School Year: 2024-25

# School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Cortez (Alicia) Elementary School | 36676786098354 | May 2, 2024 | June 20,2024 |

## Purpose and Description

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

X Schoolwide Program
X Additional Targeted Support and Improvement
Our school serves as a Title 1 Schoolwide Program. Chino Valley Unified School District in partnership with all educational partners has developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes.

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

Alicia Cortez Elementary School serves as a Title I Schoolwide Program. Alicia Cortez Elementary School works collaboratively with all educational partners to develop a comprehensive plan to increase student achievement this year including English Language learners, Students with Disabilities, Foster Youth, and Socio-Economically Disadvantaged Students. Student achievement is closely analyzed to identify areas of need, appropriate services are provided to increase student achievement, and financial support is allocated where needed. Our school plan is developed in collaboration with our School Site Council and ELAC, and implementation of the plan is monitored throughout the school year to ensure that ESSA requirements are met.

Additionally, this plan effectively meets the Every Student Succeeds Act (ESSA) and aligns with the district's three LCAP goals:
LCAP Goal 1: All students are provided a high-quality teaching and learning environment. (Priority 1,2,and 7)
LCAP Goal 2: Students, parents, families, and staff are connected and engaged at their school to ensure student success, (Priority 3, 5, and 6)
LCAP Goal 3: All students are prepared for college and career beyond graduation. (Priority 4 and 8)

# Table of Contents

# Centralized Services

| | |
|---|---|
| **Centralized Services Amount** | Administrative Supports - Director of Access and Equity: $160,882, Director of Health Services: $21,000, 4 Bilingual Clerks: $75,953, District Community Liaison: $12,918.00. Direct Services Supports - 4 Technology Training Specialists: $113,648, TOA Elementary ELD Coaches: $123,208, TOA Secondary ELD Coaches: $167,298. |

# Comprehensive Needs Assessment Components

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

## Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In order to best support students and close achievement gaps the following surveys were conducted:

Our school begins the needs assessment process in the month of January when we hold our site LCAP engagement meetings. During this meeting we share data points and metrics that are available for the district and the school site. We also send a K12 Insight Survey to all of our staff, students, and parents. The District K12 Insight Survey is taken by students, parents, and staff, providing quantifiable data regarding school culture and climate. Likewise, data is documented in this plan in the following pages with a data analysis is at the end of each data point. Our needs are then listed on our Goal pages. The needs assessment process continues with our ELAC when they give input into the SPSA for EL programs. The SSC reviews all of this data and then approves the new plan to address the identified needs.

The 2023-24 School Quality Survey for parents, students and staff was administered during in winter of 2024. At our school, we had the following numbers of participants for each participating groups:
Parents  - 86
Students - 76
Staff – 22

Here are three data points that we can celebrate:
1. 96% of families agree that the Principal and Assistant Principal are visible at school events.
2. 100% of staff say that there is staff member to whom a student can go for help with a school concern.
3. 73% of students say that the principal and/or assistant principal(s) are visible at school events.

Here are three data points that show our opportunities:
1. 51% of parents say that this school offers students a variety of extracurricular activities.
2. 41% of staff say that this school offers students a variety of extracurricular activities.
3. 30% of students say that staff members and students treat each other with respect.

The Tiered Fidelity Inventory (TFI) is administered to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site. Our overall TFI score reflects that, as of 02/01/2023, an External TFI completed at Cortez reflected 96% implementation for school-wide PBIS implementation of Tier I. The PBIS team identified the following area(s) of focus for the 23-24 school year:  Communication with families.

An LCAP site engagement meeting was held and the feedback received through the survey that was provided to parents:

1. Goal 1: Very important to expand music and arts.
2. Goal 2: Need activities to engage families so that school learns about what families know and want for their students.
3. Goal 3: Opportunities to visit colleges and universities for students and families.

> 4. Goal 4: Tutoring for all students.

## Classroom Observations

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

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:

A District Collaborative Learning Round (CLR) made up of a team of District Administrators were scheduled to walk through classrooms to collect data that is relevant to the District's Areas of Emphasis/Goals, feeder group collaborative team actions, and site emphasis on increased engagement and rigor. This occurred in October and February.

Administrators did conduct walk-throughs on a regular basis and observations will continue to be focused on student observables in the learning environment based on District protocol and evidence based on the District's Yellow Sheet. Our feeder group walked classrooms at a different site each month.

As the Chino High School Feeder Group Administrative Team conducts Collaborative Learning Rounds (CLRs), we collect data that is relevant to the District's Areas of Emphasis/Goals and site selected areas of emphasis. At Cortez, we are specifically looking for evidence of student engagement. Observation data is collected based on the CVUSD approved observation protocol. The information is then distributed in a data format for the overall school with no names attached also per district protocol. Data regarding the CLRs were shared during Instructional Leadership Meetings.

At Cortez, the Instructional Leadership Team, consisting of one teacher from each grade level, will walk through classrooms to conduct site level CLRs with the principal. Administrators will also conduct walk-throughs on a regular basis and observations will continue to be focused on student observables in the learning environment based on District protocol and evidence based on the District's Yellow Sheet.

Also, multiple classroom visits will be completed on a weekly basis as the principal walks through classrooms weekly with a focus on our site initiatives which include Thinking Maps, Kagan Structures (student to student collaboration, student engagement), and No Opt Out strategies. Overall, student engagement and increased analysis of the expectations in the Common Core State Standards continue to be identified as areas of need at Alicia Cortez.

To ensure alignment of learning grades k-6, the Chino High feeder group conducted the CLRs at the following sites:
- Liberty Elementary: September
- Magnolia JHS: October
- Cortez Elementary: November
- Cattle Elementary: December
- Rhodes Elementary: January
- Walnut Elementary: March
- Woodcrest JHS: April
- Dickey Elementary: May

## Analysis of Current Instructional Program

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

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

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

# Standards, Assessment, and Accountability

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

Alicia Cortez Elementary utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration during Leadership Charge in July 2023 to review CVUSD Essential Standards Assessment (ESA) Data, CAASPP Data, and to review progress on our site 22-23 SMART Goals. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA, Math and PBIS for the 23-24 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum and Instruction Assessment, and Professional Development that will support achieving the SMART Goals.


SMART Goal Checkpoint 1: Essential Standards Assessment #1- All Grades 8/14/23 - 8/25/23
ELA = 41%%            Math = 35%
SMART Goal Checkpoint 2: Essential Standards Assessment #2- Grades 3-6: 11/3/23 -11/17/23
ELA = 44.5%            Math = 37%
Grades K-2: 1/3/24-1/17/24    ELA = 44.5%            Math = 37%

SMART Goal Checkpoint 3: Essential Standards Assessment #3- Grades 3-6: 2/16/24 - 3/1/24
ELA = 47%            Math = 39%
Grades K-2: 4/8/24 - 4/19/24   ELA = 47%                Math = 39%

SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and extension. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the CVUSD Essential Standards Assessments, we will continue to use data from the 2023 Dashboard to meet State Indicators and monitor growth. Teachers will monitor the growth of student groups, such as EL progress during the PLCs.


Essential Standards Baseline Data for August 2023:

ELA
K - 62.5% met or exceeded standards
1 - 55.9% met or exceeded standards
2 - 44.7% met or exceeded standards
3 - 41.05% met or exceeded standards
4 - 38.8% met or exceeded standards
5 - 28.1% met or exceeded standards
6 - 32.3% met or exceeded standards

Math
K - 65.7% met or exceeded standards
1 - 56.8% met or exceeded standards
2 - 32.7% met or exceeded standards
3 - 51.6% met or exceeded standards
4 - 27.4% met or exceeded standards
5 - 26.6% met or exceeded standards
6 - 23.9% met or exceeded standards

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

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners is a student groups that we will progress monitor regularly. Here are the end of the year essential standard assessment achievement for each grade level:

ELA
K - 69% met or exceeded standards
1 - 44% met or exceeded standards
2 - 27% met or exceeded standards
3 - 31.3% met or exceeded standards
4 - 46.1% met or exceeded standards
5 - 38.2% met or exceeded standards
6 - 41.6% met or exceeded standards

Math
K - 67% met or exceeded standards
1 - 48% met or exceeded standards
2 - 23% met or exceeded standards
3 - 26.8% met or exceeded standards
4 - 50.8% met or exceeded standards
5 - 26.5% met or exceeded standards
6 - 19% met or exceeded standards

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teaching staff meet the state certification and licensure requirements to in the field that they are assigned. We have successfully hired and filled every class with highly qualified teachers.

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

The Board of Education believes that in order to maximize student learning certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers and certificated teaching assistants to enhance their instructional and classroom management skills and increase their knowledge of academic content in the core curriculum. The program may include but is not limited to:
1. Mastery of discipline-based knowledge including the state-adopted standards, and effective subject-specific pedagogical skills.
2. Training in the use of technologies that enhance instruction.
3. Sensitivity to the needs of diverse student populations, including minorities, students with disabilities, English Language Learners, and economically disadvantaged students; ability to meet those needs.
4. Understanding of how academic and vocational instruction can be integrated and implemented to increase student learning; skill in evaluating and combining available instructional resources; opportunities to collaborate with other staff members in the alignment of academic and vocational curricula.
5. Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education.
6. Effective classroom management skills; ability to relate to students, understand their various stages of growth and development, and motivate them to learn.
7. Training related to student health, safety and welfare.

The district's staff development program shall provide maximum opportunities for staff participation without impacting the number of instructional days offered to students as required by law.

The Board believes that staff development should support school improvement objectives. The Superintendent or designee shall develop a district staff development plan that is coordinated with school plans and objectives established by individuals who are closest to the classroom and most knowledgeable about the needs of the school and its students. The Superintendent or designee shall ensure that the district meets its obligations related to the professional growth of individual probationary and permanent teachers. Because the Board believes that intensive professional development is especially critical during the beginning years of a teacher's career, the Superintendent or designee shall develop a voluntary program of individualized support and assistance for first-year and second year teachers. The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

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

Staff development is aligned to the district's 2024-2025 Areas of Emphasis and LCAP Goals.  Staff development will focus on the PLC process and Student Engagement through Collaborative Communication. Focused staff development will be provided to support mastery of essential learning in all core content and Positive Behavior Intervention and Support. Alicia Cortez Elementary will hold PD annually to support the instruction of our English Learners.

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

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An onsite instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. The instructional coach models lessons, co-teaches, and trains teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The coach collaborates with teachers to meet their individualized professional development support needs. An on-site Intervention Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

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

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by grade level, departments, and/or school-wide articulation in order to plan, analyze and respond to student data.  Following the District's Yellow Sheet, teachers are expected to follow and implement "PLC Right".  Teachers also collaborate vertically with the grade levels above or below.  Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

## Teaching and Learning

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

An analysis of the recent ESA data results took place in August, January, and March with district and site personnel. The ESA data is aligned to the Common Core Standards, which supports the curriculum and instruction of the teaching materials.   SMART Goals were drafted in August, and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students.  The following student groups were identified in needing support to become proficient: Students with disabilities, English Language Learners, and socio-economically disadvantaged students.

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

Alicia Cortez Elementary adheres to the current state required daily instructional minutes.  Students who are English Learners engage in a minimum of 30 minutes of ELD per day. PE minutes are provided based on the mandates listed in Education Code.  A school year consists of a minimum of 180 school days. The following number of minutes are required by the California Department of Education within a school year:
K          36,000
1–3       50,400
4–8       54,000
9–12      64,800

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

An analysis of curriculum lesson pacing in ELA and Math and master schedule flexibility has allowed for the development of ELA intervention for all student groups. Classroom teachers follow the pacing guides developed by CVUSD and differentiated instruction is embedded into lessons to meet student needs along with Small Group Instruction (SGI). Tier I intervention is facilitated in small groups by teachers after First Best Instruction (FBI) in the classroom. Classroom teachers create Tier 2 intervention blocks facilitated during designated CAAT time to address essential standards gaps among students. These groups are formed as a result of data analysis in PLCs. Tier 3 intervention is offered to students who have been identified through this process and based on: data analysis in PLCs, a Universal Assessment (FAST) for all students, District Essential Standards Assessments, and Tier 2 data collected by classroom teachers.

