals

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

Goal Subject

Academic Acheivement

LEA/LCAP Goal

Goal 4

By June 2023, the overall chronic absenteeism rate will decrease by 8% (30 students).

Identified Need

Our overall chronic absenteeism has increased from an average between 13-16% to approximately 26.45%. SWD make up about approximately 42% of our student population and have a disproportionate amount of chronic absenteeism with a rate of 37.68%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	17%- Orange/declined .2%	10%- green/declined
Chronic Absentee Report	23.4% or 85/363	16% 58/363

Goals

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

Goal Subject

Conditions and Climate

LEA/LCAP Goal

Goal 5

By June 2023, the suspension rate of students with disabilities will decrease by 2%.

Identified Need

3.1% of students have been suspended at least once with a disproportionate amount being SWD. Our suspension rate has increased.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard- all	3.1% Red/ Increased	1.5% Green/ Decreased

Goals

Fred H. Rohr

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

Goal Subject

English Language Arts/Spanish Language Arts

LEA/LCAP Goal

Goal 1

Goal 1

By June 2023, 40% of K-2 scholars and 26% of 3-6 scholars will demonstrate grade-level proficiency by the end of the school year.

Identified Need

Overall, there is a need for students in all subgroups to grow in the area of foundational reading skills and reading comprehension. This is identified by District Testing- Smarty Ants (K-2) and Achieve3000 (2-6)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading-All	15% (15)	40% (40)
Smarty Ants Reading-English Learners	7% (5)	54% (20)
Smarty Ants Reading-Students with Disabilities	5% (1)	24% (5)
Smarty Ants Reading-Socioeconomically Disadvantaged	13% (10)	39% (30)
Smarty Ants Reading (Spanish) - All	N/A	N/A
Smarty Ants Reading (Spanish) - English Learners	N/A	N/A
Smarty Ants Reading (Spanish) - Students with Disabilities	N/A	N/A
Smarty Ants Reading (Spanish) - Socioeconomically Disadvantaged	N/A	N/A
Achieve 3000 Reading- All	9% (15)	26% (45)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Achieve 3000 Reading- English Learners	1% (1)	30% (25)
Achieve 3000 Reading- Students with Disabilities	0% (0)	21% (10)
Achieve 3000 Reading- Socioeconomically Disadvantaged	9% (11)	36% (43)

Goals

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

Goal Subject

Academic Progress-Mathematics

LEA/LCAP Goal

Goal 5

Goal 2

By June 2023, the percentage of grades K-6 students at or above grade level on the iReady Math Assessment will increase from 2% to 26%.

Identified Need

Overall, there is a significant percentage of student in all subgroups and grades that are not proficient in Math according to the district iReady Assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady-All	2% (5)	26% (70)
iReady-English Learners	0% (0)	33% (39)
iReady-Students with Disabilities	3% (2)	29% (20)
iReady-Socioeconomically Disadvantaged	2% (4)	29% (56)

Goals

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

Goal Subject

Academic Performance

LEA/LCAP Goal

Goal 5

Goal 3

By June 2023, 13% of students identified as an overall Level 4 on the ELPAC will be reclassified as Fluent English Proficient.
By June 2023, 56% of students will make annual progress towards English Language Proficiency (increase at least one ELPAC level and/or maintain an ELPAC level 4).

Identified Need

Overall, there is a need for English Learners to grow in the area of reading comprehension and writing. This is identified by ELPAC Summative Assessment Data.

Based on the 2021-2022 Summative ELPAC, the reading and writing domains have been identified as an area of need for our English Learners.

Additionally, (Smarty Ants, Level Set, iReady, CAASPP) data has also identified that our (ARLTELs, LTELS, ELPAC 1, 2, etc.) English Learners would benefit from a continued focus on literacy development (foundational skills/reading comprehension).

Qualitative data to include teacher feedback and student observation data has also determined a focus on small group instruction would support growth in reading and writing domains.

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

Goal 4

By June 2023, the percentage of students Chronically Absent at Rohr Elementary will decrease from 13% to 6.5%.

Identified Need

Chronic Absenteeism is closely monitored at Rohr and continue to make efforts to support our students/families with improving their attendance.
Chronic attendance issues will be addressed immediately and revisited regularly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CVESD PBI Leadership Report- Chronic Absentees 2022 Quarter 1 Report	13% Chronic Absentee Rate	6.5% Chronic Absentee Rate
CA Dashboard Change	Maintained	Declined
CA Dashboard Performance Rating Color	Yellow	Green

Goals

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

Goal Subject

Goal Subject Conditions and Climate- Suspension Rate

LEA/LCAP Goal

Goal 1

Goal 5

By June 2023, the percentage of students who are suspended at Rohr will decrease from 2% to 0%.

Identified Need

At Rohr, we would like to continue to ensure that student suspension rates stay as low as possible while maintaining a safe school environment by providing alternative means of discipline and positive reinforcers for expected behaviors.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CVESD PBI Leadership Report- Discipline Incidents and Actions 2022-2023	2%	0%

Goals

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

By June 2023, the percentage of grades K-2 students scoring at least on grade level or above progress on the Smarty Ants Reading assessment will be 40% by the end of the school year.

By June 2023, the percentage of grades 2-6 students scoring at grade level or above on the Achieve3000 Lexile Assessment in English will increase from 41% to 51%.

By June 2023, the percentage of grades 3-6 students scoring at or above grade level on the CAASPP ELA Assessment will increase from 40% to 50%.

Identified Need

Our at-risk students require more focused attention in ELA outcomes, specifically our ELs and SWD.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for K-2 English ALL Students	43% Approaching/Met	43% Met
Smarty Ants Reading for K-2 English EL Students	48% Approaching/Met	48% Met
Smarty Ants Reading for K-2 English SWD Students	16% On Track	26% On Track
Smarty Ants Reading for K-2 English Homeless Students	NA	100% Met
Smarty Ants Reading for K-2 English Foster Students	N/A	N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for K-2 English SED Students	0% Approaching/Met	10% Met
Achieve 3000 Lexile for 2-6 English ALL Students	41% Approaching/Met	41% Met
Achieve 3000 Lexile for 3-6 English EL Students	49% Approaching/ Met	49% Met
Achieve 3000 Lexile for 3-6 English SWD Students	20% On Track	30% On Track
Achieve 3000 Lexile for 3-6 English Homeless Students	NA	100% Met
Achieve 3000 Lexile for 3-6 English Foster Students	NA	NA
Achieve 3000 Lexile for 3-6 English SED Students	27% On Track	37% On Track

Goals

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

Goal Subject

Mathematics Achievement

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By June 2023, the percentage of grades K-6 students scoring at or above level on the iReady Mathematics Assessment will increase from 21% to 31%.
By June 2023, the percentage of grades 3-6 students scoring at or above grade level on the CAASPP Math Assessment will increase from 31% to 41%.

Identified Need

Our work in mathematics continues to need attention for our at-risk student populations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math for K-6 ALL	21% Met	31% Met
iReady Math for K-6 EL	7% Met	15%
iReady Math for K-6 SWD	6% Met	12%
iReady Math for K-6 SED	16% Met	26%
iReady Math for K-6 HOMELESS	NA	100%
iReady Math for K-6 FOSTER	NA	NA
CAASPP Math for 3-6	40% Met/ Exceeded	50% Met/ Exceeded
CAASPP Math for 3-6 EL	7% Met/ Exceeded	15% Met/ Exceeded

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2022-2023, 51% of students identified as an overall Level 4 on the ELPAC will be reclassified as Fluent English Proficient.

By June 2022-2023, 6% of students will make annual progress towards English Language Proficiency (increase at least one ELPAC level and/or maintain an ELPAC level 4.)

Identified Need

Students need specific attention to building background knowledge, emphasizing on Tier II vocabulary. Below is a reference to the expected requirements per Level on the ELAC assessment.

Level 4: Students may need occasional linguistic support to engage in familiar social and academic contexts: they may need light support to communicate on less familiar tasks and topics.
Level 3: Students may need light-to-minimal linguistic support to engage in familiar social and academic contexts: they may need moderate support to communicate on less familiar tasks and topics.
Level 2: Students may need moderate-to-light linguistic support to engage in familiar social and academic contexts: they may need substantial-to-moderate support to communicate on les familiar tasks and topics.
Level 1: Students may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts: they may need substantial support to communicate on less familiar tasks and topics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC	Students at Level 4- 9% (10/109)	Students advancing at least one level on ELPAC and/or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students at Level 3-34% (38/109) Students at Level 2- 35% (39/109) Students at Level 1- 20% (22/109)	maintaining a Level 4 - 51% (56/109)
Reclassification Criteria (ELPAC 4, Meets Academic Criteria, teacher Evaluation, Parent Input)	RFEP-6% (8/136)	RFEP - 6% (6/109) *Based on current number of students eligible for reclassification.

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

Rosebank will reduce Chronic Absenteeism from 13.1% to 8% during the 2022-2023 school year.

Identified Need

Chronic absenteeism continues to be a problem during the COVID-19 pandemic. The connection between distance learning and absenteeism for our at-risk families is apparent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Percentage of Students Chronically Absent	13.1%	8%

Goals

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

Goal Subject

Suspension Rate

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 5

Rosebank will reduce suspensions to 0.

Identified Need

Sustaining our work in PBIS and restorative practices will effectively reduce suspensions by refining our proactive prevention. There is still work to be done within the community on sharing the need for PBIS and restorative practices. Each classroom has a calming corner/ area for students to self regulate as needed. They also have another classroom to visit in case they need space away from their learning environment to regulate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Reduction	7 suspensions	0

Goals

Salt Creek

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

Goal Subject

Language Arts

LEA/LCAP Goal

Students in all grades (including all target groups such as Low Income, English Learners (ELs), and Foster Youth) will demonstrate increased proficiency on State and District assessments.

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

By June 2023, the percentage of ALL Kinder students scoring in the "met/exceeded" range the Smarty Ants Reading English Assessment will increase from 11% to 21%.

By June 2023, the percentage of ALL 1st grade students scoring in the "met/exceeded" range the Smarty Ants Reading English Assessment will increase from 60% to 70.

By June 2023, the percentage of ALL 2nd grade students scoring in the "met/exceeded" range the Smarty Ants Reading English Assessment will increase from 69% to 79
By June 2023, the percentage of EL K-2 students scoring in the "met/exceeded" range the Smarty Ants Reading English Assessment will increase from 24% to 34%.
By June 2023, the percentage of SWD K-2 students scoring in the "met/exceeded" range the Smarty Ants Reading English Assessment will increase from 22% to 32%.
By June 2023, the percentage of Low Income K-2 students scoring in the "met/exceeded" range the Smarty Ants Reading English Assessment will increase from 44% to 54%.

By June 2023, the percentage of ALL 3rd grade students scoring at "met/exceeded" on CAASPP ELA will increase from 62% to 72%

- By June 2023, the average lexile level of ALL 3rd grade students on the Achieve 3000 Lexile Assessment in Spanish will go from 399 to 520.

By June 2023 the percentage of ALL 4th grade students scoring at "met/exceeded" on CAASPP ELA will increase from 68% to 78%.

- -By June 2023, the average lexile level of ALL 4th grade students on the Achieve 3000 Lexile Assessment in Spanish will go from 621 to 740.

By June 2023, the percentage of ALL 5th grade students scoring at "met/exceeded" on CAASPP ELA will increase from 73% to 83%.

- -By June 2023, the average lexile level of ALL 5th grade students on the Achieve 3000 Lexile Assessment in Spanish will go from 832 to 882.

By June 2023, the percentage of ALL 6th grade students scoring at grade level or above on CAASPP ELA will increase from 63% to 73%.

- By June 2023, the average lexile level of ALL 6th grade students on the Achieve 3000 Lexile Assessment in Spanish will go from 593 to 925.

By June 2023, the percentage of EL 3-6 students scoring at at "met/exceeded" on CAASPP ELA will increase from 27% to 37%.

By June 2023, the percentage of SWD 3-6 students scoring at "met/exceeded" on CAASPP ELA will increase from 44% to 54%

.

By June 2023, the percentage of Low Income 3-6 students scoring at "met/exceeded" on CAASPP ELA will increase from 51% to 61%.

Identified Need

A greater understanding of how the Smarty Ants program works to accelerate student learning in Reading Foundational Skills is needed, as well as how to effectively interpret the reports, utilize the tools and support parents in weekly usage expectations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for Kindergarten English	English (June 2022) Kindergarten - 11% met/exceeds (10/90 students)	English Kindergarten - 21% met/exceeds (20/ 96students)
Smarty Ants Reading for First Grade English	English (June 2022) First Grade -60 % met/exceeds (73/ 122 students)	English First Grade - 70% met/exceeds (74/106 students)
Smarty Ants Reading for Second Grade English	English (June 2022) Second Grade -69 % met/exceeds (83/ 121students)	English Second Grade - 79% met/exceeds (92/ 116students)
Smarty Ants Reading K-2	(June 2022) ALL -50 % met/exceeds (166/333 students)	ALL - 60% met/exceeds (190/318students) EL - 34% met/exceeds (29/ 85 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL - 24% met/exceeds (15/62 students) SWD - 22% met/exceeds (7/ 32 students) Low Income - 44% met/exceeds (28/63 students)	SWD -32 % met/exceeds (11 / 35students) Low Income - 44% met/exceeds(29 /66 students)
CAASPP ELA for 3-6 English	CAASPP ELA Third Grade - 62% met/exceeds (76/122 students) Fourth Grade - 68% met/exceeds (79/115 students) Fifth Grade - 73% met/exceeds (100/136 students) Sixth Grade - 63% met/exceeds (91/144 students) EL 3rd-6th - 28% (21/74 students) SWD 3rd-6th - 32% (19/60 students) Low Income 3rd-6th - 50% (41/82 students)	CAASPP ELA Third Grade - 72% met/exceeds (92/128 students) Fourth Grade - 78% met/exceeds 115(/ 147students) Fifth Grade - 83% met/exceeds (105/ 126 students) Sixth Grade - 73% met/exceeds (103/ 141students) EL 3rd-6th - 38% (206 /542 students) SWD 3rd-6th 42 % (22 /52 students) Low Income 3rd-6th 60 % (69 /115 students)

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students in all grades (including all target groups such as Low Income, English Learners (ELs), and Foster Youth) will demonstrate increased proficiency on State and District assessments.

