

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: November 17, 2022

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 November 17, 2022.

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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 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. 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 2023, there will be a 3-percentage point increase (from 65% to 68%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 6-8)

By June 2023, there will be a 6-percentage point increase (from 42% to 48%) 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.

By June 2023, Crittenden Middle School will meet or exceed the District's Annual Growth average of 62%

Subgroup Goals (CAASPP - ELA): By June 2023 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 Disadvantages (SED): There will be a 5- percentage point increase from 43% to 48%
- English Only (EO): There will be a 2- percentage point increase from 71% to 73%
- Asian : There will be a 1-percentage point increase from 93% to 94%
- Hispanic/ Latino: There will be a 5- percentage point increase from 47% to 52%
- White: There will be a 2 percentage point increase from 80% to 82%

Subgroup Goals (i-Ready ELA): 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%
- Socio-Economically Disadvantages (SED): There will be a 4- percentage point increase from 54% to 58%
- English Only (EO): There will be a 4 percentage point increase from 59% to 63%
- Asian : There will be a 3- percentage point increase from 69% to 72%

- Hispanic/ Latino: There will be a 4- percentage point increase from 55% to 59%
- White: There will be a 3- percentage point increase from 61% to 64%

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, admin, 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 2 periods of Study Skills for at risk students
- Online tutoring system: Paper

GOAL #2: MATHEMATICS

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 6-8)

By June 2023, there will be a 6-percentage point increase (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.

By June 2023, Crittenden Middle school will meet or exceed the District's Annual Growth average of 61%

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%
- Socio-Economically Disadvantages (SED): There will be a 8-percentage point increase from 20% to 28%
- English Only (EO): There will be a 4 percentage point increase from 60% to 64%
- Asian : There will be a 1- percentage point increase from 85% to 86%
- Hispanic/ Latino: There will be a 7-percentage point increase from 25% to 32%
- White: There will be a 2-percentage point increase from 74% to 76%

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%
- Socio-Economically Disadvantages (SED): There will be a 5-percentage point increase from 49% to 54%
- English Only (EO): There will be a 3 percentage point increase from 64% to 67%
- Asian : There will be a 2-percentage point increase from 71% to 73%
- Hispanic/ Latino: There will be a 5-percentage point increase from 49% to 54%
- White: There will be a 3-percentage point increase from 67% to 70%

Math Key Strategies:

- MVWSD Universal Data Protocol Review for math achievement
- Sheltered Instruction Observation Protocols (SIOP) and strategies
- RTI Instruction
- Offer 2 periods of Study Skills for at risk students
- Implement homework center
- Use PLC and collaboration time to refine best practices for student achievement
- Observations and walkthrough feedback by coaches, admin, and colleagues
- Analyze i-Ready data and adjust class schedules as needed
- Coding Through Math

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%.

LTEL/At-Risk of becoming LTEL

By June 2023, the number of students who are At-Risk of becoming LTEL or LTEL will decrease by 20%, from 15 to 12.

RFEP

By June 2023, there will be a 6 percentage point increase (from 62% to 68%) in the number of 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
- 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

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.

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.

Key Strategies:

- CHAC counseling services for students
- Pacific Clinics counseling services for students
- Sown to Grow
- School Clubs
- Counseling program
- School positive reinforcement system
- SEL Lessons by counselor
- United Against Hate week
- Better Together
- Panther Days
- Universal Data Cycle for behavior and discipline
- WEB Mentorship with 6th graders
- Community Partnerships with MVPD PAL, Beyond the Bell, Living Classroom

GOAL #5: INCLUSIVE AND WELCOMING CULTURE

By June 2023, the average student attendance rate for the school will be at or above 97%.

By June 2023, the average chronic absenteeism rate for subgroups will decrease by 2% from 17% to 15% based on District Chronic Absenteeism data.

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.

Key Strategies:

- MVWSD Better Together - Belong
- Principal Coffee

- Where Everyone Belongs (WEB) 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

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 Community colleagues to analyze student achievement data and identify strengths and weaknesses. Based on these findings, teachers adjust their instruction and work with their colleagues 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 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 and have developed common formative assessments. These assessments are designed to assess learning of key standards and help teachers adjust instruction to better meet student needs. Teachers have collaborated with staff from MVWSD's other middle school to develop common assessments. This data is used to measure student growth, analyze our instructional programs, and create continuous improvement goals. For the 2021-22 school year, each ELA grade level team implemented a common pacing guide for each trimester, focused on providing explicit instruction on reading and language standards. This is helping teachers monitor progress and adjust instruction to ensure mastery of essential standards, and the use of these pacing guides continues. The District administers i-Ready diagnostic assessments three times per year. Administrators and teachers will continue to 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, school districts must identify the number of teachers that are in the following categories:

1. Mis-assigned (teaching without the appropriate credential)
2. Out of Field (teaching with a limited permit)
3. Ineffective (has taught less than three years).

Crittenden Middle School has no mis-assigned teachers, no out of field teachers, and three teachers in their first two years of teaching. All other teachers are considered "highly qualified".

Crittenden Middle School has two 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, instructional coaches have created 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. Several current topics include Sheltered Instruction Observation Protocol (SIOP), Multi-tiered Systems of Support (MTSS) protocols, and data cycles. 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.

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 (AP) and parent 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 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 (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.

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 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 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 \$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.

