

The School Plan for Student Achievement

School: CRITTENDEN SCHOOL
CDS Code: 43-69591-6049472
District: Mountain View Whisman School District
Principal: Sonia Gomez
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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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School Vision and Mission

CRITTENDEN SCHOOL's Vision and Mission Statements

Vision

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

Mission

We inspire, prepare, and empower every student.

School Core Values

What can you do today to help others feel valued, cared for, safe, and included at Crittenden?

School Profile

Crittenden Middle School is located in Mountain View, a suburban community of 78,000, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which serves more than 5,000 students in nine elementary schools and two middle schools. The school receives students from all elementary schools in the district and the main feeder schools are Monta Loma and Theuerkauf elementary schools. Crittenden Middle School represents the diverse community of Mountain View and works to prepare students to be lifelong learners with success at high school, higher education, and beyond.

Goal 1:

English Language Arts

By June 2022, there will be a 3-percentage point increase (from 66% to 69%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-8).

Subgroup goals: By June 2022 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 8- percentage point increase from 23% To 31 %
- Socio-Economically Disadvantaged (SED): There will be a 6-percentage point increase from 43%. to 49%
- English Only (EO): There will be a 3 percentage point increase from 79% to 81%
- Ethnicity Subgroups - a. Asian : There will be a 2-percentage point increase from 83% to 85%
- B. Hispanic/ Latino: There will be a 5- percentage point increase from 49% to 54%
- C. White: There will be a 1-percentage point increase from 88% to 89%

One year's growth goal: Reading

Goal:

By June 2022, there will be a 4-percentage point decrease from 39% to 35% in the number of students not meeting their yearly growth targets in Reading as measured by the iReady diagnostic assessments. (K-8)

Subgroup goals: By June 2022 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 5-percentage point increase from 49% to 54%
- Socio-Economically Disadvantaged (SED): There will be a 5- percentage point increase from 53%. to 58%
- English Only (EO): There will be a 3-percentage point increase from 67% to 70%
- Ethnicity Subgroups - Asian : There will be a 3-percentage point increase from 70% to 73%
- Hispanic/ Latino: There will be a 5- percentage point increase from 53% to 58%
- White: There will be a 3- percentage point increase from 72% to 75%

b. By June 2022, Crittenden Middle School will meet or exceed the District's Annual Growth average of 57%, Currently in ELA Crittenden is 61%

Key Strategies: small group instruction, continue the work on priority literacy standards, and common formative assessments

Additional strategies:

Observations and walkthroughs: Coaches and administration support teachers by providing feedback from frequent walkthroughs focused on student learning outcomes.

Site support staff will support students and families in participating in their specific tutoring program

Use PLCs and common planning time to collaboratively implement the co-teaching, RTI, ELD, and enrichment for high achieving students, curriculum with fidelity, to develop common formative assessments, track progress toward learning goals, and adjust lessons/ unit approach, order, and pacing as necessary

Response to Instruction - intervention period for students that have gaps in English Language Arts skills

IReady rotations in Instructional Support based on individual student need

Goal 2:

Mathematics:

By June 2022, there will be a 4-percentage point increase (from 56% to 60%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (Gr 3-8)

Key Strategies: Analyze data to group students and provide differentiated instruction, Provide professional development on the use of Eureka math.

One year's growth goal: Math

By June 2022, there will be a 5-percentage point decrease (from 49% to 44%) in the number of students not meeting their yearly growth targets in Math as measured by the iReady diagnostic assessments. (K-8).

By June 2022, Crittenden Middle School will meet or exceed the District's Annual Growth average of 48%

Subgroup goals: By June 2022 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 8- percentage point increase from 18% To 26%

Socio-Economically Disadvantaged (SED): There will be a 7- percentage point increase from 32% to 39%

English Only (EO): There will be a 4- percentage point increase from 61% to 65%

Ethnicity Subgroups -

a. Asian : There will be a 2- percentage point increase from 83% to 85%

b. Hispanic/ Latino: There will be a 6-percentage point increase from 36% to 42%

c. White: There will be a 2-percentage point increase from 82% to 84%

iReady One-Year's Growth Goal:

By June 2022, there will be a 5-percentage point decrease (from 49% to 44%) (in the number of students not meeting their yearly growth targets in math as measured by the iReady diagnostic assessments. (K-8)

Subgroup goals: By June 2022 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 6- percentage point increase from 39% to 45%

Socio-Economically Disadvantaged (SED): There will be a 5-percentage point increase from 47% to 52%

English Only (EO): There will be a 5- percentage point increase from 52% to 57%

Ethnicity Subgroups - Asian : There will be a 3- percentage point increase from 67% to 70%

Hispanic/ Latino: There will be a 5- percentage point increase from 47% to 52%

White: There will be a 5- percentage point increase from 54% to 59%

b. By June 2022, Crittenden school will meet or exceed the District's Annual Growth average of 57%. Currently Crittenden is at 51% of all students have met or exceeded the district annual growth average.

Key Strategies: small group instruction, analyze data to group students, and provide differentiated instruction

Additional Strategies:

Use Professional Learning Communities and common planning time to collaboratively implement the Eureka curriculum and pacing guides with fidelity, to develop common formative assessments, track progress toward learning goals, adjust lesson/ unit approach, order, and pacing as necessary.

Small group instruction will allow differentiation for target students including students who need intervention and students that need enrichment.

IReady rotations in Instructional Support classes based on individual student need

RTI: Response to Instruction - intervention period for students that have gaps in math skills. Monitor the Implementation of RTI in Math 7th, Math 8th grade, and Math 8.1 & 8.2 RTI classes.

Site support staff will support students and families in participating in their specific tutoring program
All students will have access to tutoring support from Yup.

Goal 3: Closing the Achievement Gap

By June 2022, there will be a reduction in the number of students meeting state criteria for At-Risk of LTEL status from 9 to 8.

By June 2022, there will be a 5 percentage point increase (from 51% to 56%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading. .

By June 2022, at least 48 of 60 (80%) of all English Learners that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC

Key Strategies: Implement English Learner and Long Term English Learner student data chats. Continue the implementation of SIOP strategies in all classes.

Additional Strategies:

Reclassification goal setting meetings and check ins will be organized by the School Community Engagement Facilitator (SCEF), counselor, and (ELPAC) coordinator. EL/LTEL students will have regular progress monitoring checks to help them understand the reclassification process and to assess progress toward reclassification

Newcomer Success Plan-Develop a success plan for newcomers. The success plan includes academic goals and specific supports to help students achieve.

SCEF will focus on EL's (monitor grades)

Goal 4: Social Emotional Learning

By June 2022, there will be a 4-percentage point increase from 62% to 66% 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 2022, there will be a 3.5--percentage point increase from 65% to 68.5% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.
(10% reduction in parents and students that were neutral or disagree)

Strategy: Guidance counselor will continue to implement, revise, and refine a multi- tiered system of support and intervention for academic and emotional well-being

Introduce Monthly character traits school wide

Create reward system to encourage monthly character traits school wide

Pilot Boldly Me SEL curriculum

SEL lessons in the classroom focused on students interest/needs based on student survey

SEL check ins in classroom by teachers

Create a consistent and clear counseling referral process that all stakeholders are aware of

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.

