The School Plan for Student Achievement

School: Crittenden Middle School

CDS Code: 43-69591-6049472

District: Mountain View Whisman School District

Principal: Annie Flores-Aikey

Revision Date: December 7, 2023

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on December 7, 2023.

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District Mission and Vision

Mission: We inspire, prepare and empower every student

Vision: Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership

District Values and Beliefs

We believe:
- Students and learning are at the center of all we do.
- Students thrive when presented with well-balanced, joyful learning experiences that challenge their academic, social, and emotional needs.
- Our diversity is a strength that builds students' capacities to be globally competent and culturally responsive citizens.
- Strong partnerships with students, families, educators, and the community are the foundation for creating an excellent education for each individual student.
- Learning experiences should engage students in academic excellence while building a collaborative community.
- Every student has a dynamic learner profile that must be considered when creating personalized learning experiences.
- Clear policies, procedures and responsible resource management support an effective school system.
- High expectations and continuous learning combined with a respectful and safe community create a positive educational environment.
- Modeling innovation and curiosity supports creativity and adaptability for learners.
- Students desire experiences that inspire, challenge, and build creativity and curiosity.
- Our backgrounds, life experiences, and aspirations are a strength of our community.

School Profile

Crittenden Middle School is part of the Mountain View Whisman School District. MVWSD educates more than 5,000 students in nine elementary schools and two middle schools. Crittenden Middle School serves approximately 576 students in grades six through eight and has a very diverse student population. This year our focus is on incorporating comprehensible input strategies across all content areas in order to increase student engagement and improve academic outcomes. Crittenden Middle School has five goals, as areas of focus. Our activities and key strategies are all designed with these goals in mind.

Summary of Goals and Key Details

GOAL #1: ENGLISH LANGUAGE ARTS

By June 2024, there will be a 4-percentage point increase (from 63% to 67%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 6-8)

Subgroup Goals (CAASPP - ELA): By June 2024 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 7- percentage point increase from 28% to 35%
- Socio-Economically Disadvantaged (SED): There will be a 6- percentage point increase from 38% to 44%
- English Only (EO): There will be a 3- percentage point increase from 73% to 76%
- Asian Students: There will be a 2-percentage point increase from 83% to 85%
- Hispanic/ Latino Students: There will be a 6- percentage point increase from 41% to 47%
- White Students: There will be a 2 percentage point increase from 79% to 81%

By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the Annual Typical Growth on i-ready diagnostic assessments. (100% of all students will show one year of growth, as measured by i-Ready ELA).

ELA Key Strategies:
- MVWSD Universal Data Protocol Review for ELA achievement
- Small group instruction
- Priority literacy standards

- Common formative assessments
- Observations and walkthrough feedback by coaches, administrators, and colleagues
- RTI Instruction
- Sheltered Instruction Observation Protocols (SIOP) and strategies
- Use PLC and collaboration time to refine best practices for student achievement
- Implement homework center
- Offer three periods of Study Skills
- Adding Language arts Transitional class
- MTSS and COST to further support student needs

GOAL #2: MATHEMATICS

By June 2024, there will be a 5-percentage point increase (from 53% to 58%) in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 6-8)
Subgroup goals (CAASPP MATH) By June 2024 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be an 8- percentage point increase from 20% to 28%
- Socio-Economically Disadvantaged (SED): There will be a 7-percentage point increase from 30% to 36%
- English Only (EO): There will be a 4 percentage point increase from 59% to 63%
- Asian: There will be a 2- percentage point increase from 79% to 81%
- Hispanic/ Latino: There will be a 7-percentage point increase from 29% to 36%
- White: There will be a 3-percentage point increase from 73% to 76%

By June 2024, 100% of students will meet their yearly growth targets in Math as measured by the Annual Typical Growth on i-ready diagnostic assessments. (100% of all students will show one year of growth, as measured by i-Ready Math)

Math Key Strategies:
- MVWSD Universal Data Protocol Review for math achievement
- Sheltered Instruction Observation Protocols (SIOP) and strategies
- RTI Instruction
- Offer three periods of Study Skills
- Implement homework center
- Use PLC and collaboration time to refine best practices for student achievement
- Observations and walkthrough feedback by coaches, administrators, and colleagues
- Analyze i-Ready math data and adjust math placement, as needed
- Coding Through Math
- MTSS and COST to further support student needs

GOAL #3: ACADEMIC ACHIEVEMENT FOR ENGLISH LEARNERS

Progress toward reclassification
By June 2024, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify and the percentage of EL's scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 59% to 63%.

LTEL/At-Risk of becoming LTEL
By June 2024, the number of students who are At-Risk of of becoming LTEL or LTEL will decrease by 20%, from 28 to 22.

RFEP
By June 2024, there will be a 4 percentage point increase (from 60% to 64%) in the number or RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.

Key Strategies:
- MVWSD Universal Data Protocol Review for English Learners
- SIOP training for teachers with coaching opportunities
- SIOP Strategies (Objectives, Vocabulary, Interactions)
- Designated ELD classes based on ELPAC Level (Newcomer class, etc.)
- Added Language Arts transition classes
- Observations and walkthrough with feedback

- Learning A-Z
- Parent Workshops
- ELAC English Learner Advisory Council / DELAC
- Newcomer goals with SCEF
- EL goals and progress monitoring
- English 3D curriculum
- Additional Language support before or after school
- Membean Vocabulary
- Language T transitional ELA class for newcomers
- MTSS and COST to further support student needs

GOAL #4: SOCIAL EMOTIONAL LEARNING

By June 2024, there will be a 3-percentage point increase from 70% to 73% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey.

By June 2024, there will be:
a 3% point decrease from 72% to 69% for the Hispanic/Latino student group measured by the school suspension disproportionality data
a 4% point decrease from 56%% to 52% for the SED student group as measured by the school suspension disproportionality data.
an 8% point decrease from 25% to 17% for the SPED student group as measured by the school suspension disproportionality data
a 7% point decrease from 34% to 27% for the RFEP student group as measured by the school suspension disproportionality data

By June 2024, there will be a 4% increase from 57% to 61% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

By June 2024, there will be a 7% increase from 43% to 50% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.

Key Strategies:
- CHAC counseling services for students
- Pacific Clinics counseling services for students
- Sown to Grow at sixth grade
- School Clubs during lunch
- Counseling program through school counselor
- School positive reinforcement system
- SEL Lessons by counselor
- United Against Hate week - November 2024
- Better Together Initiative - Allyship
- Panther Days
- Universal Data Cycle
- WEB Mentorship with 6th graders
- Community Partnerships with MVPD PAL, Beyond the Bell, Living Classroom, Peninsula Bridge and ELOP
- Challenge Day (SEL) assembly to improve campus culture (acceptance, tolerance, equity)
- Student celebrations with Administration (monthly)

GOAL #5: INCLUSIVE AND WELCOMING CULTURE

By June 2024, the average student attendance rate for the school will be at or above 97%.
By June 2024, the overall chronic absenteeism rate for subgroups will decrease by 2% from 12% to 10% based on District Chronic Absenteeism data.
By June 2024, there will be a 2% increase from 80% to 82% in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/Climate Survey.

Key Strategies:
- Better Together Initiative - Allyship
- Principal & PTA monthly Coffee

- Where Everyone Belongs (WEB) class
- School Clubs
- Leadership class (sponsoring activities, dances, etc.)
- Panther Days (celebrations and rallies)
- United Against Hate Week - November 2024
- Positive Attendance recognition
- Latino Family Literacy Project
- Parent to Parent showcase events
- Weekly Panther Blog - Principal Newsletter
- Social Media Posts
- Parent Universities
- Student celebrations with Administration (monthly)

Comprehensive Needs Assessment Components

Data Analysis

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

Analysis of Current Instructional Program

In conjunction with the needs assessments, the categories below 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

1. Use of state and local assessments to modify instruction and improve student achievement

   Crittenden Middle School is committed to providing students with a high quality education aligned to the California State Standards. In order to monitor students' progress, teachers administer curriculum-embedded assessments and modify their instruction to meet students' needs. Teachers regularly meet with Department, Grade Level, and Professional Learning Communities in order to analyze student achievement data and identify strengths and weaknesses. Based on these findings, teachers adjust their instruction and work with their colleagues, instructional coaches and administrators to monitor students' attainment of these content standards.