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By June 2023, the percentage of ALL Kinder students scoring in the "met/exceeded" range on the iReady Mathematics Assessment will increase from 39% to 49%.

By June 2023, the percentage of ALL 1st grade students scoring in the "met/exceeded" range on the iReady Mathematics Assessment will increase from 58% to 68%

By June 2023, the percentage of ALL 2nd grade students scoring in the "met/exceeded" range on the iReady Mathematics Assessment will increase from 64% to 74%.

By June 2023, the percentage of English Learner K-2 students scoring in the "met/exceeded" range on the iReady Matematics Assessment will increase from 12% to 22%.

By June 2023, the percentage of ALL 3rd grade students scoring in the "met/exceeded" range on CAASPP Math will increase from 64% to 74%.

By June 2023, the percentage of ALL 4th grade students scoring in the "met/exceeded" range on CAASPP Math will increase from 68% to 78%.

By June 2023, the percentage of ALL 5th grade students scoring in the "met/exceeded" range on CAASPP Math will increase from 52% to 62%.

By June 2023, the percentage of ALL 6th grade students scoring in the "met/exceeded" range on CAASPP Math will increase from 54% to 64%.

By June 2023, the percentage of English Learner 3-6 students scoring in the "met/exceeded" range on CAASPP Math will increase from 18% to 28%.

By June 2023, the percentage of Students with Disabilities 3-6 students scoring in the "met/exceeded" range on CAASPP Math will increase from 27% to 37% .

By June 2023, the percentage of Low Income 3-6 students scoring in the "met/exceeded" range on CAASPP Math will increase from 39% to 49%.

Identified Need

A greater understanding of how the iReady program works to accelerate student learning in mathematics is needed, as well as how to effectively interpret the reports, utilize the tools and support parents in weekly usage expectations. Additional, intensive support for at-risk students in after school tutoring is needed to further address gaps in learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten iReady Math First Grade iReady Math Second Grade iReady Math Third Grade CAASPP Math Fourth Grade CAASPP Math Fifth Grade CAASPP Math Sixth Grade CAASPP Math	Kindergarten - 39% met/exceeds First Grade - 58% met/exceeds Second Grade - 64% met/exceeds Third Grade - 64% met/exceeds Fourth Grade - 68% met/exceeds Fifth Grade - 52% met/exceeds Sixth Grade - 54% met/exceeds	Kindergarten - 49% met/exceeds (47/ 96 students) First Grade - 68% met/exceeds (72/ 106 students) Second Grade - 74% met/exceeds (86/ 116 students) Third Grade - 74% met/exceeds (95/128 students) Fourth Grade - 74% met/exceeds (108/147 students) Fifth Grade - 62% met/exceeds (78/126 students) Sixth Grade - 54% met/exceeds (76/141 students)

Goals

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

Goal Subject

English Learner

LEA/LCAP Goal

The District will ensure students engage in relevant, personalized learning experiences that integrate critical thinking, collaboration, communication, creativity, and the use of technology, ensuring that all students are using 21st century fluencies and experiencing a balanced educational program that encompasses each curricular area (i.e. Visual and Performing Arts (VAPA), ELA/ELD, Math, History/Social Science, Science, PE/Health, and Technology).

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2023, 16 % of students identified as an overall Level 4 on the ELPAC will be reclassified as Fluent English Proficient.

By June 2023, 54% of students will make annual progress towards English Language Proficiency (increase at least one ELPAC level and/or maintain an ELPAC level 4.)

Identified Need

Strategies to increase student talk and opportunities for meaningful interaction between students to develop oral language skills is needed to improve English Learner outcomes. Reading and writing has been identified as an area of need for our English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Summative Assessment and District Assessment Measures	2022 Reclassification: Students at Level 4 – 21% (26/124) Students at Level 3 – 26% (32/124)	2022-23 Reclassification: 24/152 = 16% Students advancing at least one level on ELPAC and/or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students at Level 2 – 25% (31/124) Students at Level 1 – 10% (12/124) RFEP – 15% 26/156	maintaining a Level 4 –55 % (84/152) RFEP – 16% (24/152)* *Based on current number of students eligible for reclassification.

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

By June 2023, the percentage of ALL students chronically absent will decline from 2.62% to .99%. (last year 1.57%)

By June, 2023, the percentage of EL students chronically absent will decline from 3.75% to .99%.

By June, 2023, the percentage of SWD chronically absent will decline from 2.35% to .99%. (last year 4.65)

By June, 2023, the percentage of Low Income students chronically absent will decline from 2.17% to .99%. (last year 2.35)

Identified Need

A school wide structured system for reengaging students in learning during is needed to increase attendance and participation. Home visits and personal calls from Principal have supported this process.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Power BI Chronic Absenteeism Report	ALL - 2.62% (25/953students in 2021) EL - 3.75% (25/953 students)	ALL - % .99 (8/856) EL - .99% (2/152 students)
	SWD - 2.35% (2/953 students) Low Income - 2.17% (3/953 students)	SWD - .99% (1/88students) Low Income - .99% (2/172 students)

Goals

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

Goal Subject

Suspension

LEA/LCAP Goal

The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.

Goal 5

By June 2023, the percentage of ALL students suspended will decline from .11% to 0%

By June 2023, the percentage of EL students suspended be maintained at 0%.

By June 2023, the percentage of SWD suspended will be maintained at 0%.

By June 2023, the percentage of Low Income students suspended will be maintained at 0%.

Identified Need

A school wide plan to ensure that ALL students feel included and valued at school that include culturally responsive teaching practices.l

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Power BI Chronic Absenteeism Reportg	ALL - .11% (1/928 students)	ALL - 0%

Goals

Silver Wing

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

By June 2023, Silver Wing will increase the percentage of students at each grade level who meet or exceed district and state standards. Specifically, we will:

A. Increase the percentage of students in Grades K-2 who score Met on the Smarty Ants End-of-Year Assessment by 10 percent going from 21% to 31%.

B. Increase the percentage of students in Grades K-2 who score Met on the Spanish Smarty Ants End-of-Year Assessment by 10 percent going from 17% to 27%

C. Increase the percentage of students in Grades 3-6 who score at grade level or above on the LevelSet assessment by 10 percent going from 27% to38 %.

C. Increase the percentage of students in grades 3-6 who score Met or above on the CAASPP in English Language Arts by 10 percentage points going from 43% to 53%.

D. Increase the percentage of students in Grades 3-6 Dual Immersion who score High Degree evel on the California Spanish Assessment by 10 percentage points going from 17% to 27%.

Identified Need

21% of students in Grades K-2 met end-of-year expectations as measured on the Smart Ants End of Year assessment in English and only 14% of students in Grades K-2 Dual Immersion classes met end-of-year expectations on the Smarty Ants spanish assessment. There is a need for strong instruction in reading foundational skills for our students, including targeted small-group instruction for our K-2 students. Explicit instruction in phonics following a scope and sequence is also an area of need.

The percentages of students meeting or exceeding standards on the CAASPP in Grades 3-6 has decreased significantly from the last administration. There is a great need to provide targeted

instruction to our students not only on grade level standards but also on the prerequiste skills they are lacking. Many of our Graes 3-6 students are missing key foundational skills in reading that teachers in Grades 3-6 are not generally famiiar to working with in such great numbers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants K-2	All Students=21% English Learner=22% Low Income=36%	All Students=31% English Learner=32% Low Income=46%
Smarty Ants K-2 Spanish	All Students=17% Spanish Learner=4% Low Income=15%	All Students=27% Spanish Learner=14% Low Income=25%
CAASPP Grades 3-6	All Students=43% English Learners=36% Low Income=41% Grade 3=28% Grade 4=46% Grade 5=56% Grade 6=45%	All Students=53% English Learners=46% Low Income=51% Grade 3=38% Grade 4=56% Grade 5=66% Grade 6=55%
CSA Grades 3-6 Spanish	All Students=17% Grade 3=8% Grde 4=5% Grade 5=23% Grade 6=33%	All Students=27% Grade 3=18% Grade 4=15% Grade 5=33% Grade 6=43%

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By June 2023, Silver Wing will increase the percentage of students at each grade level who meet or exceed district and state standards. Specifically, we will:

A. Increase the percentage of students in Grades K-2 who score Met on the iReady assessment by 10 percentage points going from 32% to 42%.

B. Increase the percentage of students in grades 3-6 who score Met or above on the CAASPP in Mathematics by 10 percentage points going from 32% to 42%.

Identified Need

Based on the End-of-Year iReady assessment, 68% of students were not at level in Mathematics. Students are lacking in numeracy, automaticity with basic facts, and conceptual understanding of Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math for K-2 at or above Grade Level	All Students=32% Engliish Learners=18% Low Income=34%	All Students=42% English Learners=28% Low Income=44%
CAASPP Mathematics Met or Exceeded	All Students=32% English Learners=28% Low Income=28%	All Students=42% Engliish Learners=38% Low Income=38%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 3=35% Grade 4=35% Grade 5=22% Grade 6=38%	Grade 3=45% Grade 4=45% Grade 5=32% Grade 6=48%

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2023, 46% of students identified as an overall Level 4 on the ELPAC will be reclassified as Fluent English Proficient. (11/24 students)

By June 2023, 75% of students will make annual progress towards English Language Proficiency by ncreasing at least one ELPAC level and/or maintain an ELPAC level 4. (125/167 students)

Identified Need

Based on the 2021-22 Summative ELPAC, Writing has been identified as a particular area of need for our English Learners.Additionally, Level Set data indicates that our AR-LTEL and LTEL English Learner students would benefit from reading instruction in the area of reading comprehenson and leveled reading. Qualitative data that includes indicators for quality collaborative conversations and discussions indiactes that English Learner students will benefit from a focus on supports for having collaborative conversations and discussions in the classroom in order to support students learning and thinking.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Proficiency Assessment for California (ELPAC)	Percent of students at Level 4- 14% (24/167 students) Percent of students at Level 3- 38% (63/167 students) Percent of students at Level 2- 25% (41/167 students) Percent of students at Level 1- 14% (23/167 students)	Percent of students advancing one ELPAC Level - 75% Percent of students Reclassified - 25%

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

By June 2023, the percentage of students designated as Chronically Absent will decrease from 11.4% of the student population to 6.4%

Identified Need

Student absenteeism has been challenging while navigating the Covid-19 pandemic as the requirements to stay in school have changed. Some parents are unwilling to test students in order to return early from illness or from isolation. Many parents do not ask for Independent Study Contracts when taking vacations. Some families are unwilling to send their students to school when it rains. The number of students identified as chronically absent since the start of the school year is 15 out of 369 students, 4%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	All Students-11.4% English Learners-15.58% Low Income Students-14.69%	All Students-6.4% English Learners10.58% Low Income Students-9.69%

Goals

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

Goal Subject

Suspension Rate

LEA/LCAP Goal

District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 5

By June, 2023, the Suspension Rate percentage will decrease from 3 suspensions (0.81% of students) to 2 suspensions or less (less than .54%)

Identified Need

Some students have become acting out people on several occasions in the post pandemic conditions of school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	All Students=0.81%	All Students=0.54%

Goals

Sunnyside

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

Reading Foundational Skills, Reading Comprehension & CAASPP

By June 2023, the percentage of grades K-2 students scoring at least on grade level or above on the Smarty Ants Reading English Assessment will be 62% by the End of the Year (EOY).

By June 2023, the percentage of grades 3-6 students scoring at grade level or above on the Achieve 3000 Lexile Assessment will increase from 63% to 73%% by the EOY.

By June 2023, the percentage of grades 3-6 students scoring Met/Exceeded on the CAASPP ELA Assessment will be 60%.

Identified Need

Students in grades K-2 were assessed in Smarty Ants in May 2022; 52% of K-2 students met or exceeded EOY benchmark. Students in 3-6 were assessed in Achieve 3000 LevelSet in May 2022; 63% of students in 3rd - 6th scored at EOY Lexile. Students took the ELA CAASPP assessment in May 2022; 50% of 3rd - 6th students scored Met/Exceeded.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for Kindergarten - 2nd Grade Students (total students)	K-2: 53% (EOY) English Learners: 45% (EOY) Students with Disabilities: 12% (EOY)	All Students: 62% (EOY) English Learner: 55% (EOY) Students with Disabilities: 22% (EOY)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Achieve 3000 LevelSet Lexile Assessment for 3rd - 6th Grade	ALL Grades 3rd: 6th - 63% (EOY) English Learner Grades 3rd: 6th - 33% (EOY) Students with Disability Grades 3rd - 6th: 26% (EOY)	ALL Grades 3rd - 6th: 73% (EOY) English Learner Grades 3rd - 6th : 43% (EOY) Students with Disabilities Grades 3rd - 6th: 36% (EOY)
CAASPP	All Students 3-6: 50% English Learners 3-6: 19% Students with Disabilities Grades 3-6: 21%	All Students 3-6: 60% English Learners 3-6: 29% Students with Disabilities Grades 3-6: 32%

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By June 2023, the percentage of grades K-6 students scoring at or above level grade level on the iReady Mathematics Assessment will be 47%.

By June 2023, the percentage of grades 3-6 students scoring Met/Exceeded on the CAASPP Mathematics Assessment will be 56%.

Identified Need

Students in grades K-6 were assessed in the iReady Math Assessment in May 2022; 37% scored At/Above grade level. Students in grades 3-6 took the Math CAASPP assessment in May 2022; 46% scored Met/Exceeded.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics Diagnostic Assessment	ALL Grade K - 6: 37% (EOY) English Learners Grade K - 6: 9% (EOY) Students with Disabilities Grade K - 6: 18% (EOY)	ALL Grade K - 6: 47% (EOY) English Learners Grade K - 6: 19% (EOY) Students with Disabilities Grade K - 6: 28% (EOY)
CAASPP Mathematics	ALL Grade 3-6: 46% English Learners 3-6: 16% Students with Disabilities 3-6: 29%	ALL Grade 3-6: 56% English Learners 3-6: 26% Students with Disabilities 3-6: 39%

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2023, 50% of the students identified as an overall score of 1-3 on the ELPAC will advance at least one level on the ELPAC (31 out of 61 students).

By June 2023, 75% of the eligible students identified as an overall score of 4 on the English Language Proficiency Assessment for California (ELPAC) will be reclassified as Fluent English Proficient (6 out of 8 students).