All teachers having a google classroom and an increase in communication with parents and students.

SMARTS curriculum for Instructional support, executive functioning classes, study skills

Create consistent opportunities to revisit our goals from Welcome Week

Goal 5: Inclusive and Welcoming Culture

Attendance Goal:

By June 2022, the average student attendance rate for the school will be at or above 97%. Currently, Crittenden is at 96.7%.

Chronic Absenteeism Goal:

By June 2022, the average chronic absenteeism rate for subgroups will decrease by 0.5% from 4% to 3.5% based on 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard

Welcoming Environment Goal:

By June 2022, 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: Implement the SART process to support positive attendance rates.

Implement after school SEL programs for students and families

Create and implement multi cultural event focused on building school community

Increase principal coffee focused on building relationships

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 which guide their instruction. 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 Community colleagues to analyze student achievement data and identify strengths and weaknesses. Based on this information, teachers adjust their instruction and work with their colleagues and administrators to monitor students' attainment of these goals.

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 iReady data from district assessments. The results of this assessment are used to identify areas of need and served 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 to develop common formative assessments. These assessments are designed to assess learning of key standards and help teachers adjust instruction to better meet student needs. Teachers also collaborate with staff from the District's other middle school to develop common assessments. This data is used to measure student growth, analyze instructional programs, and create continuous improvement goals. For the 2021-22 school year, each ELA grade level team will implement a common pacing guide for each trimester that focuses on providing explicit instruction on reading and language standards. This will help teachers monitor progress and adjust instruction to ensure mastery of standards. Additionally, math course teams from both middle schools will be provided additional professional development and time to revise pacing guides and align instruction. The District has moved to using i-Ready diagnostic assessments 3 times a year. Administrators and teachers will use data from these assessments to monitor growth and make instructional decisions.

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, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Crittenden school has no misassigned teachers, no out of field teachers, and 3 teachers in their first two years of teaching. All other teachers are considered "highly qualified".

Crittenden school has 3 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 PLCs to help improve teaching practices including providing assistance with implementing 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 critical in helping implement literacy support across the curriculum. Furthermore, for the 2021-22 school year instructional coaches are creating opportunities for 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 on implementing district adopted instructional materials, Sheltered Instruction Observation Protocol (SIOP), and Professional Learning Communities. At Crittenden, teachers are provided with regular opportunities to collaborate during staff meetings, department meetings, grade level meetings, department release days, professional development days, and during their common preparation period. Furthermore, Crittenden teachers share release days with colleagues from the District's other middle school to align instructional practices. In addition, teachers have two prep periods allowing for frequent collaboration with job-alikes, departments, coaches, and administration.

Opportunity and Equal Educational Access

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 every 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. Our assistant principal and parent engagement facilitator monitor students' academic progress to determine who needs additional support in and out of the classroom. In addition, our school counselor monitors student academic and emotional needs in order to support them in reaching their potential.

Parental Involvement

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

Crittenden Middle School is a district-funded school. While approximately 23% 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 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 supervisor, and School Community Engagement Facilitator work closely with students and families to provide resources and support.

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.

Funding

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

The primary source of funding for Crittenden 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 most academic supports for students. 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 \$64,200 to support electives and extra curricular activities. We also receive funding through donations from our Parent Teacher Association or grants from local companies.

In the 2021-22 school year each site has been allocated \$120 per student to use this year to support student needs that have resulted from the pandemic and distance learning. Program 201 and Program 202 funds do not rollover and must be spent on this year's students. Program 201 and 202 funds are used to support areas identified in site's needs assessment including after school learning support and social emotional learning.

Description of Barriers and Related School Goals

Challenges that led to this outcome include Inconsistent pacing of curriculum, inconsistent use of benchmark data to drive instruction, and lack of fidelity to the curriculum. These inconsistencies required additional support to fill in the gaps that were created. After school intervention had been a key strategy to support students with gaps in instruction. After school intervention was voluntary for students, costly for the site, and conflicted with other activities.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	225	235	241	222	225	239	222	225	239	98.7	95.7	99.2
Grade 7	213	239	228	212	233	225	212	231	225	99.5	97.5	98.7
Grade 8	214	217	225	209	216	222	209	216	222	97.7	99.5	98.7
All Grades	652	691	694	643	674	686	643	672	686	98.6	97.5	98.8

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2559.3	2548.9	2564.0	27.03	28.44	32.22	35.59	30.67	34.73	27.48	22.67	18.83	9.91	18.22	14.23
Grade 7	2580.4	2588.8	2592.2	24.53	30.30	31.56	38.68	35.50	38.67	22.17	21.21	16.44	14.62	12.99	13.33
Grade 8	2602.5	2576.8	2593.2	25.84	18.98	24.77	38.76	37.04	34.68	24.40	24.07	25.23	11.00	19.91	15.32
All Grades	N/A	N/A	N/A	25.82	26.04	29.59	37.64	34.38	36.01	24.73	22.62	20.12	11.82	16.96	14.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	34.23	33.33	37.24	42.79	39.11	41.84	22.97	27.56	20.92
Grade 7	36.32	41.05	36.44	44.81	37.99	46.22	18.87	20.96	17.33
Grade 8	33.97	26.85	35.14	45.93	44.44	39.64	20.10	28.70	25.23
All Grades	34.84	33.88	36.30	44.48	40.45	42.57	20.68	25.67	21.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	36.94	33.33	30.54	47.75	44.44	52.30	15.32	22.22	17.15
Grade 7	36.32	44.10	40.00	46.70	41.05	46.67	16.98	14.85	13.33
Grade 8	38.28	29.30	30.32	46.89	49.30	54.75	14.83	21.40	14.93
All Grades	37.17	35.72	33.58	47.12	44.84	51.24	15.71	19.43	15.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	23.42	22.67	29.29	65.32	61.78	61.92	11.26	15.56	8.79
Grade 7	21.70	23.14	24.44	60.38	64.63	65.33	17.92	12.23	10.22
Grade 8	21.05	22.22	26.13	67.94	63.43	60.36	11.00	14.35	13.51
All Grades	22.08	22.69	26.68	64.54	63.28	62.54	13.37	14.03	10.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	39.19	36.44	46.03	48.65	48.89	37.66	12.16	14.67	16.32
Grade 7	43.87	43.23	46.22	45.28	47.60	39.11	10.85	9.17	14.67
Grade 8	45.93	37.21	39.64	39.71	41.86	44.14	14.35	20.93	16.22
All Grades	42.92	39.01	44.02	44.63	46.19	40.23	12.44	14.80	15.74

Conclusions based on this data:

1. Testing data shows that improvement for our subgroups: EL students and students with disabilities and a drop in socioeconomically disadvantage students in the last year. Crittenden staff will also continue training in appropriate instructional strategies and interventions to ensure all students have opportunities to demonstrate achievement and success on all levels.
2. Addition of differentiated instructional strategies would benefit the student population in increasing student engagement and improved grades in English Language Arts and Math. In our subgroups of EL- RFEP's, and socioeconomically disadvantage students, and students with disability scores need to improve. We will target instruction for these subgroups to improve the percentage of students who meet or exceed the standards
3. Through the analysis of data it is evident that we need to continue to focus on instruction and using the implementing the new initiatives (co-teaching, RTI) with fidelity. All staff members will take part in yearlong professional development has been planned in conjunction with District goals.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	225	235	241	223	226	241	223	226	241	99.1	96.2	100
Grade 7	213	239	228	213	232	227	213	232	227	100	97.1	99.6
Grade 8	214	217	225	210	216	223	210	216	223	98.1	99.5	99.1
All Grades	652	691	694	646	674	691	646	674	691	99.1	97.5	99.6

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2561.5	2569.9	2558.3	33.63	40.27	34.44	22.42	17.26	16.18	26.01	25.22	24.90	17.94	17.26	24.48
Grade 7	2587.5	2594.1	2591.7	34.27	37.50	40.53	19.25	23.28	18.94	29.11	21.12	20.70	17.37	18.10	19.82
Grade 8	2598.9	2577.6	2594.6	34.76	36.11	39.91	20.95	11.11	17.94	20.48	18.52	14.35	23.81	34.26	27.80
All Grades	N/A	N/A	N/A	34.21	37.98	38.21	20.90	17.36	17.66	25.23	21.66	20.12	19.66	23.00	24.02

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	39.01	48.23	37.76	33.63	28.76	29.46	27.35	23.01	32.78
Grade 7	45.54	47.39	47.14	27.70	27.39	25.11	26.76	25.22	27.75
Grade 8	41.90	38.89	46.64	29.52	24.07	20.63	28.57	37.04	32.74
All Grades	42.11	44.94	43.70	30.34	26.79	25.18	27.55	28.27	31.11

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	34.08	38.05	31.95	39.91	38.05	41.91	26.01	23.89	26.14
Grade 7	31.92	40.26	42.29	47.89	41.13	37.44	20.19	18.61	20.26
Grade 8	32.38	36.57	36.32	40.48	37.04	34.53	27.14	26.39	29.15
All Grades	32.82	38.34	36.76	42.72	38.78	38.06	24.46	22.88	25.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	31.39	35.84	34.85	45.29	44.25	41.08	23.32	19.91	24.07
Grade 7	35.68	37.83	39.65	51.64	48.70	45.81	12.68	13.48	14.54
Grade 8	34.76	34.72	38.12	45.71	37.50	42.60	19.52	27.78	19.28
All Grades	33.90	36.16	37.48	47.52	43.60	43.13	18.58	20.24	19.39

Conclusions based on this data:

1. Testing data shows a higher percentage of RFEP students meeting standards in math. There was an increase in 6th and 7th grade in math scores and drop in 8th grade math. Crittenden staff will also continue training in appropriate instructional strategies and interventions to ensure all students have opportunities to demonstrate achievement and success on all levels.
2. Addition of differentiated instructional strategies would benefit the student population in increasing student engagement and improved grades in English Language Arts and Math.
In our subgroups of English Language Learners had an increase in scores, while our RFEP, socioeconomically disadvantage students, and student with disability had a drop in scores. We will target instruction for these subgroups to improve the percentage of students who meet or exceed the standards
3. Through the analysis of data it is evident that we need to continue to focus on instruction and implementing co-teaching and RTI with fidelity. All staff members will take part in yearlong professional development has been planned in conjunction with District goals.

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	20-21	20-21	20-21

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	20-21	20-21	20-21	20-21
6	5.88	52.94	41.18	0.00	17
7	29.41	47.06	11.76	11.76	17
8	18.75	31.25	37.50	12.50	16
All Grades	18.00	44.00	30.00	8.00	50

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	20-21	20-21	20-21	20-21
6	35.29	52.94	11.76	0.00	17
7	64.71	23.53	0.00	11.76	17
8	37.50	37.50	12.50	12.50	16
All Grades	46.00	38.00	8.00	8.00	50

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	20-21	20-21	20-21	20-21
6	5.88	11.76	41.18	41.18	17
7	17.65	23.53	29.41	29.41	17
8	6.25	18.75	43.75	31.25	16
All Grades	10.00	18.00	38.00	34.00	50

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	20-21	20-21	20-21
6	35.29	58.82	5.88	17
7	23.53	58.82	17.65	17
8	18.75	56.25	25.00	16
All Grades	26.00	58.00	16.00	50

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	20-21	20-21	20-21
6	0.00	5.88	94.12	17
7	11.76	0.00	88.24	17
8	12.50	12.50	75.00	16
All Grades	8.00	6.00	86.00	50

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	20-21	20-21	20-21
6	70.59	23.53	5.88	17
7	41.18	35.29	23.53	17
8	50.00	37.50	12.50	16
All Grades	54.00	32.00	14.00	50

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	20-21	20-21	20-21

Conclusions based on this data:

1. The data shows that 86% of our EL students are at the beginning level in the speaking domain. It is evident that we need to focus on providing more opportunities for our students to practice the speaking skills in all of their classes.
2. Through the analysis of data it is evident that we need to continue to focus on instruction and implementing SIOP strategies that will ensure consistency in student to student interactions.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Math - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Math Diagnostic 3 Overall	67%	20%	14%	
Ethnicity Subgroups				
Asian	91%	7%	2%	100%
Hispanic/Latino	34%	36%	30%	100%
White	80%	13%	6%	100%
Grand Total	67%	20%	14%	100%
Students with Disability (SWD)				
SWD	29%	25%	46%	100%
Not SWD	70%	20%	10%	100%
Grand Total	66%	21%	14%	100%
Socio-Economically Disadvantaged (SED)				
SED	30%	38%	32%	100%
Not SED	81%	13%	6%	100%
Grand Total	66%	21%	14%	100%
EL Status Subgroup Data				
EL	23%	40%	37%	100%
EO	79%	15%	6%	100%
IFEP	84%	14%	2%	100%
RFEP	61%	21%	18%	100%
Grand Total	66%	21%	14%	100%

Reading - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Reading Diagnostic 3 Overall	71%	16%	13%	
Ethnicity Subgroups				
Asian	90%	7%	2%	100%
Hispanic/Latino	41%	29%	30%	100%