In the 2022-2023 school year each site has been allocated \$100 per student to use this year to support student needs that have resulted from the pandemic and distance learning. Program 201 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 a high rate of Chronic Absenteeism (possibly covid-related) and inconsistent attendance while students were on Distance Learning. Even now, students are still transitioning back to being used to "full-time school" with the rigors of a comprehensive middle school schedule.

Another barrier is the changing of staff and not being able to find qualified support staff for positions like IA's. When teachers are out with Covid, it is hard to find substitutes as well.

After missing some time learning about SEL in school due to the pandemic, some students are still having a hard time with appropriate behavior. Students need more intensive education on how to solve problems with peers and how to appropriately speak and interact with others.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	241	175	176	239	171	171	239	171	171	99.2	97.7	97.2
Grade 7	228	180	172	225	167	167	225	167	167	98.7	92.7	97.1
Grade 8	225	231	189	222	182	182	222	182	182	98.7	78.7	96.3
All Grades	694	586	537	686	520	520	686	520	520	98.8	89.7	96.8

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2564.0	2556.0	2556.0	32.22	28.07	28.07	34.73	36.26	36.26	18.83	21.05	21.05	14.23	14.62	14.62
Grade 7	2592.2	2686.3	2606.3	31.56	32.34	32.34	38.67	39.52	39.52	16.44	17.96	17.96	13.33	10.18	10.18
Grade 8	2593.2	2585.2	2585.2	24.77	21.98	21.98	34.68	36.26	36.26	25.23	24.18	24.18	15.32	17.58	17.58
All Grades	N/A	N/A	N/A	29.59	27.31	27.31	36.01	37.31	37.31	20.12	21.15	21.15	14.29	14.23	14.23

2019-20 Data:

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Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	37.24	31.58	31.58	41.84	53.80	53.80	20.92	14.62	14.62
Grade 7	36.44	35.93	35.93	46.22	53.89	53.89	17.33	10.18	10.18
Grade 8	35.14	29.12	29.12	39.64	57.14	57.14	25.23	13.74	13.74
All Grades	36.30	32.21	32.12	42.57	54.94	55.00	21.14	12.85	12.88

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	30.54	22.22	22.22	52.30	57.31	57.31	17.15	20.47	20.47
Grade 7	40.00	37.72	37.72	46.67	53.29	53.29	13.33	8.98	8.98
Grade 8	30.32	23.63	23.63	54.75	54.98	54.95	14.93	21.43	21.43
All Grades	33.58	27.86	27.69	51.24	55.19	55.19	15.18	16.95	17.12

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	29.29	21.64	21.64	61.92	69.59	69.59	8.79	8.77	8.77
Grade 7	24.44	22.16	22.16	65.33	65.87	65.87	10.22	11.98	11.98
Grade 8	26.13	21.98	21.98	60.36	66.48	66.48	13.51	11.54	11.54
All Grades	26.68	21.93	21.92	62.54	67.31	67.31	10.79	10.76	10.77

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	46.03	29.24	29.24	37.66	59.06	59.06	16.32	11.70	11.70
Grade 7	46.22	39.52	39.52	39.11	50.90	50.90	14.67	9.58	9.58
Grade 8	39.64	25.82	25.82	44.14	61.54	61.54	16.22	12.64	12.64
All Grades	44.02	31.53	31.35	40.23	57.17	57.31	15.74	11.30	11.35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall in ELA, 64% of students met or exceeded standards, as compared to 36% of students who did not meet standards.
2. Over 50% of students are in the "At or Near Standard" category. These students should be targeted, as they are almost in the "Met Standards" category and could really improve Crittenden's overall scores.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	241	175	176	241	176	174	241	174	174	100	100.	98.9
Grade 7	228	180	172	227	172	168	227	168	168	99.6	95.	97.7
Grade 8	225	231	189	223	189	185	223	185	185	99.1	81.8	97.9
All Grades	694	586	537	691	537	527	691	527	527	99.6	91.6	98.1

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2558.3	2541.3	2541.3	34.44	25.29	25.29	16.18	20.11	20.11	24.90	30.46	30.46	24.48	24.14	24.14
Grade 7	2591.7	2596.8	2596.8	40.53	36.31	36.31	18.94	24.40	24.40	20.70	20.83	20.83	19.82	18.45	18.45
Grade 8	2594.6	2568.4	2568.4	39.91	29.73	29.73	17.94	16.22	16.22	14.35	16.76	16.76	27.80	37.30	37.30
All Grades	N/A	N/A	N/A	38.21	30.36	30.36	17.66	20.11	20.11	20.12	22.58	22.58	24.02	26.91	26.94

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	37.76	24.14	24.14	29.46	50.00	50.00	32.78	25.86	25.86
Grade 7	47.14	39.29	39.29	25.11	44.05	44.05	27.75	16.67	16.67
Grade 8	46.64	30.27	30.27	20.63	40.54	40.54	32.74	29.19	29.19
All Grades	43.70	31.12	31.12	25.18	44.78	44.78	31.11	24.10	24.10

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	31.95	20.11	20.11	41.91	54.60	54.60	26.14	25.29	25.29
Grade 7	42.29	32.14	32.14	37.44	52.98	52.98	20.26	14.88	14.88
Grade 8	36.32	29.19	29.19	34.53	40.00	40.00	29.15	30.81	30.81
All Grades	36.76	27.13	27.13	38.06	48.96	48.96	25.18	23.91	23.91

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	34.85	21.26	21.26	41.08	62.64	62.64	24.07	16.09	16.09
Grade 7	39.65	32.74	32.74	45.81	56.55	56.55	14.54	10.71	10.71
Grade 8	38.12	28.11	28.11	42.60	48.11	48.11	19.28	23.78	23.78
All Grades	37.48	27.32	27.32	43.13	55.60	55.60	19.39	17.08	17.08

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall in mathematics, 51% of students met or exceeded the standards. This means that 49% of students did not meet standards.
2. Data shows a decrease in 8th grade math scores, as compared to 7th grade scores.