Identified Need

English Learner students need to continue to advance their acquisition of English as a second language in the areas of speaking, listening, reading and writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC Reclassification Criteria (ELPAC 4, Meets Academic Criteria, Teacher Evaluation, Parent Input)	Percent of students at Level 4: 22% Percent of students at Level 3: 49% Percent of students at Level 2: 17% Percent of students at Level 1: 12% Percent of students advancing one level of ELPAC: 40%	Students advancing Percent of students advancing one level on the ELPAC - 50% Percent of students to be reclassified - 75%
	Percent of students reclassified in 21-22: 100% (Total of 11 students)	

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

By June 2023, the percentage of students with chronic absenteeism will be less than 3%.

Identified Need

Historically, Sunnyside has had a low rate of chronically absent students. Currently, the chronic absentee rate is 3.4%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - the percentage of students K-6 enrolled who are absent 10% or more of the instructional days.	All Students - Percentage of chronic absenteeism is 3.4%	Reduce the chronic absenteeism from 3.4% to 2.5%

Goals

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

Goal Subject

School Conditions & Climate - Suspensions

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 5

Reduce/Eliminate out of school and in school suspensions. By June 2023, there will be 0 suspensions.

Identified Need

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Suspension Data	In the 2021-2022 school year, there were 7 suspensions.	In 2022-23, there will be 0 school suspensions.

Goals

Burton C. Tiffany

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

Goal Subject

Academic Progress - ELA

LEA/LCAP Goal

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students

Goal 1

By June 2023, the percentage of grades K-2 students scoring at grade level or above on the Smarty Ants Reading Assessment will increase from: 40% (June 2022) to 58% (June 2023)
By June 2023, the percentage of grades K-2 students scoring at grade level or above on the Spanish Smarty Ants Reading Assessment will increase from: 19% (June 2022) to 53% (June 2023)
By June 2023, the percentage of grades 3-6 students scoring at grade level or above on CAASPP ELA will increase from: 49% (June 2022) to 59% (June 2023)

Identified Need

The 2021-22 school year was the first complete school year back on campus since the COVID closures. This data represents baseline data and we will build from here to support all students' growth in reading K-6.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading English (K-2)	English - EOY 2021-2022 All: 40% at grade level or above (83/205 students) EL: 32% at grade level or above (12/38 students) SWD: 15% at grade level or above (4/27 students) SED: 27% at grade level or above (20/73 students) English - BOY 2022-2023 All: 18% at grade level or above (31/172 students) EL: 11% at grade level or above (4/35 students) SWD: 12% at grade level or above (3/25 students) SED: 10% at grade level or above (9/59 students)	English - EOY 2022-2023 All: 58% at grade level or above (100/172 students) EL: 57% at grade level or above (20/35 students) SWD: 12% at grade level or above (3/25 students) SED: 10% at grade level or above (9/59 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for Spanish (K-2)	Spanish - EOY 2021-2022 All: 19% at grade level or above (14/72 students) EL: 11% at grade level or above (2/18 students) SWD: 0% at grade level or above (0/2 students) SED: 0% at grade level or above (0/16 students) Spanish - BOY 2022-2023 All: 0% at grade level or above (0/64 students total) EL: 0% at grade level or above (0/19 students) SWD: 0% at grade level or above (0/1 student) SED: 0% at grade level or above (0/15 students)	Spanish - EOY 2022-2023 All: 53% at grade level or above (34/64 students) EL: 53% at grade level or above (10/19 students) SWD: 100% at grade level or above (1/1 student) SED: 66% at grade level or above (10/15 students)
CAASPP ELA for 3-6	CAASPP ELA - 2021-2022 All: 49% at grade level or above (124/254 students) EL: 23% at grade level or above (11/48 students) SWD: 15% at grade level or above (10/66 students) SED: 42% at grade level or above (46/109 students)	CAASPP ELA - 2022-2023 All: 59% at grade level or above (150/254 students) EL: 43% at grade level or above (21/48 students) SWD: 30% at grade level or above (20/66 students) SED: 52% at grade level or above (57/109 students)

Goals

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

Goal Subject

Academic Progress - Math

LEA/LCAP Goal

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students

Goal 2

By June 2023, the percentage of grades K-2 students at or above grade level on the iReady Math Assessment will increase from: 34% (June 2022) to 61% (June 2023)
By June 2023, the percentage of students in grades 3-6 who score at or above grade level on CAASPP will increase from 40% (2021-22) to 55% (2022-23)

Identified Need

Support student access to quality math instruction and proper technology to access.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady - K-2	iReady Math - EOY 2021-2022 All: 34% at grade level or above (74/219 students) EL: 27% at grade level or above (12/44 students) SWD: 23% at grade level or above (8/35 students) SED: 23% at grade level or above (18/78 students) iReady Math - BOY 2022-2023 All: 5% at grade level or above (10/206 students) EL: 2% at grade level or above (1/47 students) SWD: 7% at grade level or above (2/27 students) SED: 3% at grade level or above (2/63 students)	iReady Math - EOY 2022-2023 All: 61% at grade level or above (125/206 students) EL: 51% at grade level or above (24/47 students) SWD: 52% at grade level or above (14/27 students) SED: 57% at grade level or above (36/63 students)
CAASPP Math 3-6	CAASPP Math - 2021-2022 All: 40% at grade level or above (101/254 students)	CAASPP Math - 2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL: 16% at grade level or above (8/49 students) SWD: 14% at grade level or above (9/65 students) SED: 35% at grade level or above (38/109 students)	All: 55% at grade level or above (increase of 40 students) EL: 57% at grade level or above (increase of 20 students) SWD: 45% at grade level or above (increase of 20 students) SED: 53% at grade level or above (increase of 20 students)

Goals

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

Goal Subject

Academic Progress - English Language Learners

LEA/LCAP Goal

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students

Goal 3

English Language Learner Progress - students will make 1 level of growth during the 2022-23 school year. 11 students should be eligible to reclassify.

Identified Need

Support EL students with targeted small group instruction and parent outreach.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for California (ELPAC) 1st Grade	1st Grade - 20 EL Students Level 1 = 2 Level 2 = 4 Level 3 = 9 Level 4 = 4 *1 student no summative data (new to school)	Level 1 = 0 Level 2 = 2 Level 3 = 4 Level 4 = 9 Reclassify = 4
English Language Proficiency Assessment for California (ELPAC) 2nd Grade	2nd Grade - 14 EL Students Level 1 = 1 ** Level 2 = 9 Level 3 = 3 Level 4 = 0 *2 students no summative data (new to school)	Level 1 = 1** (non-verbal) Level 2 = 0 Level 3 = 9 Level 4 = 3
English Language Proficiency Assessment for California (ELPAC) 3rd Grade	3rd Grade - 10 EL Students Level 1 = 1 Level 2 = 2 Level 3 = 7 Level 4 = 0	Level 1 = 0 Level 2 = 1 Level 3 = 2 Level 4 = 7

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for California (ELPAC) 4th Grade	4th Grade - 17 EL Students Level 1 = 2 Level 2 = 3 Level 3 = 7 Level 4 = 3 *2 students no summative data (new to school)	Level 1 = 0 Level 2 = 2 Level 3 = 3 Level 4 = 7 Reclassify = 3
English Language Proficiency Assessment for California (ELPAC) 5th Grade	5th Grade - 10 EL Students Level 1 = 0 Level 2 = 5 Level 3 = 2 Level 4 = 1 *2 students no summative data (new to school)	Level 1 = 0 Level 2 = 0 Level 3 = 5 Level 4 = 2 Reclassify = 1
English Language Proficiency Assessment for California (ELPAC) 6th Grade	6th Grade - 13 EL Students Level 1 = 0 Level 2 = 2 Level 3 = 7 Level 4 = 3 *1 student no summative data (new to school)	Level 1 = 0 Level 2 = 0 Level 3 = 2 Level 4 = 7 Reclassify = 3

Goals

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

Goal Subject

Academic Engagement: Chronic Absenteeism

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

Chronic Absenteeism:
The percent of chronic absenteeism will drop from 13.84% to 8.84% by the end of the 2022-23 school year.

Daily Average Attendance:
The daily average attendance will improve from 93% to 96% by the end of 2022-23 school year

Identified Need

Since COVID Closures from March of 2020 to Full Reopening in 2021, the overall attendance has dropped significantly compared to pre-pandemic numbers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absentee Rate	2022-2023 - 13.41% or 66 students have been chronically absent in Q1	EOY - 8.41% or 41 students
Daily Average Attendance	2022-2023 - 93% Q1	EOY - 96%

Goals

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

Goal Subject

Conditions and Climate: School Climate

LEA/LCAP Goal

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities (SWD), Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 5

Suspension Rate:
Suspension rate will not increase above 1 student during the 2022-23 school year

SWIS Data to track decrease in behaviors school wide.

Identified Need

Behavior and Social-Emotional needs of students have increased tremendously, even more so during the 2022-23 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Suspension Rates	2021-2022 - 1 Student	2022-23 - 1 Student
Decrease Student Elopements from the Classroom	2022-23 - 5 students (Q1)	2022-23 - 0 students (EOY)

Goals

Valle Lindo

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

Goal Subject

Language Arts

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

Site Goals for Language Arts:

By June 2023, the percentage of grades K-2 students scoring at least on grade level or above on the Smarty Ants Reading English Assessment will increase from 15.6% to 70.1% (approximately 103 students)

By June 2023, the percentage of grades 2-6 students scoring at grade level or above on the Achieve 3000 LevelSet Assessment in English will increase from 14.5% to 52.8% (approximately 149 students).

By June 2023, the percentage of grades 3-6 students scoring met/exceeded on the CAASPP ELA Assessment will increase from 44.1% to 56% (approximately 132 students)

Identified Need

Students will improve foundational skills in reading, as well as reading comprehension, through ongoing instruction, support, and intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for Kindergarten - 2nd Grade English	English: Kindergarten - 7.7% (3 out of 39 students) 1st - 7.3% (4 out of 55 students) 2nd - 30.2% (16 out of 53 students)	English: Kindergarten - 64.1% (25 out of 39 students) 1st - 69.1% (38 out of 55 students) 2nd - 75.5% (40 out of 53 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All - 15.6% (23 out of 147 students)	All - 70.1% (103 out of 147 students)
Smarty Ants Reading for Kindergarten - 2nd Grade Spanish	Spanish: Kindergarten - 0% (0 out of 23 students) 1st - 0% (0 out of 30 students) 2nd - 6.3% (2 out of 32 students) All - 2.4% (2 out of 85 students)	Spanish: Kindergarten - 65.2% (15 out of 23 students) 1st - 66.7% (20 out of 30 students) 2nd - 62.5% (20 out of 32 students) All - 64.7% (55 out of 85 students)
Smarty Ants Reading for Kindergarten - 2nd Grade English Learners	English Learners: Kindergarten - 15.4% (2 out of 13 students) 1st - 0% (0 out of 19 students) 2nd - 19% (4 out of 21 students) All - 11.3% (6 out of 53 students)	English Learners: Kindergarten - 23% (3 out of 13 students) 1st - 10.5% (2 out of 19 students) 2nd - 28.6% (6 out of 21 students) All - 20.7% (11 out of 53 students)
Achieve 3000 for 2nd - 6th Grade	English 2nd - 12.2% (6 out of 49 students) 3rd - 3.4% (2 out of 59 students) 4th - 15.3% (9 out of 59 students) 5th - 13.2% (7 out of 53 students) 6th - 27.4% (17 out of 62 students) All - 14.5% (41 out of 282 students)	English 2nd - 51% (25 out of 49 students) 3rd - 42.3% (25 out of 59 students) 4th - 50.8% (30 out of 59 students) 5th - 52.8% (28 out of 53 students) 6th - 66.1% (41 out of 62 students) All - 52.8% (149 out of 282 students)
Achieve 3000 for 2nd - 6th Grade English Learners	English Learners 2nd - 0% (0 out of 16 students) 3rd - 0% (0 out of 26 students) 4th - 10.5% (2 out of 19 students) 5th - 0% (0 out of 14 students) 6th - 0% (0 out of 10 students) All - 2.4% (2 out of 85 students)	English Learners 2nd - 12.5% (2 out of 16 students) 3rd - 11.5% (3 out of 26 students) 4th - 21% (4 out of 19 students) 5th - 14.2% (2 out of 14 students) 6th - 20% (2 out of 10 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		All - 15.3% (13 out of 85 students)
Average Spanish Lexile for 2nd - 6th Grade	2nd - 70L 3rd - 132L 4th - 270L 5th - 424L 6th - 508L All - 281L	2nd - 220L 3rd - 282L 4th - 420L 5th - 574L 6th - 658L All - 431L
CAASPP English Language Arts for 3rd - 6th Grade	3rd - 45.6% 4th - 34.5% 5th - 54.4% 6th - 41.2% All - 44.1% (101 out of 229 students)	3rd - 58% 4th - 47% 5th - 66% 6th - 53% All - 56% (approximately 132 out of 235 students)
CAASPP English Language Arts for 3rd - 6th Grade English Learners	English Learners 3rd - 27.8% 4th - 12.5% 5th - 25% 6th - 7.7% All - 18.2% (10 out of 55 students)	English Learners 3rd - 36% 4th - 21% 5th - 33% 6th - 16% All - 26.5% (approximately 19 out of 70 students)

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

Site Goals for Mathematics:

By June 2023, the percentage of grades K-6 students scoring at or above level on the iReady Mathematics Assessment will increase from 9% to 48%. (Approximately 189 students)

By June 2023, the percentage of grades 3-6 students scoring met/exceeded on the CAASPP Mathematics Assessment will be increase from 28% to 40%. (Approximately 94 students)

Identified Need

Students will improve their mathematics skills in each of the mathematic claims areas including: Concepts and Procedures, Problem Solving / Modeling & Data Analysis, and Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics Assessment for Kinder-6th	Kindergarten - 7% (3 out of 44 students) 1st - 5% (3 out of 55 students) 2nd - 9% (5 out of 58 students) 3rd - 5% (3 out of 61 students) 4th - 15% (9 out of 59 students) 5th - 10% (5 out of 53 students) 6th - 13% (8 out of 62 students) All - 9% (36 out of 392 students)	Kindergarten - 80% (35 out of 44 students) 1st - 55% (30 out of 55 students) 2nd - 50% (29 out of 58 students) 3rd - 45% (28 out of 61 students) 4th - 42% (25 out of 59 students) 5th - 34% (18 out of 53 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		6th - 38% (24 out of 62 students) All - 48% (189 out of 392 students)
CAASPP Mathematics for 3rd - 6th Grade	3rd - 32% 4th - 24% 5th - 28% 6th - 27% All - 28% (64 out of 232 students)	3rd - 45% 4th - 42% 5th - 34% 6th - 38% All - 40% (94 out of 235 students)

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2022-2023, 50% of students will make annual progress towards English Language Proficiency as measured by the ELPAC (increase at least one overall ELPAC level and/or maintain an overall ELPAC level 4).