Reading - Diagnostic 3 (May 2021)				
White	84%	10%	6%	100%
Grand Total	71%	16%	13%	100%
Students with Disability (SWD)				
SWD	31%	25%	44%	100%
Not SWD	74%	16%	10%	100%
Grand Total	70%	17%	13%	100%
Socio-Economically Disadvantaged (SED)				
SED	37%	31%	32%	100%
Not SED	84%	11%	5%	100%
Grand Total	70%	17%	13%	100%
EL Status Subgroup Data				
EL	26%	34%	40%	100%
EO	83%	12%	5%	100%
IFEP	88%	10%	2%	100%
RFEP	65%	18%	17%	100%
Grand Total	70%	17%	13%	100%

iReady Diagnostic 3 Math 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	38%	62%
1	44%	56%
2	46%	54%
3	50%	50%
4	44%	56%
5	61%	39%
6	46%	54%
7	52%	48%
8	44%	56%
Grand Total	47%	53%
Students with Disability (SWD)	Met	Not Met
SWD	36%	64%
Socio-Economically Disadvantaged (SED)	Met	Not Met

SED	36%	64%
EL Status Subgroup Data	Met	Not Met
EL	31%	69%
EO	50%	50%
IFEP	50%	50%
RFEP	51%	49%
Grand Total	47%	53%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	59%	41%
Hispanic/Latino	36%	64%
White	49%	51%
Grand Total	48%	52%

iReady Diagnostic 3 Reading 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	33%	67%
1	47%	53%
2	56%	44%
3	60%	40%
4	57%	43%
5	63%	37%
6	63%	37%
7	66%	34%
8	60%	40%
Grand Total	56%	44%
Students with Disability (SWD)	Met	Not Met
SWD	44%	56%
Socio-Economically Disadvantaged (SED)	Met	Not Met
SED	44%	56%
EL Status Subgroup Data	Met	Not Met
EL	38%	62%
EO	60%	40%
IFEP	55%	45%

RFEP	63%	37%
Grand Total	56%	44%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	65%	35%
Hispanic/Latino	45%	55%
White	62%	38%
Grand Total	57%	43%

CRITTENDEN SCHOOL

Math - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Math Diagnostic 3 Overall	62%	18%	20%	
Ethnicity Subgroups				
Asian	92%	6%	2%	100%
Hispanic/Latino	38%	28%	34%	100%
White	81%	11%	8%	100%
Grand Total	62%	18%	20%	100%
Students with Disability (SWD)				
SWD	28%	19%	52%	100%
Not SWD	65%	20%	15%	100%
Grand Total	60%	20%	20%	100%
Socio-Economically Disadvantaged (SED)				
SED	37%	23%	40%	100%
Not SED	72%	18%	10%	100%
Grand Total	60%	20%	20%	100%
EL Status Subgroup Data				
EL	9%	15%	77%	100%
EO	72%	18%	10%	100%
IFEP	77%	17%	6%	100%
RFEP	51%	25%	24%	100%
Grand Total	61%	20%	20%	100%

Reading - Diagnostic 3 (May 2021)

Reading - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Reading Diagnostic 3 Overall	64%	16%	21%	
Ethnicity Subgroups				
Asian	88%	6%	6%	100%
Hispanic/Latino	42%	24%	34%	100%
White	81%	9%	10%	100%
Grand Total	64%	16%	21%	100%
Students with Disability (SWD)				
SWD	29%	15%	55%	100%
Not SWD	66%	16%	17%	100%
Grand Total	62%	16%	21%	100%
Socio-Economically Disadvantaged (SED)				
SED	35%	22%	43%	100%
Not SED	75%	13%	11%	100%
Grand Total	62%	16%	21%	100%
EL Status Subgroup Data				
EL	4%	7%	89%	100%
EO	78%	13%	9%	100%
IFEP	81%	13%	6%	100%
RFEP	47%	25%	28%	100%
Grand Total	62%	16%	21%	100%
iReady Diagnostic 3 Math 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)			
Grade Level	Met		Not Met	
0				
1				
2				
3				
4				
5				
6	49%		51%	
7	56%		44%	
8	49%		51%	

Reading - Diagnostic 3 (May 2021)		
Grand Total	51%	49%
Students with Disability (SWD)	Met	Not Met
SWD	47%	53%
Socio-Economically Disadvantaged (SED)	Met	Not Met
SED	39%	61%
EL Status Subgroup Data	Met	Not Met
EL	31%	69%
EO	52%	48%
IFEP	56%	44%
RFEP	55%	45%
Grand Total	51%	49%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	67%	33%
Hispanic/Latino	47%	53%
White	54%	46%
Grand Total	53%	47%

iReady Diagnostic 3 Reading 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0		
1		
2		
3		
4		
5		
6	63%	37%
7	63%	37%
8	57%	43%
Grand Total	61%	39%
Students with Disability (SWD)	Met	Not Met
SWD	53%	47%
Socio-Economically Disadvantaged (SED)	Met	Not Met

SED	49%	51%
EL Status Subgroup Data	Met	Not Met
EL	32%	68%
EO	67%	33%
IFEP	50%	50%
RFEP	61%	39%
Grand Total	61%	39%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	70%	30%
Hispanic/Latino	53%	47%
White	72%	28%
Grand Total	63%	37%

Conclusions based on this data:

1. Through the analysis of data it is evident that we need to continue to focus on instruction and using the implementing of (co-teaching, RTI, and instructional support classes) with fidelity. All teachers who are co-teachers, RTI teachers, and instructional support teachers will receive training and continuous coaching support in order to implement these initiatives with fidelity.
2. Addition of differentiated instructional strategies would benefit the student population in increasing student engagement and improved grades in English Language Arts and Math. In our subgroups of EL- RFEP's, and socioeconomically disadvantage students, and students with disability scores need to improve. We will target instruction for these subgroups to improve the percentage of students who meet or exceed the standards
3. Testing data shows a higher percentage of RFEP students meeting standards in math. There was an increase in 6th and 7th grade in math scores and drop in 8th grade math. Crittenden staff will also continue training in appropriate instructional strategies and interventions to ensure all students have opportunities to demonstrate achievement and success on all levels.

Planned Improvements in Student Performance

School Goal #1

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 <ul style="list-style-type: none">• School Goal 1.a - CAASPP Goal• School Goal 1.b - One Year's Growth Goal

Academic Achievement Goal(s):

English Language Arts

By June 2022, there will be a 3-percentage point increase (from 66% to 69%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-8).

