School Year: 2020-21

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Curtner Elementary School	43733876047609	May 22, 2019	May 28, 2019

Purpose and Description

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

Schoolwide Program

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

The Curtner Vision roots our school site in an ongoing restatement of purpose, which serves as the "Why" for our school community. The Curtner Vision Statement, " Curtner Elementary School creates a safe and positive environment for our students, staff and families. As learners and leaders, we have agency and resilience and celebrate the many cultures and perspectives of our community. We think critically, creatively, and cooperatively to make improvements and solve problems. By developing 21st Century skills, we have limitless opportunities to achieve success and positively contribute to our community and the world."

Curtner is multicultural community of 715 students served by a highly dedicated staff. Curtner contains groups of students with a variety of cultural and ethnic backgrounds including 64% Asian, 13% Filipino, 12% Latino, 1% African American, and 4.5% White. These descriptors paint with a broad stroke the linguistic, economic, and academic diversity that lies within our school; the Curtner student community is comprised of 32% English Language Learners, 21% Socioeconomically Disadvantaged, 5% Students with disabilities, including a 4th - 6th Grade Self Contained class for students with Mild/Moderate Learning Disabilities.

In order for our students to actively participate in establishing our vision we must:
1. Create a safe environment that supports the social emotional learning of all students.
2. Professionally develop high quality teaching staff capable of providing rigorous instruction.
3. Provide systematic Interventions that target students' needs.

First and foremost, students need a safe environment. A safe environment begins with clear expectations. Curtner has committed to utilizing the PBIS (Positive Behavioral Interventions and Supports) to establish clear expectations for the varied learning environments we have on campus so that all students are successful in meeting the school-wide expectations and feel safe and valued.

Second, students must have high quality teachers to access the core curriculum. The hallmark of high quality teachers is opportunity for clear, targeted professional development and opportunities for teachers to support one another through their Professional Learning Communities. Curtner has dedicated itself to establishing high-functioning Professional Learning Communities that collaborate around the professional development we have chosen to enhance the instruction on core curriculum.

Finally, students must be provided with systematic interventions that target the behavioral and academic needs of students. Interventions must be timely, research-based, and delivered during the instructional day whenever possible. At the core of our academic program is the use of blended learning to personalize the learning experience of our students. Teachers provide targeted, systematic support through blended learning rotations, which emphasize small group instruction to meet the needs of diverse learners.

The goals and actions in this plan support each student in accessing each of the above elements in very specific ways. The tasks and timelines have been developed with stakeholders of the Curtner community and are based on both qualitative and quantitative data that have been discussed throughout the year in multiple settings such as ILT meetings, staff meetings, Grade Level PLC meeting, SSC meetings, and PTA meetings.

Table of Contents

Comprehensive Needs Assessment Components

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

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

Feedback provided by Curtner school stakeholders during the 2019-20 school year was associated with with Goal 1, Goal 2, and Goal 3 of the Curtner School Plan for Student Achievement.

Goal 1: Student Academic Achievement/Core Programs, California Healthy Kids Survey, Learner Profile Survey, Flexible Learning Check In Survey

Goal 2: School Climate/Parent/Student/Staff, California Healthy Kids Survey, Mascot Survey, Spirit Wear Survey, Cookie Bake Survey, PBIS Survey, SPSA Expenditure Survey, Flexible Learning Check In Survey

Goal 3: Interventions/Tier 2 & Tier 3, California Healthy Kids Survey, SPSA Expenditure Survey, Flexible Learning Check In Survey, Para Professional PD Survey

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

Informal Walkthroughs (Daily)
Informal Observations (Trimester)
Formal Observations (Trimester)
Learning Walks (Weekly)
Educate Everywhere remote learning observations consisted of reviewing Google Classroom online learning platform and Google Meet classroom lessons.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CAASPP, I-ready, DRA2, and site specific Common Formative Assessments (CFA) are used throughout the school year in grade level Results Oriented Cycles of Inquiry (ROCI).