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
Grade 6	1526.9	1544.2	1509.2	17
Grade 7	1570.2	1584.9	1555.2	17
Grade 8	1524.9	1538.4	1510.9	16
All Grades				50

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	0.00	41.18	52.94	5.88	17
7	11.76	11.76	47.06	29.41	17
8	12.50	37.50	31.25	18.75	16
All Grades	8.00	30.00	44.00	18.00	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	0.00	11.76	52.94	35.29	17
7	11.76	0.00	23.53	64.71	17
8	12.50	12.50	37.50	37.50	16
All Grades	8.00	8.00	38.00	46.00	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	41.18	41.18	11.76	5.88	17
7	29.41	29.41	23.53	17.65	17
8	31.25	43.75	18.75	6.25	16
All Grades	34.00	38.00	18.00	10.00	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	5.88	58.82	35.29	17
7	17.65	58.82	23.53	17
8	25.00	56.25	18.75	16
All Grades	16.00	58.00	26.00	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	94.12	5.88	0.00	17
7	88.24	0.00	11.76	17
8	75.00	12.50	12.50	16
All Grades	86.00	6.00	8.00	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	5.88	23.53	70.59	17
7	23.53	35.29	41.18	17
8	12.50	37.50	50.00	16
All Grades	14.00	32.00	54.00	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
6	0.00	100.00	0.00	17
7	23.53	58.82	17.65	17
8	0.00	81.25	18.75	16
All Grades	8.00	80.00	12.00	50

Conclusions based on this data:

1. The data shows that 54% of our EL students are at the beginning level in the reading domain. It is evident that we need to focus on providing more opportunities for our students to practice the reading skills, to increase vocabulary and comprehension.
2. It is evident that we need to continue to focus on the schoolwide implementation of SIOP strategies.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	69%	16%	15%
Asian	91%	6%	3%
Hispanic/Latino	39%	30%	31%
White	84%	9%	7%
SWD	35%	22%	43%
Not SWD	73%	15%	12%
SED	34%	31%	35%
Not SED	84%	10%	6%
EL	27%	32%	41%
EO	83%	11%	6%
IFEP	88%	10%	2%
RFEP	64%	18%	18%
0	86%	14%	0%
1	71%	28%	1%
2	68%	18%	14%
3	78%	8%	14%
4	67%	20%	13%
5	62%	16%	22%
6	60%	15%	25%
7	66%	9%	25%
8	61%	15%	24%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	62%	38%
Asian	68%	32%
Hispanic/Latino	54%	46%
White	66%	34%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
SWD	53%	47%
Not SWD	63%	37%
SED	51%	49%
Not SED	67%	33%
EL	51%	49%
EO	66%	34%
IFEP	67%	33%
RFEP	59%	41%
0	66%	34%
1	64%	36%
2	60%	40%
3	68%	32%
4	62%	38%
5	62%	38%
6	56%	44%
7	61%	39%
8	56%	44%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	66%	21%	13%
Asian	92%	7%	2%
Hispanic/Latino	33%	37%	29%
White	82%	13%	5%
SWD	31%	27%	43%
Not SWD	70%	20%	10%
SED	29%	38%	33%
Not SED	81%	13%	5%
EL	25%	41%	33%
EO	78%	14%	7%
IFEP	86%	11%	3%

Math - Diagnostic 3 2021-2022

RFEP	63%	21%	16%
0	74%	26%	0%
1	69%	28%	3%
2	63%	26%	11%
3	72%	18%	9%
4	68%	17%	14%
5	65%	18%	18%
6	62%	18%	20%
7	61%	17%	22%
8	56%	17%	27%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	61%	39%
Asian	71%	29%
Hispanic/Latino	49%	51%
White	67%	33%
SWD	47%	53%
Not SWD	63%	37%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	66%	34%
RFEP	62%	38%
0	58%	42%
1	59%	41%
2	53%	47%
3	70%	30%
4	63%	37%
5	70%	30%
6	56%	44%
7	62%	38%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
8	59%	41%