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

Standards based instructional materials are available to all student groups, and as a result 100% of our students have access to standards-based instructional materials.

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

Only SBE adopted and standards aligned instructional materials are utilized for both core instruction and intervention, and as a result 100% of our students have access to standards-aligned core courses and instructional materials.

## Opportunity and Equal Educational Access

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

The following services are provided by our regular program that enable underperforming students to meet standards. All students have access to ELA/DELD and math curriculum. Underperforming students are supported through embedded intervention opportunities in ELA and Math curricula. Tier II supports are provided for students demonstrating a lack of mastery on Common Formative Assessments. An intervention program has been implemented which allows for specifically targeted students to receive additional instruction and support in ELA and Math.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and IELD.  The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA.  The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals. In order to raise student achievement, the following educational practices are in place.  High level student engagement practices are used daily in the classroom such as Kagan Structures, Thinking Maps, and No Opt Out. Students are consistently asked to use complete thoughts in a sentence when answering a question, There is a focus on academic vocabulary. Students also use think, pair, share, when interacting with text and are expected to write on a daily basis.  Teachers are asked to use high Depth of Knowledge (DOK) questioning strategies to support students in thinking critically as well as to increase the rigor in all subject areas throughout the school day.

## Parental Engagement

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

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent survey.  The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success.  The FEC offers a seven-week English Learner Parent Academy and monthly Special Education support group meetings.  Federal funds are used to support the teacher-parent partnership for building a strong community for student success.  Alicia Cortez Elementary has multiple resources available to support under-achieving students including intervention programs both in school and outside of school, parent classes and programs, and access to intervention software programs. Students who are in-transition of housing needs or financial hardship are referred to the HOPE Center for supports. The district uses Parent Square and Peach Jar to regularly communicate the resources available to the families.

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

The Action Team for Partnership committee collaborates on the development of the engagement policy and the Home School Compact. This committee ensures each site receives SSC approval and distributes a copy to each parent and family member of each student.  The Action Team for Partnership meets three times per as a group of admin, parents, and teachers to discuss the planning, implementation, and evaluation of parent programs.  DELAC meets 4 times per year and discuss the planning, implementation, and evaluation of the consolidated application programs. The Parent Engagement Policy is found our on school website and in the lobby of our school office.  The district has scheduled parent training and workshops on topics such as understanding LCAP, SSC, ELPAC, CAASPP, Early Literacy, Parents as Partners, Transitions, Learning at Home, and IEP 101. The district Parent School Community Specialist works collaboratively with site administration to promote and increase parent engagement in monitoring student academic progress, school decision-making and participation in activities.  The Family Engagement Center provides professional development for administration, teachers and classified support staff on topics such as training parent son PBIS, the Reading Process and Effective Instruction, Parents as Partners, Digital Tools, Learning at Home, and Struggling Learners in Reading, Writing, and Math to support creating partnerships for academic success.  Each workshop addresses the unique needs of students with disabilities, English learners and migratory children when applicable.  The FEC hosts workshops for parents and family caregivers to support mental health awareness. Our school site has a ELAC and School Site Council.

Funding

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

See SPSA Actions/Services

Fiscal support (EPC)

See SPSA Budget Section

# Educational Partner Involvement

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

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

Alicia Cortez is committed to collaboration with educational partners in developing and gaining input on the development of the SPSA plan.  Students, parents/guardians, staff, and community were involved in the process.  All educational partners reviewed the progress of actions/services implemented in the past year and reviewed data related to each school goal.  Feedback from educational partners surveys was included as part of the data review.  An analysis of progress toward goals, current data and impact on student learning was done and the SPSA was revised and updated based on identified current learning needs.

The SPSA was reviewed and shared at the following meetings:

School Site Council Meetings were held on: 10/10/2024, 1/16/2025, 3/20/2025, and 5/8/2025. English Language Advisory Council (ELAC) meetings were held on 10/10/2024, 1/23/2025, and 3/13/2025, and 5/15/2025.

# Resource Inequities

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

The data from the 22-23 California Schools Dashboard reflects that the number of English Language Learners that are being reclassified has decreased.  Last year only 3 students were reclassified.  Additionally, English Language Learners declined -12.9 points in ELA and -3 points in Mathematics.  In response, this year 23-24, teachers who are in new grade level assignments, teachers who have not been to DELD training in the past, and new teachers will be sent to CVUSD DELD training and all teachers will receive IELD training with Title 1 and Title 3 Instructional Coaches through site PD.  This is also a proactive measure to support our EL students and decrease the number of future LTELs.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| **Grade** | **Number of Students** | | |
| | **20-21** | **21-22** | **22-23** |
| **Kindergarten** | 73 | 59 | 59 |
| **Grade 1** | 63 | 72 | 61 |
| **Grade 2** | 67 | 66 | 72 |
| **Grade3** | 73 | 75 | 64 |
| **Grade 4** | 77 | 77 | 73 |
| **Grade 5** | 80 | 77 | 81 |
| **Grade 6** | 85 | 88 | 73 |
| **Total Enrollment** | 518 | 514 | 483 |

**Conclusions based on this data:**

1. While overall student enrollment is declining at Cortez, the distribution of subgroup enrollment has remained constant, with the Hispanic/Latino subgroup being the largest.  This underscores the need to continue to reach out to our Hispanic/Latino families with Spanish translation as needed.

2. Cortez continues to experience declining enrollment, with the greatest decline in kindergarten.  If this continues as a trend, each year Cortez will decline by approximately 30 students per year as about 90 students will leave sixth grade, with only 60 students entering kindergarten each year.  It appears that the 20-21 school year was an anomaly, likely due to Distance Learning and the Pandemic.

3. If this trend continues, Cortez will need to decrease by one full time teacher in the 2022-2023 school year as well as in subsequent years to follow.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **English Learners** | 69 | 72 | 66 | 13.30% | 14.0% | 13.7% |
| **Fluent English Proficient (FEP)** | 69 | 67 | 62 | 13.30% | 13.0% | 12.8% |
| **Reclassified Fluent English Proficient (RFEP)** | 2 | | | 2.9% | | |

**Conclusions based on this data:**

1. The number of English Learners continues to trend downward, with less English Learners each year for the past 3 years.

2. The number of Fluent English Proficient students has increased overall based on the data from the past 3 years indicating that students are beginning in kindergarten with stronger English skills than in past years.

3. Reclassification of English Learners increased from the 18-19 to the 19-20 school year, but dipped greatly from the 18-19 to the 19-20 school year. A close analysis of EL data is warranted to determine if specialized intervention is needed to support English language learners and move them to reclassification, especially our LTEL students. Site PD will include DELD and IELD training for all teachers who are new teachers or new teachers to their grade level.

# School and Student Performance Data

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

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 75 | 75 | 60 | 0 | 75 | 60 | 0 | 75 | 60 | 0.0 | 100.0 | 100.0 |
| Grade 4 | 78 | 81 | 71 | 0 | 81 | 71 | 0 | 81 | 71 | 0.0 | 100.0 | 100.0 |
| Grade 5 | 81 | 74 | 79 | 0 | 74 | 79 | 0 | 74 | 79 | 0.0 | 100.0 | 100.0 |
| Grade 6 | 85 | 89 | 74 | 0 | 89 | 74 | 0 | 89 | 74 | 0.0 | 100.0 | 100.0 |
| All Grades | 319 | 319 | 284 | 0 | 319 | 284 | 0 | 319 | 284 | 0.0 | 100.0 | 100.0 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2385. | 2398. | | 13.33 | 18.33 | | 14.67 | 11.67 | | 30.67 | 31.67 | | 41.33 | 38.33 |
| Grade 4 | | 2461. | 2434. | | 24.69 | 19.72 | | 18.52 | 21.13 | | 29.63 | 21.13 | | 27.16 | 38.03 |
| Grade 5 | | 2479. | 2486. | | 12.16 | 22.78 | | 25.68 | 26.58 | | 28.38 | 20.25 | | 33.78 | 30.38 |
| Grade 6 | | 2493. | 2510. | | 7.87 | 13.51 | | 26.97 | 28.38 | | 33.71 | 22.97 | | 31.46 | 35.14 |
| All Grades | N/A | N/A | N/A | | 14.42 | 18.66 | | 21.63 | 22.54 | | 30.72 | 23.59 | | 33.23 | 35.21 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 10.67 | 11.67 | | 61.33 | 60.00 | | 28.00 | 28.33 |
| Grade 4 | | 17.28 | 16.90 | | 64.20 | 63.38 | | 18.52 | 19.72 |
| Grade 5 | | 13.51 | 16.46 | | 63.51 | 62.03 | | 22.97 | 21.52 |
| Grade 6 | | 7.87 | 21.62 | | 58.43 | 43.24 | | 33.71 | 35.14 |
| All Grades | | 12.23 | 16.90 | | 61.76 | 57.04 | | 26.02 | 26.06 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **Grade 3** | | 4.00 | 18.33 | | 53.33 | 41.67 | | 42.67 | 40.00 |
| **Grade 4** | | 13.58 | 7.04 | | 65.43 | 66.20 | | 20.99 | 26.76 |
| **Grade 5** | | 13.51 | 24.05 | | 62.16 | 50.63 | | 24.32 | 25.32 |
| **Grade 6** | | 5.62 | 9.46 | | 57.30 | 59.46 | | 37.08 | 31.08 |
| **All Grades** | | 9.09 | 14.79 | | 59.56 | 54.93 | | 31.35 | 30.28 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **Grade 3** | | 8.00 | 6.67 | | 78.67 | 75.00 | | 13.33 | 18.33 |
| **Grade 4** | | 14.81 | 8.45 | | 70.37 | 71.83 | | 14.81 | 19.72 |
| **Grade 5** | | 17.57 | 13.92 | | 70.27 | 64.56 | | 12.16 | 21.52 |
| **Grade 6** | | 10.11 | 12.16 | | 70.79 | 70.27 | | 19.10 | 17.57 |
| **All Grades** | | 12.54 | 10.56 | | 72.41 | 70.07 | | 15.05 | 19.37 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **Grade 3** | | 8.00 | 5.00 | | 62.67 | 76.67 | | 29.33 | 18.33 |
| **Grade 4** | | 14.81 | 11.27 | | 67.90 | 61.97 | | 17.28 | 26.76 |
| **Grade 5** | | 10.81 | 12.66 | | 60.81 | 64.56 | | 28.38 | 22.78 |
| **Grade 6** | | 11.24 | 13.51 | | 62.92 | 66.22 | | 25.84 | 20.27 |
| **All Grades** | | 11.29 | 10.92 | | 63.64 | 66.90 | | 25.08 | 22.18 |

**Conclusions based on this data:**

**1.**
- In Overall Achievement, the percent of students scoring "Standard Exceeded" and "Standard Met" bands increased during the most recent assessment period from 36.05% to 41.2%.
- In Reading, the percent of students scoring "Above Standard" increased from 12.23% to 16.90%.
- In Listening, the percent of students scoring "Above Standard" and "At or Near Standard" decreased from 85% to 81%.

**2.** -In Writing, the percent of students scoring "Above Standard" increased from 9.09% to 14.79%. The percent of student scoring "Below Standard" decreased from 31.35% to 30.28%.