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

Common Formative Assessments (CFA) are used throughout the school year to address learning needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Weekly staff PLCs are held.
Monthly Instructional Leadership Team w/ Positive Behavior Intervention and Support representation held.

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

100%

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

LLI Training Provided to RSP and SDC Instructors
Teaching Literacy Virtually was provided to Curtner staff in response to the California Shelter in Place went into affect.

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

SEAL/Literacy Coach at 0.5 FTE

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

Weekly Grade Level PLC meetings of 50 minutes.

Teaching and Learning

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

Adopted and supplemental instructional curriculum and materials are aligned to the Common Core Standards

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

Whenever possible Reading/English Language Arts and Mathematics standards are integrated with content standards during instruction in order to assure adherence to recommended instructional minutes.

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

Interventions and scaffolding of instruction are embedded into core curriculum instruction and lesson pacing to assure coverage of Common Core essential standards. All students referred to SST are provided additional instructional time in needed areas of growth.

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

Adopted curriculum materials have scaffolds and adaptations for English Learners, Students with Disabilities, Tier 2 and Tier 3 interventions as well as extension options for those students who have already mastered grade level expectations

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

SBE adopted and standards-aligned instructional materials for the Common Core Standards are used for English Language Arts, Mathematics and Social Studies instruction.

Opportunity and Equal Educational Access

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

Blended and remote learning is embedded into all classroom instruction to provide opportunities for targeted individual and small group instructional supports for under-performing students based on assessments. Software and online learning tools are available to provide practice, review and reteaching of foundational skills for all students based on individual needs.

Evidence-based educational practices to raise student achievement

Targeted individual and small group instructional opportunities are embedded into classroom instruction throughout the day. Grade level teams group students according to data obtained from CFA and I-Ready software to provide targeted instruction to Essential Standards. Software and online learning tools provide practice, review and reteaching of foundational skills. RSP, SLP, SDC, and SEAL Literacy coach provided individual 1:1 reading and math support for Tier 2 and Tier 3 students.

Parental Engagement

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

Student Support Team meetings occur weekly as a resource for families to support struggling students. During SIP tele-therapy and remote learning staff was assigned to Tier 2 and Tier 3 students and their families for check ins and support with learning at home.

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)

Parents were invited to participate in several meetings during the year to provide input into the planning, implementation and evaluation of school programs to assure that they are meeting student needs. These included PTA, SSC, and ELAC meetings. Multiple surveys were provided to families electronically and in paper format to seek input regarding school programs and improvements.

Funding

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

SEAL Coach/LiteracySpecialist, Para-educators for Before and After School Lexia Learning Program, Attendance monitoring by Curtner Convocation position, Assistant Principal and Staff Secretary.

Fiscal support (EPC)

Supplemental, Block Grant

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

With Whom? How? When?
- School Site Council includes ELAC. SSC Meeting Monthly
- PTA PTA Meeting Monthly
- Instructional Leadership Team Meeting ILT Meeting Monthly
- Student Success Team SST Meeting Weekly

- PBIS Team PBIS Team Monthly
- School Staff Staff Meetings 3 x Annually
- Students Student Survey 2 x Annually

Staff and parents evaluated the resources currently used to support SPSA goals. Goals were refined to monitor the plan with greater accuracy using more clearly defined measures in alignment with Curtner's RTI2 program.