Crittenden Middle School

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
Crittenden Middle School Overall	62%	15%	23%
Asian	86%	7%	8%
Hispanic/Latino	42%	22%	36%
White	80%	9%	11%
SWD	38%	11%	51%
Not SWD	66%	15%	19%
SED	38%	24%	38%
Not SED	74%	10%	16%
EL	4%	6%	90%
EO	75%	11%	14%
IFEP	78%	14%	8%
RFEP	53%	23%	24%
6	61%	18%	21%
7	69%	9%	21%
8	57%	16%	27%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Crittenden Middle School Overall	58%	42%
Asian	69%	31%
Hispanic/Latino	55%	45%
White	61%	39%
SWD	55%	45%
Not SWD	59%	41%
SED	54%	46%
Not SED	60%	40%
EL	37%	63%
EO	59%	41%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
IFEP	65%	35%
RFEP	62%	38%
6	53%	47%
7	63%	37%
8	59%	41%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
Crittenden Middle School Overall	57%	22%	21%
Asian	88%	9%	3%
Hispanic/Latino	33%	32%	35%
White	77%	13%	10%
SWD	23%	24%	54%
Not SWD	62%	22%	16%
SED	34%	27%	40%
Not SED	68%	19%	13%
EL	6%	23%	71%
EO	66%	18%	16%
IFEP	78%	8%	14%
RFEP	49%	32%	18%
6	59%	24%	17%
7	63%	19%	18%
8	49%	22%	28%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Crittenden Middle School Overall	60%	40%
Asian	85%	15%
Hispanic/Latino	50%	50%
White	63%	37%
SWD	39%	61%
Not SWD	63%	37%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
SED	46%	54%
Not SED	66%	34%
EL	40%	60%
EO	62%	38%
IFEP	70%	30%
RFEP	58%	42%
6	57%	43%
7	67%	33%
8	55%	45%

Conclusions based on this data:

1. District-wide and school-wide, English Learners scored the lowest as compared to their peers, in Reading.
2. Only 39% of Students with Disabilities met their annual growth target in Math, while 60% of Crittenden students met this same growth goal.

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

- School Goal 1.a - CAASPP Goal
- School Goal 1.b - One Year's Growth Goal

GOAL #1: ENGLISH LANGUAGE ARTS (Overall Goals)

CAASPP

By June 2023, there will be a 3-percentage point increase (from 65% to 68%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 6-8)

CAASPP Subgroup Goals: By June 2023 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 Disadvantages (SED): There will be a 5-percentage point increase from 43% to 48%
- English Only (EO): There will be a 2-percentage point increase from 71% to 73%
- Asian : There will be a 1-percentage point increase from 93% to 94%
- Hispanic/ Latino: There will be a 5-percentage point increase from 47% to 52%
- White: There will be a 2-percentage point increase from 80% to 82%

i-Ready Goals - Reading (Annual Typical Growth):

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%
- Socio-Economically Disadvantages (SED): There will be a 4-percentage point increase from 54% to 58%
- English Only (EO): There will be a 4-percentage point increase from 59% to 63%
- Asian : There will be a 3-percentage point increase from 69% to 72%
- Hispanic/ Latino: There will be a 4-percentage point increase from 55% to 59%
- White: There will be a 3-percentage point increase from 61% to 64%

By June 2023, Crittenden Middle school will meet or exceed the District's Annual Growth average of 62%

ELA Key Strategies:

- MVWSD Universal Data Protocol Review for ELA achievement
- Small group instruction
- Priority literacy standards
- Common formative assessments within Crittenden and across sites to include Graham
- Observations and walkthrough feedback by coaches, admin, 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 2 periods of Study Skills for at risk students
- Online tutoring system: Paper

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)

Findings from the Analysis of this Data:

PRIOR GOAL #1: ENGLISH LANGUAGE ARTS

Prior Goal: 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.

(Goal not met. In June 2022, 64% of students school-wide met or exceeded standards in ELA as measured by CAASPP.)

Prior Goal: One year's growth goal in Reading

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 i-Ready diagnostic assessments.

(Goal not met. In June 2022 there was a 1% decrease, from 39% to 38%)

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

- Students with Disabilities (SWD): There will be a 8- percentage point increase from 23% To 31% (Goal NOT met, actual score in June 2022 was 28%)
- Socio-Economically Disadvantaged (SED): There will be a 6-percentage point increase from 43% to 49% (Goal NOT met, actual score in June 2022 was 44%)
- English Only (EO): There will be a 3-percentage point increase from 79% to 81% (Goal NOT met, actual score in June 2022 was 71%)
- Asian : There will be a 2-percentage point increase from 83% to 85% (Goal MET, actual score in June 2022 was 93%)
- Hispanic/ Latino: There will be a 5-percentage point increase from 49% to 54% (Goal NOT met, actual score in June 2022 was 46%)
- White: There will be a 1-percentage point increase from 88% to 89% (Goal NOT met, actual score in June 2022 was 80%)

One year's growth goal: i-Ready Reading Goal

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.

(Overall goal NOT met, as 41% of students school-wide did not meet their yearly growth target in reading. However, several subgroup goals were met or exceeded.)

Subgroup goals: By June 2022 all subgroups will make the following gains on the one year's growth goal:

- Students with Disabilities (SWD): There will be a 5-percentage point increase from 49% to 54% (Goal MET, actual score was 55%)
- Socio-Economically Disadvantaged (SED): There will be a 5-percentage point increase from 53% to 58% (Goal NOT met, actual score was 54%)
- English Only (EO): There will be a 3-percentage point increase from 67% to 70% (Goal NOT met, actual score was 59%)
- Asian : There will be a 3-percentage point increase from 70% to 73% (Goal NOT met, actual score was 69%)
- Hispanic/ Latino: There will be a 5-percentage point increase from 53% to 58% (Goal NOT met, actual score was 55%)
- White: There will be a 3-percentage point increase from 72% to 75% (Goal NOT met, actual score was 61%)

By June 2022, Crittenden Middle School will meet or exceed the District's Annual Growth average of 57%. Currently in Reading Crittenden has exceeded the district's annual growth average, with 61%.