   Students, parents, and staff members received scores from Smarter Balanced Assessment Consortium (SBAC) tests, which are a part of the California Assessment of Student Progress and Performance (CAASPP) and i-Ready data from district assessments. The results of this assessment are used to identify areas of need and serve as a starting point for this year's Single Plan for Student Achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Crittenden teachers work in Professional Learning Communities and have collaborated with job-alike staff from MVWSD's other middle school to share best practices. We use data to measure student growth, analyze our instructional programs, and create continuous improvement goals. Several years ago, each ELA grade level team implemented a common pacing guide for each trimester. This has helped teachers monitor progress and adjust instruction to ensure mastery of essential standards, and the use of these pacing guides continues. Crittenden administers i-Ready diagnostic assessments three times per year. Administrators and teachers continue to use data from these assessments to monitor growth and make instructional decisions.

During the 2022-23 school year, Crittenden introduced the Universal Data Cycles. In this district initiative, teachers used data to identify target students and make instructional decisions to meet students' needs. This practice continues for the 2023-24 school year, and will also be used to inform the Coordination of Services Team (COST) process. Teachers use data driven instruction and use data to monitor student progress.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, school districts must identify the number of teachers that are in the following categories:
1. Mis-assigned (teaching without the appropriate credential) = 0
2. Out of Field (teaching with a limited permit) = 1
3. Ineffective (has taught less than three years) = 4
All other teachers are considered "highly qualified".

Crittenden Middle School has four teachers currently participating in the new teacher induction program, which is a partnership between the Santa Cruz Silicon Valley New Teacher Project and the Mountain View Whisman School District. This two-year program provides teachers with support and training in their new profession and allows them to obtain a clear teaching credential. In addition to new teacher induction coaching, new teachers receive guidance and assistance from the administration, office staff, colleagues, and instructional coaches.

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

District Instructional Coaches regularly meet with Crittenden teachers, departments, and Professional Learning Communities to help improve teaching practices. This includes providing assistance with implementing Universal Data Cycles, instructional materials, classroom management, English Language Development strategies, data analysis, and the implementation of Sheltered Instruction Observation Protocol (SIOP). The instructional coaches have been particularly instrumental in helping implement literacy support across the curriculum. This school year instructional coaches will continue to provide professional development and coaching cycles around the implementation of comprehensible input strategies in order to increase student comprehension of informational text. Furthermore, instructional coaches have created opportunities for vertical alignment with our local high school district in Math, ELA, and Science.

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

Teachers in the Mountain View Whisman School District have been provided with ongoing professional learning. Several current topics include Sheltered Instruction Observation Protocol (SIOP), Multi-tiered Systems of Support (MTSS) protocols, and Universal Data Cycles (UDC). At Crittenden, teachers are provided with regular opportunities to collaborate during staff meetings, department meetings, grade level meetings, professional development days, and during their common preparation period. In addition, teachers have two prep periods allowing for frequent collaboration with job-alikes, departments, coaches, and administration.

<u>Opportunity and Equal Educational Access</u>

6.   Services provided by the regular program that enable underperforming students to meet standards

Every student at Crittenden has the opportunity to be successful. In each classroom, teachers use research-based educational practices to ensure that students attain academic success. Teachers regularly monitor students' progress to identify those who are struggling. Teachers review assessment data to determine if re-teaching of specific standards is needed. Students in need of extra support in English Language Arts or math are provided with targeted intervention in the Response to Instruction class. This year, English Learners identified as Newcomers will receive increased support in developing English language skills with the addition of a two period cohort class of ELD and ELA. The intention of this cohort class is to provide intensive instruction in English that gives students access to the core curriculum while respecting their current proficiency level in English. Our assistant principal (AP) and school community engagement facilitator (SCEF) monitor students' academic progress to determine who needs additional support in and out of the classroom. In addition, our school counselor monitors academic and emotional needs in order to support all students in reaching their potential.

<u>Parental Involvement</u>

7.   Resources available from family, school, district, and community to assist under-achieving students

At Crittenden, families are an integral part of our success. Families have the opportunity to participate in school decision making and create community through groups such as School Site Council, English Learner Advisory Committee, Parent Teacher Association, Principal's Coffees, Back to School Night, Open House, and parent-teacher conferences. Crittenden Middle School is a district-funded school. While approximately 28% of families qualify for free or reduced lunch, Crittenden does not receive Title I funding. The majority of the site budget comes from the Local Control Funding Formula (LCFF) and site discretionary categories. Each year our Site Council evaluates the progress of our students and works to allocate the funds to help under-performing students meet state standards. At Crittenden, funding has been used to pay for after school homework assistance, intervention, tutoring, and purchasing materials to support English Language Learners, Socioeconomically Disadvantaged students, and Foster Youth. In addition, the School Counselor, At-risk Intervention Supervisor, (ARIS) and School Community Engagement Facilitator (SCEF) work closely with students and families to provide resources and support. Several school personnel are bilingual in Spanish and English including office staff, the SCEF, the ARIS, the assistant principal and many teachers. Communication is sent out to families in both English and Spanish.

8.   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)

Crittenden does not receive Title 1 funds.

<u>Funding</u>

9.   Services provided by categorical funds that enable underperforming students to meet standards

The primary source of funding for Crittenden Middle School is through the Local Control Funding Formula. The District provides each school with an allocation to support students through the Targeted Student Support Program. We use this funding source to provide our intervention services and academic supports. We have smaller amounts of funding in our site discretionary funds and lottery funds. These are used to purchase professional development items and site materials, such as technology and access to online learning programs. The Mountain View Education Foundation provides a budget of approximately $65,000 to support electives and extra curricular activities. We also receive funding through donations from our Parent Teacher Association or grants from local companies.

Description of Barriers and Related School Goals

At Crittenden Middle School we strive to meet the needs of all students both academically and socially. We believe that it is our moral imperative to ensure that all students achieve at high levels. The barrier that we face when striving to meet our school goals is in addressing the needs of our socioeconomically disadvantaged students, English Learners, our Hispanic/Latino students, and our students with disabilities. We currently have 76 English language learners, which account for 13% of our total student population. Of those 76 EL's, we have 7 students who are within their first year of enrollment in US public schools. Every English Learner is enrolled

in an ELD class with newcomers receiving additional support in Transitional Language to meet their ELA requirement. Students with disabilities (SWD), socially economically disadvantaged (SED) and English Learner subgroups represent the largest achievement gaps at Crittenden based on iReady reading results. SWD students account for 14% of our population. SED students account for 28% of our school population. English Learners account for 13% of our population. Our staff engages in Universal Data Cycles to identify areas of need and strength, identify focus students and implement best practices to promote a culture of continuous improvement.

Another barrier is the current rate of chronically absent students. When students are not here, they miss valuable instruction and this is definitely a barrier to our goals. The current rate of chronically absent students is 15%. We have a plan in place that we believe will address this barrier, and will help reduce the chronic absentee rate and thus, increase student achievement.