Resource Inequities

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

In the Category of Chronic Absenteeism
Curtner Latino Absenteeism rate "Increased" from 2.1% to 7.2% in Chronic Absenteeism and fell within the performance level of "Medium" absenteeism.
Curtner Filipino Absenteeism rate "Increased" from 1.3% and 6.3% in Chronic Absenteeism and falling within the performance level of "Medium" absenteeism.
We must continue to target student engagement and family support resources to assist students in school attendance.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.27%	0%	0%	2		0
African American	0.80%	0.68%	0.42%	6	5	3
Asian	64.26%	67.12%	66.57%	480	490	474
Filipino	12.85%	10.96%	11.1%	96	80	79
Hispanic/Latino	12.45%	10.96%	10.53%	93	80	75
Pacific Islander	0.40%	0.27%	0.42%	3	2	3
White	5.09%	5.34%	5.9%	38	39	42
Multiple/No Response	0.40%	0.14%	4.78%	3	1	2
			Total Enrollment	747	730	712

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	96	96	96
Grade 1	96	98	96
Grade 2	123	93	97
Grade3	90	120	94
Grade 4	112	101	117
Grade 5	113	108	95
Grade 6	117	114	117
Total Enrollment	747	730	712

Student Enrollment by Grade Level

Conclusions based on this data:

1. Between the 2017 and 2019 school years Curtner has seen some shift in student enrollment. Current 2019-20 Enrollment is 716. Projected enrollment for the 20-21 school year is similar to that of the 2017-18 school year.

2. Between the 2017-18 and 2019-20 school year enrollment of Asian students has maintained consistency, while that of our Filipino and Hispanic student groups has showed declining numbers.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	242	248	213	32.4%	34.0%	29.9%
Fluent English Proficient (FEP)	128	148	174	17.1%	20.3%	24.4%
Reclassified Fluent English Proficient (RFEP)	21	20	50	8.6%	8.3%	20.2%

Conclusions based on this data:

1. Curtner's English Learner Enrollment is approximately 1/3 of total school enrollment.

2. In the 2019-20 school year Curtner's school wide Reclassified Fluent English Proficient percentage grew by 12% points. This demonstrates an increase from the 2017 to 2018 school year in which there was decline of 0.3% points.

3. The criteria for reclassification has been changed multiple times over the past few years as the state and district have been making changes to assessment systems from the California Standards to Common Core and from CELDT to ELPAC.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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 3	108	90	120	107	89	120	107	89	120	99.1	98.9	100
Grade 4	108	112	95	104	111	95	104	111	95	96.3	99.1	100
Grade 5	117	112	111	115	111	111	115	111	111	98.3	99.1	100
Grade 6	103	114	115	103	112	115	103	112	115	100	98.2	100
All	436	428	441	429	423	441	429	423	441	98.4	98.8	100

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

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 3	2483.	2491.	2480.	53.27	58.43	44.17	24.30	17.98	30.00	14.95	17.98	15.00	7.48	5.62	10.83
Grade 4	2510.	2524.	2534.	51.92	45.05	63.16	21.15	30.63	16.84	9.62	12.61	8.42	17.31	11.71	11.58
Grade 5	2575.	2562.	2569.	52.17	54.05	49.55	27.83	18.92	31.53	13.04	9.91	6.31	6.96	17.12	12.61
Grade 6	2604.	2602.	2597.	47.57	50.89	51.30	33.98	34.82	26.09	10.68	6.25	12.17	7.77	8.04	10.43
All Grades	N/A	N/A	N/A	51.28	51.77	51.47	26.81	26.00	26.53	12.12	11.35	10.66	9.79	10.87	11.34

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 3	42.99	50.56	39.17	41.12	41.57	50.00	15.89	7.87	10.83
Grade 4	50.00	45.05	54.74	35.58	45.95	31.58	14.42	9.01	13.68
Grade 5	51.30	52.25	51.35	38.26	34.23	35.14	10.43	13.51	13.51
Grade 6	48.54	55.36	47.83	42.72	33.04	39.13	8.74	11.61	13.04
All Grades	48.25	50.83	47.85	39.39	38.53	39.46	12.35	10.64	12.70