By June 2022-2023, 5% of students will be reclassified as Fluent English Proficient (overall ELPAC 4, meet academic criteria, teacher evaluation, parent input).

Identified Need

Based on the 2021-2022 Summative ELPAC, written performance has been identified as an area of need for our English Learners.

Additionally, (Smarty Ants, Level Set, iReady, CAASPP) data has also identified that our (ARLTELs, LTELs, ELPAC 1, 2, etc.) English Learners would benefit from a greater emphasis on the read/write connection.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC Reclassification Criteria (ELPAC 4, Meets Academic Criteria, Teacher Evaluation, Parent)	Students at Level 4 - 8.9% (10 out of 112 students) Students at Level 3 - 33.9% (38 out of 112 students) Students at Level 2 - 32.1% (36 out of 112 students) Students at Level 1 - 25% (28 out of 112 students) RFEP - 3% (4 out of 123 students)	Students advancing at least one level on ELPAC and/or maintaining a Level 4 - 50% (64 out of 128 students) RFEP - 5% (7 out of 128 students)* *Based on current number of students eligible for reclassification.

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

By June 2023, the percentage chronically absent students will decrease from 7.73% to 6% (approximately 24 students).

Identified Need

All Valle Lindo families and students need to maintain positive attendance performance, in accordance with state law, and will be supported in doing so.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism - All students	In 2021-22, 7.73% of all our students were chronically absent.	By June 2023, we will reduce the rate of chronic absenteeism by 1.73% to 6%.

Goals

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

Goal Subject

Conditions & Climate - Suspension Rate

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 5

By June 2023, the percentage student suspensions and/or discipline incidents will decrease from 0.2% to 0% (approximately 0 students).

Identified Need

Valle Lindo will continue to promote emotional learning and positive behavior interventions and supports to proactively maintain a positive student climate and culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - All students	In 2021-22, 0.2% of all our students were suspended.	By June 2023, we will decrease our suspension rate by 0.2% to 0%.

Goals

Valley Vista

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

Goal Subject

Academic Progress - Language Arts

LEA/LCAP Goal

By June 2023, all Students in all grades (K-6th) will demonstrate increased proficiency on our State and Local academic measures in language arts.

Goal 1

Part I: Kindergarten - 2nd Grade:
A. By June 2023, at least 48% (115) of K-2nd grade students will score at or above grade level on the Smarty Ants Reading Assessment in English.
B. By June 2023, at least 33% (14) of all K-2nd grade, English language learner (ELs) students will score at or above grade level on Smarty Ants Reading Assessment in English.
C. By June 2023, at least 33% (10) of K-2nd grade students with Disabilities will score at or above grade level on Smarty Ants Reading Assessment in English.

D. By June 2023, at least 25% (60) of all K-2nd grade students will score at or above grade level on the Smarty Ants Reading Assessment in Spanish.
E. By June 2023, at least 33% (14) of all K-2nd grade, English language learner (ELs) students will score at or above grade level on Smarty Ants Reading Assessment in Spanish.
F. By June 2023, at least 25% (8) of K-2nd grade students with Disabilities will score at or above grade level on Smarty Ants Reading Assessment in Spanish.

Part II: 3rd-6th Grade:
G. By June 2023, the percentage of students in grades 3-6 scoring at grade level or above on the Local Measures Lexile Reading Assessment in English will increase from 21% (67) to 50% (160).
H. By June 2023, the percentage of English language learner (ELs) students in grades 3rd-6th scoring at or above grade level on the Local Measures Lexile Reading Assessment in English will increase from 5% (4) to 25% (21).
I. By June 2023, the percentage of students with disabilities in 3rd-6th grade scoring at or above grade level on the Local Measures Lexile Reading Assessment in English will increase from 14% (6) to 25% (11).
J. By June 2023, the percentage of all students in grades 3-6 scoring met or exceeded on the CAASPP ELA assessment will increase from 40% (123) to 50% (155).

Identified Need

Students in primary grades will improve in foundational skills that include; phonological awareness, phonics, vocabulary development, fluency, and comprehension. Students in 3rd through 6th grade will improve in comprehension reading skills in both literary and informational texts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants English K-2nd – All Students (239) K-2nd – EL Students (42) K-2nd – SwD Students (30)	Baseline %Not Met % App. % Met All Students 59% (141) 24% (58) 17% (40) EL Students 71% (30) 19% (8) 10% (4) SwD Students 83% (25) 10% (3) 7% (2)	Desired Outcome: English All Students 48% (115) EL Students 33% (14) SwD Students 33% (10)
Smarty Ants Spanish K-2nd – All Students (239) K-2nd – EL Students (42) K-2nd – SwD Students (30)	Baseline %Not Met % App. % Met All Students 85% (203) 12% (28) 3% (8) EL Students 79% (34) 12% (5) 9% (4) SwD Students 87% (26) 7% (2) 7% (2)	Desired Outcome: Spanish All Students 25% (60) EL Students 33% (14) SwD Students 25% (8)
Achieve 3000 Reading 3rd-6th Grade – All Students (321) 3rd-6th Grade – EL Students (83) 3rd-6th Grade – SwD Students (44)	Baseline % Met in English All Students 21% (65) EL Students 5% (4) SwD Students 14% (6)	Desired Outcome: English All Students 50% (160) EL Students 25% (21) SwD Students 25% (11)
CAASPP ELA 3rd-6th Grade – All Students (310)	Baseline % Met or Exceeded All Students 40%(123)	Desired Outcome: % Met or Exceeded All Students 50% (155)

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

All Students in grades K through 6th will demonstrate increased proficiency and growth on State and/or Local Measures in Mathematics

Goal 2

By June 2023, the percentage of of grades K-6 students scoring at grade level or above on the iReady Mathematics Assessment will increase from 3% to 25% (approximately 135 students)

By June 2023, the percentage of grades K-6 students English Learners scoring at grade level or above on the iReady Mathematics Assessment will increase from 1% to 25% (Approximately 30 students)

By June 2023, the percentage of grades K-6 Students with Disabilities scoring at grade level or above on the iReady Mathematics Assessment will increase from 3% to 25% (Approximately 18 Students)

By June 2023, the percentage of students in Gr. 3-6 who Meet or Exceed on CAASPP will increase from 23% to 33% (Approximately 103 students)

Identified Need

Students will improve in each of the mathematic claims: Concepts & Procedures, Modeling & Data Analysis, and Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic K-6th – All Students (541) K-6th – EL Students (121) K-6th – SwD Students (71)	Baseline % Met All Students 3% (18) EL Students 1% (1) SwD Students 3% (2)	Desired Outcome: % Met All Students 25% (135) EL Students 25% (30) SwD Students 25% (18)
CAASPP Math 3rd-6th Grade – All Students (314)	Baseline % Met All Students 23%(72)	Desired Outcome: % Met All Students 33% (103)

Goals

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

Goal Subject

English Language Learner Progress

LEA/LCAP Goal

To ensure that all students, including those acquiring the English language (ELs), engage in relevant, personalized learning experiences, that integrate critical thinking, communication, collaboration, creativity, and the use of technology, ensuring that all students are using 21st century fluencies and experiencing a balanced educational program that encompasses each curricular area (VAPA, ELA/ELD, SLA/SLD, Math, History/Social Sciences, Science, PE/Health, and Technology).

Goal 3

By June 2022-2023, 70% of students identified as an overall Level 4 on the ELPAC will be reclassified as Fluent English Proficient.

By June 2022-2023, 70% of students will make annual progress towards English Language Proficiency (increase at least one ELPAC level and/or maintain an ELPAC level 4.)

Identified Need

Level 4 Students: may need occasional linguistic support to engage in familiar social and academic contexts: they may need light support to communicate on less familiar tasks and topics.
Level 3 Students: may need light-to-minimal linguistic support to engage in familiar social and academic contexts: they may need moderate support to communicate on less familiar tasks and topics.
Level 2 Students: may need moderate linguistic support to engage in familiar social and academic contexts: they may need substantial-to-moderate support to communicate on less familiar tasks and topics.
Level 1 Students: may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts: they may need substantial support to communicate on less familiar tasks and topics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Overall Score of 4	2021-22 ELPAC 8% Overall 4 (10/131)	22-23 Reclassified 70% (7/10)
ELPAC Overall Score of 3	2021-22 ELPAC 31% Overall 3 (41/131)	22-23 Score Overall 4 80% (33/41)
ELPAC Overall Score of 2	2021-22 ELPAC 23% Overall 2 (43/131)	22-23 Score Overall 3 80% (34/43)
ELPAC Overall Score of 1	2020-21 ELPAC 24% Overall 1 (21/131)	21-22 Score Overall 2 85% (18/21)

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

School attendance will be closely monitored and chronic attendance issues will be addressed in a timely manner. Student Placement will be involved in chronic attendance cases that are not resolved.

Goal 4

By June 2023, the percentage of students with chronic absenteeism will decrease from 10.73% to 7.00% with no less than a 95% attendance rate.

Identified Need

The previous year's Chronic Absenteeism rate of 10.73% reflects the challenges and effects of COVID-19 guidelines set forth for public schools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism (All Students)	10.73% (63/593)	7% (42/593)

Goals

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

Goal Subject

Conditions and Climate – Suspension Rate

LEA/LCAP Goal

Reduce school suspensions and provide alternative methods for support students with behavior concerns. Utilize effectively the District provided school counselors and the Multi-Tiered Systems of Support (MTSS) structures to focus on restorative rather than punitive practices.

Goal 5

Valley Vista will continue to promote social emotional growth and positive behavior supports to proactively maintain a positive school climate and culture.

Identified Need

Students exhibiting greater social and emotional distress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate – All Students	In 2021-22, there were 6 suspensions.	To decrease suspensions by at least, 50%.

Goals

Veterans

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 1

English:
By June 2023, the percentage of grades K-2 students in English Only and Dual Immersion scoring at grade level or above progress on the Smarty Ants Reading English Assessment will increase from 46% to 66%.

By June 2023, the percentage of grades 2-6 students in English Only and Dual Immersion scoring at grade level or above on the Achieve 3000 Lexile Assessment in English will increase from 55% to 65%.

By June 2023, the percentage of grade 3-6 students in English Only and Dual Immersion Scoring at grade level or above on CAASPP will increase from 67% to 77%.

Identified Need

At the beginning of the 2022 school year Achieve LevelSet assessments, Smarty Ants Diagnostic and CAASPP results indicate the need for remediation. Due to the pandemic at the end of 2019 and through 2021 end of year assessments.Students in grades K-2 will be assessed on Smarty Ants in January and this assessment will be used as the baseline. The percentage of students who are Approaching on the LevelSet is where the greatest percentage of students performed on this assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for K-2 English - (293 English & Dual Immersion Students)	All- 46% ELL-25% LI-41% SWD-32%	All - 66% ELL - 45% LI- 51% SWD - 42%
Smarty Ants Reading for K-2 Spanish (148 Dual Immersion)	All- 20% ELL-12% LI-4% SWD-13%	All- 40% ELL-32% LI-24% SWD-33%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Achieve 3000 Lexile for 2-6 English (474 English and Dual Immersion Students)	All-55% ELL-13% LI-51% SWD-34%	All - 65% ELL-43% (increase 30%) LI-61% SWD -44%
Achieve 3000 Lexile for 2-6 Spanish (106 Dual Immersion Only)	All-72% ELL-28% LI-83% SWD-71%	All-82% ELL-58% LI-93% SWD-81%
CAASPP ELA 3-6	All-67% EL-27% LI-50% SWD-40%	All-77% EL-37% LI-60% SWD-50%

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 2

By June 2022-2023, the percentage of grades K-6 students scoring at or above grade level on the iReady Mathematics Assessment will increase from 41% to 55%
By June 2022-2023, the percentage of grades 3-6 students scoring at or above grade level on CAASPP Math assessment will increase from 58% to 73%

Identified Need

We averaged the two years that qualified Veterans to be a distinguished school and took that as the desired level of proficiency that we want in our school. We are approximately 10 point below this level across English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics K-6 All Students	Kindergarten 36% First Grade - 42% Second Grade - 25% Third Grade - 47% Fourth Grade - 47% Fifth Grade - 35% Sixth Grade - 41% Total school wide = 41%	Kindergarten - 46% First Grade - 52% Second Grade - 50% Third Grade - 57% Fourth Grade - 57% Fifth Grade - 45% Sixth Grade - 55% Total school wide = 52%
iReady Mathematics K-6 English Learners	Kindergarten - 36% First Grade - 21% Second Grade - 4% Third Grade - 9% Fourth Grade - 20% Fifth Grade - 0% Sixth Grade - 13% Total=15%	Kindergarten - 46% First Grade - 31% Second Grade - 25% Third Grade - 25% Fourth Grade - 30% Fifth Grade - 25% Sixth Grade - 25% Total = 30%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics K-6 Low Income	Kindergarten - 20% First Grade - 34% Second Grade - 23% Third Grade - 30% Fourth Grade - 42% Fifth Grade - 30% Sixth Grade - 34% Total=30%	Kindergarten - 30% First Grade - 44% Second Grade - 33% Third Grade - 40% Fourth Grade - 52% Fifth Grade - 40% Sixth Grade - 44% Total =40%
iReady Mathematics K-6 SWD	Kindergarten - 20% First Grade - 34% Second Grade - 23% Third Grade - 30% Fourth Grade - 42% Fifth Grade - 30% Sixth Grade - 34%	Kindergarten - 20% First Grade - 34% Second Grade - 23% Third Grade - 30% Fourth Grade - 42% Fifth Grade - 30% Sixth Grade - 34%
Grades 3-6 Math CAASPP	3rd-61% 4th-67% 5th-55% 6th-69% School wide= 58%	3rd-71% 4th-77% 5th-65% 6th-79% School wide=73%

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.
The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.
The District will improve and increase access to services for all students to improve academic achievement with a specific focus on Black, indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 3

By June 2022-2023, 100 % of students identified as an overall Level 4 on the ELPAC will be reclassified as Fluent English Proficient. This will increase the reclassification rate from 14% to 37%.