We believe that every student who comes onto our campus deserves a quality education. We provide strategic supports for our students who are below grade level in math and language arts. We offer elective classes (art, performing arts, coding, robotics, Spanish and more) for every student. We also offer after-school programs for students who meet district eligibility requirements. Our master schedule is built so that every student will benefit from best first teaching. We use iReady scores to place students in the appropriate leveled math course. Additionally, all teachers implement targeted SIOP strategies which enhances the learning experience for all students. Our funding is allocated to support the whole child academically, socially and emotionally. Funding also provides additional supports for English Learners and to celebrate the successes of target students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6	175	176	180	171	171	175	171	171	175	97.7	97.2	97.2
Grade 7	180	172	173	167	167	165	167	167	165	92.7	97.1	95.4
Grade 8	231	189	184	182	182	179	182	182	179	78.7	96.3	97.3
All Grades	586	537	537	520	520	519	520	520	519	89.7	96.8	96.6

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

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6	2556.0	2556.0	2536.7	28.07	28.07	25.71	36.26	36.26	32.00	21.05	21.05	18.29	14.62	14.62	24.00
Grade 7	2686.3	2606.3	2580.7	32.34	32.34	29.09	39.52	39.52	34.55	17.96	17.96	20.00	10.18	10.18	16.36
Grade 8	2585.2	2585.2	2611.2	21.98	21.98	34.08	36.26	36.26	33.52	24.18	24.18	18.99	17.58	17.58	13.41
All Grades	N/A	N/A	N/A	27.31	27.31	29.67	37.31	37.31	33.33	21.15	21.15	19.08	14.23	14.23	17.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6	31.58	31.58	25.14	53.80	53.80	52.00	14.62	14.62	22.86
Grade 7	35.93	35.93	25.45	53.89	53.89	60.61	10.18	10.18	13.94
Grade 8	29.12	29.12	30.17	57.14	57.14	53.07	13.74	13.74	16.76
All Grades	32.21	32.12	26.97	54.94	55.00	55.11	12.85	12.88	17.92

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6	22.22	22.22	21.71	57.31	57.31	49.71	20.47	20.47	28.57
Grade 7	37.72	37.72	32.73	53.29	53.29	46.67	8.98	8.98	20.61
Grade 8	23.63	23.63	35.20	54.98	54.95	45.81	21.43	21.43	18.99
All Grades	27.86	27.69	29.87	55.19	55.19	47.40	16.95	17.12	22.74

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	21.64	21.64	16.00	69.59	69.59	70.29	8.77	8.77	13.71
Grade 7	22.16	22.16	20.00	65.87	65.87	66.06	11.98	11.98	13.94
Grade 8	21.98	21.98	22.91	66.48	66.48	73.18	11.54	11.54	3.91
All Grades	21.93	21.92	19.65	67.31	67.31	69.94	10.76	10.77	10.40

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	29.24	29.24	22.29	59.06	59.06	63.43	11.70	11.70	14.29
Grade 7	39.52	39.52	32.73	50.90	50.90	53.33	9.58	9.58	13.94
Grade 8	25.82	25.82	39.11	61.54	61.54	53.07	12.64	12.64	7.82
All Grades	31.53	31.35	31.41	57.17	57.31	56.65	11.30	11.35	11.95

Conclusions based on this data:

1. Overall in ELA, 63% of students met or exceeded standards, as compared to 37% of students who did not meet standards.

2. Crittenden plans to focus on comprehension of informational text to raise student learning and to meet growth targets.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	175	176	180	176	174	179	174	174	179	100.	98.9	99.4
Grade 7	180	172	173	172	168	169	168	168	169	95.	97.7	97.7
Grade 8	231	189	184	189	185	180	185	185	180	81.8	97.9	97.8
All Grades	586	537	537	537	527	528	527	527	528	91.6	98.1	98.3

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2541.3	2541.3	2519.8	25.29	25.29	22.35	20.11	20.11	18.99	30.46	30.46	22.91	24.14	24.14	35.75
Grade 7	2596.8	2596.8	2572.4	36.31	36.31	31.95	24.40	24.40	21.30	20.83	20.83	17.75	18.45	18.45	28.99
Grade 8	2568.4	2568.4	2620.4	29.73	29.73	42.78	16.22	16.22	16.67	16.76	16.76	17.78	37.30	37.30	22.78
All Grades	N/A	N/A	N/A	30.36	30.36	32.39	20.11	20.11	18.94	22.58	22.58	19.51	26.91	26.94	29.17

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	24.14	24.14	24.02	50.00	50.00	40.78	25.86	25.86	35.20
Grade 7	39.29	39.29	33.73	44.05	44.05	35.50	16.67	16.67	30.77
Grade 8	30.27	30.27	41.11	40.54	40.54	38.89	29.19	29.19	20.00
All Grades	31.12	31.12	32.95	44.78	44.78	38.45	24.10	24.10	28.60

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 6	20.11	20.11	17.88	54.60	54.60	47.49	25.29	25.29	34.64
Grade 7	32.14	32.14	28.99	52.98	52.98	46.15	14.88	14.88	24.85
Grade 8	29.19	29.19	38.89	40.00	40.00	41.67	30.81	30.81	19.44
All Grades	27.13	27.13	28.60	48.96	48.96	45.08	23.91	23.91	26.33

	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 6	21.26	21.26	17.32	62.64	62.64	56.98	16.09	16.09	25.70
Grade 7	32.74	32.74	30.77	56.55	56.55	55.03	10.71	10.71	14.20
Grade 8	28.11	28.11	36.67	48.11	48.11	50.56	23.78	23.78	12.78
All Grades	27.32	27.32	28.22	55.60	55.60	54.17	17.08	17.08	17.61

Conclusions based on this data:

1. Overall in mathematics, 52% of students met or exceeded the standards. This is a 1% increase from the 22-23 school year.

2. Hispanic/Latino students show a decrease in math achievement compared to ELA. The school will engage in Universal Data Cycles to identify areas to target to increase to increase learning, growth and achievement.

School and Student Performance Data

ELPAC Results

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals									
Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
	*	23	30	*	*	58	58.6%	46.6%	39.66%

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals									
Grade	Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
6		*	14	14	*		30	50.00%	43.33%	30.00%
7			*	*		*	12	91.7%	66.67%	66.67%
8			*	*		*	16	50.0%	37.50%	37.50%

2023 ELPAC Summative Overall Level					
Grade Level	1	2	3	4	Grand Total
Grade 6	*	*	16	*	34
Grade 7	*	*	*	*	15
Grade 8	*	*	*	*	21
Grand Total	11	14	24	21	70

2023 ELPAC Summative Oral Language Level					
Grade Level	1	2	3	4	Grand Total
Grade 6	*	*	*	18	34
Grade 7	*	*	*	*	15
Grade 8	*	*	*	11	21
Grand Total	*	*	18	36	70

2023 ELPAC Summative WritLangten Language Level					
Grade Level	1	2	3	4	Grand Total

2023 ELPAC Summative WritLangten Language Level					
Grade 6	11	18	*	*	34
Grade 7	*	*	*	*	15
Grade 8	*	*	*	*	21
Grand Total	21	25	18	*	70

2023 ELPAC Summative Listening Level					
Grade Level	1	2	3	4	Grand Total
Grade 6	*	20	*		34
Grade 7	*	*	*		15
Grade 8	*	11	*		21
Grand Total	14	39	17		70

2023 ELPAC Summative Speaking Level					
Grade Level	1	2	3	4	Grand Total
Grade 6	*	*	26		34
Grade 7	*	*	12		15
Grade 8	*	*	16		21
Grand Total	*	*	54		70

2022 ELPAC Summative Reading Level					
Grade Level	1	2	3	4	Grand Total
Grade 6	21	12	*		34
Grade 7	*	*	*		15
Grade 8	*	*	*		21
Grand Total	35	26	*		70

2023 ELPAC Summative Writing Level					
Grade Level	1	2	3	4	Grand Total
Grade 6	*	22	*		34
Grade 7	*	11	*		15
Grade 8	*	14	*		21
Grand Total	12	47	11		70

Conclusions based on this data:

1. To boost achievement in reading, we have instituted the Language T, transitional ELA class, to support students at ELPAC Levels 1 and 2. In this class, students focus on reading skills with an emphasis on building vocabulary and comprehension skills. Students continue to maintain their ELPAC levels. For the 23-24 school year, we have implemented the Transitional ELA course to support newcomers, especially, This course will focus on the teaching of reading and phonics while teaching ELA standards. Students can move into a grade level ELA course once they meet certain benchmarks.We predict that this approach will better prepare students to progress one level on the ELPAC.