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 3	47.66	43.82	43.33	45.79	46.07	41.67	6.54	10.11	15.00
Grade 4	50.00	42.34	51.58	31.73	44.14	37.89	18.27	13.51	10.53
Grade 5	65.22	60.36	52.25	25.22	26.13	39.64	9.57	13.51	8.11
Grade 6	56.31	57.14	56.52	33.98	33.04	31.30	9.71	9.82	12.17
All Grades	55.01	51.30	50.79	34.03	36.88	37.64	10.96	11.82	11.56

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 3	32.71	39.33	35.00	59.81	57.30	59.17	7.48	3.37	5.83
Grade 4	35.58	39.64	41.05	49.04	52.25	48.42	15.38	8.11	10.53
Grade 5	38.26	35.14	32.43	53.04	48.65	57.66	8.70	16.22	9.91
Grade 6	29.13	35.71	35.65	66.99	56.25	55.65	3.88	8.04	8.70
All Grades	34.03	37.35	35.83	57.11	53.43	55.56	8.86	9.22	8.62

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 3	48.60	52.81	40.00	43.93	39.33	48.33	7.48	7.87	11.67
Grade 4	50.00	46.85	48.42	35.58	43.24	37.89	14.42	9.91	13.68
Grade 5	58.26	54.05	54.95	34.78	30.63	33.33	6.96	15.32	11.71
Grade 6	58.25	72.32	56.52	36.89	20.54	33.91	4.85	7.14	9.57
All Grades	53.85	56.74	49.89	37.76	33.10	38.55	8.39	10.17	11.56

Conclusions based on this data:

1. In the area of Research/Inquiry student performance in the "Above Standard" range in 2018-19 was 49.89%. In the area of Listening student performance fell in the "Above Standard" range in 2017-18 at 37.35%. The category of "Listening" is an area of needed development as it is an outlier in student outcomes as demonstrated by the 2018-19 CAASPP data.

2. In the area of Writing student performance in the "Above Standard" range in 2018-19 was 55% and in the the area of Reading student performance in the "Above Standard" range in 2018-19 was 48%. In 2018-19 more Curtner students fell in the "Above Standard" in the area of Writing than any other CAASPP ELA area.

3. 2018-19 is the first year that all teachers have had access to a Common Core aligned ELA Curriculum (Benchmark Advanced). Previously teachers used supplemental materials based on each one's experiences.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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 3	108	90	120	108	89	120	108	89	120	100	98.9	100
Grade 4	108	112	95	107	111	95	107	111	95	99.1	99.1	100
Grade 5	117	111	111	115	111	111	115	111	111	98.3	100	100
Grade 6	103	114	115	103	112	115	103	112	115	100	98.2	100
All	436	427	441	433	423	441	433	423	441	99.3	99.1	100

* 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 3	2500.	2508.	2514.	51.85	59.55	58.33	32.41	25.84	30.83	10.19	8.99	5.83	5.56	5.62	5.00
Grade 4	2514.	2537.	2547.	40.19	46.85	53.68	25.23	27.03	27.37	21.50	19.82	12.63	13.08	6.31	6.32
Grade 5	2556.	2547.	2561.	40.87	48.65	46.85	22.61	18.02	23.42	26.09	10.81	17.12	10.43	22.52	12.61
Grade 6	2611.	2621.	2592.	62.14	60.71	50.43	12.62	24.11	20.00	16.50	8.04	14.78	8.74	7.14	14.78
All Grades	N/A	N/A	N/A	48.50	53.66	52.38	23.33	23.64	25.40	18.71	12.06	12.47	9.47	10.64	9.75

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 3	72.22	73.03	72.50	20.37	16.85	21.67	7.41	10.11	5.83
Grade 4	57.01	58.56	65.26	22.43	29.73	24.21	20.56	11.71	10.53
Grade 5	47.83	56.76	56.76	33.04	18.02	27.03	19.13	25.23	16.22
Grade 6	64.08	72.32	59.13	23.30	18.75	18.26	12.62	8.93	22.61
All Grades	60.05	64.78	63.49	24.94	21.04	22.68	15.01	14.18	13.83