By June 2022-2023, 100% of students will make annual progress towards English Language Proficiency (increase at least one ELPAC level and/or maintain an ELPAC level 4.)

Identified Need

Based on the 2021-2022 Summative ELPAC, _____has been identified as an area of need for our English Learners.

Level 4: Students may need occasional linguistic support to engage in familiar social and academic contexts: they may need light support to communicate on less familiar tasks and topics.
Level 3: Students may need light-to-minimal linguistic support to engage in familiar social and academic contexts: they may need moderate support to communicate on less familiar tasks and topics.
Level 2: Students may need moderate-to-light linguistic support to engage in familiar social and academic contexts: they may need substantial-to-moderate support to communicate on less familiar tasks and topics.
Level 1: Students may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts: they may need substantial support to communicate on less familiar tasks and topics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for California (ELPAC)	Students at Level 4 – 20% (31/110) Students at Level 3 – 32% (49/110) Students at Level 2 – 26% (41/110) Students at Level 1 – 7% (11/110)	Percent of students advancing one level on the ELPAC - 100% Percent of students at Level 4 to be Reclassified will increase from 14% to 37%

Goals

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners, Students with Disabilities, Low Income, Foster Youth, Homeless students, and LGBTQ+ students.

Goal 4

By June 2023, the percentage chronically absent students will decrease from 6.2% to 3.8% (approximately 20 students).

Identified Need

Student absenteeism has been challenging during the COVID-19 pandemic and as a result identifying need is complex. The number of students identified as chronically absent since the start of the school year is 76 out of 908 students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - the percentage of students K-6 enrolled who are absent 10 percent or more of the instructional days.	All Students - Percentage of Chronic Absenteeism is 6.20%.	Reduce the chronic attendance from 6.2% to 3.8% which is approximate 30 students with improved attendance.

Goals

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

Goal Subject

Suspensions

LEA/LCAP Goal

Reduce school suspensions and provide alternative methods for support students with behavior concerns. Utilize effectively the District provided school counselors and the Multi-Tiered Systems of Support (MTSS) structures to focus on restorative rather than punitive practices.

Goal 5

By June 2023, the percentage student suspensions and/or discipline incidents will decrease from .2% to .1% (approximately 1student).

Identified Need

Referral data shows that there are more behavior incidents since the reopening of the school.

Goals

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

Goal Subject

English Language Arts

LEA/LCAP Goal

All students K-6 will meet End of Year goals or make at least one year's growth on Smarty Ants and/or Achieve 3000.

Goal 1

By June 2023, the percentage of grades K-2 students scoring at grade level or above on the Smarty Ants Reading English Assessment will increase from 21% to 55% by the End of the Year (EOY).

By June 2023, the percentage of grades 2-6 students scoring at grade level or above on the Achieve 3000 Lexile Assessment in English will increase from 34% to 55% by the End of the Year (EOY).

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading for K-2	All Students - 21% English Learners - 10% Students with Disabilities - 13% Low Income - 22%	All Students - 55% English Learners - 50% Students with Disabilities - 40% Low Income - 50%
Achieve 3000 Lexile for 2-6	All Students - 34% English Learners - 25% Students with Disabilities - 11% Low Income - 34%	All Students - 55% English Learners - 50% Students with Disabilities - 40% Low Income - 50%

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students in all grades (including all target groups such as Low Income, English Learners (ELs), and Foster Youth will demonstrate increased proficiency on State and District assessments.

Goal 2

By June 2023, the percentage of grades K-6 students scoring at or above the level on the iReady Mathematics Assessment will be 55%.

Identified Need

Based on the beginning of the year iReady assessment 91% of the K-6 students did not meet end-of-grade level proficiency.

Students will improve their mathematics skills in each of the mathematics claims areas including Concepts and Procedures, Problem Solving / Modeling & Data Analysis, and Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics K-6 at or above grade level (green)	Kindergarten - 29% First Grade - 31% Second Grade - 13% Third Grade - 22% Fourth Grade - 11% Fifth Grade - 8% Sixth Grade - 9%	Kindergarten - 50% First Grade - 50% Second Grade - 50% Third Grade - 50% Fourth Grade -50% Fifth Grade - 50% Sixth Grade - 55%
iReady Mathematics K-6 one year below grade level (yellow)	Kindergarten - 71% First Grade - 69% Second Grade - 77% Third Grade - 59% Fourth Grade - 60% Fifth Grade - 53% Sixth Grade - 54%	Kindergarten - 55% First Grade - 55% Second Grade - 55% Third Grade - 55% Fourth Grade - 55% Fifth Grade - 50% Sixth Grade - 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics K-6 two or more years below grade level (red)	Kindergarten - 0% First Grade - 0% Second Grade -10% Third Grade - 18% Fourth Grade - 29% Fifth Grade - 39% Sixth Grade - 36%	Kindergarten - 0% First Grade - 0% Second Grade - 5% Third Grade - 10% Fourth Grade - 15% Fifth Grade - 20% Sixth Grade - 20%
All Students - iReady Math	15%	55%
English Learners - iReady Math	11%	55%
SWD - iReady Math	9%	50%
SED - iReady Math	15%	50%
Foster Youth	0%	50%
Homeless	7%	50%

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

All English Learners will receive Designated ELD and Integrated ELD based on the Smarty Ants, Achieve 3000 and ELPAC results and advance at least one language proficiency level in all areas on the ELPAC in one year.

Goal 3

By June 2023, students identified as an Overall Level 4 on the English Language Proficiency Assessment for California (ELPAC) along with teacher input will be reclassified as Fluent English Proficient.
By June 2023, all students identified as an Overall 1-3 on the ELPAC will advance at least one Level on the ELPAC.

Identified Need

Level 4: Students may need occasional linguistic support to engage in familiar social and academic contexts: they may need light support to communicate on less familiar tasks and topics.
Level 3: Students may need light-to-minimal linguistic support to engage in familiar social and academic contexts: they may need moderate support to communicate on less familiar tasks and topics.
Level 2: Students may need moderate-to-light linguistic support to engage in familiar social and academic contexts: they may need substantial-to-moderate support to communicate on less familiar tasks and topics.
Level 1: Students may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts: they may need substantial support to communicate on less familiar tasks and topics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Progress	Percent of students at Level 4 - 9% Percent of students at Level 3 - 29% Percent of students at Level 2 - 35% Percent of students at Level 1 - 27%	Percent of students advancing from Overall Level 1 to Level 2 - 20% Percent of students advancing from Overall Level 2 to Level 3 - 30% Percent of students advancing from Overall Level 3 to Level 4 - 20% Percent of students at Level 4 to be Reclassified - 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification	In 2022, 14 English learners achieved Reclassified Fluent English Proficient (RFEP) status.	In 2023, 9% of English learners will achieve Reclassified Fluent English Proficient (RFEP) status

Goals

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

Goal Subject

School Engagement - Chronic Absenteeism

LEA/LCAP Goal

The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.
School attendance will be closely monitored and chronic attendance issues will be addressed in a timely manner.
Student Placement will be involved in chronic attendance cases that are not resolved.

Goal 4

In 2021-22, chronic absenteeism was 23.44%
In 2022-23, we will reduce the rate of chronic absenteeism from 23% to 10%.

Identified Need

All families and students need to maintain positive attendance performance, in accordance with state law and be supported in doing so.

Our overall chronic absenteeism is significant at over 23%. Our McKinney-Vento population has the most disproportionate amount of chronic absences.

Student absenteeism has been challenging during the COVID19 pandemic and as a result, the identifying need is complex. The number of students identified as chronically absent during the 2021-2022 school year was 161out of 687 students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - the percentage of students K-6 enrolled who are absent 10 percent or more of the instructional days.	23.44% of our students are chronic absentee	In 2022-23, we will reduce our rate of chronic absenteeism to 10%.

Goals

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

Goal Subject

School Climate and Culture- Suspension

LEA/LCAP Goal

The District will improve and increase access to services for students and families that support social, emotional, and physical wellness, and school success.

Goal 5

Vista Square School will maintain it's current low suspension rate in the state's BLUE category LESS THAN 1% PERCENT

Identified Need

The school will continue to promote social-emotional learning and character education to proactively maintain a positive student climate and culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Suspension Data	In 2021-22 the school had 7 Suspensions.	In 2022-23 we will maintain our BLUE category on the states reporting. LESS THAN 1% PERCENT

Goals

Wolf Canyon

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

Goal Subject

English Language Arts

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners (ELs), Students with Disabilities (SWD), Low-Income (LI), Foster Youth (FY), Homeless (HM) student, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on BIPOC, ELs, SWD, LI, FY, HM students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on BIPOC, ELs, SWD, LI, FY, HM students, and LGBTQ+ students.

Goal 1

Reading Foundational Skills - Metric: Smarty Ants Reading for K-2 English

By June 2023, the percentage of grades K-2 students scoring at least on grade level or above on the Smarty Ants Reading English Assessment will be 90%

By June 2023, the percentage of grades 3-6 students scoring at grade level or above on the Achieve 3000 LevelSet Assessment in English will be 90%

By June 2023, the percentage of grades 3-6 students scoring met/exceeded on the CAASPP ELA Assessment will be 85%

Identified Need

Our K-6 students need continued support with the advancement of their literacy skills as demonstrated by the following online learning programs: Achieve3000 and Smarty Ants.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All	Smarty Ants: Grades K-2 62% meeting end-of-the-year expectations Achieve 3000 Lexile Level Set Assessment: Grades 3-6 77% meeting end-of-the-year expectations	Smarty Ants: Grades K-2 90% meeting end-of-the-year expectations Achieve 3000 Lexile Level Set Assessment: Grades 3-6 90% meeting end-of-the-year expectations

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	CAASPP 3-6: 71% meeting or exceeding end-of-year expectations	CAASPP: 85% Meeting or Exceeding Standards
English Learners	Smarty Ants: Grades K-2 25% meeting end-of-the-year expectations Achieve 3000 Lexile Level Set Assessment: Grades 3-6 55% meeting end-of-the-year expectations CAASPP: 63% meeting or exceeding end-of-year expectations	Smarty Ants: Grades K-2 90% meeting end-of-the-year expectations Achieve 3000 Lexile Level Set Assessment: Grades 3-6 90% meeting end-of-the-year expectations CAASPP: 85% Meeting or Exceeding Standards
Students with Disabilities	Smarty Ants: Grades K-2 31% meeting end-of-the-year expectations Achieve 3000 Lexile Level Set Assessment: Grades 3-6 42% meeting end-of-the-year expectations CAASPP: 29% meeting or exceeding end-of-year expectations	Smarty Ants: Grades K-2 90% meeting end-of-the-year expectations Achieve 3000 Lexile Level Set Assessment: Grades 3-6 59% meeting end-of-the-year expectations CAASPP: 46% Meeting or Exceeding Standards
Socio Economically Disadvantaged	Smarty Ants: Grades K-2 40% meeting end-of-the-year expectations Achieve 3000 Lexile Level Set Assessment: Grades 3-6 67% meeting end-of-the-year expectations CAASPP: 67% meeting or exceeding end-of-year expectations	Smarty Ants: Grades K-2 90% meeting end-of-the-year expectations Achieve 3000 Lexile Level Set Assessment: Grades 3-6 90% meeting end-of-the-year expectations CAASPP: 85% Meeting or Exceeding Standards

Goals

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

Goal Subject

Mathematics

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners (ELs), Students with Disabilities (SWD), Low-Income (LI), Foster Youth (FY), Homeless (HM) student, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on BIPOC, ELs, SWD, LI, FY, HM students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on BIPOC, ELs, SWD, LI, FY, HM students, and LGBTQ+ students.

Goal 2

By June 2023, the percentage of grades K-6 students scoring at or above grade level on the iReady Mathematics Assessment will increase from 52% to 85%

By June 2023, the percentage of grades 3-6 students scoring met/exceeded on the CAASPP Mathematics Assessment will be 85%.

Identified Need

Our K-6 students need continued support with the advancement of their mathematical skills as demonstrated by the following online learning programs: iReady and CAASPP

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ALL	iReady Math Diagnostic: Grades K-6 52% of students were meeting end-of-the-year expectations CAASPP: 66% Meeting or Exceeding State Expectations	iReady Math Diagnostic: Grades K-6 85% of students meeting end of the year expectations CAASPP: 85% Meeting or Exceeding Expectations
English Language Learners	iReady Math Diagnostic: Grades K-6 40% of students were meeting end-of-the-year expectations CAASPP:	iReady Math Diagnostic: Grades K-6 85% of students meeting end of the year expectations CAASPP:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	% Meeting or Exceeding State Expectations	85% Meeting or Exceeding Expectations
Students with Disabilities	iReady Math Diagnostic: Grades K-6 18% of students were meeting end-of-the-year expectations CAASPP: 34% Meeting or Exceeding State Expectations	iReady Math Diagnostic: Grades K-6 40% of students meeting end of the year expectations CAASPP: 50% Meeting or Exceeding Expectations
Socio Economically Disadvantaged	iReady Math Diagnostic: Grades K-6 41% of students were meeting end-of-the-year expectations CAASPP: 55 % Meeting or Exceeding State Expectations	iReady Math Diagnostic: Grades K-6 85% of students meeting end of the year expectations CAASPP: 85% Meeting or Exceeding Expectations

Goals

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

Goal Subject

English Learner Progress

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners (ELs), Students with Disabilities (SWD), Low-Income (LI), Foster Youth (FY), Homeless (HM) student, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on BIPOC, ELs, SWD, LI, FY, HM students, and LGBTQ+ students.

Goal 3

English Learner Progress - Metric: English Language Proficiency Assessment for California (ELPAC) students

By June 2023, 65% of students will make annual progress toward English Language Proficient (increase at least one ELPAC level and/or maintain an ELPAC level 4).

By June 2023, 20% of students identified as an overall Level 4 on the ELPAC will be reclassified as Fluent English Proficient.