2. During the 2022-23 school year, we focused on the schoolwide implementation of SIOP strategies. For the 2023-24 school year, the next phase of SIOP strategy implementation will focus on comprehensible input. We intend for these strategies to increase students' ability to access the content and authentically engage in classes with a deeper level of understanding that will develop expressive skills in English.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Reading - Diagnostic 3 2022-2023			
	Tier 1	**Tier 2**	**Tier 3**
MVWSD Overall	66%	17%	17%
Asian	89%	8%	3%
Hispanic/Latino	35%	30%	35%
White	83%	10%	7%
SWD	34%	21%	45%
Not SWD	70%	17%	14%
SED	32%	30%	38%
Not SED	82%	11%	7%
EL	23%	32%	45%
EO	81%	12%	7%
IFEP	89%	9%	2%
RFEP	65%	17%	17%
0	78%	22%	0%
1	65%	28%	7%
2	67%	19%	14%
3	71%	9%	20%
4	66%	20%	14%
5	64%	17%	18%
6	56%	13%	31%
7	63%	11%	26%
8	61%	13%	26%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	**Met**	**Not Met**
MVWSD Overall	61%	39%
Asian	71%	29%
Hispanic/Latino	50%	50%
White	67%	33%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
SWD	52%	48%
Not SWD	62%	38%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	70%	30%
RFEP	56%	44%
0	63%	37%
1	60%	40%
2	65%	35%
3	65%	35%
4	63%	37%
5	65%	35%
6	54%	46%
7	57%	43%
8	53%	47%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	64%	21%	15%
Asian	91%	7%	2%
Hispanic/Latino	31%	37%	32%
White	84%	11%	5%
SWD	30%	28%	42%
Not SWD	68%	20%	12%
SED	28%	39%	33%
Not SED	82%	12%	6%
EL	23%	40%	37%
EO	79%	14%	7%
IFEP	86%	12%	2%

Math - Diagnostic 3 2022-2023			
RFEP	63%	19%	18%
0	71%	29%	0%
1	65%	31%	4%
2	63%	28%	9%
3	67%	20%	13%
4	69%	15%	16%
5	69%	14%	17%
6	59%	17%	24%
7	57%	16%	27%
8	57%	14%	29%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	59%	41%
Asian	69%	31%
Hispanic/Latino	47%	53%
White	66%	34%
SWD	47%	53%
Not SWD	61%	39%
SED	47%	53%
Not SED	65%	35%
EL	49%	51%
EO	63%	37%
IFEP	68%	32%
RFEP	54%	46%
0	59%	41%
1	59%	41%
2	62%	38%
3	64%	36%
4	59%	41%
5	69%	31%
6	55%	45%
7	56%	44%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
8	48%	52%

Crittenden Middle School

Reading - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
Crittenden Middle School Overall	62%	14%	24%
Asian	82%	10%	7%
Hispanic/Latino	42%	18%	40%
White	78%	9%	13%
SWD	34%	11%	55%
Not SWD	66%	15%	19%
SED	37%	15%	47%
Not SED	72%	13%	15%
EL	7%	13%	80%
EO	71%	14%	15%
IFEP	87%	9%	4%
RFEP	63%	16%	21%
6	55%	15%	30%
7	69%	10%	21%
8	62%	16%	22%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Crittenden Middle School Overall	57%	43%
Asian	66%	34%
Hispanic/Latino	50%	50%
White	64%	36%
SWD	54%	46%
Not SWD	57%	43%
SED	48%	52%
Not SED	61%	39%
EL	59%	41%
EO	55%	45%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
IFEP	60%	40%
RFEP	59%	41%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
Crittenden Middle School Overall	57%	20%	22%
Asian	85%	9%	6%
Hispanic/Latino	33%	27%	40%
White	80%	11%	10%
SWD	22%	26%	53%
Not SWD	63%	20%	17%
SED	32%	26%	42%
Not SED	68%	18%	14%
EL	11%	25%	64%
EO	66%	20%	14%
IFEP	88%	8%	4%
RFEP	55%	24%	21%
6	56%	23%	21%
7	58%	20%	22%
8	58%	19%	23%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Crittenden Middle School Overall	55%	45%
Asian	72%	28%
Hispanic/Latino	47%	53%
White	61%	39%
SWD	42%	58%
Not SWD	57%	43%
SED	44%	56%
Not SED	59%	41%
EL	44%	56%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
EO	54%	46%
IFEP	64%	36%
RFEP	57%	43%
6	55%	45%
7	62%	38%
8	47%	53%

Conclusions based on this data:

1. For the second year, district-wide and school-wide, English Learners scored the lowest as compared to their Crittenden peers in Reading.

2. 42% of Students with Disablities met their annual growth target in Math, while 55% of Crittenden students schoolwide met this same growth goal. This is an increase of 3% of students with disabilities from the previous school year. There was a decrease of 5% of Crittenden students achieving their growth goals from the previous year.

Planned Improvements in Student Performance

<u>School Goal #1</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 1: Academic Achievement - English Language Arts
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students

School Goal 1: Academic Achievement - English Language Arts
● **School Goal 1.a - CAASPP Goal** ● **School Goal 1.b - One Year's Growth Goal**

GOAL #1: ENGLISH LANGUAGE ARTS

CAASPP
By June 2024, there will be a 4-percentage point increase (from 63% to 67%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 6-8).

Subgroup Goals (CAASPP - ELA): By June 2024 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 7-percentage point increase from 28% to 35%
- Socio-Economically Disadvantaged (SED): There will be a 6-percentage point increase from 38% to 44%
- English Only (EO): There will be a 3-percentage point increase from 73% to 76%
- Asian : There will be a 2-percentage point increase from 83% to 85%
- Hispanic/ Latino: There will be a 6-percentage point increase from 41% to 47%
- White: There will be a 2-percentage point increase from 79% to 81%

i-Ready
By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the Annual Typical Growth on i-ready diagnostic assessments. (100% of all students will show one year of growth, as measured by i-Ready ELA)

ELA Key Strategies:
- MVWSD Universal Data Protocol Review for ELA achievement
- Small group instruction
- Priority literacy standards
- Observations and walkthrough feedback by coaches, administrators, and colleagues
- We offer 6/7th grade ELA/RTI 6/7 and 8th grade ELA/RTI
- Sheltered Instruction Observation Protocols (SIOP) and strategies
- Use PLC and collaboration time to refine best practices for student achievement
- Implement homework center
- Offer three periods of Study Skills

Data Used to Form this Goal:
California Assessment of Student Performance and Progress (CAASPP) District Assessments (i-Ready) English Learner Proficiency Assessment for California (ELPAC) Notes from Thursday collaboration meetings

Findings from the Analysis of this Data:

PRIOR GOAL #1: ENGLISH LANGUAGE ARTS

Subgroup Goals: By June 2023 all subgroups will make the following gains:

CAASPP
Students with Disabilities (SWD): There will be a 7-percentage point increase from 28% to 35% (Goal not met. 27.5% of students met the goal.)
Socio-Economically Disadvantaged (SED): There will be a 5-percentage point increase from 43% to 48% (Goal not met. 38% of students met the goal.)
English Only (EO): There will be a 2-percentage point increase from 71% to 73% (Goal met.)
Asian: There will be a 1-percentage point increase from 93% to 94% (Goal not met. 83.3% met this goal.)
Hispanic/Latino: There will be a 5-percentage point increase from 47% to 52% (Goal not met. 41% met this goal.)
White: There will be a 2-percentage point increase from 80% to 82% (Goal not met. 79% met this goal.)

i-Ready
By June 2023, there will be a 6-percentage point increase (from 42% to 48%) schoolwide in the number of students not meeting their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments.
(6-8)
i-Ready Subgroup Goals: By June 2023 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 4-percentage point increase from 55% to 59% (Goal not met. 53% of students met the goal.)
- Socio-Economically Disadvantaged (SED): There will be a 4-percentage point increase from 54% to 58% (Goal not met. 46% of students met the goal.)
- English Only (EO): There will be a 4-percentage point increase from 59% to 63% (Goal not met. 54% of students met the goal.)
- Asian: There will be a 3-percentage point increase from 69% to 72% (Goal not met. 64% of students met the goal.)
- Hispanic/ Latino: There will be a 4-percentage point increase from 55% to 59% (Goal not met. 48% of students met the goal.)
- White: There will be a 3-percentage point increase from 61% to 64% (Goal not met. 63% of students met the goal.)

By June 2023, Crittenden Middle school will meet or exceed the District's Annual Growth average of 59% (Goal not met. 55% of students met their annual growth target.)

Overall Findings:
- There was a 14 percentage point achievement gap between our Asian students and our Hispanic/Latino students on the ELA CAASPP in 2023.