Subgroup goals: By June 2022 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 8- percentage point increase from 23% To 31 %
Socio-Economically Disadvantaged (SED): There will be a 6-percentage point increase from 43%. to 49%
English Only (EO): There will be a 3 percentage point increase from 79% to 81%
Ethnicity Subgroups - a. Asian : There will be a 2-percentage point increase from 83% to 85%
B. Hispanic/ Latino: There will be a 5- percentage point increase from 49% to 54%
C. White: There will be a 1-percentage point increase from 88% to 89%

One year's growth goal: Reading

Goal:

By June 2022, there will be a 4-percentage point decrease from 39% to 35% in the number of students not meeting their yearly growth targets in Reading as measured by the iReady diagnostic assessments. (K-8)

Subgroup goals: By June 2022 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 5-percentage point increase from 49% to 54%
Socio-Economically Disadvantaged (SED): There will be a 5- percentage point increase from 53%. to 58%
English Only (EO): There will be a 3-percentage point increase from 67% to 70%
Ethnicity Subgroups - Asian : There will be a 3-percentage point increase from 70% to 73%
Hispanic/ Latino: There will be a 5- percentage point increase from 53% to 58%

White: There will be a 3- percentage point increase from 72% to 75%

b. By June 2022, Crittenden Middle School will meet or exceed the District's Annual Growth average of 57%, Currently in Reading Crittenden is 61%

Key Strategies: small group instruction, continue the work on priority literacy standards, and common formative assessments

Additional strategies:

Observations and walkthroughs: Coaches and administration support teachers by providing feedback from frequent walkthroughs focused on student learning outcomes.
Site support staff will support students and families in participating in their specific tutoring program
Use PLCs and common planning time to collaboratively implement the co-teaching, RTI, ELD, and enrichment for high achieving students, curriculum with fidelity, to develop common formative assessments, track progress toward learning goals, and adjust lessons/ unit approach, order, and pacing as necessary
Response to Instruction - intervention period for students that have gaps in English Language Arts skills
iReady rotations in Instructional Support based on individual student need

Implement new or revised strategies based on revision of plan

Data Used to Form this Goal:
<p>California Assessment of Student Performance and Progress</p> <p>District Assessments</p> <p>English Learner Proficiency Assessment for California (ELPAC)</p> <p>Reclassification rates</p> <p>Long Term English Learner percentage rates</p>
Findings from the Analysis of this Data:
<p>There is an achievement gap between English-Only and general education students and English Learners and Special Education students.</p> <p>English Language Arts</p> <p>May 2019, the percent of students proficient on the CAASPP ELA Summative assessment will increase from 60 to 64%.</p> <p>Goal Met: Yes, 65% Proficiency on CAASPP ELA Summative Goal was 64%</p> <p>STRATEGY: Development of common pacing guides for each trimester, progress monitoring of mastery of standards, and continued use of common literacy strategies across content areas.</p>
How the School will Evaluate the Progress of this Goal:
<p>Throughout the year district benchmark assessments and iready 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 improve lexile scores to show progress to reading at grade level.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Small group instruction to address student gaps in skills. Small group instruction is an opportunity for teachers to provide additional teaching and practice to master important skills or understand key concepts.	Ongoing	English Language Arts teachers, instructional coach, and site administration	No expenditures, part of regular staff responsibilities.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reading and Writing: In English Language Arts classes, teachers distribute and use a common Literacy Packet to support and reinforce reading and writing strategies across the curriculum. Student packet includes rubrics for reading, writing, and discussion, as well as guides to support success in those areas. Literacy packet will be used primarily in English Language Arts, Social Studies, and Science courses.	Ongoing – department meetings, release days	Site administration, all teachers (particularly English Language Arts/English Language Development, Social Studies, and Science); and instructional coaches	No expenditures, part of regular staff responsibilities.			
Observations and walkthroughs: Coaches and administration do walkthroughs identifying trends regarding student learning outcomes. The administrators provide feedback to the teachers.	Ongoing	Instructional coaches, administration	No expenditures, part of regular staff responsibilities.			
After school: A before school homework center will be available 2x per week for the last three weeks of the end of trimesters. Tutoring and Enrichment: Teachers & Mentoring Tutor Connection support target students during the school day in College Bound. Tutoring will be done virtually.	October - May	Teachers, Site administration, Guidance Counselor, family engagement facilitator, At-Risk supervisor	Hourly pay for tutors, materials/supplies	1000-1999: Certificated Personnel Salaries	After School Extended Learning	8,000
Restructure of Instructional Support classes that include three rotations; iReady, SMARTS executive functioning curriculum, and content support	Ongoing	Ed Specialist teachers, Special Education coordinator, site administration	No site expense			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
RTI teachers will implement data chats with students in RTI classes around benchmark data.	Ongoing					
Study Skills: Include three periods of study skills classes for students at risk. Teacher will implement an executive functioning (SMARTS curriculum) that will provide lessons on study skills. They will learn skills important at middle school and beyond.	Ongoing	Teachers, counselors, administration, School Community Engagement Facilitator	supplemental resources		School Allocation	2,000
Use PLCs and common planning time to collaboratively implement the co-teaching, RTI, ELD, and enrichment for high achieving students, curriculum with fidelity, to develop common formative assessments track progress toward learning goals and adjusting lesson/unit approach, order, and pacing as necessary.	Ongoing	Teachers, instructional coaches, administration	No site expense - part of regular teacher duty			
RTI: Response to Instruction - intervention period for students that have gaps in English Language Arts skills. Implement RTI in 6th, 7th, and 8th grade.	Ongoing	Teachers & administration	No site expense-part of regular teacher duty			
Professional Learning Communities: Professional Learning Community (PLC) groups meet regularly and follow established norms. PLCs will develop SMART goals, develop and administer common formative assessments and use the data to drive instruction.	September - all Professional Learning Community (PLC) groups will share minutes, norms, and SMART goals.	Department/Grade chairs, all teachers, site administration	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
<p>Each Professional Learning Community (PLC) will present results from a common formative assessment and the instructional plans developed as a result of the data once a year to the staff. Presentations will include strategies used to differentiate for students who need intervention and enrichment.</p> <p>Teachers will administer mid and end of year surveys to assess student perceptions of the effectiveness of instructional strategies. PLC team will analyze survey data, assessment data, and other data collected throughout the year to revise instructional plans for 2021-22.</p>	<p>By January, all staff members will have presented their Professional Learning Community (PLC) cycle findings in regards to formative assessment data and student surveys</p> <p>In May, PLC teams will share their instructional plans for the upcoming year based on surveys and data.</p>					
Support the implementation of co-teaching by providing feedback, coaching, and release time for planning.	Ongoing	Co-teachers, Administrators, Special Education Administrators,	No site expense- part of regular teacher day			
Teachers and administration will analyze data at every trimester from i-Ready. Administration will provide feedback to teachers with next steps which will help us revise plan as needed	Ongoing	Administrators Teachers School Site Council	No site expense.			

Planned Improvements in Student Performance

School Goal #2

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 <ul style="list-style-type: none">● School Goal 2.a - CAASPP Goal● School Goal 2.b - One Year’s Growth Goal

Goal 2:

Mathematics:

By June 2022, there will be a 4-percentage point increase (from 56% to 60%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (Gr 3-8)

Key Strategies: Analyze data to group students and provide differentiated instruction, Provide professional development on the use of Eureka math.

One year's growth goal: Math

By June 2022, there will be a 5-percentage point decrease (from 49% to 44%) in the number of students not meeting their yearly growth targets in Math as measured by the iReady diagnostic assessments. (K-8).