**3.** In all grade levels, the "Percent of Enrolled Students Tested" remained consistent at 100%.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 75 | 75 | 60 | 0 | 75 | 60 | 0 | 75 | 60 | 0.0 | 100.0 | 100.0 |
| Grade 4 | 78 | 81 | 71 | 0 | 81 | 71 | 0 | 81 | 71 | 0.0 | 100.0 | 100.0 |
| Grade 5 | 81 | 73 | 78 | 0 | 73 | 78 | 0 | 73 | 78 | 0.0 | 100.0 | 100.0 |
| Grade 6 | 85 | 89 | 74 | 0 | 89 | 74 | 0 | 88 | 74 | 0.0 | 100.0 | 100.0 |
| All Grades | 319 | 318 | 283 | 0 | 318 | 283 | 0 | 317 | 283 | 0.0 | 100.0 | 100.0 |

*Table header: Overall Participation for All Students*

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

| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2395. | 2414. | | 9.33 | 15.00 | | 25.33 | 28.33 | | 22.67 | 23.33 | | 42.67 | 33.33 |
| Grade 4 | | 2461. | 2456. | | 12.35 | 9.86 | | 28.40 | 30.99 | | 34.57 | 35.21 | | 24.69 | 23.94 |
| Grade 5 | | 2463. | 2464. | | 8.22 | 10.26 | | 12.33 | 11.54 | | 34.25 | 34.62 | | 45.21 | 43.59 |
| Grade 6 | | 2492. | 2489. | | 17.05 | 10.81 | | 12.50 | 21.62 | | 30.68 | 28.38 | | 39.77 | 39.19 |
| All Grades | N/A | N/A | N/A | | 11.99 | 11.31 | | 19.56 | 22.61 | | 30.60 | 30.74 | | 37.85 | 35.34 |

*Table header: Overall Achievement for All Students*

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 10.67 | 18.33 | | 52.00 | 46.67 | | 37.33 | 35.00 |
| Grade 4 | | 17.28 | 19.72 | | 58.02 | 50.70 | | 24.69 | 29.58 |
| Grade 5 | | 9.59 | 15.38 | | 43.84 | 46.15 | | 46.58 | 38.46 |
| Grade 6 | | 13.64 | 12.16 | | 44.32 | 47.30 | | 42.05 | 40.54 |
| All Grades | | 12.93 | 16.25 | | 49.53 | 47.70 | | 37.54 | 36.04 |

*Table header: Concepts & Procedures — Applying mathematical concepts and procedures*

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 13.33 | 23.33 | | 49.33 | 46.67 | | 37.33 | 30.00 |
| Grade 4 | | 16.05 | 12.68 | | 48.15 | 53.52 | | 35.80 | 33.80 |
| Grade 5 | | 10.96 | 8.97 | | 45.21 | 56.41 | | 43.84 | 34.62 |
| Grade 6 | | 11.36 | 8.11 | | 48.86 | 54.05 | | 39.77 | 37.84 |
| All Grades | | 12.93 | 12.72 | | 47.95 | 53.00 | | 39.12 | 34.28 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 14.67 | 21.67 | | 53.33 | 60.00 | | 32.00 | 18.33 |
| Grade 4 | | 17.28 | 14.08 | | 60.49 | 59.15 | | 22.22 | 26.76 |
| Grade 5 | | 9.59 | 6.41 | | 54.79 | 58.97 | | 35.62 | 34.62 |
| Grade 6 | | 11.36 | 10.81 | | 69.32 | 58.11 | | 19.32 | 31.08 |
| All Grades | | 13.25 | 12.72 | | 59.94 | 59.01 | | 26.81 | 28.27 |

**Conclusions based on this data:**

**1.**
- In Overall Achievement, the percent of students scoring "Above Standard" and "At or Near Standard" increased from 31.55% to 33.92%.
- In Concepts and Procedures, the percent of students scoring "Above Standard" and "At or Near Standard" increased from 62.46% to 63.95%.

**2.** -In Problem Solving & Modeling/Data Analysis, the percent of students scoring "Above Standard" and "At or Near Standard" decreased from 65% to 61%. The percent of students scoring "Below Standard" increased.

**3.** -In Communicating Reasoning, the percent of students scoring "Above Standard" and "At or Near Standard" decreased from 73.19% to 71.73%. The percent of students scoring "Below Standard" increased.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 1436.5 | * | * | 1447.5 | * | * | 1410.3 | * | * | 12 | 7 | 9 |
| 1 | 1393.8 | * | * | 1433.3 | * | * | 1354.1 | * | * | 11 | 10 | 8 |
| 2 | 1467.9 | 1491.7 | 1443.7 | 1482.6 | 1507.3 | 1443.6 | 1452.7 | 1475.4 | 1443.1 | 14 | 11 | 11 |
| 3 | 1484.0 | 1490.8 | * | 1486.8 | 1495.8 | * | 1480.9 | 1485.3 | * | 13 | 12 | 8 |
| 4 | * | 1546.1 | 1515.2 | * | 1556.7 | 1520.1 | * | 1534.8 | 1509.9 | 5 | 16 | 11 |
| 5 | * | * | * | * | * | * | * | * | * | 6 | 6 | 8 |
| 6 | * | * | * | * | * | * | * | * | * | 9 | 6 | 7 |
| All Grades | | | | | | | | | | 70 | 68 | 62 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 25.00 | * | * | 25.00 | * | * | 33.33 | * | * | 16.67 | * | * | 12 | * | * |
| 1 | 0.00 | * | * | 9.09 | * | * | 18.18 | * | * | 72.73 | * | * | 11 | * | * |
| 2 | 14.29 | 9.09 | 9.09 | 35.71 | 63.64 | 27.27 | 28.57 | 27.27 | 27.27 | 21.43 | 0.00 | 36.36 | 14 | 11 | 11 |
| 3 | 0.00 | 8.33 | * | 53.85 | 41.67 | * | 38.46 | 33.33 | * | 7.69 | 16.67 | * | 13 | 12 | * |
| 4 | * | 50.00 | 18.18 | * | 37.50 | 63.64 | * | 12.50 | 9.09 | * | 0.00 | 9.09 | * | 16 | 11 |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 10.00 | 17.65 | 11.29 | 32.86 | 44.12 | 45.16 | 31.43 | 29.41 | 24.19 | 25.71 | 8.82 | 19.35 | 70 | 68 | 62 |

## Oral Language
### Percentage of Students at Each Performance Level for All Students

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 25.00 | * | * | 33.33 | * | * | 33.33 | * | * | 8.33 | * | * | 12 | * | * |
| 1 | 18.18 | * | * | 36.36 | * | * | 27.27 | * | * | 18.18 | * | * | 11 | * | * |
| 2 | 35.71 | 45.45 | 18.18 | 28.57 | 45.45 | 36.36 | 28.57 | 9.09 | 27.27 | 7.14 | 0.00 | 18.18 | 14 | 11 | 11 |
| 3 | 30.77 | 50.00 | * | 46.15 | 16.67 | * | 15.38 | 16.67 | * | 7.69 | 16.67 | * | 13 | 12 | * |
| 4 | * | 75.00 | 72.73 | * | 25.00 | 18.18 | * | 0.00 | 0.00 | * | 0.00 | 9.09 | * | 16 | 11 |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 27.14 | 42.65 | 40.32 | 37.14 | 33.82 | 33.87 | 24.29 | 20.59 | 12.90 | 11.43 | 2.94 | 12.90 | 70 | 68 | 62 |

## Written Language
### Percentage of Students at Each Performance Level for All Students

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 25.00 | * | * | 8.33 | * | * | 41.67 | * | * | 25.00 | * | * | 12 | * | * |
| 1 | 0.00 | * | * | 9.09 | * | * | 0.00 | * | * | 90.91 | * | * | 11 | * | * |
| 2 | 7.14 | 9.09 | 0.00 | 35.71 | 27.27 | 18.18 | 21.43 | 45.45 | 45.45 | 35.71 | 18.18 | 36.36 | 14 | 11 | 11 |
| 3 | 0.00 | 0.00 | * | 15.38 | 25.00 | * | 69.23 | 50.00 | * | 15.38 | 25.00 | * | 13 | 12 | * |
| 4 | * | 0.00 | 9.09 | * | 75.00 | 36.36 | * | 18.75 | 36.36 | * | 6.25 | 18.18 | * | 16 | 11 |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 7.14 | 1.47 | 4.84 | 14.29 | 33.82 | 27.42 | 40.00 | 42.65 | 38.71 | 38.57 | 22.06 | 29.03 | 70 | 68 | 62 |

## Listening Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 25.00 | * | * | 50.00 | * | * | 25.00 | * | * | 12 | * | * |
| 1 | 27.27 | * | * | 54.55 | * | * | 18.18 | * | * | 11 | * | * |
| 2 | 35.71 | 36.36 | 18.18 | 57.14 | 63.64 | 63.64 | 7.14 | 0.00 | 18.18 | 14 | 11 | 11 |
| 3 | 0.00 | 16.67 | * | 76.92 | 75.00 | * | 23.08 | 8.33 | * | 13 | 12 | * |
| 4 | * | 75.00 | 9.09 | * | 25.00 | 90.91 | * | 0.00 | 0.00 | * | 16 | 11 |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 17.14 | 32.35 | 22.58 | 65.71 | 63.24 | 64.52 | 17.14 | 4.41 | 12.90 | 70 | 68 | 62 |

## Speaking Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 25.00 | * | * | 58.33 | * | * | 16.67 | * | * | 12 | * | * |
| 1 | 9.09 | * | * | 63.64 | * | * | 27.27 | * | * | 11 | * | * |
| 2 | 28.57 | 63.64 | 18.18 | 57.14 | 36.36 | 54.55 | 14.29 | 0.00 | 27.27 | 14 | 11 | 11 |
| 3 | 61.54 | 66.67 | * | 30.77 | 8.33 | * | 7.69 | 25.00 | * | 13 | 12 | * |
| 4 | * | 87.50 | 81.82 | * | 12.50 | 9.09 | * | 0.00 | 9.09 | * | 16 | 11 |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 38.57 | 60.29 | 43.55 | 45.71 | 32.35 | 41.94 | 15.71 | 7.35 | 14.52 | 70 | 68 | 62 |

## Reading Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 16.67 | * | * | 33.33 | * | * | 50.00 | * | * | 12 | * | * |
| 1 | 0.00 | * | * | 9.09 | * | * | 90.91 | * | * | 11 | * | * |
| 2 | 14.29 | 9.09 | 0.00 | 42.86 | 72.73 | 63.64 | 42.86 | 18.18 | 36.36 | 14 | 11 | 11 |
| 3 | 0.00 | 0.00 | * | 69.23 | 58.33 | * | 30.77 | 41.67 | * | 13 | 12 | * |
| 4 | * | 6.25 | 9.09 | * | 75.00 | 63.64 | * | 18.75 | 27.27 | * | 16 | 11 |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 7.14 | 4.41 | 4.84 | 38.57 | 64.71 | 61.29 | 54.29 | 30.88 | 33.87 | 70 | 68 | 62 |

## Writing Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 25.00 | * | * | 50.00 | * | * | 25.00 | * | * | 12 | * | * |
| 1 | 0.00 | * | * | 9.09 | * | * | 90.91 | * | * | 11 | * | * |
| 2 | 7.14 | 9.09 | 9.09 | 57.14 | 72.73 | 63.64 | 35.71 | 18.18 | 27.27 | 14 | 11 | 11 |
| 3 | 0.00 | 16.67 | * | 92.31 | 75.00 | * | 7.69 | 8.33 | * | 13 | 12 | * |
| 4 | * | 62.50 | 54.55 | * | 37.50 | 27.27 | * | 0.00 | 18.18 | * | 16 | 11 |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 7.14 | 25.00 | 33.87 | 60.00 | 61.76 | 48.39 | 32.86 | 13.24 | 17.74 | 70 | 68 | 62 |

**Conclusions based on this data:**

**1.** In 4th grade, 50% of English Learners are at "Level 4" overall and are potentially ready for reclassification.

**2.** Reading is an area of focus for development with only 4% of English Learners being at "Level 4." Similarly, Writing is an area of focus for development with 25% of English Learners at "Level 4."

**3.** In the Listening Domain, 60% of English Learners are at "Level 4."

# School and Student Performance Data

## Student Population

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

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

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

| 2022-23 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **483** | **81.6** | **13.7** | **0.6** |
| Total Number of Students enrolled in Cortez (Alicia) Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 66 | 13.7 |
| **Foster Youth** | 3 | 0.6 |
| **Homeless** | 32 | 6.6 |
| **Socioeconomically Disadvantaged** | 394 | 81.6 |
| **Students with Disabilities** | 88 | 18.2 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 11 | 2.3 |
| **Asian** | 10 | 2.1 |
| **Filipino** | 8 | 1.7 |
| **Hispanic** | 399 | 82.6 |
| **Two or More Races** | 8 | 1.7 |
| **Pacific Islander** | 1 | 0.2 |
| **White** | 37 | 7.7 |

**Conclusions based on this data:**

1. With 57% of our student population being socioeconomically disadvantaged, in an effort to maintain students' connectedness to school, it is imperative that staff and administrators maintain connections with families to understand potential needs as well as communicate the availability of District resources as appropriate.