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 3	55.56	67.42	68.33	36.11	26.97	27.50	8.33	5.62	4.17
Grade 4	51.40	48.65	55.79	27.10	37.84	34.74	21.50	13.51	9.47
Grade 5	44.35	45.95	47.75	40.87	28.83	36.04	14.78	25.23	16.22
Grade 6	55.34	53.57	49.57	30.10	36.61	34.78	14.56	9.82	15.65
All Grades	51.50	53.19	55.56	33.72	32.86	33.11	14.78	13.95	11.34

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 3	60.19	66.29	60.83	35.19	29.21	34.17	4.63	4.49	5.00
Grade 4	46.73	48.65	53.68	32.71	40.54	35.79	20.56	10.81	10.53
Grade 5	37.39	40.54	43.24	46.09	34.23	43.24	16.52	25.23	13.51
Grade 6	63.11	62.50	54.78	26.21	28.57	30.43	10.68	8.93	14.78
All Grades	51.50	53.90	53.29	35.33	33.33	35.83	13.16	12.77	10.88

Conclusions based on this data:

1. Students in the proficiency band "Above Standard" in Concepts & Development in 2018-19 was 63.49%. Little deviation from this proficiency has been demonstrated in the 2016-17or 2017-18 CAASPP results. In this claim area there are consistent patterns of high student outcomes in 3rd grade followed by proficiency slide in 4th and 5th grade and significant gains at 6th grade.

   Between the 2016-17 and 2018-19 school years this claim has seen insignificant movement of students from "% of Below Standard" to "% At or Near Standard. Between the 2015-16 and 2017-18 this claim has seen insignificant movement of students from "% At or Near Standard" to "% Above Standard".

2. Notably, 3rd Grade students demonstrated 89% proficiency in either "At Standard or "Above Standard".

School and Student Performance Data

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1454.9	1462.5	1459.7	1466.6	1443.5	1452.8	34	24
Grade 1	1516.7	1500.7	1516.7	1488.0	1516.1	1513.1	35	35
Grade 2	1542.3	1570.8	1555.6	1579.4	1528.5	1561.9	64	36
Grade 3	1562.4	1540.0	1562.0	1540.0	1562.3	1539.4	27	42
Grade 4	1587.3	1575.5	1603.8	1575.3	1570.1	1575.1	41	23
Grade 5	1585.1	1584.3	1597.9	1590.8	1571.7	1577.4	27	29
Grade 6	1594.9	1598.1	1604.9	1592.4	1584.4	1603.5	32	20
All Grades							260	209

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students									
	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	55.88	37.50	*	29.17	*	20.83		12.50	34	24
1	82.86	34.29	*	28.57	*	28.57	*	8.57	35	35
2	81.25	75.00	17.19	19.44	*	5.56		0.00	64	36
3	77.78	50.00	*	42.86	*	7.14		0.00	27	42
4	90.24	73.91	*	21.74	*	0.00		4.35	41	23
5	74.07	68.97	*	20.69	*	10.34	*	0.00	27	29
6	75.00	85.00	*	0.00	*	5.00	*	10.00	32	20
All Grades	77.69	58.85	12.69	25.36	7.31	11.48	*	4.31	260	209

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**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	61.76	41.67	*	29.17	*	16.67		12.50	34	24
1	88.57	42.86		28.57	*	25.71		2.86	35	35
2	92.19	86.11	*	11.11	*	2.78		0.00	64	36
3	88.89	69.05	*	26.19	*	2.38		2.38	27	42
4	92.68	82.61	*	13.04	*	0.00		4.35	41	23
5	81.48	68.97	*	24.14	*	6.90	*	0.00	27	29
6	81.25	75.00	*	10.00	*	10.00	*	5.00	32	20
All Grades	85.00	66.51	8.08	21.05	5.77	9.09	*	3.35	260	209