By June 2022, Crittenden Middle School will meet or exceed the District's Annual Growth average of 48%

Subgroup goals: By June 2022 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 8- percentage point increase from 18% To 26%

Socio-Economically Disadvantaged (SED): There will be a 7- percentage point increase from 32% to 39%

English Only (EO): There will be a 4- percentage point increase from 61% to 65%

Ethnicity Subgroups -

a. Asian : There will be a 2- percentage point increase from 83% to 85%

b. Hispanic/ Latino: There will be a 6-percentage point increase from 36% to 42%

c. White: There will be a 2-percentage point increase from 82% to 84%

iReady One-Year's Growth Goal:

By June 2022, there will be a 5-percentage point decrease (from 49% to 44%) (in the number of students not meeting their yearly growth targets in math as measured by the iReady diagnostic assessments. (K-8)

Subgroup goals: By June 2022 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 6- percentage point increase from 39% to 45%

Socio-Economically Disadvantaged (SED): There will be a 5-percentage point increase from 47% to 52%

English Only (EO): There will be a 5- percentage point increase from 52% to 57%

Ethnicity Subgroups - Asian : There will be a 3- percentage point increase from 67% to 70%

Hispanic/ Latino: There will be a 5- percentage point increase from 47% to 52%

White: There will be a 5- percentage point increase from 54% to 59%

b. By June 2022, Crittenden school will meet or exceed the District's Annual Growth average of 57%. Currently Crittenden is at 51% of all students have met or exceeded the district annual growth average.

Key Strategies: small group instruction, analyze data to group students, and provide differentiated instruction

Additional Strategies:

Use Professional Learning Communities and common planning time to collaboratively implement the Eureka curriculum and pacing guides with fidelity, to develop common formative assessments, track progress toward learning goals, adjust lesson/ unit approach, order, and pacing as necessary.

Small group instruction will allow differentiation for target students including students who need intervention and students that need enrichment.

iReady rotations in Instructional Support classes based on individual student need

RTI: Response to Instruction - intervention period for students that have gaps in math skills. Monitor the Implementation of RTI in Math 7th, Math 8th grade, and Math 8.1 & 8.2 RTI classes.

The School Plan for Student Achievement
Site support staff will support students and families in participating in their specific tutoring program

All students will have access to tutoring support from Yup.

Data Used to Form this Goal:
California Assessment of Student Performance and Progress (CAASPP) District assessments
Findings from the Analysis of this Data:
There are achievement gaps among different student groups. 2018-19 Goal: Not met (56%) CAASPP goal was to increase from 56% to 60% Strategy: Crittenden will focus on the use of data to drive instruction and differentiation through Response to Instruction, co-teaching, and blended learning models.
How the School will Evaluate the Progress of this Goal:
Increased scores among all student groups with reduced gaps between student groups on CAASPP, iReady diagnostics.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Use Professional Learning Communities and common planning time to collaboratively implement the Eureka curriculum and pacing guides with fidelity, to develop common formative assessments track progress toward learning goals and adjusting lesson/unit approach, order, and pacing as necessary.	Ongoing	Math teachers, instructional coaches, site and district administration	No site expense - part of regular teacher duty and district funded substitute teachers for release days			
After school: An after school homework center will be available 2x per week to support students with homework and math skills.	October - May	Teachers	Teachers, materials/supplies See goal 1 Action 4 for budget		School Allocation	5,000
Observations and walkthroughs: Coaches and administration do walkthroughs identifying trends regarding student learning outcomes.	Ongoing	Site and district administration, instructional coaches	No site expense			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The administrators provide feedback to the teachers.						
RTI: Response to Instruction - intervention period for students that have gaps in math skills. Implement RTI in 7th and 8th grade and Math 8.1 & 8.2	August-June: Through out: Analyze data, identify students and focus areas	Administrators, Math teachers, instructional coaches,	No site expense			
After school: An after school homework center will be available 2x per week at the last three weeks of the end of trimesters Tutoring and Enrichment: Teachers & Mentoring Tutor Connection support target students during the school day in College Bound	Ongoing- see goal 1	Teachers, counselors, administration, School Community Engagement Facilitator, At-Risk coordinator	Teachers, staff, materials/supplies		School Allocation	2,000
Support the implementation of co-teaching by providing feedback, coaching, and release time for planning.	Ongoing	Co-teachers, Administrators, Special Education Administrators,	No site expense - part of regular teacher duty			
Implement blended learning models in math to incorporate supplemental materials and activities to the Eureka Math curriculum. Small group instruction will allow differentiation for target students including students who need intervention and students that need enrichment.	Ongoing	Teachers, Math Coach, Site Administrators	No site expense - part of regular teacher duty			
Implement data chats with students in RTI classes around i-Ready data.	Ongoing					
Analyze data from i-Ready, observations, and feedback and revise plan as needed	Ongoing	Administrators, Teachers, Instructional coaches	No site expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site support staff will support students and families in participating in the after school FEV tutoring program. Learning Recovery.	Ongoing	Administrators, school counselor, At-Risk supervisor, School community engagement facilitator,	No site expenditures			
Small group instruction to address student gaps in skills. Small group instruction is an opportunity for teachers to provide additional teaching and practice to master important skills or understand key concepts.	Ongoing	Teachers, Instructional coach, administration	No site expenditures			
Administration and teachers will analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Administrators Teachers School Site Council	No site expenditures			

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 <ul style="list-style-type: none">● School Goal 3.a - LTEL/At-Risk Goal● School Goal 3.b - RFEP Goal● School Goal 3.c - ELPAC Goal
<p>Goal 3: Closing the Achievement Gap</p> <p>By June 2022, there will be a reduction in the number of students meeting state criteria for At-Risk of LTEL status from 9 to 8.</p> <p>By June 2022, there will be a 5 percentage point increase (from 51% to 56%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading. .</p> <p>By June 2022, at least 48 of 60 (80%) of all English Learners that scored a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC</p> <p>Key Strategies: Implement English Learner and Long Term English Learner student data chats. Continue the implementation of SIOP strategies in all classes.</p> <p>Additional Strategies:</p> <p>Reclassification goal setting meetings and check ins will be organized by the School Community Engagement Facilitator (SCEF), counselor, and (ELPAC) coordinator. EL/LTEL students will have regular progress monitoring checks to help them understand the reclassification process and to assess progress toward reclassification</p> <p>Newcomer Success Plan-Develop a success plan for newcomers. The success plan includes academic goals and specific supports to help students achieve.</p> <p>SCEF will focus on RFEP's (monitor grades)</p> <p>Implement new or revised strategies based on revision of plan</p>