2. At 36%, Chronic Absenteeism is a school-wide area of focus with a need for increased attention on Students with Disabilities, Students Experiencing Homelessness, and Socioeconomically Disadvantaged who are all experiencing a chronic absenteeism rate over 40%.

3. With 17% of our student population being Students with Disabilities, a continued area of focus will be mainstreaming.

# School and Student Performance Data

## Overall Performance

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

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

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

### 2023 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts** <br> Yellow | **Chronic Absenteeism** <br> Yellow | **Suspension Rate** <br> Green |
| **Mathematics** <br> Orange | | |
| **English Learner Progress** <br> Orange | | |

**Conclusions based on this data:**

**1.** English Language Arts and Math are rated "low" and are areas for focus.

**2.** Chronic Absenteeism rate is "very high" and is an area of focus for "Students with Disabilities", Students Experiencing Homelessness, and "Low Socioeconomic Status" students.

**3.** Suspension Rate is low.

# School and Student Performance Data

## Academic Performance
## English Language Arts

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

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

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 1 | 3 | 1 | 0 | 0 |

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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Orange | Less than 11 Students |
| 24.6 points below standard | 60.5 points below standard | 1 Student |
| Increased +3.8 points | Decreased Significantly -17.9 points | |
| 277 Students | 53 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Orange | Yellow | Red |
| 48.9 points below standard | 31.4 points below standard | 108.7 points below standard |
| Maintained -1.7 points | Increased Significantly +16.1 points | Maintained -2.1 points |
| 39 Students | 237 Students | 66 Students |

| 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Less than 11 Students<br><br>5 Students | No Performance Color<br><br>0 Students | Less than 11 Students<br><br>7 Students | Less than 11 Students<br><br>6 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange<br><br>29.1 points below standard<br><br>Maintained +2.3 points<br><br>225 Students | Less than 11 Students<br><br>4 Students | Less than 11 Students<br><br>1 Student | 19 points below standard<br><br>Decreased Significantly -23.9 points<br><br>25 Students |

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

| 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 72.6 points below standard<br><br>Maintained -0.9 points<br><br>34 Students | 38.9 points below standard<br><br>Decreased Significantly -28.1 points<br><br>19 Students | 18.1 points below standard<br><br>Increased +7.5 points<br><br>193 Students |

**Conclusions based on this data:**

1. ALL Students rated "low" at points below standard.

2. Students with Disabilities rated "low" at 106.7 points below standard.

3. Socioeconomically Disadvantaged and Students Experiencing Homelessness rated "low" with both categories at 47 points below standard. English Learners rated "low" at 43 points below standard.

# School and Student Performance Data

## Academic Performance
## Mathematics

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

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

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

| Red | Orange | Yellow | Green | Blue |
|:---:|:---:|:---:|:---:|:---:|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard Mathematics Equity Report | | | | |
|:---:|:---:|:---:|:---:|:---:|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 1 | 4 | 0 | 0 | 0 |

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

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|:---:|:---:|:---:|
| **All Students** | **English Learners** | **Foster Youth** |
| Orange | Orange | Less than 11 Students |
| 43.8 points below standard | 71.8 points below standard | 1 Student |
| Maintained +2 points | Decreased -4.5 points | |
| 276 Students | 53 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Orange | Orange | Red |
| 58.5 points below standard | 52.9 points below standard | 119.5 points below standard |
| Decreased -4.9 points | Maintained +2.2 points | Decreased -10 points |
| 39 Students | 237 Students | 65 Students |

| 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Less than 11 Students<br><br>5 Students | No Performance Color<br><br>0 Students | Less than 11 Students<br><br>7 Students | Less than 11 Students<br><br>6 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange<br><br>50.4 points below standard<br><br>Maintained +0.2 points<br><br>224 Students | Less than 11 Students<br><br>4 Students | Less than 11 Students<br><br>1 Student | 14.4 points below standard<br><br>Maintained -0.8 points<br><br>25 Students |

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

| 2023 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 74.2 points below standard<br><br>Increased +9.3 points<br><br>34 Students | 67.4 points below standard<br><br>Decreased Significantly -17.9 points<br><br>19 Students | 36.7 points below standard<br><br>Increased +3.7 points<br><br>192 Students |

**Conclusions based on this data:**

**1.** ALL Student rated "low" at 46 points below standard.

**2.** Students with Disabilities rated "very low" at 110 points below standard.

**3.** Socioeconomically Disadvantaged and Students Experiencing Homelessness rated "low" with 55 points below standard and 54 points below standard. English Learners rated "low" at 67 points below standard.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

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

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

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

| 2023 Fall Dashboard English Learner Progress Indicator |
|---|

| English Learner Progress |
|---|
| Orange |
| 45.1% making progress towards English language proficiency |
| Number of EL Students: 51 Students |
| Performance Level: 3 |
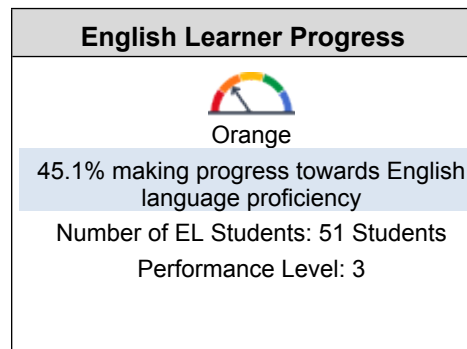
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2023 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 10 | 18 | 0 | 23 |

**Conclusions based on this data:**

**1.** 67% of English Language Learners are making progress towards English language proficiency.

**2.** 22% of English Language Learners maintained ELPI Level 1, 2L, 3L, or 3H.

**3.** 12% of English Language Learners decreased one ELPI level.
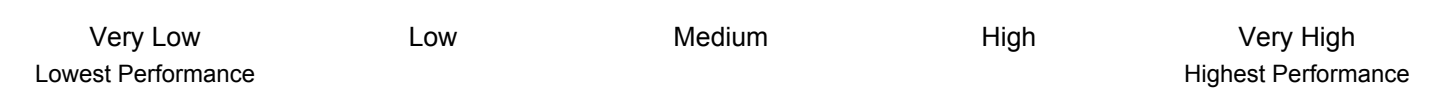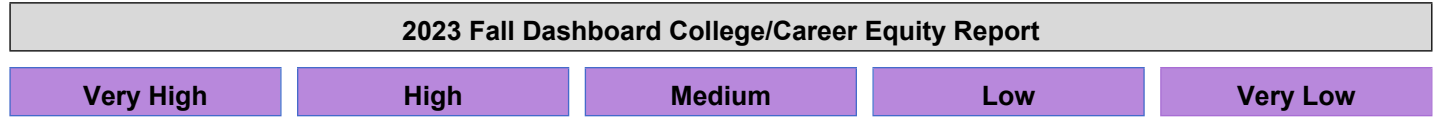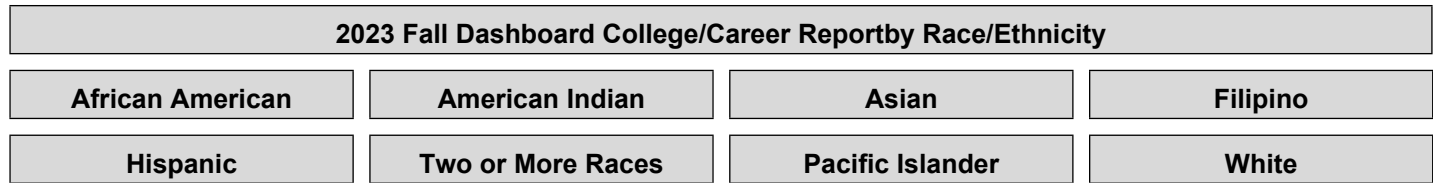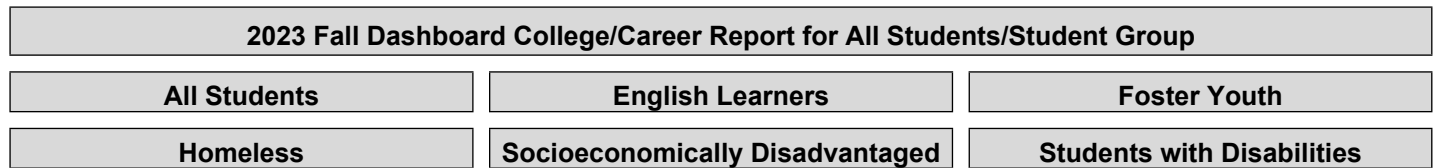
# School and Student Performance Data

## Academic Performance
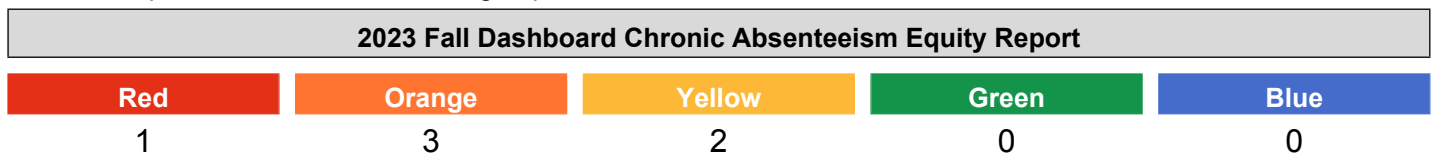## College/Career Report

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

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard College/Career Equity Report |
|---|

| Very High | High | Medium | Low | Very Low |
|---|---|---|---|---|

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

| 2023 Fall Dashboard College/Career Report for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2023 Fall Dashboard College/Career Reportby Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Hispanic | Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

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

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

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

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|-----|--------|--------|-------|------|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 1 | 3 | 2 | 0 | 0 |

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

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Red | Less than 11 Students |
| 28.9% Chronically Absent | 31.7% Chronically Absent | |
| Declined Significantly -6.9 | Increased 2.4 | 4 Students |
| 502 Students | 82 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Orange | Yellow | Orange |
| 42.9% Chronically Absent | 32% Chronically Absent | 34.8% Chronically Absent |
| Declined -5.6 | Declined Significantly -8.9 | Declined -6.9 |
| 63 Students | 422 Students | 112 Students |

| **2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity** | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| 30.8% Chronically Absent<br><br>Declined -4.5<br><br>13 Students | No Performance Color<br><br>0 Students | 36.4% Chronically Absent<br><br>0<br><br>11 Students | Less than 11 Students<br><br>8 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow<br><br>29.3% Chronically Absent<br><br>Declined Significantly -8.1<br><br>413 Students | 22.2% Chronically Absent<br><br>Declined -7.2<br><br>18 Students | Less than 11 Students<br><br>1 Student | Orange<br><br>26.3% Chronically Absent<br><br>Declined -6.3<br><br>38 Students |

**Conclusions based on this data:**

1. 36% of all students are Chronically Absent.

2. English Learners, Students Experiencing Homelessness, Socioeconomically Disadvantaged, and Students with Disabilities are all "very high".

3. All students groups had an increase in chronic absenteeism due to COVID protocols.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

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

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

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

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard English Language Arts Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|

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

| 2023 Fall Dashboard Graduation Rate for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2023 Fall Dashboard Graduation Rate by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Hispanic | Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1.