*Baseline data is derived from 2021-2022 summative ELPAC. (Each year over the last three years WC has reclassified between 15-24% of our English Learners. Our student population continues to fluctuate, and our EL population remains around 10-18% of our total student population).

Identified Need

English Learner students need to continue to advance their acquisition of English as a second language in the areas of speaking, listening, reading and writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC - Reclassification	In June of 2022 18% of our English Learners achieved Reclassified Fluent English Proficient (RFEP) status.	By 2023, we will once again reclassify 20% of our English Learners. This would equate to roughly 16-28 students.

Goals

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

Goal Subject

School Engagement - Chronic Absenteesim

LEA/LCAP Goal

The District will continue to learn, reflect, and improve or increase equity initiatives for all students and families, with a specific focus on Black, Indigenous, People of Color (BIPOC), English Learners (ELs), Students with Disabilities (SWD), Low-Income (LI), Foster Youth (FY), Homeless (HM) student, and LGBTQ+ students.

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on BIPOC, ELs, SWD, LI, FY, HM students, and LGBTQ+ students.

The District will improve and increase access to services for all students to improve academic achievement with a specific focus on BIPOC, ELs, SWD, LI, FY, HM students, and LGBTQ+ students.

Goal 4

By June 2023, the percentage chronically absent students will decrease from 7.6% to 3% (approximately 30 students)

Identified Need

In 2018-2019, Wolf Canyon's chronic absenteeism rate was 2.6%. In 2019-20 that rate was reduced to 1%. This moved Wolf Canyon from the Yellow category to the blue category. The rates remained similar for the 2020-2021 school year with slight upticks within sub-groups. During the 2021-2022 school year we had a significant increase in the number of students in the chronic absentee category. While not all of those absences were as a result of COVID (some students' parents would keep them home if there was a positive case in their room just to be cautious, even though that wasn't a requirement and was an unexcused absence).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - ALL	2021-2022 - 7.6%	2022-2023 - 3%
Chronic Absenteeism - English Language Learners	2021-2022 - 5%	2022-2023 - 3%
Chronic Absenteeism - Students with Disabilities	2021-2022 - 10%	2022-2023 - 3%
Chronic Absenteeism - Socioeconomically Disadvantaged	2021-2022 - 9%	2022-2023 - 3%

Goals

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

Goal Subject

School Climate and Culture - Suspension Rate

LEA/LCAP Goal

The District will improve and increase access to services for all students and families that support social, emotional, and physical wellness with a specific focus on BIPOC, ELs, SWD, LI, FY, HM students, and LGBTQ+ students.

Goal 5

Wolf Canyon will maintain it's currently low (blue) suspension rate of .1% or 1/975 students. By June 2023, the percentage of student suspensions and/or discipline incidents will remain below the 1% mark.

Identified Need

Wolf Canyon will continue to foster an inclusive school community and respond to student behavior in a restorative manner. Last year we had one student suspended from school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Suspension Data	2021-2022: 1 student suspended for 18 days .8% suspension rate.	2022-2023: The school will maintain a suspension rate below .5%

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Ratify Agreement with FERIA Partnership (Families, Educators, Resources, IHE's Agencies Working Together) to Co-Sponsor in the 8th Annual FERIA Partnership Virtual Conference

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

The District wishes to continue to co-sponsor the FERIA Partnership for their Annual FERIA Conference. This year the October 22, 2022, and November 12, 2022 conference will be virtual and the District will provide three interpreters at both sessions. Registration fliers are sent out to special education parents and teachers in the District. FERIA Partnership will provide twenty parent registrations (Fee Waiver/FERIA Scholarship, $2,000) and five educator registrations (Fee Waiver/FERIA Scholarship, $500). The District has been a continued and committed sponsor since 2015.

The conference will be offering top parental involvement transformational practitioners from around the state, and local school districts will offer presentations demonstrating evidence-based research practices, strategies, and applications that will result in increased parental involvement, elevated expectations, and achievement for all students (Cradle to College). There will also be a series of workshops provided in Spanish and simultaneous translators in English (one English workshop per session).

ADDITIONAL DATA:

Additional information is available for review in the Office of the Senior Director of Student, Family, Community, and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Ratify Memorandum of Understanding Between San Diego Oasis and Chula Vista Elementary School District for School-Based Tutoring Services for the Period of July 1, 2022, Through June 30, 2025

____X____Action **_____Information**

BACKGROUND INFORMATION:

The District wishes to partner with the San Diego Oasis (SDO) agency to provide services to District students. The SDO works together to help children build educational skills, self-esteem, and positive attitudes toward learning. The agency will provide weekly one-on-one tutoring session by trained tutors for Kindergarten through Grade 5 students for up to 25 weeks. The SDO will train and screen all tutors and will coordinate tutoring services with District staff.

The District will refer students who would benefit from tutoring support for in-person services and provide a space to meet with students. All school-based services will be provided in-person or virtually as determined by current and county guidelines and/or as allowable by the District.

ADDITIONAL DATA:

Additional information is available for review in the Office of the Senior Director of Student, Family, Community, and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Ratify Memorandum of Understanding Between YMCA of San Diego County and Chula Vista Elementary School District, Chula Vista Community Collaborative for the Period of September 1, 2022, Through October 31, 2023.

____X____Action **_____Information**

BACKGROUND INFORMATION:

The Chula Vista Community Collaborative (CVCC) oversees the management of five Family Resource Centers (FRCs). The FRCs assist individuals and families by providing referrals and support services to increase their ability to lead productive and self-sufficient lives.

CVCC works with community partners to enhance community capacity through increased awareness and education. CVCC and YMCA will be working together toward the mutual goals of addressing behavioral health and economic stability needs in the Mesa community and surrounding communities. Programs and services provided will focus on children, youth (K-8th grade) and their caregivers.

ADDITIONAL DATA:

Additional information is available for review in the Office of the Senior Director of Student, Family, Community, and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

The District, as the fiscal agent for CVCC, will receive $49,841 for use by the CVCC.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Ratify Entry Permit Agreement with Village II of Otay HB Sub, a California General Partnership, to Complete Remaining Work for Otay Ranch Village 2, Site 2, Following Close of Escrow

__X__ Action **_____ Information**

BACKGROUND INFORMATION:

On September 14, 2022, the Board of Education authorized a Purchase Agreement for Otay Ranch Village 2, Site 2, for the purpose of building a new elementary school (School No. 48).

In anticipation of close of escrow and construction starting in November 2022, the District finds it necessary to enter into a License Agreement with Village II of the Otay HB Sub, (Permittee) to allow the Permittee to complete certain improvements needed to put the property in a construction ready condition (Entry Permit). The Entry Permit will provide for completion of the remaining work following close of the escrow. As required by the State Allocation Board, 2 CCR Section 1859.74.1, the proposed site improvements that need to be completed after close of escrow will have a 100 percent performance bond, estimated at $7,619. The District anticipates the Entry Permit will be in effect for 30 days.

ADDITIONAL DATA:

Copies of the Entry Permit Agreement with Village II of Otay HB Sub, a general partnership, to complete remaining work necessary to prepare Otay Ranch Village 2, Site 2, for construction of School No. 48 are available for review in the office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

None. Permittee estimates the pending work to be valued at $7,619, to which the Permittee will provide a 100 percent bond. No direct financial impact to the District.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

(1) Approve Retention Release for Bid Packages Nos. 5, 8, 9, and 11 for Otay Ranch Village 3 Elementary School to Multiple Prime Contractors;

(2) Approve Change Order for Multiple Prime Contractors for a Decrease in the Amount of ($345,860); and

(3) Approve Notice of Completion for Bid Packages Nos. 5, 8, 9, and 11

____X____Action **_____Information**

BACKGROUND INFORMATION:

On December 15, 2020, the Board approved the award of Prime Bid Package Nos. 1 Through 4, 6 Through 9, 11 Through 15, and 17, and on February 10, 2021, Prime Bid Package Nos. 5, 10, and 16 to various contractors for the construction of Fahari L. Jeffers Elementary (Jeffers Elementary).

On September 14, 2022, the Board approved Change Orders, the Retention Release, and the Notice of Completion for Bid Packages Nos. 1, 2, 4, 7, 14, and 16 for Jeffers Elementary, for an increase of $69,475 to the total contract amount.

On October 19, 2022, the Board approved Change Orders, the Retention Release and the Notice of Completion for Bid Packages Nos. 6 and 10 for Jeffers Elementary School for a decrease of $62,976 to the total contract amount.

Work commenced on Jeffers Elementary on March 1, 2021, and was substantially complete on July 19, 2022, and on July 20, 2022 Jeffers Elementary opened for students. Contractors for Bid Packages Nos. 5, 8, 9, and 11 have satisfactorily completed their work sufficient to release the 5% retention held on their progress payments.

Per the direction of the District Architect and District staff, modifications of the scope occurred during the course of the work requiring adjustments to the prime bid package contract. The change order amount for Prime Bid Package Nos. 5, 8, 9, and 11 on the chart below represents the final reconciliation of the contractor allowance built into the contract for unforeseen conditions. Examples of the scope

modifications include additional soffit modifications and other design upgrades and modifications.

Bid Pkg. No.	Description	Contractor	Contract Amount	Change Order Amount
*1**	*Survey & Staking**	*J&B Engineers, Surveyors**	*$64,376.00**	*($2,077)**
*2**	*Grading, Asphalt & Paving **	*F.J. Willert Contracting Co.**	*$1,850,750.00**	*($103,669)**
*4**	*Site Utilities & Building Plumbing**	*Strelic Plumbing Inc., dba Advance Plumbing Company**	*$2,368,028.00**	*$31,094**
5	**Concrete**	**Conan Construction,**	**$4,844,000.00**	**($164,717)**
*6***	*Structural Steel*	*Columbia Steel Inc.*	*$2,362,357.00*	*($53,019)*
*7**	*Rough Carpentry**	*Core Contracting, Inc**	*$ 3,759,000.00**	*$ 210,103**
8	**Finish Carpentry**	**Spooner's Woodworks, Inc**	**$865,565.00**	**($52,213)**
9	**Roofing and Sheet Metal**	**Chambers, Inc. dba. Roof Construction**	**$1,421,160.00**	**($56,455)**
*10***	*Flooring*	*A&A Flooring Inc. dba A&S Flooring*	*$1,609,000.00*	*($9,957)*
11	**Glazing, Storefront, & Curtain Wall**	**Sun Pacific Glazing, Inc.**	**$1,049,999.00**	**($72,475)**
*14**	*Food Service Equipment**	*Kitcor Corporation**	*$122,216.00**	*($50,000)**
*16**	*Fire Sprinklers**	*Bradshaw Engineering Corporation**	*$763,570.00**	*($15,976)**
	Total Change Order Approved at 9/14/2022 Board Meeting*			$69,475*
	Total Change Order Approved at 10/19/2022 Board Meeting**			($62,976)
	Total Change Order for BP # 5, BP # 8, BP # 9, and BP # 11			**($345,860)**
	Total Overall Change Order			($339,361)

*Indicates approval at the 9/14/2022 Board Meeting
**Indicates approval at the 10/19/2022 Board Meeting

The District has inspected the work and found it to be substantially complete and satisfactory. The final payments of funds owed will be paid no later than 60 days after the Acceptance of Work and Notice of Completion have been filed.

An Acceptance of Work and Notice of Completion for remaining Prime Contractors on Bid Package Nos 3, 12, 13, 15 and 17 will be submitted to the Board for approval when all respective Change Orders are confirmed and finalized.

ADDITIONAL DATA:

A copy of this change order is available for review in the Office of the Deputy Superintendent. A copy of the Notices of Completion of Public Work is attached as Exhibits “A through D”.

FISCAL IMPACT/FUNDING SOURCE:

The change order will result in an overall decrease of $345,860 to the total contract amount of Prime Bid Package Nos. 5, 8, 9, and 11. The total contract sum will be adjusted from $33,361,465 to $33,015,605. Funding will be provided from Community Facilities District and/or other Capital funds.

STAFF RECOMMENDATION:

Recommend approval.

Recording Requested By and When Recorded Mail to:	**"EXHIBIT A"**
Chula Vista Elementary School District Attention: Facilities Department 84 East "J" Street Chula Vista, CA 91910	

Space above for Recorder's use only.
Exempt from recording fee pursuant to Government Code § 6103.

NOTICE OF COMPLETION OF PUBLIC WORK

Project Owner:
Chula Vista Elementary School District,
84 East "J" Street, Chula Vista, CA 91910

Project Site:

Otay Ranch Village 3 Elementary School (Fahari L. Jeffers Elementary School),
1145 Camino Prado, Chula Vista, CA 91913

Project Owner Interest in Project Site(s): Fee Simple Ownership

Description of Public Work:

Name/Bid Package(s):	Bid Package No. 5 for Concrete
Direct Contractor:	Conan Construction, Inc.
Date of Contract:	December 16, 2020
Name of Surety:	
Nature of Work:	Bid Package No. 5 for Concrete for the construction of Otay Ranch Village 3 Elementary School. (Fahari L. Jeffers Elementary School)

Acceptance/Completion Date: The Project Owner's Board of Education accepted the above-described public work as being complete on November 9, 2022.

Verification: The undersigned hereby declares subject to penalty for perjury that I am an officer of the Project Owner (i.e., Secretary to the Board of Education of the Chula Vista Elementary School District), I am authorized to make this verification on behalf of the Project Owner, I have read this notice and understand its contents, and I am informed and believe that the matters set forth herein are true and correct.

Executed in Chula Vista, California, on November 9, 2022.

Dr. Eduardo Reyes
Secretary to the Board of Education of the Chula Vista Elementary School District

Recording Requested By and When Recorded Mail to:	**"EXHIBIT B"**
Chula Vista Elementary School District Attention: Facilities Department 84 East "J" Street Chula Vista, CA 91910	

Space above for Recorder's use only.
Exempt from recording fee pursuant to Government Code § 6103.

NOTICE OF COMPLETION OF PUBLIC WORK

Project Owner:
Chula Vista Elementary School District,
84 East "J" Street, Chula Vista, CA 91910

Project Site:

Otay Ranch Village 3 Elementary School (Fahari L. Jeffers Elementary School),
1145 Camino Prado, Chula Vista, CA 91913

Project Owner Interest in Project Site(s): Fee Simple Ownership

Description of Public Work:

Name/Bid Package(s):	Bid Package No. 8 for Finish Carpentry
Direct Contractor:	Spooner's Woodworks, Inc.
Date of Contract:	February 10, 2021
Name of Surety:	U.S. Specialty Insurance Company
Nature of Work:	Bid Package No. 18 for Finish Carpentry for the construction of Otay Ranch Village 3 Elementary School. (Fahari L. Jeffers Elementary School)

Acceptance/Completion Date: The Project Owner's Board of Education accepted the above-described public work as being complete on November 9, 2022.