How the School will Evaluate the Progress of this Goal:

- Throughout the year district benchmark assessments and i-Ready data will be used to monitor progress toward proficiency. Struggling readers, many of whom are English Language learners and students with IEPs, will work to increase lexile scores to show progress toward reading at grade level.
- During Response to Instruction (RTI) teachers will use formative and summative assessments to understand student progress and adjust for areas of need during the year.
- Administrators provide feedback to teachers based upon classroom walk-throughs and observations
- Instructional coaches provide non-evaluative feedback to teachers
- Analyze data from the MVWSD Universal Data Protocol (every 9 weeks)
- Monitor progress of targeted students
- Administrators meet with instructional coaches to discuss implementation of site and district initiatives and plan next steps

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Small group instruction (ELA-RTI) to address student gaps in skills. Small group instruction is an opportunity for teachers to provide additional teaching and practice, thus allowing students to master essential skills or understand key concepts.	Ongoing	English Language Arts Teachers, Instructional Coach, and Site Administration	No expenditures, part of regular staff responsibilities.			
Reading and Writing: In ELA classes, teachers continue to use a 'staff-created' Literacy Packet to support reading and writing strategies across the curriculum. These packets include rubrics for reading, writing, and discussion. Literacy packets are used primarily in English Language Arts, Social Studies, and Science courses.	Ongoing – department meetings, collaboration PLC's	Teachers (particularly English Language Arts/English Language Development, Social Studies and Science Teachers); and Instructional Coaches	No expenditures, part of regular staff responsibilities.			
Observations and walkthroughs: Administration walkthroughs will identify trends regarding student learning outcomes. The administrators provide feedback to the teachers.	Ongoing	Site & District Administration	No expenditure			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After School: A homework center will be available after school during the second semester. During School: Tutoring and Enrichment: Teachers & 'Mentoring Tutor Connection' support target students during the school day in College Bound.	January- May 2024	Teachers, Site Administration, Counselor, SCEF, At-Risk Intervention Supervisor, Tutors	Hourly pay for tutors, materials/supplies	1000-1999: Certificated Personnel Salaries	Program 201	5,000
Universal Data Cycle: Teachers will participate in four 9-week Universal Data Cycles around academic proficiency, including ELA, and Informational Text. This will help towards students achieving their 100% Annual Typical Growth goals.	Ongoing	All Teachers, Instructional Coaches, Site Administrators	No expenditure, part of staff meeting and PLC time.			
RTI teachers will implement data chats with students in RTI classes, around ELA benchmark data. This will help towards students achieving their 100% Annual Typical Growth goals.	Ongoing, as results become available	RTI Teachers	No additional expenditure; embedded into class time.			
Study Skills: Offer three periods of study skills classes. Study Skills teachers will implement a curriculum that provides lessons on study and organizational skills.	Ongoing	Study Skills Teachers	No expenditure, part of teacher responsibilities.			
Use PLC's and common planning time to collaboratively: • plan for RTI, ELD, enrichment and impactful lessons • plan and implement a successful co-teaching model • create, revise, and reflect	Ongoing	Teachers, Instructional Coaches, Site Administration	No expenditure; PLC and collaboration participation is part of teacher responsibilities.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
on formative assessments • use data to drive and adjust instruction • track and discuss progress toward learning goals This action will help towards students achieving their 100% Annual Typical Growth goals.						
RTI: Response to Instruction - Continue intervention period for students that have gaps in ELA skills. RTI for ELA is offered in all grades.	Ongoing	Teachers & Administration	No site expense - part of our master schedule.			
Creation of Language T class to provide ELA instruction at the appropriate level for newcomer students.	August 2023	Teachers, Site Administration and Director of EL Programs	No site expense; included in master schedule.			
Support the continuation of co-teaching by providing feedback and coaching.	Ongoing	Co-teachers, Administrators, Special Education Administrators,	No expenditure			
Teachers and administration will analyze data each trimester from i-Ready. Administration will provide feedback to teachers.	Ongoing, at PLC's, staff meetings, department meetings	Administrators, Teachers	No site expense			
Analyze data from benchmarks, observations and feedback. Revise plan as needed.	Ongoing	Teachers, Administrators and Instructional Coaches	No site expense			
Implement new or revised strategies based on revision of plan.	Ongoing	Teachers, Administrators and Instructional Coaches	No site expense			

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 2: Academic Achievement - Math
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students

School Goal 2: Academic Achievement - Math
• **School Goal 2.a - CAASPP Goal**
• **School Goal 2.b - One Year's Growth Goal**

GOAL #2: MATHEMATICS

CAASPP
By June 2024, there will be a 5-percentage point increase (from 53% to 58%) in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 6-8)

Subgroup Goals (CAASPP - Math): By June 2024 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be an 8-percentage point increase from 20% to 28%
- Socio-Economically Disadvantaged (SED): There will be a 7-percentage point increase from 30% to 36%
- English Only (EO): There will be a 4-percentage point increase from 59% to 63%
- Asian: There will be a 2-percentage point increase from 79% to 81%
- Hispanic/ Latino: There will be a 7-percentage point increase from 29% to 36%
- White: There will be a 3-percentage point increase from 73% to 76%

i-READY
By June 2024, 100% of students will meet their yearly growth targets in Math as measured by the Annual Typical Growth on i-ready diagnostic assessments.i-Ready (100% of all students will show one year of growth, as measured by i-Ready Math)

Math Key Strategies:
- Universal Data Protocol Review for math achievement
- Sheltered Instruction Observation Protocols (SIOP) and strategies
- Math RTI Instruction
- Offer three periods of Study Skills
- Implement homework center
- Use PLC and collaboration time to refine best practices for student achievement
- Analyze i-Ready math data and adjust math placement, as needed
- Coding Through Math

Data Used to Form this Goal:
California Assessment of Student Performance and Progress (CAASPP) District Assessments (i-Ready) Notes from Thursday Collaboration PLC's

Findings from the Analysis of this Data:

There are achievement gaps among different student groups.

PRIOR GOAL #2: MATHEMATICS
CAASPP
By June 2023, there will be a 5-percentage point increase (from 50% to 55%) in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 3-8)
Subgroup Goals - CAASPP-Math: By June 2023 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 7-percentage point increase from 27% to 34% (Goal not met. 20% of students met this goal.)
- Socio-Economically Disadvantaged (SED): There will be a 8-percentage point increase from 20% to 28% (Goal exceeded. 30% of students met this goal.)
- English Only (EO): There will be a 4-percentage point increase from 60% to 64% (Goal not met. 59% of students met this goal.)
- Asian: There will be a 1-percentage point increase from 85% to 86% (Goal not met. 79% of students met this goal.)
- Hispanic/ Latino: There will be a 7-percentage point increase from 25% to 32% (Goal not met. 29% of students met this goal.)
- White: There will be a 2-percentage point increase from 74% to 76% (Goal not met. 73% of students met this goal.)

By June 2023, Crittenden Middle school will meet or exceed the District's Annual Growth average of 59%.

i-Ready Goals - Math (Annual Typical Growth):
By June 2023, there will be a 6-percentage point decrease (from 43% to 49%) in the number of students not meeting their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (6-8) (Goal not met. 47% of students did not meet their yearly growth targets.)
Subgroup Goals - i-Ready Math: By June 2023 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 5-percentage point increase from 47% to 52% (Goal not met. 41% of students met this goal.)
- Socio-Economically Disadvantaged (SED): There will be a 5-percentage point increase from 49% to 54% (Goal not met. 42% of students met this goal.)
- English Only (EO): There will be a 3-percentage point increase from 64% to 67% (Goal not met. 54% of students met this goal.)
- Asian : There will be a 2-percentage point increase from 71% to 73% (Goal not met. 70% of students met this goal.)
- Hispanic/ Latino: There will be a 5-percentage point increase from 49% to 54% (Goal not met. 45% met this goal.)
- White: There will be a 3-percentage point increase from 67% to 70% (Goal not met. 61% of students met this goal.)

By June 2023, Crittenden Middle school will meet or exceed the District's Annual Growth average of 61% (Goal not met. 53% of students met this goal.)