# School and Student Performance Data
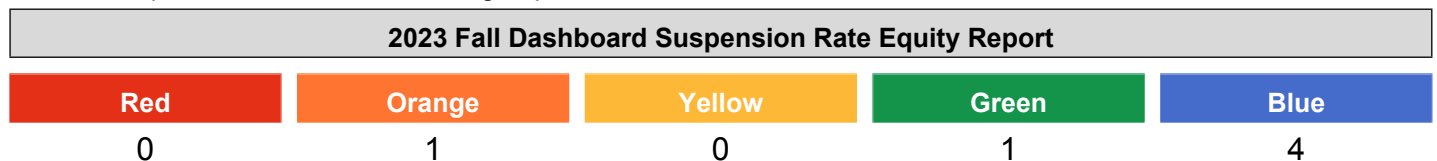
## Conditions & Climate
## Suspension Rate

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

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

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

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

### 2023 Fall Dashboard Suspension Rate Equity Report

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| 0 | 1 | 0 | 1 | 4 |

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

### 2023 Fall Dashboard Suspension Rate for All Students/Student Group

| All Students | English Learners | Foster Youth |
|---|---|---|
| Green | Blue | Less than 11 Students |
| 0.6% suspended at least one day | 0% suspended at least one day | 5 Students |
| Declined -0.3 | Maintained 0 | |
| 512 Students | 83 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Blue | Blue | Orange |
| 0% suspended at least one day | 0.5% suspended at least one day | 2.6% suspended at least one day |
| Declined -1.5 | Declined -0.4 | Increased 0.7 |
| 63 Students | 430 Students | 114 Students |

| 2023 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| 0% suspended at least one day | No Performance Color | 0% suspended at least one day | Less than 11 Students |
| Maintained 0 | 0 Students | 11 Students | 8 Students |
| 14 Students | | | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | 0% suspended at least one day | Less than 11 Students | Blue |
| 0.7% suspended at least one day | Maintained 0 | 1 Student | 0% suspended at least one day |
| Declined -0.4 | 18 Students | | Maintained 0 |
| 422 Students | | | 38 Students |

**Conclusions based on this data:**

**1.** Overall suspension rate is "low".

**2.** Suspension rate for English Language Learners was "very low".

**3.** Suspension rate for Students Experiencing Homelessness and Socioeconomically Disadvantaged students was "medium".

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

High-Quality Teaching and Learning Environment

## LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priority 1, 2, and 7]
Priority 1: Credentials, Instructional materials, Facilities
Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards
Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs (College and Career Readiness for High school ONLY)

# Goal 1

- 100% of grade level or department teams will respond with intervention and extension for at least 4 CFAs with Tier I and Tier 2 instruction, as measured by artifacts showing intervention & extension plans by the end of the 2024-2025 school year.

- 100% of grade level or department teams will clarify for students the Essential Standards to engage students in understanding what they are learning and how they will know when they have learned it, and have students reflect on their learning.

## Identified Need

- There is a need for more students to meet/exceed the standard on District Essential Standards Assessments and on the California Assessment of Student Performance and Progress (CAASPP).

- Chino Feeder Group classroom walk-through data indicates there is a continued need for teacher clarification of essential standards; therefore, teachers will continue increase the number of Common Formative Assessments to gather data on student mastery of the content standards, develop plans to offer interventions and extensions based on the Common Formative Assessment data, and for students to reflect on their learning.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Chino Feeder Walk-through Form | No baseline data at this time. | -By the end of the 2024-25 school year, 100% of grade level teams will respond with intervention and extension for at least 4 Common Formative Assessments, as measured by artifacts showing intervention & extension plans. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Chino Feeder Walk-through Form | No baseline data at this time. | -By the end of the 2024-25 school year, 100% of grade level teams will clarify for students the Essential Standards to engage students in understanding what they are learning, how they will know when they have learned it, and have students reflect on their learning. |
| Student performance on the District's English Language Arts Essential Standards Assessments | For the 2023-2024 school year, the ELA ESA #3 results were:<br>K - 69% met or exceeded standards<br>1 - 44% met or exceeded standards<br>2 - 27% met or exceeded standards<br>3 - 31.3% met or exceeded standards<br>4 - 46.1% met or exceeded standards<br>5 - 38.2% met or exceeded standards<br>6 - 41.6% met or exceeded standards | For the 2024-2025 school year, the ELA ESA #3 goals are:<br>K - 64% met or exceeded standards<br>1 - 64% met or exceeded standards<br>2 - 54% met or exceeded standards<br>3 - 37% met or exceeded standards<br>4 - 41% met or exceeded standards<br>5 - 56% met or exceeded standards<br>6 - 48% met or exceeded standards |
| Student performance on the District's Math Essential Standards Assessments | For the 2023-2024 school year, the Math ESA #3 results were:<br>K - 67% met or exceeded standards<br>1 - 48% met or exceeded standards<br>2 - 23% met or exceeded standards<br>3 - 26.8% met or exceeded standards<br>4 - 50.8% met or exceeded standards<br>5 - 26.5% met or exceeded standards<br>6 - 19% met or exceeded standards | For the 2024-2025 school year, the Math ESA #3 goals are:<br>K - 70% met or exceeded standards<br>1 - 60% met or exceeded standards<br>2 - 58% met or exceeded standards<br>3 - 50% met or exceeded standards<br>4 - 40% met or exceeded standards<br>5 - 40% met or exceeded standards<br>6 - 40% met or exceeded standards |

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

## Strategy/Activity 1

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

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

All student groups benefit from the identified strategies.

Strategy/Activity

Staff will be provided opportunities for professional development, collaboration, and supplies that supports effective instructional strategies in the Common Core State Standards (ELA/ELD, Math, Science, and integration of technology) to ensure all students experience academic growth.

### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|---|---|
| 10,000.00 | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>1.1a: Teachers will be provided opportunities for professional development release time, and collaboration time to support student achievement and effective instructional strategies in ELA/ELD, Math, Science, History/Social Studies, and integration of technology. |
| 9,200.00 | Title II Part A: Improving Teacher Quality<br>5800: Professional/Consulting Services And Operating Expenditures<br>1.1b: Teachers will be provided opportunities for professional development, professional conferences, and collaboration time to support student achievement and effective instructional strategies in ELA/ELD, Math, Science, History/Social Studies, and integration of technology. |
| 2,000.00 | Title II Part A: Improving Teacher Quality<br>4000-4999: Books And Supplies<br>1.1c: Teachers will be provided with supplementary materials to support student achievement and effective instructional strategies in ELA/ELD, Math, Science, History/Social Studies, and integration of technology. |
| 290,506 | District Funded<br>1000-1999: Certificated Personnel Salaries |

| | |
|---|---|
| | 1.1d: Title I and Title III District money will cover the cost of 4 Access and Equity Instructional Coach/TOSAs that will support staff co-teaching, instructional strategies, use of data, and implementation of the ELD/ELA common core standards. |
| 1,125.00 | Lottery: Instructional Materials<br>0001-0999: Unrestricted: Locally Defined<br>1.1f: Materials printed to support implementation of the Common Core State Standards, Next Generation Science Standards, History/Social Studies, and technology implementation in the classroom. |

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)                                          Source(s)

# Annual Review

### SPSA Year Reviewed: 2023-24

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

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

The following strategies were fully implemented in Goal 1:
  • Strategy 1b. Teachers were provided with release days to support student achievement. This strategy will continue next year.
  • Strategy 1c. Teachers were provided with professional development to support student achievement. This strategy will continue next year.
  • Strategy 1f. Teachers were provided with printed material to support implementation of the Common Core State Standards. This strategy will continue next year.

The following strategies were partially implemented in Goal 1:
  • Strategy 1a. Teacher were provided with books and materials, but only a small amount of the budgeted funds were spent. This strategy will continue next year will less funding allocated towards the strategy.

The following strategies were not implemented in Goal 1:
- 1d.Supplementary materials to support student achievement were not purchased. This strategy will not continue next year.
- 1g. Professional development using ESSER III. Funding for the strategy was allocation from another source. The ESSER III funds were reallocated to a different goal. This strategy will not continue next year under this funding source because the funding source has expired.

Data to support the overall effectiveness of the strategies are inconclusive. As teachers implement the learning acquired from the professional development, a more complete picture of the effectiveness of the strategies should become apparent as measured Essential Standards Assessment and CAASPP data.

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

Funds allocated for supplemental materials for teachers were not being used. Funds allocated for professional development/conferences for teachers were not being used.

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

Funds allocated under strategy 1d were moved to strategy 1c to increase funding for teacher release time. Funding under strategy 1g was reallocated to Goal 2 to create a strategy for student enrichment activities because the funds were not being used.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connections to and Engagement at School Ensure Student Success

## LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]
Priority 3: Parent Involvement
Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism
Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

# Goal 2

PBIS: Maintain 100% for Tier 1 and Tier 2 and increase Tier 3 from 94% to 100%.

Increase the school-wide attendance rate to 97%.

By April 2025, the number of students who are chronically absent will be reduced by 50% when compared to the April 2024.

Family engagement workshops, focused on student achievement and wellness and family literacy will be offered throughout the school year. The effectiveness of the workshops will be measured by feedback on surveys.

## Identified Need

On the April 2024 TFI, the following needs were identified:
- Tier 1 - 1.10: Provide teachers with calming techniques to be used inside the classroom
- Tier 2 - 2.5: Redo tracker to better highlight supports are available for students over time.
- Tier 3 - 3.16: Be specific on the meeting agenda about supports that are available for students.

Based on the feedback in the School Quality Survey, there is a need for increased family engagement.

There is a need to reduce the number of students who are identified as chronically absent.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| External TFI | 2023-24 External TFI Results:<br>Tier I: 100%<br>Tier 2: 100%<br>Tier 3: 94% | Maintain 100% for Tier 1 and Tier 2 and increase Tier 3 from 94% to 100%. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Attendance Rate | School-wide attendance rate in April 2024 was 93.41% | By April 2025, the school-wide attendance rate will be 97%. |
| Chronic Absenteeism | In April 2024, 89 students identified as chronically absent. | By April 2025, the number of students who are chronically absent will be reduced by 50% when compared to the 2023-24 school year. |
| Family Engagement | Families will be invited to a minimum of one event each trimester focused on helping their students with being successful in school. | The school will host a minimum of one family engagement event each trimester. |

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

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All student groups benefit from this strategy.

Strategy/Activity

To address the social-emotional needs of all students, increased student attendance rate, and decrease student suspensions, resources, materials, and activities will be provided to implement strategies and programs that support students' connectedness to school.

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

| Amount(s) | Source(s) |
|---|---|
| 10,000.00 | Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>2.1a: Resources, materials, and incentives (awards, agendas, stickers, pencils, t-shirts, etc.) will be provided to support increasing students' connectedness to school, reducing student suspensions, improving student attendance, and to support implementation of MTSS-B and PBIS. |
| 69,932.00 | AMIM / 0000<br>5800: Professional/Consulting Services And Operating Expenditures<br>2.1b: Student will participate in enrichment activities and field trips to support increasing |

| | |
|---|---|
| | students' connectedness to school, reducing student suspensions, improving student attendance, and to support implementation of MTSS-B and PBIS. |
| 5,000.00 | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>2.1c: Extra hours for certificated staff to support increasing students' connectedness to school, reducing student suspensions, improving student attendance, and to support implementation of MTSS-B and PBIS. |
| 2,000.00 | Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>2.1d: Extra hours for classified staff to support increasing students' connectedness to school, reducing student suspensions, improving student attendance, and to support implementation of MTSS-B and PBIS. |

## Strategy/Activity 2
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students benefit from this strategy.

Strategy/Activity

Increase family engagement and participation through providing programs and training focused on sharing with families way they can support student achievement, social-emotion well-being, attendance, and behavior.

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

| Amount(s) | Source(s) |
|---|---|
| 1,529.86 | Title I Part A: Parent Involvement<br>4000-4999: Books And Supplies<br>2.2a: Provide resources, refreshments, and materials to support family engagement. |
| 2,000.00 | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>2.2b: Provide extra hours and release time for teachers to support family engagement activities. |
| 2,000.00 | Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries |

| | 2.2c: Provide extra hours for classified personnel to support family engagement activities, including childcare supervision. |
|---|---|
| 20,000.00 | Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>2.2d: Provide a site School Community Liaison position to support engagement of families in school meetings, activities, and workshops. |
| 25,000.00 | AMIM / 0000<br>4000-4999: Books And Supplies<br>2.2e: Provide resources, equipment, and supplies to support family engagement activities in support of families being engaged and connected to school. |

## Strategy/Activity 3
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)                                              Source(s)

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

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

The following strategies were fully implemented in Goal 2:
- Strategy 2d. Classified employees were provided with release days to support student achievement. This strategy will continue next year.
- Strategy 2e. Students had opportunities to participate in field trips and after school enrichment activities. This strategy will continue next year.
- Strategy 2f. Resources and supplies were provided to support family engagement. This strategy will continue next year.
- Strategy 2g. Classified employees supported family engagement activities outside of their contract hours. This strategy will continue next year.

- Strategy 2L. Students participated in after school enrichment activities. This strategy will continue next year.