Overall Findings:

- There is an achievement gap between our Asian students and our Hispanic/Latino students on the ELA CAASPP.
- Students with Disabilities met their one year's growth goal in i-Ready reading.

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 improve lexile scores to show progress toward reading at grade level.
- During Response to Intervention (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 6-8 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 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.			
Reading and Writing: In English Language Arts classes, teachers continue to use a common Literacy Packet to support and reinforce reading and writing strategies across the curriculum. These packets includes rubrics for reading, writing, and discussion, as well as guides to support success in those areas. Literacy packets are 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 Teachers); and Instructional Coaches	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
Observations and walkthroughs: Administration walkthroughs to identify trends regarding student learning outcomes. The administrators provide feedback to the teachers.	Ongoing	Site & District Administration	No expenditure			
After School: A before school homework center will be available 2x per week for the last three weeks of the end of trimesters. During School: Tutoring and Enrichment: Teachers & 'Mentoring Tutor Connection' support target students during the school day in College Bound. Tutoring will be done in person this year.	October - May	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 a 6-8 week Universal Data Cycle around academic proficiency, including ELA. Staff will examine ELA scores for CAASPP and i-Ready. Teachers will adjust lessons as needed, and monitor student progress.	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.	Ongoing, as results become available	RTI Teachers	No expenditure, part of teacher responsibilities.			
Study Skills: Offer two periods of study skills classes for at-risk students. Teacher will implement a curriculum that provides lessons on important study	Ongoing	Study Skills Teacher	No expenditure, part of teacher responsibilities.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
skills.						
<p>Use PLC's and common planning time to collaboratively:</p> <ul style="list-style-type: none"> • plan for RTI, ELD, enrichment and impactful lessons • plan and implement a successful co-teaching model • create, revise, and reflect on formative assessments • use data to drive and adjust instruction • track and discuss progress toward learning goals 	Ongoing	Teachers, Instructional Coaches, Site Administration	No expenditure; PLC and collaboration participation is part of teacher responsibilities.			
RTI: Response to Instruction - Continue intervention period for students that have gaps in English Language Arts skills. RTI for ELA is offered in 6th - 8th grade.	Ongoing	Teachers & Administration	No site expense - part of regular teacher duty			
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 at every trimester from i-Ready. Administration will provide feedback to teachers with next steps which will help us continue to revise plan as needed.	Ongoing, at PLC's, staff meetings, department meetings	Administrators, Teachers	No site expense			
ELA Teachers will use PAPER's online tutoring system to support students in ELA (most specifically with writing and written conventions).	Fall training	ELA Teachers, Site Administration	No site expense			
Analyze data from benchmarks,	Ongoing	Teachers,	No site expense			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
observations, and feedback and revise plan as needed.		Administrators and Instructional Coaches				
Implement new or revised strategies based on revision of plan.	Ongoing	Teachers, Administrators and Instructional Coaches	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

- **School Goal 2.a - CAASPP Goal**
- **School Goal 2.b - One Year's Growth Goal**

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%
- Socio-Economically Disadvantages (SED): There will be a 8-percentage point increase from 20% to 28%
- English Only (EO): There will be a 4-percentage point increase from 60% to 64%
- Asian : There will be a 1-percentage point increase from 85% to 86%
- Hispanic/ Latino: There will be a 7-percentage point increase from 25% to 32%
- White: There will be a 2-percentage point increase from 74% to 76%

i-Ready Goals - Math (Annual Typical Growth):

By June 2023, there will be a 6-percentage point increase (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)

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%
- Socio-Economically Disadvantages (SED): There will be a 5-percentage point increase from 49% to 54%
- English Only (EO): There will be a 3-percentage point increase from 64% to 67%
- Asian : There will be a 2-percentage point increase from 71% to 73%
- Hispanic/ Latino: There will be a 5-percentage point increase from 49% to 54%
- White: There will be a 3-percentage point increase from 67% to 70%

By June 2023, Crittenden Middle school will meet or exceed the District's Annual Growth average of 61%

Math Key Strategies:

- MVWSD Universal Data Protocol Review for math achievement
- Sheltered Instruction Observation Protocols (SIOP) and strategies
- RTI Instruction
- Offer 2 periods of Study Skills for at risk students
- Implement homework center
- Use PLC and collaboration time to refine best practices for student achievement
- Observations and walkthrough feedback by coaches, admin, and colleagues
- Analyze i-Ready data and adjust class schedules as needed
- Coding Through Math

Data Used to Form this Goal:

California Assessment of Student Performance and Progress (CAASPP)
District Assessments (i-Ready)

Findings from the Analysis of this Data:

There are achievement gaps among different student groups.

PRIOR 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 school-wide in Math as measured by CAASPP.

(Goal NOT met. In June 2022, only 50% of students met or exceeded standards in Math as measured by CAASPP.)