Overall Findings:
There was a large gap between Asian and Hispanic/Latino subgroups in both the i-Ready and the CAASPP in 2023.
Students with Disabilities and Hispanic/Latino students are our students with the lowest achievement scores on CAASPP mathematics.

How the School will Evaluate the Progress of this Goal:

Increased scores among all student groups with reduced gaps between student groups on CAASPP and i-Ready diagnostics
Administrators meet with instructional coaches to discuss implementation of site and district initiatives and plan next steps
Monitor progress of targeted students
Analyze iReady data using the MVWSD Universal Data Protocol
Administrators and coaches provide feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use Professional Learning Communities and common planning time to collaborative & implement the curriculum and pacing guides. Use PLC's to revise common formative assessments, track progress toward learning goals and adjust lessons and pacing, as necessary. This will help towards students achieving their 100% Annual Typical Growth goals.	Ongoing	Math Teachers, Instructional Coaches, Site and District Administration	No site expense - part of regular teacher duty			
After school: An after school homework center will be available to support students with homework and math skills. (starting second semester).	January - May 2024	Teachers	Teachers, materials/supplies	1000-1999: Certificated Personnel Salaries	Clubs and Activities - Middle Schools	5,000.
Administrators and coaches identify trends regarding student learning outcomes, and provide feedback to teachers to increase achievement.	Ongoing	Site and District Administration	No site expense			
RTI: Response to Instruction - intervention period for students that have gaps in math skills. Math RTI is available at all grade levels. This will help towards students achieving their 100% Annual Typical Growth goals.	Ongoing: Analyze data, identify students and focus areas for growth	Administrators, Math Teachers, Instructional Coaches	No site expense; part of master schedule.			
Tutoring and Enrichment: Mentoring Tutors support target students during the school day in College Bound	Ongoing	College Bound Teacher and Tutors	No site expense			
Support the continuation of co-teaching by providing feedback and coaching.	Ongoing	Co-teachers, Site Administrators, Special Education Administrators				
Improve and revise blended learning models in math to incorporate supplemental materials and activities to the Eureka Math curriculum. Small	Ongoing	Teachers, Math Coach, Site Administrators	No site expense - part of regular teacher duty			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
group instruction allows for differentiation for target students.						
Implement data chats with students in RTI classes around i-Ready math data.	Ongoing	RTI Math Teachers	No expenditure, part of RTI teacher responsibilities.			
Small group instruction to address student gaps in skills. Teachers will provide additional teaching and practice, so students can master key concepts.	Ongoing	Math teachers, instructional coach	No site expense			
Universal Data Cycles: Teachers will participate in four 9-week Universal Data Cycles around academic proficiency (including math). Staff will examine math scores for CAASPP and i-Ready. Math teachers will adjust lessons as needed, and monitor student progress. This will help towards students achieving their 100% Annual Typical Growth goals.	Ongoing	All Teachers, Instructional Coaches, Site Administrators	No expenditure; part of staff meeting and PLC time.			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Administrators, Teachers, Instructional Coaches	No site expenditure			
Implement new or revised strategies based on revision of plan.	Ongoing	All Staff	No site expenditure			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 3 - Academic Achievement - English Language Learners
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students

School Goal 3: Academic Achievement - English Language Learners
● **School Goal 3.a - LTEL/At-RIsk Goal**
● **School Goal 3.b - RFEP Goal**
● **School Goal 3.c - ELPAC Goal**

GOAL #3: ACADEMIC ACHIEVEMENT FOR ENGLISH LEARNERS

Progress toward reclassification:
By June 2024, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify and the percentage of EL's scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 59% to 63%.

LTEL/At-Risk of becoming LTEL
By June 2024, the number of students who are At-Risk of of becoming LTEL or LTEL will decrease by 20%, from 28 to 22.

RFEP
By June 2024, there will be a 4 percentage point increase (from 60% to 64%) in the number or RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.

Key Strategies:
- MVWSD Universal Data Protocol Review for English Learners
- SIOP training for teachers with coaching opportunities
- SIOP Strategies (Objectives, Vocabulary, Interactions)
- Designated ELD classes based on ELPAC Level / Newcomer class
- Observations and walkthrough with feedback
- Learning A-Z
- Parent Workshops
- Family Literacy Nights
- ELAC English Learner Advisory Council / DELAC
- Newcomer goals with SCEF
- EL goals and progress monitoring
- English 3D curriculum
- Additional Language support before or after school
- Reclassification celebrations
- Adding Language Transition classes for targeted support
- Language support group after school

Data Used to Form this Goal:
California Assessment of Student Performance and Progress (CAASPP) District Assessments (i-Ready) English Language Proficiency Assessment for California (ELPAC) scores Reclassification rates Long Term English Learner percentage rates

Findings from the Analysis of this Data:
PRIOR GOAL #3: ACADEMIC ACHIEVEMENT FOR ENGLISH LEARNERS Progress toward reclassification By June 2023, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify and the percentage of EL's scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 50% to 55%. (Goal not met.) LTEL/At-Risk of becoming LTEL By June 2023, the number of students who are At-Risk of of becoming LTEL or LTEL will decrease by 20%, from 15 to 12. (Goal not met. Currently, there are 14 LTELs and 16 at-risk of LTEL status.) RFEP By June 2023, there will be a 6-percentage point increase (from 62% to 68%) in the number or RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP. (Data pending) (Goal not met. 60% met the goal.)

How the School will Evaluate the Progress of this Goal:
Reclassification rates, English Language Proficiency Assessment California (ELPAC) scores, and California Assessment of Student Performance and Progress (CAASPP) scores when compared from year to year, will help us determine the success of our actions. Administrators and instructional coaches provide SIOP feedback to teachers based upon classroom walkthroughs and observations. English Learner Progress Monitoring by SCEF, EL teacher and ELPAC coordinator

Actions to be Taken to Reach This Goal	**Timeline**	**Person(s) Responsible**	**Proposed Expenditure(s)**			
			Description	**Type**	**Funding Source**	**Amount**
Continue to use the English 3D program with fidelity. Provide coaching and feedback. Continue the use of an instructional aide to support students in ELD.	Ongoing	Teacher, Instructional Coaches, ELPAC Coordinator, Site and District Administration, Coaching from Publisher, Bilingual Instructional Aide	Bilingual Instructional Aide	2000-2999: Classified Personnel Salaries	TSSP	20,000
			Bilingual Instructional Aide	2000-2999: Classified Personnel Salaries	Program 201	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Goals and Progress Monitoring: Reclassification goal setting meetings and academic check-ins will be organized by the School Community Engagement Facilitator (SCEF) and ELPAC coordinator. EL/LTEL students will have at least one meeting per trimester for progress monitoring to help them understand the reclassification process and to assess progress toward reclassification.	Ongoing	Teacher, ELPAC Coordinator, SCEF, Site and District Administration	No expenditures per regular staff responsibilities			
Newcomer Success Plan SCEF will develop a success plan with each Newcomer Student. The success plan includes academic goals and specific supports to help each student achieve.	Ongoing	SCEF, ELD and ELA Teacher, Site Administrator, Parents	No expenditures per regular staff responsibilities			
RFEP students will be monitored closely. SCEF will monitor academic progress throughout the year and provide parent information re: CAASPP at ELAC and DELAC meetings.	Ongoing	SCEF, Site Administration, ELD Teacher, All Teachers, ELPAC Coordinator	No expenditures per regular staff responsibilities			
Teachers will continue using Sheltered Instruction Observation Protocol (SIOP) strategies across the curriculum. These strategies include: Explaining a daily content objective and language objective that students understand, providing and explaining key vocabulary, scaffolding, utilizing supplemental materials as appropriate. Additional strategies include offering opportunities for meaningful peer interaction to practice new language and allowing for wait time, so students can process	Ongoing	Teachers, Instructional Coaches, Site and District Administration	No expenditures per regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
new language and participate and providing comprehensible input. Implementation will be assessed through frequent walkthroughs and feedback.						
Additional language support (lunch time or before/after school) for Newcomers and Level 2 EL students. (Starts trimester 2)	November-May	ELPAC Coordinator, SCEF, Bilingual Aide, Administrators	Pay ELPAC Coordinator, Bilingual Aide	2000-2999: Classified Personnel Salaries	Clubs and Activities - Middle Schools	3,000.
Offer a new Language Transition class for English Learners.	Ongoing	Site and District Administration, new English T teacher				
Observations and Walkthroughs: Administration supports teachers by providing feedback from Sheltered Instruction Observation Protocol (SIOP), co-teaching and RTI walkthroughs which focus on "student learning" outcomes.	Ongoing	Teachers, Site and District Administration	No site expenditure	1000-1999: Certificated Personnel Salaries		
Universal Data Cycle: Teachers will participate in a 9-week Universal Data Cycle around academic proficiency (including ELL achievement). Staff will examine ELL scores for CAASPP, i-Ready and ELPAC. Staff will also examine reclassification rates in order to support student reclassification.	Ongoing	Site and District Administrators, All Teachers, Instructional Coaches	No site expenditures, as is part of staff meeting and PLC work			
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	Ongoing	Administrators, instructional coaches, teachers	No expenditures			
Implement new or revised strategies based on revision of plan.	Ongoing	Administrators, instructional coaches, teachers	No expenditures			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 4 - Social-Emotional Health and Wellness
LCAP Goal 2:
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.