The following strategies were partially implemented in Goal 2:
- Strategy 2i. Incentives were provided to support improved student attendance. This strategy will continue next year, combined with strategy to support family engagement.
- Strategy 2j. Classified staff engaged in activities to support improved attendance. This strategy will continue next year, combined with strategy to support family engagement.

The following strategies were not implemented in Goal 2:
- Strategy 2a. Resources to support student connectedness to school were not purchased. This strategy will continue next year with modifications.
- Strategy 2b. Release time for certificated employees was not used. This strategy will not continue next year with modifications.
- Strategy 2c. Materials, services, and assemblies to support student engagement were not implemented. This strategy will continue next year with modifications.
- Strategy 2k. Certificated staff provide support from improving attendance. This strategy will continue next year, combined with the strategy to support family engagement.

The attendance rate and chronic absenteeism rate has improved when compared to the 2022-2023 school year.

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

The continued vacancy of the Bilingual Clerk/Community Liaison position impacted the ability to implement the planned strategies.

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

- Additional time for certificated employees to support family engagement will be combined with strategies to support improved student attendance.
- Additional time for classified employees to support family engagement will be combined with strategies to support improved student attendance.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Preparation for College and Career Beyond Graduation

## LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]
Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC
Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY)

# Goal 3

On the 2025 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from ___% to ___%, and in Math will increase from ___% to ___%.

All significant student groups, including Special Education and English Learners, will increase by at least 7 percentage points.

## Identified Need

Based on 2023-24 CAASPP data, ___% of students in grades 3-6 met or exceeded standards in ELA and ___% of students in grades 3-6 met or exceeded standards in math.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| ELPAC/ reclassification | In May 2024, there were 75 students identified as English Learners, with 12 students at risk of becoming LTELs. | By May 2025, the number of students at risk of being identified as LTEL will be reduced by 50% (6 students). |
| English Language Arts ESA Data | For the 2023-2024 school year, ESA #1 English Language Arts data was:<br><br>Grades K-2 Average: 45.4%<br>Grades 3-6 Average: 39.5% | On the 2024-25 English Language Arts ESA #3, the goal is:<br><br>Grades K-2 Average: 55%<br>Grades 3-6 Average: 50% |
| Math ESA Data | For the 2023-2024 school year, ESA #3 Math data was:<br><br>Grades K-2 Average: 45.5%<br>Grades 3-6 Average: 30.2% | On the 2024-25 Math ESA #3, the goal is:<br><br>Grades K-2 Average: 55%<br>Grades 3-6 Average: 45% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| English Language Arts CAASPP Results | For the 2024-2025 CAASPP, grades 3-6 performed as follows:<br><br>Grade 3: %<br>Grade 4: %<br>Grade 5: %<br>Grade 6: %<br><br>Overall Average: ___% | On the 2025 CAASPP, ___% of students in grades 3-6 will "meet" or "exceed" the standards in English Language Arts. |
| Math CAASPP Results | For the 2024-2025 CAASPP, grades 3-6 performed as follows:<br><br>Grade 3: %<br>Grade 4: %<br>Grade 5: %<br>Grade 6: %<br><br>Overall Average: ___% | On the 2025 CAASPP, ___% of students in grades 3-6 will "meet" or "exceed" the standards in Math. |

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

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Students will have access to supplemental material, technology, and services to support achievement in the Common Core State Standards, ELD, NGSS, and Technology Implementation.

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

| Amount(s) | Source(s) |
|---|---|
| 78,000.00 | Title I Part A: Allocation<br>5800: Professional/Consulting Services And Operating Expenditures |

| | |
|---|---|
| | 3.1a: Students will be invited to attend after school intervention/tutoring with a focus the California Common Core State Standards in order to improve their performance on the CAASPP and ELPAC. Evidence to monitor this goal will be students' performance on the District's Essential Standards Assessment, the CAASPP and the ELPAC. |
| 7,000.00 | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>3.1b: Students will be invited to attend after school/Saturday school intervention and enrichment with a focus the California Common Core State Standards in order to improve their performance on the CAASPP and ELPAC. |
| 25,000.00 | AMIM / 0000<br>4000-4999: Books And Supplies<br>3.1c: Technology and Supplemental materials such as technology devices, robotics, accessories, software, headphones, books, and printers will be purchased to support STEM activities and to support students meeting the expectations of the Common Core State Standards, Social Studies, and Next Generation Science Standards. |
| 15,456.14 | Title I Part A: Allocation<br>5000-5999: Services And Other Operating Expenditures<br>3.1d: Technology and Supplemental materials such as technology devices, robotics, accessories, software, headphones, books, and printers will be purchased to support STEM activities and to support students meeting the expectations of the Common Core State Standards, Social Studies, and Next Generation Science Standards. |
| 3,000.00 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>3.1e: Students will be invited to attend after school and Saturday extension, extension, and enrichment, with a focus the California Common Core State Standards in order to improve their performance on the CAASPP and ELPAC. Evidence to monitor this goal will be students' performance on the District Essential Standards Assessment, the CAASPP and the ELPAC. |

## Strategy/Activity 2
### Students to be Served by this Strategy/Activity

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

Students identified as GATE.

Strategy/Activity

Students identified as GATE will be provide with opportunities to participate in enrichment activities.

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

| Amount(s) | Source(s) |
|---|---|
| 1304.00 | GATE<br>4000-4999: Books And Supplies<br>3.2a: Provide opportunities and supplemental materials/technology for before, during, or after school enrichment activities in order to build positive school culture and increase student engagement and student academic achievement. Evidence to monitor this goal will be admin/teacher observation. This could occur both virtually and/or in person. |

## Strategy/Activity 3
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)                                        Source(s)

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

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

The following strategies were fully implemented in Goal 3:
- Strategy 3a was fully implemented. Students participated in after school tutoring. This strategy will continue next year.
- Strategy 3c was fully implemented. Library books, supplemental materials, technology and supplies were purchased to support achievement. This strategy will continue next year.
- Strategy 3d was implemented as planned. Students were provide access to educational technology to support achievement. This strategy will continue next year.

The following strategies were not implemented in Goal 3:
- Strategy 3b was not implemented because funding for this action call from district sources. This strategy will not continue next year.
- Strategy 3e was not implemented because the Community Liaison position has been vacant for the entire school year. This Strategy will continue next year.
- Strategy 3g was not implemented due to not having staff to support the implementation of activities. This goal will continue next year.

Based on ESA data, practices in support of the implementation of the strategies are promising.

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

Differences in the proposed expenditures and estimated expenditures are attributed to not have staff to implement the proposed actions associated with the strategies.

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

No additional changes will be made.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 4

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |

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

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator     Baseline/Actual Outcome   Expected Outcome

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

## Strategy/Activity 1
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

## Strategy/Activity 2
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

|  |  |
| --- | --- |
|  | . |

## Strategy/Activity 3
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

|  |
| --- |
| . |

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

## Strategy/Activity 4
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

|  |
| --- |
| : |

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 6

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |

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

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 7

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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

## Strategy/Activity 1
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 8

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 9

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |

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

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 10

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 11

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject



## LEA/LCAP Goal



## Goal 12



## Identified Need



## Annual Measurable Outcomes

Metric/Indicator                    Baseline/Actual Outcome          Expected Outcome

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

### Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 13

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator                    Baseline/Actual Outcome          Expected Outcome

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

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

# Goal 14

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

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

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

# Budget Summary

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

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $152,986.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $580,053.00 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation ($) |
|---|---|
| Title I Part A: Allocation | $151,456.14 |
| Title I Part A: Parent Involvement | $1,529.86 |
| Title II Part A: Improving Teacher Quality | $11,200.00 |

Subtotal of additional federal funds included for this school: $164,186.00

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

| State or Local Programs | Allocation ($) |
|---|---|
| AMIM / 0000 | $119,932.00 |
| District Funded | $290,506.00 |
| GATE | $1,304.00 |
| LCFF - Supplemental | $3,000.00 |
| Lottery: Instructional Materials | $1,125.00 |

Subtotal of state or local funds included for this school: $415,867.00

Total of federal, state, and/or local funds for this school: $580,053.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| Title I Part A: Allocation | 151,456.14 | 0.00 |
| GATE | 1,304.00 | 0.00 |
| Title II Part A: Improving Teacher Quality | 11,200.00 | 0.00 |
| Title I Part A: Parent Involvement | 1,529.86 | 0.00 |
| Lottery:  Instructional Materials | 1,125.00 | 0.00 |
| LCFF - Supplemental | 3,000.00 | 0.00 |
| AMIM / 0000 | 119,932.00 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| AMIM / 0000 | 119,932.00 |
| District Funded | 290,506.00 |
| GATE | 1,304.00 |
| LCFF - Supplemental | 3,000.00 |
| Lottery:  Instructional Materials | 1,125.00 |
| Title I Part A: Allocation | 151,456.14 |
| Title I Part A: Parent Involvement | 1,529.86 |
| Title II Part A: Improving Teacher Quality | 11,200.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 0001-0999: Unrestricted: Locally Defined | 1,125.00 |
| 1000-1999: Certificated Personnel Salaries | 317,506.00 |
| 2000-2999: Classified Personnel Salaries | 24,000.00 |
| 4000-4999: Books And Supplies | 64,833.86 |

| 5000-5999: Services And Other Operating Expenditures | 15,456.14 |
|---|---|
| 5800: Professional/Consulting Services And Operating Expenditures | 157,132.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 4000-4999: Books And Supplies | AMIM / 0000 | 50,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | AMIM / 0000 | 69,932.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 290,506.00 |
| 4000-4999: Books And Supplies | GATE | 1,304.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 3,000.00 |
| 0001-0999: Unrestricted: Locally Defined | Lottery:  Instructional Materials | 1,125.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 24,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 24,000.00 |
| 4000-4999: Books And Supplies | Title I Part A: Allocation | 10,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 15,456.14 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A: Allocation | 78,000.00 |
| 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 1,529.86 |
| 4000-4999: Books And Supplies | Title II Part A: Improving Teacher Quality | 2,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title II Part A: Improving Teacher Quality | 9,200.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 312,831.00 |
| Goal 2 | 137,461.86 |
| Goal 3 | 129,760.14 |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.  The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

| Name of Members | Role |
|---|---|
| Gerald Matthews | Principal |
| Tricia Herrera | Other School Staff |
| Samantha DeArcos | Parent or Community Member |
| James Estrada | Parent or Community Member |
| Monica Hedrick | Parent or Community Member |
| Crystal Rincon | Parent or Community Member |
| Cynthia Suarez | Parent or Community Member |
| Elaine Noh | Classroom Teacher |
| Natasha Gossett | Classroom Teacher |
| Rose Hachey | Classroom Teacher |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|
|  | English Learner Advisory Committee |
|  | Other: School Advisory Committee (SAC) for EIAISCE Programs<br>Community Advisory Committee for Special Education Programs |

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

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

This SPSA was adopted by the SSC at a public meeting on 5/10/2024.

Attested:

| | |
|---|---|
|  | Principal, Gerald Matthews on 05/10/2024 |
|  | SSC Chairperson, James Estrada on 05/10/2024 |

# Instructions

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

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

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

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

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

# Instructions: Linked Table of Contents

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

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

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

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

# Purpose and Description

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

## Purpose

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

## Description

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

# Educational Partner Involvement

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

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

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

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

# Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

# Students to be Served by this Strategy/Activity

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

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

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

# Proposed Expenditures for this Strategy/Activity

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

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

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

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

# Annual Review

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

# Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

# Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

# Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year.  The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

I.  The development of the SPSA shall include both of the following actions:

A.  Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1.  The comprehensive needs assessment of the entire school shall:

a.  Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b.  Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i.  Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii.  Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii.  Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv.  Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v.  Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B.  Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

II.  The SPSA shall include the following:

A.  Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

## Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

| Chino Valley Unified School District |
|:---:|

Alicia Cortez Elementary school
## Parent and Family Engagement Policy
2024-2025

| **School Policy Engagement:** |
|:---|

Alicia Cortez Elementary School recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**.  Alicia Cortez Elementary School shall jointly develop with, and distribute to, parents of Title 1 and Non-Title 1 students a written parental engagement policy, agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Title I schools will convene an **annual meeting** to **inform parents** the requirements of Title I and their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement.  The parents of participating students will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and parent and family engagement policy and school-parent compact.   The school will offer a flexible number of meetings and provide, if requested, parents' opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through regular means of communication.

| **Shared Responsibilities for High Student Academic Achievement:** |
|:---|

The staff of Alicia Cortez Elementary School in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents.**  The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards.  Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of supporting their child's learning.  The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers, and students will share the responsibility for improved student academic and behavioral achievement. Alicia Cortez Elementary School will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed below *(Epstein's Six Types of Parental Involvement)*. The annual school-parent compacts will specify partnership activities for as many of the six types of engagement as possible.  The school-parent compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement. Alicia Cortez Elementary School*'s* goals will focus on providing quality first best instruction and targeted intervention utilizing instructional strategies and evidence-based programs to ensure that all under performing and disadvantaged students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year**.**  The compact will list how the school provides two-way communication between home and school.   It will also describe opportunities for parents to volunteer, observe, and participate in the classroom.  Annually the school-parent compact will be updated by staff and parents, based on formal and

informal data.  Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community partnership activities and celebrate successes.