CAASPP 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% (Goal NOT met, actual score in June 2022 was 19%)
- Socio-Economically Disadvantaged (SED): There will be a 7-percentage point increase from 32% to 39% (Goal NOT met, actual score in June 2022 was 27%)
- English Only (EO): There will be a 4-percentage point increase from 61% to 65% (Goal NOT met, actual score in June 2022 was 59%)
- Asian: There will be a 2-percentage point increase from 83% to 85% (Goal MET, actual score in June 2022 was 85%)
- Hispanic/ Latino: There will be a 6-percentage point increase from 36% to 42% (Goal NOT met, actual score in June 2022 was 25%)
- White: There will be a 2-percentage point increase from 82% to 84% (Goal NOT met, actual score in June 2022 was 74%)

Prior Goal: One year's growth goal in i-Ready 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 i-Ready diagnostic assessments.

(Goal MET. Only 41% of 6-8th graders did not meet their yearly growth targets in Math.)

i-Ready one year's growth goal: Math i-Ready subgroup goals:

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% (Goal NOT met, actual score was 39%)
- Socio-Economically Disadvantaged (SED): There will be a 5-percentage point increase from 47% to 52% (Goal NOT met, actual score was 46%)
- English Only (EO): There will be a 5-percentage point increase from 52% to 57% (Goal MET, actual score was 62%)
- Asian: There will be a 3-percentage point increase from 67% to 70% (Goal MET, actual score is 85%)
- Hispanic/ Latino: There will be a 5-percentage point increase from 47% to 52% (Goal NOT met, actual score is 50%)
- White: There will be a 5-percentage point increase from 54% to 59% (Goal MET, actual score is 63%)

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).

(Goal MET, as only 40% of students did not meet yearly growth targets on i-Ready Math).

By June 2022, Crittenden Middle School will meet or exceed the District's Annual Growth average of 48% (Goal MET, as 58% of Crittenden students met or exceeded the district's Annual Growth average of 48%)

Overall Findings:

There is a large gap between Asian and Hispanic/Latino subgroups in both the i-Ready and the CAASPP.

Several subgroups had a decline in achievement scores on either the CAASPP or i-Ready (Hispanic/Latino, English only, Socially-Economically Disadvantaged students)

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 provide feedback to teachers based on classroom walkthroughs and evaluations
 Instructional coaches provide non-evaluative feedback to teachers

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. Use PLC's to revise common formative assessments, track progress toward learning goals and adjust lessons and pacing, as necessary.	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 2x per week to support students with homework and math skills. (starting Trimester 2)	November - May	Teachers	Teachers, materials/supplies	1000-1999: Certificated Personnel Salaries	Program 201	5,000.
Observations and walkthroughs: Administrators conduct walkthroughs to identify trends regarding student learning outcomes. The administrators provide feedback to the teachers.	Ongoing	Site and District Administration	No site expense			
RTI: Response to Instruction - intervention period for students that have gaps in math skills. Continue RTI	Ongoing: Analyze data, identify students and focus	Administrators, Math Teachers, Instructional	No site expense			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
in 7th and 8th grade and Math 8.1 & 8.2	areas for growth	Coaches				
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, Administration, SCEF and ARIS	Certificated staff	1000-1999: Certificated Personnel Salaries	TSSP	3,000
			Classified staff	2000-2999: Classified Personnel Salaries	Donations - General	3,000
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 group instruction will allow differentiation for target students including students who need intervention and those 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 math data.	Ongoing	RTI Math Teachers	No expenditure, part of RTI teacher responsibilities.			
Conduct frequent observations, and offer feedback; 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
Data Cycles: Teachers will participate in a 6-8 week Universal Data Cycle 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.	Ongoing	All Teachers, Instructional Coaches, Site Administrators	No expenditure; part of staff meeting and PLC time.			
Small group instruction to address student gaps in skills. Small group instruction is an opportunity for teachers to provide additional teaching and practice, for students to master important skills or understand key concepts.	Ongoing	Math Teachers, Instructional Coach	No site expenditures			
Implement new or revised strategies based on revision of plan.	Ongoing	Administrators, Teachers, Instructional Coaches	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

- **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 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%.

LTEL/At-Risk of becoming LTEL

By June 2023, the number of students who are At-Risk of becoming LTEL or LTEL will decrease by 20%, from 15 to 12.

RFEP

By June 2023, there will be a 6-percentage point increase (from 62% to 68%) in the number of 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
- 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

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) Reclassification rates Long Term English Learner percentage rates
Findings from the Analysis of this Data:
PRIOR GOAL #3: ACADEMIC ACHIEVEMENT FOR ENGLISH LEARNERS Prior Goal: By June 2022, there will be a reduction in the number of students meeting state criteria for At-Risk of Long-term English Learner status (LTEL) from 9 students to 8. (Goal not met. We currently have 11 students at risk of LTEL status). Prior Goal: 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 in Reading. (Goal MET. 64% of RFEP students scored at or above grade level on the i-Ready Diagnostic 3 for Reading.) Prior Goal: By June 2022, at least 48 of 60 (80%) of all English Learners that score a Level 4 on the English Language Proficiency Assessments for California (ELPAC) will reclassify or maintain at a Level 4 on the ELPAC. (Goal not met. Twelve EL students [out of 77] scored a 4 and 6 were reclassified. So, currently 50% have been reclassified.)
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. Administrators and instructional coaches provide SIOP feedback to teachers based upon classroom walkthroughs and observations English Learner Progress Monitoring