Strategic Plan Goal Area #2:
Student Social Emotional Health

School Goal 4: Social-Emotional Health and Wellness
●   **School Goal 4.a - Parent Goal**   ●   **School Goal 4.b - Student Goal**

GOAL #4: SOCIAL EMOTIONAL LEARNING

By June 2024, there will be a 3-percentage point increase from 70% to 73% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey.
By June 2024, there will be a decrease in the number of suspensions, as measured by the school suspension disproportionality data.

By June 2024, there will be :
- a 3 % point decrease from 72% to 69% for the Hispanic/Latino student group measured by the school suspension disproportionality data.
- a 4% point decrease from 56%% to 52% for the SED student group as measured by the school suspension disproportionality data.
- an 8% point decrease from 25% to 17% for the SPED student group as measured by the school suspension disproportionality data.
- a 7% point decrease from 34% to 27% for the RFEP student group as measured by the school suspension disproportionality data.

By June 2024, there will be a 4% increase from 57% to 61% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

By June 2024, there will be a 7% increase from 43% to 50% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.

Key Strategies:
- CHAC counseling services for students
- Pacific Clinics counseling services for students
- Sown to Grow (Sixth grade ELA classes/weekly)
- School Clubs and after-school Sports Programs/Teams
- School counseling program with referral process for students
- School positive reinforcement system
- United Against Hate week (November)
- Better Together Monthly activities/lessons - Allyship
- Conflict Resolution, Mediation and Restorative Practices
- Panther Days - end of each trimester for "team-building"
- WEB Activities for students (Where Everybody Belongs)
- Community Partnerships with MVPD PAL, Beyond the Bell, Living Classroom, Peninsula Bridge
- Acknowledge Alliance support for staff members

Data Used to Form this Goal:

Local Control Accountability Plan (LCAP) Climate Survey
Discipline data, helping to measure school climate

Findings from the Analysis of this Data:

PRIOR GOAL #4: SOCIAL EMOTIONAL LEARNING

By June 2023, there will be a 2 percentage point increase from 75% to 77% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey. (Not met - 70%)
By June 2023, there will be a 3 percentage point increase from 63% to 66% in the number of students who agree or strongly agree that my school focuses on a student's character as measured by the LCAP/Climate Survey. (Not met - 44%)

This goal was not met. Multi-year data show that family/parent data decreased from 75% to 70% of families/parents agreeing that their students' social emotional needs were met. Multi-year data also decreased from 63% to 44% of students agreeing that the school focuses on developing their character. This could be attributed to tragic losses that occurred in the school community during the 2022-2023 school year and the timing of the survey.

How the School will Evaluate the Progress of this Goal:

LCAP/Climate Survey
Implementation of Sown to Grow starting in the 6th grade
Schoolwide activities focusing on acceptance in partnership with the Anti-Defamation League
Monthly celebrations of milestones and accomplishments
Success of the COST process to connect students with services (mental.emotional, academic, behavioral)
Reduction in behavioral referrals and suspensions

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SEL lessons in classroom lead by school counselor, either in classroom setting, or via broadcast.	Ongoing	School Counselor, Teachers, Administration, students	No cost to site			
Crittenden will participate in "United Against Hate" week in November.	November and ongoing	All Staff and students	Purchase materials, and possibly hire speaker for assembly	0000: Unrestricted	Donations - General	5,000
Counselor and students will introduce monthly "Allyship " word of the month schoolwide, via broadcast. Monthly lessons will be taught in social studies classes each month.	Monthly and ongoing	Counselor, Social Studies Teachers, All Teachers	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
End of Trimester "Panther Days" will support and reinforce a schoolwide culture of "we all belong and we are all welcome."	End of Trimester, and ongoing	All Staff	Materials for Panther Days	4000-4999: Books And Supplies	Donations - General	4,500
Mentorship: 8th grade WEB mentors will meet with 6th graders throughout the year to support school connectedness	Ongoing	WEB Teacher, Administration, Counselor, ARIS, SCEF	Teacher stipend Supplies for Activities		Donations - General Orientation - SEL	1,500 2,000
Counseling Program: School counselor will implement a multi-tiered system of support (MTSS) for academic and emotional well-being	Ongoing	School Counselor, Administration, Teachers, ARIS, SCEF	No cost to site			
Use of "Sown To Grow" platform for social emotional wellness check-ins.	Ongoing	School Counselor and Teachers	No site expenditure			
Activities: Continue to offer high-quality co and extra-curricular activities that provide strong connections to school and helps students develop self-esteem, team building, friendship, and social skills. (sports, clubs, theater, Leadership, Music) Crittenden will also build community partnerships that serve students like the MVPD PAL, Beyond the Bell, and the Living Classroom.	September: Students form clubs and have sign ups at Club Fair October - May: Clubs meet and organize activities throughout the year November - April: Musical auditions and performances Ongoing - Athletics, WEB, Leadership, Performing Arts	Teachers, Administration, Counselor, ARIS, SCEF, AD's, Coaches	Teacher stipends for clubs Athletics Music Program Music and Repair	0000: Unrestricted 5000-5999: Services And Other Operating Expenditures 0000: Unrestricted 0000: Unrestricted	Clubs and Activities - Middle Schools After School Foundation Athletics - Middle Schools Donations - CR-Music Musical Instruments & Repair - Middle School	2,000. 55,000. 50,000. 4,000.
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	Ongoing	Teachers, Administrators, Instructional	No site expenditure			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Coaches				
Implement new or revised strategies based on revision of plan.	Ongoing	Teachers, Administrators, Instructional Coaches	No site expenditure			
Reduced discipline referrals in a variety of ways: 1. ARIS/SCEF/Admin monitor behavior of our at-risk students and meet with students as needed. 2. Use mediations and restorative practices whenever possible. 3. Meet with Behavior Analyst to determine best behavior correction strategies for SPED students. 4. Utilize district-wide Behavior Response matrix, for consistency across sites. 5. When suspension is necessary, require a re-entry meeting with student and parent to determine best way to move forward/sign community contract.	Ongoing	Involves all staff	No site expenditure			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 5 - Inclusive and Welcoming Culture
LCAP Goal 3:
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.

Strategic Plan Goal Area # 3:
Inclusive and welcoming culture

School Goal 5: Inclusive and Welcoming Culture
● **School Goal 5.a - Attendance Goal** ● **School Goal 5.b - Chronic Absenteeism Goal** ● **School Goal 5.c - Welcoming Environment Goal**

GOAL #5: INCLUSIVE AND WELCOMING CULTURE

By June 2024, the average student attendance rate for the school will be at or above 97%.
By June 2024, the overall chronic absenteeism rate for subgroups will decrease from 15% to 13.5% based on District Chronic Absenteeism data.
By June 2024, there will be a 2% increase from 80% to 82% in the number of parents who 'agree or strongly agree' with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/Climate Survey.
By June 2024, there will be a 4% increase from 57% to 61% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate survey.