This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards.

Alicia Cortez Elementary School will support these home-school partnerships by using the following **six types of engagement:**

1. *Parenting.*  We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level, and all staff members will work effectively with our diverse families.  Alicia Cortez Elementary will conduct workshops to educate parents on their role in education. Workshops will emphasize topics such as developing reading skills, AR, technology, standards based grading, and Common Core standards

2. *Communication.* We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods.  At a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. Alicia Cortez Elementary will communicate upcoming events and educational information in English and Spanish through flyers, phone blasts, text message alerts, and our school website.

3. *Volunteering.*  We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Alicia Cortez Elementary will encourage parents to volunteer at school through ArtPals, library, classrooms, PFA, SSC, and ELAC groups.

4. *Learning at Home.*  We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. Alicia Cortez Elementary will encourage use of Accelerated Reader, Office 365, Chrome Books, iReady, and other at home programs.

5. *Decision-making.*  We will include students, parents, and community members as partners in planning and decision-making.  We will encourage participation by parents and family members in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement.  Alicia Cortez Elementary will conduct regular PFA, ELAC, and School Site Council meetings to ensure parent participation in the decision-making process.

6. *Collaborating with Community.*  We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. Alicia Cortez Elementary will maintain a Parent Information Center in the office to provide literature and brochures.

## Building Capacity for Parent Engagement

Alicia Cortez Elementary school staff is committed to partnering with parents in the following ways:
- assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children
- provide materials and training to help parents work with their children to improve their children's academic achievement

- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

## Accessibility

Our school, Alicia Cortez Elementary and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

# PARTNERSHIPS

**Learning Compact**

## What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards. Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

## DISTRICT FAMILY RESOURCES

**Family Engagement Center**
**Adult School, Room 25**
**12970 Third St.   Chino, CA  91710**
**WORKSHOPS PROVIDED:**
*ENGLISH LEARNER PARENT ACADEMY*
*PARENTS AS PARTNERS*
*LEARNING TO READ*
*NURTURING PARENTS*

**SUPPORT WITH:**
*STUDENT ENROLLMENT*
*DATA CONFIRMATION*
*TECHNOLOGY*
*AERIES PARENT PORTAL*

**Family Engagement Center Link:**

**http://www.chino.k12.ca.us/Page/8882**

**909 628-1201 ext. 5601/5604**
**(English/Spanish)**

# FAMILY PARTICIPATION

## Activities to Build ENGAGEMENT

**Student Learning**
Parent Meetings
English Learner Activities
School Site Council
PFA
Back to School Night/Open House
Technology websites to use at home
Teacher training in virtual platforms

**Social-Emotional Development and Growth**
MTSSA and MTSSB
Second Step Curriculum
College and Career Awareness Activities
Collaboration with Family Engagement Center

**Volunteering Opportunities**
If you would like to *volunteer, participate* in, and/or *observe a classroom please let your teacher know in advance*

## Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's' learning. Some of the ways families and staff communicate all year are:

- **School to Home**
  - newsletters
  - school website
  - Phone blasts
  - Parent Square
  - frequent progress monitoring
- **Home to School**
  - school agendas
  - email
  - parent-teacher meetings
  - participate in "activities to build engagement" (see above)

**https://www.chino.k12.ca.us/Cortez**

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**Chino Valley Unified School District**

# HOME-SCHOOL PARTNERSHIPS

## for

# STUDENT ACHIEVEMENT

## 2024-2025



# KINDERGARTEN

*Always walk through life as if you have something new to learn and you will.*
*Vernon Howard*

Alicia Cortez Elementary

12750 Carissa Ave. Chino, CA 91710

(909) 627-9438

# Our Goals for Student Achievement

**Learning Compact**

## District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

## School Goals

Goal 1: 100% of grade level or department teams will respond with intervention and extension for at least 3 CFAs with Tier I and Tier 2 instruction, as measured by artifacts showing intervention & extension plans by the end of the 2023-2024 school year. 100% of grade level or department teams will clarify for students the Essential Standards to engage students in understanding what they are learning and how they will know when they have learned it.

Goal 2: By April 2024, we will score a 2 out of 2 on Tier 1 TFI feature 2.11 Student Performance data

A maximum number of 93 student will be on the chronically absent list. There will be a maximum of 32 students with disabilities on this list of 93.

Goal 3: On the 2024 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 39.5% to 47%, and in Math will increase from 33.5% to 39%. All significant student groups, including Special Education and English Learners, will increase by at least 5 percentage points.

*Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.*

# Teachers, Parents, Students   Shared Responsibility for

## In the Classroom

**As a kindergarten teacher, I will engage all students with a vibrant learning climate and high-quality instruction.  Here are some of the student learning strategies your child will use this year.**

### Goal 1

Write daily.

Incorporate writing into sharing to build oral language development.

Students will participate in extra support activities that build on Foundational Skills that lead to proficiency in ELA and Math.

### Goal 2

Positive behavior systems, including PBIS and Second Step instruction.

### Goal 3

Instruct to a variety of learning styles such as visual, auditory, kinesthetic, etc.

Instruct utilizing various ELD strategies such as pair sharing, pictures, anchor charts, read-aloud, etc.

30 minutes of daily Designated English Language Development instruction (DELD)

## At Home

**I will provide these activities and/or supports at home to support my child's learning this year.**

### Goal 1

Practice speaking in complete sentences.

Practice with educational technology to support proficiency in ELA and Math (iReady, AR, Lexia)

Ensure your child reads or is read to on a nightly basis.

### Goal 2

Volunteer time in the classroom and communicate with teacher as needed.

Attend parent learning nights/meetings.

Make illness the only excuse for absence.

Ensure that students are well rested

### Goal 3

Reinforce writing strategies learned in class at home.

Practice speaking in complete sentences.

Focus on learning High Frequency Words to support reading proficiency.

**At home, I will reinforce classroom learning by:**

Ensuring my child is at school, on time, each and every day. Check my child's homework for accuracy, neatness and completeness.

# PARTNERSHIPS

## What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards. Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
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*NURTURING PARENTS*

**SUPPORT WITH:**
*STUDENT ENROLLMENT*
*DATA CONFIRMATION*
*TECHNOLOGY*
*AERIES PARENT PORTAL*

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**http://www.chino.k12.ca.us/Page/8882**

**909 628-1201 ext. 5601/5604**
**(English/Spanish)**

*Learning  Compact*

# FAMILY PARTICIPATION

## Activities to Build ENGAGEMENT

**Student Learning**
Extended Day Opportunities
Parent Meetings
English Learner Activities
School Site Council
PFA
Back to School Night/Open House
Technology websites to use at home

**Social-Emotional Development and Growth**
Family Fun Night
Movie Night
PFA sponsored activities
Second Step Curriculum
College and Career Awareness Activities

**Volunteering Opportunities**
If you would like to *volunteer, participate* in, and/or *observe a classroom please let your teacher know.*

## Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's' learning. Some of the ways families and staff communicate all year are:

- **School to Home**
  - newsletters
  - school website
  - Phone Blasts
  - Parent Square
  - frequent progress monitoring
- **Home to School**
  - school agendas
  - email
  - parent-teacher meetings
  - Homework Folders
  - participate in "activities to build engagement" (see above)

  **https://www.chino.k12.ca.us/Cortez**

# HOME-SCHOOL PARTNERSHIPS

## for

# STUDENT ACHIEVEMENT

## 2024-2025



# FIRST GRADE

*Always walk through life as if you have something new to learn and you will.*
*Vernon Howard*

Alicia Cortez Elementary

12750 Carissa Ave. Chino, CA 91710

(909) 627-9438

**Learning Compact**

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Goal 2: By April 2024, we will score a 2 out of 2 on Tier 1 TFI feature 2.11 Student Performance data

A maximum number of 93 student will be on the chronically absent list. There will be a maximum of 32 students with disabilities on this list of 93.

Goal 3: On the 2024 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 39.5% to 47%, and in Math will increase from 33.5% to 39%. All significant student groups, including Special Education and English Learners, will increase by at least 5 percentage points.

==Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.==

## Teachers, Parents, Students    Shared Responsibility for

### In the Classroom

**In our First grade classroom, I will engage all students with a vibrant learning climate and high-quality instruction. Here are some of the student learning strategies your child will use this year.**

### GOAL 1

Write frequently across subject areas

Incorporate writing into sharing to build oral language development.

Students will participate in extra support activities that build on Foundational Skills that lead to proficiency in ELA and Math and build on computer skills; AR, iReady, Wonders and Pearson

### GOAL 2

Positive behavior systems, including PBIS and Second Step instruction. Participate in monthly activities that focus on College and Career Awareness.

### GOAL 3

Instruct to a variety of learning styles such as visual, auditory, kinesthetic, etc.

Instruct utilizing various ELD strategies such as pair sharing, pictures, anchor charts, read-aloud, etc.

30 minutes of daily Designated English Language

### At Home

**I will provide these activities and/or supports at home to support my child's learning this year.**

### Goal 1

Practice speaking in complete sentences.
Practice math facts to 20.
Connect ED (ClassLink)
Focus on High Frequency Words
Practice with educational technology to support proficiency in ELA and Math. (iReady, AR, Lexia)
Ensure your child reads or is read to on a nightly basis.

### Goal 2

Volunteer time in the classroom and communicate with teacher as needed.
Attend parent learning nights/meetings.
Make illness the only excuse for absence.
Reinforce the Cortez Four
Ensure student is well rested

### Goal 3

Reinforce writing strategies learned in class at home.
Practice speaking in complete sentences.
Focus on learning High Frequency Words to support reading proficiency.

**At home, I will reinforce classroom learning by:**

Ensuring my child is at school, on time, each and every day. Check my child's homework for accuracy, neatness and completeness.

# PARTNERSHIPS

**Learning Compact**

## What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards. Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

## DISTRICT FAMILY RESOURCES

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*PARENTS AS PARTNERS*
*LEARNING TO READ*
*NURTURING PARENTS*

**SUPPORT WITH:**
*STUDENT ENROLLMENT*
*DATA CONFIRMATION*
*TECHNOLOGY*
*AERIES PARENT PORTAL*

**Family Engagement Center Link:**

**http://www.chino.k12.ca.us/Page/8882**

**909 628-1201 ext. 5601/5604**
**(English/Spanish)**

# FAMILY PARTICIPATION

## Activities to Build ENGAGEMENT

**Student Learning**
Parent Meetings
English Learner Activities
School Site Council
PFA
Back to School Night/Open House
Technology websites to use at home
Teacher training

**Social-Emotional Development and Growth**
Programs available for MTSSA and MTSSB
Second Step Curriculum
College and Career Awareness Activities
Collaboration with Family Engagement Center

**Volunteering Opportunities**
If you would like to *volunteer, participate* in, and/or *observe a classroom please let your teacher know.*

## Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's' learning. Some of the ways families and staff communicate all year are:

- **School to Home**
  - newsletters
  - school website
  - phone blasts
  - Parent Square/Aeries
  - frequent progress monitoring
- **Home to School**
  - school agendas
  - email
  - parent-teacher meetings
  - participate in "activities to build engagement" (see above)

**https://www.chino.k12.ca.us/Cortez**

# Chino Valley Unified School District

# HOME-SCHOOL PARTNERSHIPS

## for

# STUDENT ACHIEVEMENT

## 2024-2025



# FIFTH GRADE

*Always walk through life as if you have something new to learn and you will.*
*Vernon Howard*

Alicia Cortez Elementary

12750 Carissa Ave. Chino, CA 91710

(909) 627-9438

## Our Goals for Student Achievement

## Teachers, Parents, Students   Shared Responsibility for

### District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

## School Goals

Goal 1: 100% of grade level or department teams will respond with intervention and extension for at least 3 CFAs with Tier I and Tier 2 instruction, as measured by artifacts showing intervention & extension plans by the end of the 2023-2024 school year. 100% of grade level or department teams will clarify for students the Essential Standards to engage students in understanding what they are learning and how they will know when they have learned it.