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 for 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 implementing Sheltered Instruction Observation Protocol (SIOP) strategies across the curriculum. These strategies include: Having and explaining a daily content objectives as well as language objective, providing and explaining key vocabulary, deliberate scaffolding, utilizing supplemental materials as appropriate. Additional	August - whole staff professional development Ongoing walkthroughs, observations and feedback throughout the year	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>strategies include offering opportunities for peer interaction to practice new language and allowing for wait time, so students can process new language and participate.</p> <p>Implementation will be assessed through frequent walkthroughs and feedback.</p>						
Additional language support (lunch time or before/after school) for Newcomers and Level 2 EL students. (Starts trimester 2)	November-May	ELD Teachers, ELPAC Coordinator, SCEF, Bilingual Aide, Administrators	Pay ELD teacher	1000-1999: Certificated Personnel Salaries	TSSP	5,000
			Pay ELPAC Coordinator, Bilingual Aide	2000-2999: Classified Personnel Salaries	Program 201	3,000
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 expenditures			
Universal Data Cycle: Teachers will participate in a 6-8 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	No expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		coaches, teachers				

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 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.

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.

Key Strategies:

- CHAC counseling services for students
- Pacific Clinics counseling services for students
- Sown to Grow
- School Clubs and after-school Sports
- Counseling program with referral process for students
- School positive reinforcement system
- SEL Lessons by counselor (including Mindful Mondays)
- United Against Hate week
- Better Together Monthly activities/lessons
- Restorative Practices and Conflict Resolution
- Panther Days
- Universal Data Cycle for behavior and discipline
- WEB Mentorship with 6th graders
- Community Partnerships with MVPD PAL, Beyond the Bell, Living Classroom

Data Used to Form this Goal:

Local Control Accountability Plan (LCAP) Climate Survey 2022
Universal Data Cycle - Behavior Cycle

Findings from the Analysis of this Data:

Teachers requested additional support in implementing SEL lessons in the classroom.

PRIOR GOAL #4: SOCIAL EMOTIONAL LEARNING

Prior Goal: 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. (Goal MET. 75% of parents agree or strongly agree, as measured by this survey.)

By June 2022, there will be a 3 percentage point increase from 65% to 68% 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. (Goal not met. 63% agree or strongly agree that my school focuses on a student's character.)

How the School will Evaluate the Progress of this Goal:

LCAP/Climate Survey

Administrators and instructional coaches will provide feedback to teachers based on classroom walkthroughs and observations

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. students agency.	Ongoing	School Counselor, Teachers, Administration	Purchase materials for SEL lessons (lessons, incentives, and school supply materials)	0000: Unrestricted	Donations - General	5,000
Crittenden will participate in "United Against Hate" week in November.	November and ongoing	All Staff	Purchase materials, and possibly hire speaker for assembly	0000: Unrestricted	Donations - General	5,000
Counselor will introduce monthly "Better Together " word of the month schoolwide, via broadcast. Monthly "Better Together" lessons will be taught in social studies classes some time that month.	Monthly and ongoing	Counselor, Social Studies Teachers, All Teachers	No cost to site			
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
Universal Data Cycle: Teachers will participate in a 6-8	Ongoing	All Teaches, Instructional	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
week Universal Data Cycle around behavior and discipline. Staff will track and analyze data in an effort to reduce incidents of discipline. Our goal is to create a calm campus where students can focus on learning at the highest levels.		Coaches, Administration, Counselors, SCEF and ARIS				
Counseling Program: School counselor will create and implement a multi-tiered system of support for academic and emotional well-being	Ongoing	School Counselor, Administration, Teachers, ARIS, SCEF	No cost to site			
Mentorship: 8th grade WEB mentors will meet with 6th graders throughout the year to support school connectedness	Ongoing	WEB Teacher, Administration, Counselor, ARIS, SCEF	Supplies for activities		Donations - General	1,500
			Teacher stipend		Orientation - SEL	2000
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.	August - September: Students form clubs and have sign ups at Club Fair September - 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	Athletics	0000: Unrestricted	After School Sports - Middle School	10,000
			Athletics	5000-5999: Services And Other Operating Expenditures	After School Foundation Athletics - Middle Schools	50,000
			Music Program	0000: Unrestricted	Donations - CR-Music	40,000
			Music and Repair	None Specified	Musical Instruments & Repair - Middle School	5,000
			Music and Repair	None Specified	Covid Recovery Funds	10,000
			Music and Repair	None Specified	School Allocation	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of "Sown To Grow" SEL Curriculum for emotional wellness.	Ongoing	School Counselor and Teaches	No site expenditure			
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	Ongoing	Teachers, Administrators, Instructional Coaches	No site expenditure			
Implement new or revised strategies based on revision of plan.	Ongoing	Teachers, Administrators, Instructional Coaches	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 <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
GOAL #5: INCLUSIVE AND WELCOMING CULTURE By June 2023, the average student attendance rate for the school will be at or above 97%. By June 2023, the average chronic absenteeism rate for subgroups will decrease by 2% from 17% to 15% based on District Chronic Absenteeism data. 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. Key Strategies: <ul style="list-style-type: none">● MVWSD Better Together - Belonging Initiative● Principal Coffee● 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 Goal: By June 2022, the average student attendance rate for the school will be at or above 97%. (Goal not met. Crittenden has a 93% attendance rate)
Chronic Absenteeism Goal: By June 2022, the average chronic absenteeism rate for subgroups will decrease by 1% from 4% to 3% 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. (Goal met. 83% of parents who completed the survey agree or strongly agree with this statement.)
How the School will Evaluate the Progress of this Goal:
School Climate Surveys Monitor Attendance At-risk student meetings California Dashboard PTA Meetings and Feedback