Key Strategies:
- MVWSD Better Together - Allyship Initiative
- Principal Coffee in partnership with PTA
- Where Everyone Belongs (WEB) elective class
- School clubs
- Leadership class
- Panther Days
- United Against Hate Week
- Positive Attendance recognition
- Latino Family Literacy Project
- Parent to Parent showcase events
- Weekly Panther Blog
- Social Media Posts

Data Used to Form this Goal:
Attendance rates California Dashboard LCAP/Climate Survey - Goal re: welcoming environment

Findings from the Analysis of this Data:

PRIOR GOAL #5: INCLUSIVE AND WELCOMING CULTURE

ATTENDANCE RATE:
By June 2023, the average student attendance rate for the school will be at or above 97%. (Goal not met, was 94.59%)
CHRONIC ABSENTEEISM:
By June 2023, the overall chronic absenteeism rate for subgroups will decrease by 2% from 17% to 15% based on District Chronic Absenteeism data. (Goal MET, was 12%)
CLIMATE SURVEY: (Goal not met)
By June 2023, there will be a 2% increase from 83% to 85% in the number of parents who 'agree or strongly agree' with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/Climate Survey. (Goal not met, was 80%)

How the School will Evaluate the Progress of this Goal:

School Climate Surveys
Attendance rates
At-risk student meetings
California Dashboard
PTA Meetings
Safety and parent perception of safety on campus
Attendance at Crittenden's Parent University Extensions (3X annually)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive Attendance recognition - Students will be recognized for good attendance.	Ongoing	Administration, SCEF, ARIS, Counselor, Staff	Materials for rewards and incentives	0000: Unrestricted	Donations - General	3,000
Continue monthly "Coffee with the Principals", and partner with PTA to reach more community members.	Ongoing - monthly	Principal and Assistant Principal	Cost of hosting the event.	0000: Unrestricted		1000.00
Review student LCAP survey results with a focus on school culture and develop an action plan to address areas of need.

School counselor will survey our students to determine the social and academic needs in order to tailor support services that will address student needs. | November 2023 | Counselor, Administration and Staff | No cost to site | | | |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Latino Family Literacy Project. This program promotes and prepares students and families to a college going culture. These classes are facilitated by our School Community Engagement Facilitator.	Jan-May 2024	SCEF, Administration	Training and class Materials	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	6,000.
Meet with chronically absent students and families to discover ways that staff can assist and to reduce absenteeism.	Ongoing	Office staff/Administration: SCEF - 8th grade Counselor - 7th grade ARIS - 6th grade	Possible cost of alarm clocks, other tools to assist in getting students to school daily	None Specified	Parent Engagement (PIQE/FEI/PU)	1,000.
Increase communication with teachers and families regarding instruction and student achievement through the Principal's weekly Panther Blog. All teachers will have a google classroom, which will allow increase in communication with parents and students.	Ongoing	Administration and All Teachers	No cost to site			
Increase parent participation/attendance at Crittenden's Parent University Extension series. 10/17/2023 - Anti-Bullying 11/30/2023 - Effective Parent/teacher Communication Spring Date 3/2024- Tobacco Use Prevention	Once per trimester	Administrators, SCEF	Possible snacks for in person presentations.		Parent Engagement (PIQE/FEI/PU)	1000.00
Crittenden offers multiple ways for parents to participate in school culture, including dance chaperones, Yosemite and other field trip chaperones, volunteering, PTA, MVEF, School Site Council, ELAC and DELAC meetings, parent group	Ongoing	Parents, working with all staff (Administrators, teachers, SCEF, ARIS, grade level leads, etc.)	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
sponsored events, Safe Routes to Schools meetings, coaching, Latino Family Literacy Project, etc.						
Purchase additional walkie talkies for improved safety on campus	Fall 2023 purchase	For staff use, especially PE and yard aides	Cost of additional walkie talkies for safety	4000-4999: Books And Supplies	Donations - General	2800.
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	Ongoing	Administrators, Teachers, Instructional Coaches				
Implement new or revised strategies based on revision of plan.	Ongoing	District, Administrators, Staff	No cost to site			
Parent U Seminario	Ongoing		No cost to site			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source			
Funding Source	**Allocation 75%**	**Allocation 100%**	**Balance (Allocations-**
School Allocation	41,850	55,800	55,800.00
TSSP	24,450	32,600	12,600.00
Clubs and Activities - Middle	11,250	15,000	5,000.00
After School Foundation	37,500	50,000	-5,000.00
Musical Instruments &	3,750	5,000	1,000.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
	1,000.00
After School Foundation Athletics - Middle Schools	55,000.00
Clubs and Activities - Middle Schools	10,000.00
Donations - CR-Music	50,000.00
Donations - General	16,800.00
Musical Instruments & Repair - Middle School	4,000.00
Orientation - SEL	2,000.00
Parent Engagement (PIQE/FEI/PU)	8,000.00
Program 201	20,000.00
TSSP	20,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	2,500.00
0000: Unrestricted	65,000.00
1000-1999: Certificated Personnel Salaries	10,000.00
2000-2999: Classified Personnel Salaries	38,000.00
4000-4999: Books And Supplies	13,300.00
5000-5999: Services And Other Operating Expenditures	55,000.00
None Specified	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted		1,000.00
5000-5999: Services And Other Operating	After School Foundation Athletics - Middle	55,000.00
0000: Unrestricted	Clubs and Activities - Middle Schools	2,000.00
1000-1999: Certificated Personnel Salaries	Clubs and Activities - Middle Schools	5,000.00
2000-2999: Classified Personnel Salaries	Clubs and Activities - Middle Schools	3,000.00
0000: Unrestricted	Donations - CR-Music	50,000.00
	Donations - General	1,500.00
0000: Unrestricted	Donations - General	8,000.00
4000-4999: Books And Supplies	Donations - General	7,300.00
0000: Unrestricted	Musical Instruments & Repair - Middle	4,000.00
	Orientation - SEL	2,000.00
	Parent Engagement (PIQE/FEI/PU)	1,000.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	6,000.00
None Specified	Parent Engagement (PIQE/FEI/PU)	1,000.00
1000-1999: Certificated Personnel Salaries	Program 201	5,000.00
2000-2999: Classified Personnel Salaries	Program 201	15,000.00
2000-2999: Classified Personnel Salaries	TSSP	20,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,000.00
Goal 2	5,000.00
Goal 3	38,000.00
Goal 4	124,000.00
Goal 5	14,800.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Annie Flores-Aikey	X				
Julie Thompson			X		
Alexandra Randall		X			
Greg Sundstrom		X			
Susana Morales			X		
Carlos Diuk				X	
Joshua Selo				X	
Bea Reiter				X	
Christina Greer				X	
Brad Greer				X	
Numbers of members of each category:	**1**	**2**	**2**	**5**	**0**

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.
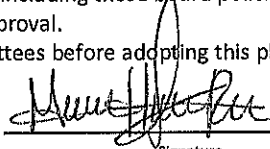
ELAC Membership

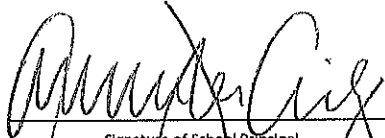| Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Annie Flores-Aikey	X				
Julie Thompson	X				
Emmanuel Solorzano		X			
Susana Morales			X		
Miriam Hernandez				X	
Rosalia Gil				X	
Sandra Mora				X	
Diana Pinto				X	
Angie Vargas				X	
Erika Vega				X	
Elizabeth Medina				X	
Catalina Montoya				X	
Numbers of ELAC Members of each category:	**2**	**1**	**1**	**8**	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

    X   English Learner Advisory Committee

    _____
    Signature

4. 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.
5. 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.
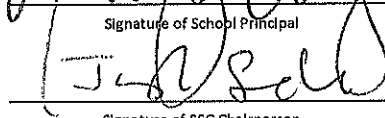6. This SPSA was adopted by the SSC at a public meeting on 10/11/2023.

Attested:

Annie Flores-Aikey		10/23/2023
Typed Name of School Principal	Signature of School Principal	Date
Josh Selo		10/23/23
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date