Verification: The undersigned hereby declares subject to penalty for perjury that I am an officer of the Project Owner (i.e., Secretary to the Board of Education of the Chula Vista Elementary School District), I am authorized to make this verification on behalf of the Project Owner, I have read this notice and understand its contents, and I am informed and believe that the matters set forth herein are true and correct.

Executed in Chula Vista, California, on November 9, 2022.

Dr. Eduardo Reyes
Secretary to the Board of Education of the Chula Vista Elementary School District

Recording Requested By and When Recorded Mail to:	**"EXHIBIT C"**
Chula Vista Elementary School District Attention: Facilities Department 84 East "J" Street Chula Vista, CA 91910	

Space above for Recorder's use only.
Exempt from recording fee pursuant to Government Code § 6103.

NOTICE OF COMPLETION OF PUBLIC WORK

Project Owner:
Chula Vista Elementary School District,
84 East "J" Street, Chula Vista, CA 91910

Project Site:

Otay Ranch Village 3 Elementary School (Fahari L. Jeffers Elementary School),
1145 Camino Prado, Chula Vista, CA 91913

Project Owner Interest in Project Site(s): Fee Simple Ownership

Description of Public Work:

Name/Bid Package(s):	Bid Package No. 9 for Roofing and Sheet Metal
Direct Contractor:	Chambers, Inc. dba. Roof Construction
Date of Contract:	February 10, 2021
Name of Surety:	Philadelphia Indemnity Insurance Company
Nature of Work:	Bid Package No. 9 for Roofing and Sheet Metal for the construction of Otay Ranch Village 3 Elementary School. (Fahari L. Jeffers Elementary School)

Acceptance/Completion Date: The Project Owner's Board of Education accepted the above-described public work as being complete on November 9, 2022.

Verification: The undersigned hereby declares subject to penalty for perjury that I am an officer of the Project Owner (i.e., Secretary to the Board of Education of the Chula Vista Elementary School District), I am authorized to make this verification on behalf of the Project Owner, I have read this notice and understand its contents, and I am informed and believe that the matters set forth herein are true and correct.

Executed in Chula Vista, California, on November 9, 2022.

Dr. Eduardo Reyes
Secretary to the Board of Education of the Chula Vista Elementary School District

Recording Requested By and When Recorded Mail to:	**"EXHIBIT D"**
Chula Vista Elementary School District Attention: Facilities Department 84 East "J" Street Chula Vista, CA 91910	

Space above for Recorder's use only.
Exempt from recording fee pursuant to Government Code § 6103.

NOTICE OF COMPLETION OF PUBLIC WORK

Project Owner:
Chula Vista Elementary School District,
84 East "J" Street, Chula Vista, CA 91910

Project Site:

Otay Ranch Village 3 Elementary School (Fahari L. Jeffers Elementary School),
1145 Camino Prado, Chula Vista, CA 91913

Project Owner Interest in Project Site(s): Fee Simple Ownership

Description of Public Work:

Name/Bid Package(s):	Bid Package No. 11 for Glazing, Store Frontm & Curtain Wall
Direct Contractor:	Sun Pacific Glazing, Inc.
Date of Contract:	February 10, 2021
Name of Surety:	Western National Mutual Insurance Company
Nature of Work:	Bid Package No. 11 for Glazing, Storefront, & Curtain Wall for the construction of Otay Ranch Village 3 Elementary School. (Fahari L. Jeffers Elementary School)

Acceptance/Completion Date: The Project Owner's Board of Education accepted the above-described public work as being complete on November 9, 2022.

Verification: The undersigned hereby declares subject to penalty for perjury that I am an officer of the Project Owner (i.e., Secretary to the Board of Education of the Chula Vista Elementary School District), I am authorized to make this verification on behalf of the Project Owner, I have read this notice and understand its contents, and I am informed and believe that the matters set forth herein are true and correct.

Executed in Chula Vista, California, on November 9, 2022.

Dr. Eduardo Reyes
Secretary to the Board of Education of the Chula Vista Elementary School District

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Renewal of RFP 18/19-2 for Internet Services with AT&T Corporation for the Period of July 1, 2023, Through June 30, 2024

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

On January 23, 2019, the Board of Education approved award of Request for Proposal 18/19-2 to AT&T Corporation (AT&T), for Internet Services. Internet services have been successfully provided by AT&T over the last four years. This is the second and final one-year extension allowable under the contract.

The AT&T contract provides physical access to the Internet for all school sites, the Education Service and Support Center, and the Maxwell Transportation Yard through a 10 GigaByte (GB) per second port. Renewal of the contract will allow services to continue without any interruption. Internet access is used for educational programs and resources, online services, and email.

ADDITIONAL DATA:

Copies of bid documents are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The District's estimated monthly cost for internet service is $4,545.45. The District will apply for E-Rate discounts in conjunction with AT&T. If approved for E-Rate funding, the District will receive an estimated 80 percent discount on eligible services. Additionally, these services qualify for discounts through the California Teleconnect Fund (CTF). An additional 50 percent discount is applied to the remaining costs after E-Rate discounts have been applied through CTF.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Renewal of Proposal No. 18/19-3 for WAN Ethernet Services with AT&T Corporation for the Period of July 1, 2023, Through June 30, 2024

____X____ Action **_____ Information**

BACKGROUND INFORMATION:

On January 23, 2019, the Board of Education approved Request for Proposal (RFP) No. 18/19-3 for Wide Area Network (WAN) Ethernet service to AT&T Corporation (AT&T). The contract provides High-Speed Ethernet services which support data, voice and video communications between all school sites, the corporate yard, and the Education Service and Support Center (ESSC); and allows the District to add or upgrade services as needed to accommodate the needs of the District.

At its meeting of December 15, 2021, the Board of Education approved the renewal of RFP 18/19-3 which included an increase in services for the District. The increase included approval for services for Otay Ranch Village 2 and provided the District with five (5) 10Gb Ethernet Circuits at the ESSC; and increased the services at the school sites from 250mb to 1Gb circuits. The increase in services provided the needed capacity for all District communications to operate efficiently. This will be the final renewal term allowed under this contract.

ADDITIONAL DATA:

Copies of contract documents are available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The District's estimated monthly cost for service is $23,823.55, not including taxes and surcharges. The District will apply for E-Rate discounts in conjunction with AT&T. If approved for E-Rate funding, the District will receive an estimated 80 percent discount on eligible services.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Ratify Amendment of Contract with PowerSchool Group, LLC, for the Online Registration Platform to Include Enrollment Add-on Form in the Amount of $110,724.43 for the Period of October 16, 2022, Through October 15, 2023

___X___ Action **_____ Information**

BACKGROUND INFORMATION:

The District has successfully used PowerSchool Group, LLC, (PowerSchool) (formerly known as SunGard K12 Public Sector) since 1988 primarily to maintain student data for *eSchoolPLUS,* the District's student information system (SIS).

On October 14, 2020, the Board approved a three-year contract with PowerSchool for the purpose of transitioning to the new PowerSchool online enrollment application, which allows integration with the District's current *eSchoolPlus* student information system, simplifying online enrollment for families and District staff. The original contract was for $69,662.85 per year with a provision for an annual price change. The cost for the 2022-23 school year is $75,924.43, an increase of $6,261.58.

On November 17, 2021, the District approved the addition of an Enrollment Add-on Form to the contract through October 15, 2022, for purposes of improving the online enrollment process, and the zone transfer process in particular. The District is now seeking to approve the addition of the separate Enrollment Add-on Form to the original contract for another year in the amount of $34,800.

ADDITIONAL DATA:

Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The cost for the PowerSchool online enrollment application is $75,924.43. The cost for the PowerSchool online Enrollment Add-on Form is $34,800. The total cost of $110,724.43 will be paid from the General Fund.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve Contract with School Services of California, Inc., for Fiscal Information Services in the Amount of $5,060 for the Period of December 1, 2022, Through November 30, 2023

____X____Action **_____Information**

BACKGROUND INFORMATION:

School Services of California, Inc. (SSC), is a Sacramento-based consulting firm that provides a broad range of services including fiscal/budget services, analyses of all major school finance legislation, and other special projects. Through this contract, the District receives timely analyses of major legislative issues as well as updates on any changes made by the California Department of Education that impact education. The District's current agreement with SSC will expire on November 30, 2022.

ADDITIONAL DATA:

The District would continue to receive the latest information regarding State finance throughout the year, especially during the crucial budget development phase.

A copy of the agreement is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

The cost for services for the period of December 1, 2022, through November 30, 2023, is $4,260, which is an increase of $180 over the previous year. To this base contract, the District is adding the purchase of the Comparative Analysis of District Income and Expenditures Report and the Salary and Benefits Report at the client rate of $800, which is the same as the previous year. Costs will be paid from the General Fund.

STAFF RECOMMENDATION:

Recommend approval.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Ratify Request for Use of District Facilities

____X____Action **_____Information**

BACKGROUND INFORMATION:

Site	Requested by	Facility/Time/Date/Purpose	Fees per Hour
Hedenkamp	Asian Culture and Media Alliance, Inc.	Classroom Friday, 2-5:00 pm November 4, 2022 Take One Student Short Film Project	Direct Cost
Wolf Canyon	Filipino Language After School Program	Classroom Tuesdays, 3:30 – 4:30 pm October 25, 2022 – February 7, 2023 Take One Student Short Film Project	Direct Cost

ADDITIONAL DATA:

The District requests approval of future requests from the above facility users for the 2022-23 school year. Additional information is available for review in the Office of the Deputy Superintendent.

FISCAL IMPACT/FUNDING SOURCE:

Facilities use permit fees are deposited into the District's General Fund.

STAFF RECOMMENDATION:

Recommend ratification and approval.

9CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Ratify Purchase Orders, Warrants, and Checks Written/Issued Through October 31, 2022

____X____Action **_____Information**

BACKGROUND INFORMATION AND FISCAL IMPACT:

The following purchase orders, warrants, and checks were written/issued through October 29, 2022

i.	Purchase Orders: 23002730-23003430	$ 8,418,153.67
ii.	Alternative Revolving Cash: 001383-001397	$ 2,280.00
iii.	Commercial Warrants: 00341431-00342209	$ 5,741,779.96
	Cafeteria Warrants: 009502-009579	$ 1,332,261.36
iv.	Payroll Warrants: Series 10 13387053-13388300; N-3559793-3563879	$21,009,943.58
v.	Revolving Cash Checks: 0011118-0011261	$ 21,624.72

ADDITIONAL DATA:

Additional information is available for review in the Office of the Interim Superintendent in accordance with Board Policies 3310, 3314, and 3314.2.

STAFF RECOMMENDATION:

Recommend ratification.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Business Services and Support

ITEM TITLE:

Approve and/or Ratify Inservice/Travel Requests

____X____Action **_____Information**

BACKGROUND INFORMATION:

See attached listing.

ADDITIONAL DATA:

Inservice/travel requests are available for review in the Office of the Interim Superintendent in accordance with Board Policies 4133, 4233, and 4333.

FISCAL IMPACT/FUNDING SOURCE:

See attached listing.

STAFF RECOMMENDATION:

Recommend approval and/or ratification.

Chula Vista Elementary School District

INSERVICE/TRAVEL REQUESTS

Individual	Event	Destination	From	To	Est'd Cost	Funding	CVESD Location
Mages, C	Governor's Budget Workshop 2023	Long Beach	01/19/23	01/19/23	$ 295.00	District Admin	Business Services
Dombrowski, J	Design for Health Training Center	San Diego	12/05/22	12/06/22	$ 1,350.00	Maintenance	Facilities
Pridmore, C	ORFF Shulwerk	Kansas City	11/02/22	11/04/22	$ 1,033.00	Title I	Finney
Willis, B	Equity Conference 2023	San Diego	01/18/23	01/20/23	$ 1,036.75	LCAP	Hilltop
Bruder, M	CFF Superindents Appreciation Reception	San Diego	11/01/22	11/01/22	$ 76.25	ISS	ISS
Ramsey, V	CA Mathematics Council	Palm Springs	11/03/22	11/06/22	$ 733.00	Title I	Rice
Serrin, A	CA Mathematics Council	Palm Springs	11/03/22	11/06/22	$ 733.00	Title I	Rice
Castro, G	Cal SPRA 2023 Conference	San Diego	03/01/23	03/04/23	$ 475.00	District Admin	Superintendent
Reyes, E	Governor's Budget Workshop 2023	Long Beach	01/19/23	01/19/23	$ 345.00	District Admin	Superintendent
Reyes, E	SD County Superintendents Leadership Symposium	Del Mar	09/20/22	09/20/22	$ 7.00	District Admin	Superintendent
Reyes, E	CFF Superindents Appreciation Reception	San Diego	11/01/22	11/01/22	$ 50.00	District Admin	Superintendent

*Estimated cost per participant. Funds may vary by site for this event
NOTE: Actual Inservice/Travel costs may differ from estimated costs as shown above.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Instructional Services and Support

ITEM TITLE:

Second Reading/Revise: Board Policy and Administrative Regulation 6174, Instruction, Education for English Learners

____X____Action **_____Information**

BACKGROUND INFORMATION:

At its meeting of October 19, 2022, the Board held a first reading on proposed revisions to Board Policy (BP) and Administrative Regulation (AR) 6174, Instruction, Education for English Learners.

Instructional Programs:

In the 2021-22 academic school year, through a process involving staff and community input, the Transitional/Developmental Bilingual instructional programs were discontinued. BP and AR 6174 will reflect current instructional programs offered to English Learners (ELs).

Summative English Language Proficiency Assessment for California (ELPAC) K-1 Academic Criterion for Reclassification:

The updated version of the Smarty Ants Local Measure assessment identifies the following performances bands: Not Met/ Approaching/Met. As a result, the District proposes changing the existing academic criterion of Met/Exceeded to Met in order to align with this update. This academic criterion is reflected in AR 6174.