Data Used to Form this Goal:
California Assessment of Student Performance and Progress (CAASPP) District assessments California English Language Development Test (CELDT) English Language Proficiency Assessment California (ELPAC) Reclassification rates Long Term English Learner percentage rates
Findings from the Analysis of this Data:
By May, 2019 the number of Long Term English Language Learners will be reduced by ten percent from 20 to 18 students. 2018-19 Goal: Met (No) 20-19 By May 2019, there will be a ten percentage point increase in the percentage of RFEP students meeting or exceeding standards in ELA from 57% to 61% 2018-19 Goal: Met (Yes) 62% Our data shows that there is a wide gap in learning in both English Language Arts and in Math by our English Language Learners as evidenced in particular by the CAASPP scores and a large number of Long Term English Language Learners.
How the School will Evaluate the Progress of this Goal:
The 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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the English 3D program with fidelity in general education and SDC classes. Provide coaching and feedback. Continue the use of an instructional aide to support students in ELD to provide individual language skills support to our EL students.	Ongoing	Teacher, instructional coaches, ELPAC coordinator, site and district administration, coaching from publisher	Bilingual aide	2000-2999: Classified Personnel Salaries	TSSP	30000

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), counselor, and (ELPAC) coordinator. EL/LTEL students will have at least one monthly meeting for progress monitoring checks to help them understand the reclassification process and to assess progress toward reclassification	Ongoing	Teacher, instructional coaches, ELPAC coordinator, guidance counselor, SCEF, site and district administration	No expenditures per regular staff responsibilities			
Newcomer Success Plan Develop a success plan for newcomers. The success plan includes academic goals and specific supports to help students achieve.	Ongoing	SCEF, ELD and ELA teacher, site administrator, parents	No expenditures per regular staff responsibilities			
SCEF will focus on EL students by grade level to track and monitor academic progress throughout the year and provide a parent information meetings at regarding CAASPP.	Ongoing	Teachers, instructional coaches, ELPAC coordinator, school SCEF, administration	No expenditures per regular staff responsibilities			
Teachers will continue implementing Sheltered Instruction Observation Protocol (SIOP) year 1 strategies and year 2 and will implement Year 3 Year 1: Key vocabulary, content and language objectives, supplemental materials, meaningful activities & Year 2: Interactions, scaffolding, key vocabulary, wait time	August - whole staff training January - follow-up session with trainer Ongoing walkthroughs, observations and feedback throughout the	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
<p>Year 3: Interactions, Content objectives clearly supported by lesson delivery, Language objectives clearly supported by lesson delivery</p> <p>Year 4: Lesson planning</p> <p>Year 5: Continue the focus on content objectives, language objectives, lesson planning</p> <p>Implementation will be assessed through frequent walkthroughs and feedback using the SIOP walkthrough form that has been tailored for each content area.</p>	year					
Before school language support for newcomers and Level 2 EL students. ELD teacher will monitor and support students while they use i-Ready/system 44.	October-May	ELD teachers, SCEF, administrators	Pay ELD teacher	1000-1999: Certificated Personnel Salaries	TSSP	5,000
Observations and walkthroughs: Instructional coaches and administration support teachers by providing feedback from weekly Sheltered Instruction Observation Protocol (SIOP), co-teaching, and RTI walkthroughs, focused on student learning outcomes. Instructional coaches will support in making necessary adjustments to teaching based on feedback from administration.	Ongoing	Teachers, instructional coaches, site and district administration,	No expenditures per regular staff responsibilities			
Administration and teachers will analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Administrators Teachers School Site Council	No site 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 2022, there will be a 4-percentage point increase from 62% to 66% 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 2022, there will be a 3.5--percentage point increase from 65% to 68.5% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.

(10% reduction in parents and students that were neutral or disagree)

Strategy: Guidance counselor will continue to implement, revise, and refine a multi- tiered system of support and intervention for academic and emotional well-being

Introduce Monthly character traits school wide

Create reward system to encourage monthly character traits school wide

Pilot Boldly Me SEL curriculum

SEL lessons in the classroom focused on students interest/needs based on student survey

SEL check ins in classroom by teachers

Create a consistent and clear counseling referral process that all stakeholders are aware of

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.

Google classroom in all classes and an increase in communication with parents and students.

Create consistent opportunities to revisit our goals from Welcome Week

Implement new or revised strategies based on revision of plan

Data Used to Form this Goal:**2018-19 Professional Development Goal**

Teachers will work in Professional Learning Communities to develop common assessments and data-driven instruction. Teachers will present to the staff their Professional Learning Community cycle findings and share best practices twice a year. Teachers will attend six professional development trainings on Sheltered Instruction Observation Protocol and implement 4 key areas during the 2018-19 school year. -

STRATEGY: Teachers will present to the staff their Professional Learning Community cycle findings and share best practices twice a year. Teachers will attend six professional development trainings on Sheltered Instruction Observation Protocol and implement 4 key areas during the 2017-18 school year.

Goal Met: Yes, Professional Learning Community teams met regularly throughout the year to create common assessment and start to analyze data to inform instructional decisions.

Findings from the Analysis of this Data:

Teachers requested additional support in implementing SEL lessons in the classroom. Counseling services needed to be adjusted during distance learning.

How the School will Evaluate the Progress of this Goal:

LCAP/Climate Survey

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. Lessons are focused on our school site goal developing students agency.	Ongoing	school counselor, Teachers, administration	Purchase materials for SEL lessons (lessons, incentives, and school supply materials)		Program 201	5,000
SEL curriculum "Boldly Me" will be delivered in three elective classes. This will help us determine if this curriculum will be reviewed for next school year. We will seek mid and end of year feedback from students and teachers.	Ongoing	Teachers, site administration	No expenditures			
Monthly Character Traits are introduced, taught, and rewarded when students show the act of the	Ongoing	Teachers, site administration	Materials to reinforce character traits		Program 201	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
character traits in and out of the classroom. Students will be recognized for their acts of character traits behavior from						
End of Trimester Panther days; this will support and reinforce the work we established at the beginning of the school year and continue creating a positive school culture.	Ongoing	Administrators, Teachers,	Materials for panther days		Program 202	3,500
Elevate- Uplifting Youth To Make Healthy Choices program; The program aims to empower and lift up youths' healthy coping skills and outlets through alternative activities These activities are a time for youth to participate in fun and engaging experiences as well as interact with positive adult role models. Youth practice their interpersonal and social skills and learn new interests and activities. Prevention Specialists also engage with parents and caregivers to provide family workshops and engagement sessions.	Ongoing	Administration, School Community Engagement Facilitator, At-Risk supervisor, School counselor	Program costs	None Specified	Program 201	5,000
Guidance Counseling Program Guidance counselor will continue to implement, revise, and refine a multi-tiered system of support and intervention for academic and emotional well-being	Ongoing	school counselor, administration, facilitator, at-risk supervisor, teachers	Staffing supported by district			
8th grade WEB mentors will meet with 6th graders throughout the year to support school connectedness	Ongoing	Teacher, administration, school counselor,	Supplies for activities and teacher stipend		Orientation - SEL	2,500
Continue to offer high-quality co and extra-curricular activities that provide strong connections to school and	August - September: students can form	Teachers, administration, counselor, at-risk	Stipends, equipment, services for extracurricular activities	0000: Unrestricted	After School Foundation Athletics - Middle Schools	50,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>helps students develop self-esteem, team building, friendship, and social skills.</p> <p>Maintain high-quality programs including WEB, Leadership, athletics, Band, Orchestra, the musical, and clubs. Crittenden will also build community partnerships that serve students like the MVPD PAL, Beyond the Bell, and the Living Classroom.</p>	<p>clubs and have sign ups at Club Fair</p> <p>September - May: Clubs meet and organize activities throughout the year</p> <p>September - November: Virtual Musical auditions and performances</p> <p>Ongoing - athletics, WEB, Leadership, performing arts</p>	<p>supervisor, facilitator</p>				
<p>Administration and teachers will analyze data from benchmarks, observations, and feedback and revise plan as needed</p>	<p>Ongoing</p>	<p>Administrators, Teachers School Site Council</p>				