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 honored and rewarded 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" either in person or via zoom.	Ongoing - monthly	Principal and Assistant Principal	No current site cost			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Review student LCAP survey results with a focus on school culture and develop an action plan to address areas of need.</p> <p>School counselor will survey our students to determine the social and academic needs in order to tailor support services that will address student needs.</p>	November	Counselor, Administration and Staff	No cost to site			
<p>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 and are taught weekly for three months at a time.</p>	Jan-May	SCEF, Administration	Training and class Materials	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	4,000
<p>Parent to Parent showcase Events: These events will rebuild a high level of positive community culture, post-covid. Parents will teach other parents a variety of things, like how to cook, create arts & crafts, and learn from each others culture. This interactive hands on event will take place at least once per year post-covid, with the intent to grow.</p>	Ongoing	PTA, school community engagement facilitator, administrations,	Materials		Program 201	5,000
<p>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.</p>	Ongoing	Administration and 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
Administration and teachers will analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Administration, All Teachers	No cost to site			
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	Ongoing	Teachers, Administrators, Instructional Coaches	No cost to site			
Crittenden offers multiple ways for parents to participate in the school's welcoming culture. Some include: dance chaperones, Yosemite and other field trip chaperones, volunteering, PTA, MVEF, School Site Council, ELAC and DELAC meetings, Safe Routes to Schools meetings, coaching etc.	Ongoing	Parents, working with all staff (Administrators, teachers, SCEF, ARIS, grade level leads, etc.)	No cost to site			
Implement new or revised strategies based on revision of plan.	Ongoing	Teachers, Administrators, Instructional Coaches	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	34,298	45,730	30,730.00
Covid Recovery Funds	40,350	53,800	43,800.00
TSSP	23,700	31,600	3,600.00
After School Sports - Middle	11,250	15,000	5,000.00
After School Foundation	37,500	50,000	0.00
Musical Instruments &	3,750	5,000	0.00
Parent Engagement	5,558	7,411	3,411.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School Foundation Athletics - Middle Schools	50,000.00
After School Sports - Middle School	10,000.00
Covid Recovery Funds	10,000.00
Donations - CR-Music	40,000.00
Donations - General	22,000.00
Musical Instruments & Repair - Middle School	5,000.00
Orientation - SEL	2,000.00
Parent Engagement (PIQE/FEI/PU)	4,000.00
Program 201	33,000.00
School Allocation	15,000.00
TSSP	28,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	5,000.00
0000: Unrestricted	63,000.00
1000-1999: Certificated Personnel Salaries	18,000.00
2000-2999: Classified Personnel Salaries	41,000.00
4000-4999: Books And Supplies	8,500.00
5000-5999: Services And Other Operating Expenditures	50,000.00
None Specified	30,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	After School Foundation Athletics - Middle	50,000.00
0000: Unrestricted	After School Sports - Middle School	10,000.00
None Specified	Covid Recovery Funds	10,000.00
0000: Unrestricted	Donations - CR-Music	40,000.00
	Donations - General	1,500.00
0000: Unrestricted	Donations - General	13,000.00
2000-2999: Classified Personnel Salaries	Donations - General	3,000.00
4000-4999: Books And Supplies	Donations - General	4,500.00
None Specified	Musical Instruments & Repair - Middle	5,000.00
	Orientation - SEL	2,000.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	4,000.00
	Program 201	5,000.00
1000-1999: Certificated Personnel Salaries	Program 201	10,000.00
2000-2999: Classified Personnel Salaries	Program 201	18,000.00
None Specified	School Allocation	15,000.00
1000-1999: Certificated Personnel Salaries	TSSP	8,000.00
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	11,000.00
Goal 3	43,000.00
Goal 4	148,000.00
Goal 5	12,000.00

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				
Danielle Lyons			X		
Ranen Bhattacharya		X			
Greg Sundstrom		X			
Alexandra Randall		X			
Susana Morales			X		
Joshua Selo				X	
Brad Greer				X	
Christina Greer				X	
Jason Teter				X	
Jenn Teter				X	
Carlos Diuk				X	
Numbers of members of each category:	1	3	2	6	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				
Danielle Lyons	X				
Emmanuel Solorzano		X			
Susana Morales			X		
Agustina Yopez				X	
Rocio Guillen				X	
Enriqueta De la Rosa Lopez				X	
Azucena Castanon				X	
TBD: Secretary Role					
Numbers of ELAC Members of each category:	1	1	2	4	

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:

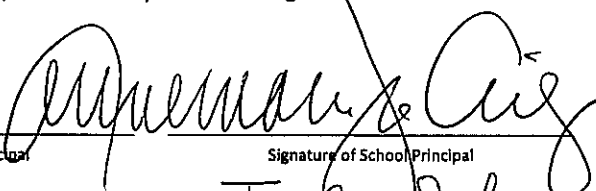

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student 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

Agustina Yopez
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.

Attested:

		11/3/2022
Annie Flores-Aikey <small>Typed Name of School Principal</small>	<small>Signature of School Principal</small>	<small>Date</small>
		11/7/22
Josh Selo <small>Typed Name of SSC Chairperson</small>	<small>Signature of SSC Chairperson</small>	<small>Date</small>