Summative Alternate ELPAC Criteria for Reclassification:

In 2021-22 the Summative Alternate ELPAC became operational for EL students with Individualized Education Programs that have the most cognitively severe disabilities. In May 2022 the State Board of Education recommended the use of the Summative Alternate ELPAC overall performance level 3 as a statewide standardized English language proficiency criterion pending State Board approval. As a result, the District has developed interim criteria for reclassification for this student group. This interim criteria is reflected in the proposed changes in

AR 6174 and may require further revision pending State Board of Education approval in the Spring of the 2022-23 academic school year.

ADDITIONAL DATA:

A copy of proposed revisions to BP and AR 6174 is attached. Additional information is available for review in the Office of the Executive Director of Language Development and Instruction Services and Support.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

Recommend revision.

Instruction

EDUCATION FOR ENGLISH LEARNERS

The District is committed to providing an equal educational opportunity for all children regardless of race, national origin, sex, cultural affiliation, or linguistic background.

Each child is viewed as an individual of great worth who brings with him/her a uniqueness that is highly valued. We believe that celebrating and acknowledging a child's native language nurtures feelings of acceptance and valuing of self and family.

The District provides English Learners (ELs) with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the District's academic standards. The District's language acquisition programs and instructional services shall be based on research-based instructional strategies and shall be adequately supported so that ELs can achieve results at the same academic level as their English-proficient peers in the regular course of study.

The District shall identify in its Local Control and Accountability Plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for ELs.

(cf. 3100 - Budget)

In establishing the District's language acquisition instructional programs and services for ELs, the Superintendent/designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing ~~a~~ language acquisition instructional programs and services for ELs. (Education Code 305).

The Superintendent/designee shall maintain procedures which provide for the careful identification, assessment, and placement of ELs and for their reclassification based on criteria adopted by the Board and specified in administrative regulations.

The Superintendent/designee shall ensure that all staff employed to teach ELs possess the appropriate authorization from the Commission on Teacher Credentialing.

EDUCATION FOR ENGLISH LEARNERS (continued)

The District shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of ELs and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for ELs. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. 4131 - Professional Development)

To evaluate program effectiveness, the Superintendent and designated staff shall regularly examine program results, including reports of the ELs' academic achievement, their progress towards proficiency in English, and the progress of students who have been reclassified fluent English proficient (R-FEP). The Superintendent and designated staff shall annually report these findings to the Board.

The District's reclassification procedures include a comprehensive set of specific criteria that the student must attain before being reclassified from an EL to an R-FEP student. Parental communication is an integral part of the reclassification process. The specific reclassification criteria can be found in Administrative Regulation 6174.

(cf. 6190 – Evaluation of the Instructional Program)

Language acquisition instructional services are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. The language acquisition instructional services provided to students shall be informed by research and shall lead to grade-level proficiency and academic achievement in both English and another language. (Education Code 306).

The District shall offer Structured English Immersion (SEI) instructional services to all ELs to ensure ELs have access to the core academic content standards, including the English language development standards, and become proficient in English. SEI services provide nearly all classroom instruction in English, but with curriculum and presentation designed for students who are learning English. (Education Code 305-306)

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EDUCATION FOR ENGLISH LEARNERS (continued)

The District may offer a Dual Language Immersion Instructional Program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

~~The District may offer a Transitional or Developmental Instructional Program for ELs that provides literacy and academic instruction in English and a student's native language and that enables an EL to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.~~

Parents/guardians of ELs may choose a language acquisition instructional program that best suits their child. To the extent possible, any language acquisition instructional program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310)

Parents/guardians of ELs shall be notified of the language instructional program and instructional services of their child on an annual basis and have a right to decline or opt their child out of EL services. Regardless of the language acquisition instructional program all ELs, at minimum, will receive daily Designated and Integrated English Language Development.

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on language acquisition programs and instructional services for ELs available to students enrolled in the District, including, but not limited to, a description of each program. (Education Code 310).

Legal Reference:

EDUCATION CODE
300-340 English language education, especially:
305-310 Language acquisition programs
313-313.5 Assessment of English proficiency
430-446 English Learner and Immigrant Pupil Federal Conformity Act
42238.02-42238.03 Local control funding formula
44253.1-44253.11 Qualifications for teaching English Learners
48980 Parental notifications
48985 Notices to parents in language other than English
52052 Numerically significant student subgroups
52060-52077 Local Control and Accountability Plan
52130-52135 Impacted Languages Act of 1984

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

Legal Reference:
EDUCATION CODE
52160-52178 Bilingual Bicultural Act
56305 CDE manual on English Learners with Disabilities
60603 Definition, recently arrived English Learner
60605.87 Supplemental instructional materials, English language development
60640 California Assessment of Student Performance and Progress
60810-60812 Assessment of language development
62005.5 Continuation of advisory committee after program sunsets
CODE OF REGULATIONS, TITLE 5
853.5-853.7 Test administration; universal tools, designated supports, and accommodations
11300-11316 English Learner Education
11510-11517 California English Language Development Test
UNITED STATES CODE, TITLE 20
1412 Individuals with Disabilities Education Act; state eligibility
1701-1705 Equal Educational Opportunities Act
6311 Title I state plan
6312 Title I local education agency plans
6801-7014 Title III, Language instruction for English Learners and immigrant students
7801 Definitions
CODE OF FEDERAL REGULATIONS, TITLE 34
100.3 Discrimination prohibited
200.16 Assessment of English Learners
COURT DECISIONS
Valeria G. v. Wilson, (2002) 307 F.3d 1036
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 40 (2000)
Management Resources
CSBA PUBLICATIONS
English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016
English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016
English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015
Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014
English-Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014
Common Core State Standards for Mathematics, rev. 2013

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, 2013
English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012
Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017
English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016
English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016
Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015
Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007
WEB SITES
CSBA: http://www.csba.org
California Association for Bilingual Education: http://www.gocabe.org
California Department of Education: http://www.cde.ca.gov/sp/el
National Clearinghouse for English Language Acquisition: http://www.ncela.us
U.S. Department of Education: http://www.ed.gov

Policy
Adopted: 11/13/90
Revised: 01/20/04
Revised: 10/11/17
Revised: 03/07/18
Revised: 09/12/18
Revised:

Instruction

EDUCATION FOR ENGLISH LEARNERS

Definition

English Learner (EL) means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An EL may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Native speaker of English means a student who has learned and used English in his/her home from early childhood and English has been his/her primary means of concept formation and communication. (Education Code 306)

The District shall offer the following language acquisition instructional programs and language acquisition services for ELs:

Structured English Immersion is an instructional service for ELs in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. (Education Code 306)

~~Transitional or Developmental Instructional Program for ELs provides instruction to pupils that utilizes English and a pupil's native language for literacy and academic instruction and enables an EL to achieve English proficiency and academic mastery of subject matter content and high order thinking skills, including critical thinking, in order to meet state-adopted academic content standards. (Education Code 306)~~

The Dual Language Immersion Instructional Program provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

achievement, first and second language proficiency, and cross-cultural understanding.

Identification and Assessment

Upon enrollment in the District, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English, as determined by the home language survey, and who has not previously been identified as an EL by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English proficiency using the state's designated English language proficiency test for initial identification. (Education Code 313, 52164.1; 5 CCR 11511)

Each year after a student is identified as an EL and until he/she is reclassified as fluent English proficient (R-FEP), the summative assessment of the state's designated English language proficiency test shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The state assessment shall be administered in accordance with test publisher instructions and 5 CCR 11511-11516.6. Variations and accommodations in test administration may be provided to ELs pursuant to 5 CCR 11516-11516.6.

Any student with a disability who is identified as an EL shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's Individualized Education Program (IEP) or Section 504 plan. If the student is unable to participate in the assessment or a portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as set forth in his/her IEP. (5 CCR 11516 - 11516.7; 20 USC 1412)

(cf. 6159 - IEP)
(cf. 6164.6 - Identification and Education Under Section 504)

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

The Superintendent/designee shall notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

The parent/guardian of a student participating in, or identified for participation in, services for ELs as supported by federal Title I or Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year. If the student is identified as EL during the school year, within two weeks of

the student's identification, parents shall be notified. The notice shall include all of the following: (Education Code 440; 20 USC 6312)

1. The reason for the identification of the student as an EL and the need for a language acquisition instructional program and EL services.

2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement.

3. A description of the language acquisition instructional program or services for ELs in which the student is, or will be, participating, including a description of all the following:

    a. The methods of instruction used in addressing the language and academic needs of the student, including how such programs and services differ in content, instructional goals, and the use of English and a native language in instruction.

    b. The manner in which the program and services will meet the educational strengths and needs of the student.

    c. The manner in which the program and services will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation.

    d. The specific exit requirements for reclassification and the expected rate of graduation from secondary school if applicable.

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

e. Where the student has been identified for special education, the manner in which the program and services meets the requirements of the student's IEP.

4. Information about the parent/guardian's right to have the student immediately removed from a program and/or services upon the parent/guardian's request.

5. Information regarding a parent/guardian's option to decline to enroll the student in the program and/or services or to choose another method of instruction, if available.

6. Information designed to assist a parent/guardian in selecting among available programs or services, if more than one program or method is offered.

Regardless of the language acquisition instructional program, all ELs will receive Structured English Immersion services through daily Integrated and Designated English Language Development.

Reclassification/Redesignation

The District shall continue to provide additional and appropriate educational services to ELs for the purposes of overcoming language barriers until the ELs have: (5 CCR 11302)

1. Demonstrated English language proficiency comparable to that of the District's average native English speakers.

2. Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers.

ELs in Grades K-12 shall be R-FEP when they are able to comprehend, speak, read, and write English well enough to receive instruction in English and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The measures used to determine whether an EL in Grades K-12 shall be R-FEP shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

1. Assessment of English language proficiency using the English Language Proficiency Assessments for California (ELPAC).

~~Kindergarten through Grade 12~~
~~Overall Proficiency Level 4~~

Summative ELPAC K-12: Overall Proficiency Level 4
Summative Alternate ELPAC K-12: Overall Proficiency Level 3

2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching decisions related to the student. ~~Teacher agrees that the student is performing successfully in all academic areas and is at the Bridging level on the English Language Development Report Card.~~

Summative ELPAC: Teacher agrees that the student is performing successfully in all academic areas and is at the Bridging level on the English Language Development Report Card.

Summative Alternate ELPAC: The teacher has identified that the student has performed at least at an Overall Level 4 (substantial progress) out of the 5 possible levels of student progress towards their IEP goals.

3. Parent/guardian opinion and consultation. Parent/guardian agrees that reclassification is appropriate. The Superintendent/designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level. ~~The District shall use the California Assessment of Student Performance and Progress (CAASPP) and/or the District's Local Measure in Reading.~~

Summative ELPAC:

The District shall use the California Assessment of Student Performance and Progress (CAASPP) and/or the District's Local Measure in Reading.

~~Grade K Local Measure Reading-Smarty Ants~~

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

~~Performance Level-Met/Exceeded~~

~~Grade 1 Local Measure Reading-Smarty Ants~~
~~Performance Level-Met/Exceeded~~

Grade K-1 Local Measure Reading-Smarty Ants Performance Level-Met

Grades 2-12 Local Measure/Level Set Reading
Midpoint of Approaching and above for grade level

Grades 3-~~6~~**8 and 11** CAASPP – ELA
Midpoint of Standard Nearly Met and above for grade level

Summative Alternate ELPAC:

In grades K-2, the multidisciplinary IEP team identifies a local assessment to determine whether the student has reached the level of proficiency to meet the academic achievement goals. The performance range and/or level selected by the team corresponds to English only students with similar disabilities in the grade or grade span and shall be in alignment with the student's IEP goals.

In Grades 3-8 and 11, the multidisciplinary IEP team identifies a local assessment or state alternate assessment (California Alternate Assessment English Language Arts) to determine whether the student has reached the level of proficiency to meet the academic achievement goals. The performance range and/or level selected by the team corresponds to English only students with similar disabilities in the grade or grade span and shall be in alignment with the student's IEP goals.

The Superintendent/designee shall monitor the language and academic progress of reclassified students. (5 CCR 11304)

The Superintendent/designee shall monitor students for a period of four years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

The Superintendent/designee shall develop a process to monitor the effectiveness of the District's programs and services for ELs. The District's programs and services shall be modified as needed to help ensure language and academic success for each EL.

Advisory Committees

A parent/guardian advisory committee shall be established at the District level when there are more than 50 ELs in the District and at the school level when there are more than 20 ELs at the school, site EL Advisory Committee and the District EL Advisory Committee shall be maintained to serve the advisory functions specified in law.

Parents/guardians of ELs shall constitute committee membership in at least the same percentage as ELs represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The District's English Language Advisory Committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a District EL Roadmap **Multilingual EL Master Plan** of education programs and services for ELs, taking into consideration the school site plans for ELs.

2. The Districtwide needs assessment on a school-by-school basis.

3. Establishment of District programs, services, goals, and objectives for programs and services for ELs.

4. Development of a plan to ensure compliance with applicable teacher or aide requirements.

5. Administration of the annual language census.

6. Review of and comment on the District's reclassification procedures.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5020 - Parent-Guardian Rights and Responsibilities)

Instruction

EDUCATION FOR ENGLISH LEARNERS (continued)

(cf. 6020 - Parent-Guardian Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent/designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

Local Control and Accountability Plan Advisory (LCAP) Committee

When there are at least 15 percent ELs in the District, with at least 50 students who are ELs, a District-level EL Parent Advisory Committee shall be established to review and comment on the District's LCAP in accordance with BP 0460 LCAP.

The committee shall be composed of a majority of parents/guardians of ELs. (Education Code 52063; 5 CCR 15495)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP EL Advisory Committee if its composition includes a majority of parents/guardians of ELs.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

GOVERNING BOARD AGENDA ITEM

Prepared by: Superintendent's Office

ITEM TITLE:

Report Calendar to Board of Education

_____Action **_____X_____Information**

BACKGROUND INFORMATION:

TOPIC	REPORT BY	TENTATIVE DATE
Report on Parent Implementation Program	Instructional Services	November 2022
Report on District Equity Efforts	Instructional Services	December 2022
Report on Student Study Team (SST) Process Efforts	Instructional Services	December 2022

ADDITIONAL DATA:

None.

FISCAL IMPACT/FUNDING SOURCE:

None.

STAFF RECOMMENDATION:

This is an information item.