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 <ul style="list-style-type: none">● School Goal 5.a - Attendance Goal● School Goal 5.b - Chronic Absenteeism Goal● School Goal 5.c - Welcoming Environment Goal
<p>Goal 5: Inclusive and Welcoming Culture</p> <p>Attendance Goal: By June 2022, the average student attendance rate for the school will be at or above 97%. Currently, Crittenden is at 96.7%.</p> <p>Chronic Absenteeism Goal: By June 2022, the average chronic absenteeism rate for subgroups will decrease by 0.5% from 4% to 3.5% based on 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard</p> <p>Welcoming Environment Goal: By June 2022, 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.</p> <p>Key Strategies: Implement the SART process to support positive attendance rates, Implement the SART process to support positive attendance rates Implement after school SEL programs for students and families Create and implement multi cultural event focused on building school community Increase principal coffee focused on building relationships Parent to parent showcase series</p> <p>Implement new or revised strategies based on revision of plan</p>

Data Used to Form this Goal:
Attendance rates California Dashboard LCAP/Climate Survey
Findings from the Analysis of this Data:
2019-20 Reduce the number of school suspensions from 25 to 22 Increase average daily attendance from 96.69% to 97% Goal Met: Yes, (19) STRATEGY: Begin training of Positive Behavior Supports through restorative circles. Continue to offer high quality co and extra curricular activities.
How the School will Evaluate the Progress of this Goal:
climate surveys, California Dashboard, attendance rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive Attendance program will encourage students to attend school on a daily basis and be on time to school. Students will be recognize for good attendance.	Ongoing	Assistant Principal, school community engagement facilitator, and teachers	materials for rewards	0000: Unrestricted	Program 202	3,000
Increase number of parent opportunities for engagement (coffee with the principal, coding with the principal, etc.) to increase communication and involvement.	Ongoing	Principal and School and Community Engagement Facilitator	materials for events/incentives	4000-4999: Books And Supplies	Donations - General	300
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	November	Administration and teachers	No expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students to determine the social and academic needs in order for her to tailor support services that will address their needs.						
The Latino Family Literacy Project. This program promotes and prepares students and families to a college going culture. This classes are facilitated by our School Community Engagement Facilitator and school counselor. These classes are taught every week for three months at a time.	Jan-May	School community engagement facilitator, school counselor, administration	training and class materials		TSSP	2,000
Parent to Parent showcase events. These events will continue to increase a high level of positive community culture. Parents will teach other parents how to (cook, create arts & crafts, and learn from each others culture) in an interactive hands on event. These events will take place at least 1x month.	Ongoing	PTA, school community engagement facilitator, administrations,	materials		Program 202	4,000
Increase communication with teachers and families regarding instruction and student achievement through the weekly bulletin and monthly newsletter. All teachers will have a google classroom and will allow increase in communication with parents and students	Ongoing	Administrations and teachers				
Administration and teachers will analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Administrators, Teachers, School Site Council				

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	34,616	46,155	37,155.00
Program 201	40,725	54,300	34,300.00
Program 202	8,145	10,860	360.00
TSSP	28,508	38,010	1,010.00
Science Equipment: Middle	3,750	5,000	5,000.00
After School Sports - Middle	11,250	15,000	15,000.00
After School Foundation	37,500	50,000	0.00
Parent Engagement	6,604	8,805	8,805.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School Extended Learning	8,000.00
After School Foundation Athletics - Middle Schools	50,000.00
Donations - General	300.00
Orientation - SEL	2,500.00
Program 201	20,000.00
Program 202	10,500.00
School Allocation	9,000.00
TSSP	37,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	11,000.00
0000: Unrestricted	53,000.00
1000-1999: Certificated Personnel Salaries	13,000.00
2000-2999: Classified Personnel Salaries	30,000.00
4000-4999: Books And Supplies	300.00
None Specified	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	After School Extended Learning	8,000.00
0000: Unrestricted	After School Foundation Athletics - Middle	50,000.00
4000-4999: Books And Supplies	Donations - General	300.00
	Orientation - SEL	2,500.00
	Program 201	15,000.00
None Specified	Program 201	5,000.00
	Program 202	3,500.00
	Program 202	4,000.00
0000: Unrestricted	Program 202	3,000.00
	School Allocation	4,000.00
	School Allocation	5,000.00
	TSSP	2,000.00
1000-1999: Certificated Personnel Salaries	TSSP	5,000.00
2000-2999: Classified Personnel Salaries	TSSP	30,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,000.00
Goal 2	7,000.00
Goal 3	35,000.00
Goal 4	76,000.00
Goal 5	9,300.00

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
Sonia Gomez	X				
Lourdes Arenas-Meza				X	
Elizabeth Eaton				X	
Ernesto Santoyo				X	
Sheila Castruita				X	
Susana Morales			X		
Scott Church		X			
Greg Sundstrom		X			
Maddie Pierson		X			
Gabriela Carrillo					X
Numbers of members of each category:	1	3	1	4	1

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
Jackee Keirns			X		
Emmanuel Solorzano		X			
Susana Morales			X		
Livier Perez				X	
Agustina Yepez				X	
Galasia Herrera				X	
Paula Perez				X	
Enriqueta De La Rosa				X	
Sonia Gomez	X				
Numbers of ELAC Members of each category:	1	1	2	7	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(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):**

English Learner Advisory Committee

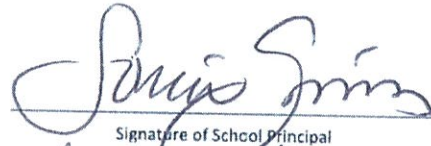

Signature

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 10/26/2021.

Attested:

Sonia Gomez

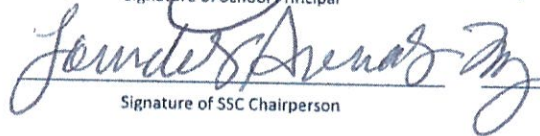
Typed Name of School Principal


Signature of School Principal

11/29/21
Date

Lourdes Arenas

Typed Name of SSC Chairperson


Signature of SSC Chairperson

11/29/21
Date