Goal 2: By April 2024, we will score a 2 out of 2 on Tier 1 TFI feature 2.11 Student Performance data

A maximum number of 93 student will be on the chronically absent list. There will be a maximum of 32 students with disabilities on this list of 93.

Goal 3: On the 2024 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 39.5% to 47%, and in Math will increase from 33.5% to 39%. All significant student groups, including Special Education and English Learners, will increase by at least 5 percentage points.

==Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.==

### In the Classroom

**In our Fifth-grade classroom, I will engage all students with a vibrant learning climate and high-quality instruction.  Here are some of the student learning strategies your child will use this year.**

#### Goal 1

Daily Math instruction, teaching how to make sense of problems, using the Standards of Mathematical Practices to achieve Common Core State goals. Emphasis on Problem Solving strategies and use of thinking maps to organize writing in all areas.

Students will participate in extra support activities that build on Foundational Skills that lead to proficiency in ELA and Math and build on computer skills, AR, i-Ready, Wonders and Pearson

#### Goal 2

Positive behavior systems, including PBIS and Second Step instruction.

#### Goal 3

Instruct to a variety of learning styles such as visual, auditory, kinesthetic, etc. in order to increase one proficiency level.

Instruct utilizing various ELD strategies such as pair sharing, pictures, anchor charts, read-aloud, etc.

30 minutes of daily Designated English Language Development instruction (DELD)

Teaching science that supports the CA NGSS instructions

### At Home

**I will provide these activities and/or supports at home to support my child's learning this year.**

#### Goal 1

Practice speaking in complete sentences.

Practice with educational technology to support proficiency in ELA and Math. (i-Ready, AR, Lexia)

Review you child's daily assignments for completion and accuracy.

Ensure your child reads on a nightly basis.

#### Goal 2

Communicate with teacher as needed and with concerns.

Attend parent learning meetings.

Make illness the only excuse for absence.

Ensure student is well rested

Ensure student comes prepared to class.

#### Goal 3

Reinforce writing strategies learned in class at home.

Practice speaking in complete sentences.

Focus on learning Academic Vocabulary to support reading/math proficiency.

**At home, I will reinforce classroom learning by:**

Ensuring my child is at school, on time, each and every day. Check my child's homework for accuracy, neatness and completeness.

Check Aeries gradebook regularly for student progress and missing assignments.

# PARTNERSHIPS

## What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards. Effective compacts:

- **Link** to goals of the school's single plan for student achievement
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- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
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Learning Compact

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# FAMILY PARTICIPATION

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  - participate in "activities to build engagement" (see above)

**https://www.chino.k12.ca.us/Cortez**

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## Chino Valley Unified School District

# HOME-SCHOOL PARTNERSHIPS

## for

# STUDENT ACHIEVEMENT

## 2024-2025



# THIRD GRADE

*Always walk through life as if you have something new to learn and you will.*
*Vernon Howard*

Alicia Cortez Elementary

12750 Carissa Ave. Chino, CA 91710

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## Teachers, Parents, Students   Shared Responsibility for

### In the Classroom

In our Third grade classroom, I will engage all students with a vibrant learning climate and high-quality instruction.  Here are some of the student learning strategies your child will use this year.

#### Goal 1

Write daily across all subject areas using Thinking Maps.

Daily Math instruction, teaching how to make sense of problems, using the Standards of Mathematical Practices to achieve Common Core State goals. Emphasis on memorizing math facts, using computer programs, and explaining your mathematical reasoning

Students will participate in extra support activities that build on Foundational Skills that lead to proficiency in ELA and Math and build on computer skills ; AR, Wonders and Pearson

#### Goal 2

Positive behavior systems, including PBIS and Second Step instruction. Participate in monthly activities that focus on College and Career Awareness.

#### Goal 3

Instruct to a variety of learning styles such as visual, auditory, kinesthetic, etc. in order to increase one proficiency level.

Instruct utilizing various ELD strategies such as pair sharing, pictures, anchor charts, read-aloud, etc.

30 minutes of daily Designated English Language Development instruction (DELD)

### At Home

I will provide these activities and/or supports at home to support my child's learning this year.

#### Goal 1

Practice speaking in complete sentences.

Practice with educational technology to support proficiency in ELA and Math. (iReady,,AR, Lexia)

Ensure your child reads on a nightly basis. .

#### Goal 2

Volunteer time in the classroom and communicate with teacher as needed.

Attend parent learning nights/meetings.

Make illness the only excuse for absence.

Ensure student is well rested.

#### Goal 3

Reinforce writing strategies learned in class at home.

Practice speaking in complete sentences.

Focus on learning High Frequency Words/Academic Vocabulary to support reading/math proficiency.

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- **Home to School**
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  - parent-teacher meetings
  - participate in "activities to build engagement" (see above)

**https://www.chino.k12.ca.us/Cortez**

# Chino Valley Unified School District

# HOME-SCHOOL PARTNERSHIPS

## for

# STUDENT ACHIEVEMENT

## 2024-2025



# SIXTH GRADE

*Always walk through life as if you have something new to learn and you will.*
*Vernon Howard*

Alicia Cortez Elementary

12750 Carissa Ave. Chino, CA 91710

(909) 627-9438

## Our Goals for Student Achievement

### District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

## School Goals

Goal 1: 100% of grade level or department teams will respond with intervention and extension for at least 3 CFAs with Tier I and Tier 2 instruction, as measured by artifacts showing intervention & extension plans by the end of the 2023-2024 school year. 100% of grade level or department teams will clarify for students the Essential Standards to engage students in understanding what they are learning and how they will know when they have learned it.

Goal 2: By April 2024, we will score a 2 out of 2 on Tier 1 TFI feature 2.11 Student Performance data

A maximum number of 93 student will be on the chronically absent list. There will be a maximum of 32 students with disabilities on this list of 93.

Goal 3: On the 2024 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 39.5% to 47%, and in Math will increase from 33.5% to 39%. All significant student groups, including Special Education and English Learners, will increase by at least 5 percentage points.

*Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.*

## Teachers, Parents, Students    Shared Responsibility for

### In the Classroom

**In our Sixth-grade classroom, I will engage all students with a vibrant learning climate and high-quality instruction.  Here are some of the student learning strategies your child will use this year.**

#### Goal 1

Write daily across all subject areas using Thinking Maps.

Daily Math instruction, teaching how to make sense of problems, using the Standards of Mathematical Practices to achieve Common Core State goals. Emphasis on Problem Solving strategies.

Students will participate in extra support activities that build on Foundational Skills that lead to proficiency in ELA and Math and build on computer skills; AR, iReady, Wonders, and Big Ideas Math

#### Goal 2

Positive behavior systems, including PBIS and Second Step instruction.  Participate in monthly activities that focus on Cortez Four and College and Career Awareness.

#### Goal 3

Instruct to a variety of learning styles such as visual, auditory, kinesthetic, etc. in order to increase one proficiency level.

Instruct utilizing various ELD strategies such as pair sharing, pictures, anchor charts, read-aloud, etc.

30 minutes of daily Designated English Language Development instruction (DELD)

### At Home

**I will provide these activities and/or supports at home to support my child's learning this year.**

#### Goal 1

Practice with educational technology to support proficiency in ELA and Math. (iReady, AR, Lexia)

Ensure your child reads on a nightly basis.

#### Goal 2

Volunteer time in the classroom and communicate with teacher as needed.

Attend parent learning nights/meetings.

Make illness the only excuse for absence.

Ensure student is well rested

#### Goal 3

Reinforce writing strategies learned in class at home.

Practice speaking in complete sentences.

Focus on learning Academic Vocabulary to support reading/math proficiency.

**At home, I will reinforce classroom learning by:**

Ensuring my child is at school, on time, each and every day. Check my child's homework for accuracy, neatness, and completeness.

# PARTNERSHIPS

## What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards. Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

## DISTRICT FAMILY RESOURCES

**Family Engagement Center**
**Adult School, Room 25**
**12970 Third St.   Chino, CA  91710**
**WORKSHOPS PROVIDED:**
*ENGLISH LEARNER PARENT ACADEMY*
*PARENTS AS PARTNERS*
*LEARNING TO READ*
*NURTURING PARENTS*

**SUPPORT WITH:**
*STUDENT ENROLLMENT*
*DATA CONFIRMATION*
*TECHNOLOGY*
*AERIES PARENT PORTAL*

**Family Engagement Center Link:**

**http://www.chino.k12.ca.us/Page/8882**

**909 628-1201 ext. 5601/5604**
**(English/Spanish)**

*Learning  Compact*

# FAMILY PARTICIPATION

## Activities to Build ENGAGEMENT

**Student Learning**
Extended Day Opportunities
Parent Meetings
English Learner Activities
School Site Council
PFA
Back to School Night/Open House
Technology websites to use at home
Teacher training in virtual platforms

**Social-Emotional Development and Growth**
MTSSA and MTSSB
Second Step Curriculum
College and Career Awareness Activities
Collaboration with Family Engagement Center

**Volunteering Opportunities**
If you would like to *volunteer, participate* in, and/or *observe a classroom please let you teacher know.*

## Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's' learning. Some of the ways families and staff communicate all year are:

- **School to Home**
  - newsletters
  - school website
  - Phone blasts
  - Parent Square
  - frequent progress monitoring
- **Home to School**
  - school agendas
  - email
  - parent-teacher meetings
  - participate in "activities to build engagement" (see above)

**https://www.chino.k12.ca.us/Cortez**

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# Teachers, Parents, Students   Shared Responsibility for

## In the Classroom

**In our Second-grade classroom, I will engage all students with a vibrant learning climate and high-quality instruction.  Here are some of the student learning strategies your child will use this year.**

### Goal 1

Write daily across all subject areas using Thinking Maps.

Daily Math instruction, teaching how to make sense of problems, using the Standards of Mathematical Practices to achieve Common Core State goals.

Students will participate in extra support activities that build on Foundational Skills that lead to proficiency in ELA and Math and build on computer skills, AR, Freckle, Wonders and Pearson

### Goal 2

Positive behavior systems, including PBIS and Second Step instruction.  Participate in monthly activities that focus on College and Career Awareness.

### Goal 3

Instruct to a variety of learning styles such as visual, auditory, kinesthetic, etc.

Instruct utilizing various ELD strategies such as pair sharing, pictures, anchor charts, read-aloud, etc.

30 minutes of daily Designated English Language Development instruction (DELD)

## At Home

**I will provide these activities and/or supports at home to support my child's learning this year.**

### Goal 1

Practice speaking in complete sentences.

Practice with educational technology to support proficiency in ELA and Math. (iready, AR, Lexia)

Ensure your child reads or is read to on a nightly basis.

### Goal 2

Volunteer time in the classroom and communicate with teacher as needed.

Attend parent learning nights/meetings.

Make illness the only excuse for absence.

Ensure student is well rested.

### Goal 3

Reinforce writing strategies learned in class at home.

Practice speaking in complete sentences.

Focus on learning High Frequency Words/Academic Vocabulary to support reading/math proficiency.

**At home, I will reinforce classroom learning by:**

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# Chino Valley Unified School District

# HOME-SCHOOL PARTNERSHIPS

## for

# STUDENT ACHIEVEMENT

## 2024-2025



# FOURTH GRADE

*Always walk through life as if you have something new to learn and you will.*
*Vernon Howard*

Alicia Cortez Elementary

12750 Carissa Ave.

Chino, CA 91710

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