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**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	41.18	41.67	*	20.83	35.29	29.17	*	8.33	34	24
1	68.57	34.29	*	28.57	*	20.00	*	17.14	35	35
2	64.06	52.78	26.56	27.78	*	19.44		0.00	64	36
3	55.56	30.95	*	50.00	*	19.05		0.00	27	42
4	60.98	56.52	29.27	30.43	*	8.70	*	4.35	41	23
5	66.67	37.93	*	34.48		20.69	*	6.90	27	29
6	71.88	65.00	*	15.00	*	5.00	*	15.00	32	20
All Grades	61.54	43.54	21.15	31.58	11.15	18.18	6.15	6.70	260	209

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	70.59	37.50	*	50.00		12.50	34	24
1	85.71	65.71	*	28.57		5.71	35	35
2	89.06	88.89	*	11.11		0.00	64	36
3	70.37	47.62	*	50.00		2.38	27	42
4	85.37	69.57	*	26.09		4.35	41	23
5	74.07	51.72	*	48.28		0.00	27	29
6	81.25	50.00	*	40.00	*	10.00	32	20
All Grades	81.15	59.81	18.08	35.89	*	4.31	260	209

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	58.82	50.00	38.24	37.50	*	12.50	34	24
1	82.86	22.86	*	62.86	*	14.29	35	35
2	89.06	72.22	*	27.78	*	0.00	64	36
3	88.89	73.81	*	21.43	*	4.76	27	42
4	95.12	82.61	*	13.04		4.35	41	23
5	85.19	79.31	*	17.24	*	3.45	27	29
6	84.38	80.00	*	15.00	*	5.00	32	20
All Grades	84.23	64.59	13.46	29.19	*	6.22	260	209

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.33	67.65	87.50	*	4.17	34	24
1	77.14	54.29	*	31.43	*	14.29	35	35
2	64.06	41.67	31.25	55.56	*	2.78	64	36
3	48.15	35.71	51.85	64.29		0.00	27	42
4	48.78	39.13	43.90	52.17	*	8.70	41	23
5	59.26	58.62	*	31.03	*	10.34	27	29
6	68.75	60.00	*	20.00	*	20.00	32	20
All Grades	57.31	42.58	33.85	49.76	8.85	7.66	260	209

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.94	70.83	*	12.50	*	16.67	34	24
1	54.29	34.29	37.14	51.43	*	14.29	35	35
2	60.94	41.67	37.50	58.33	*	0.00	64	36
3	55.56	21.43	44.44	78.57		0.00	27	42
4	68.29	60.87	31.71	39.13		0.00	41	23
5	62.96	27.59	*	65.52	*	6.90	27	29
6	50.00	75.00	43.75	20.00	*	5.00	32	20
All Grades	58.46	43.06	35.77	51.20	5.77	5.74	260	209

Conclusions based on this data:

1. 87% of EL students tested fell within a level 3 or level 4 achievement level in the category of "Oral" language (comprised of the categories Listening and Speaking).

2. 74% of EL students tested fell within a level 3 or level 4 achievement level in the category of "Written" language (comprised of the categories Reading and Writing).

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
730	**19.2**	**34.0**	**0.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	248	34.0
Foster Youth	1	0.1
Homeless	12	1.6
Socioeconomically Disadvantaged	140	19.2
Students with Disabilities	36	4.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.7
Asian	490	67.1
Filipino	80	11.0
Hispanic	80	11.0
Two or More Races	33	4.5
Pacific Islander	2	0.3
White	39	5.3

Conclusions based on this data:

1. In 2018, when selecting race or ethnic identity in enrollment 67.1% students identified ethnically as Asian, 11% of our student population identified as Filipino, 11% identified as Latino, 5% identified as White, and 4.5% identified as Two or More Races. All other reporting groups were less than 1%.

2. 19% or Curtner students fall within the student population considered to be socioeconomically disadvantaged.

3. 34% of the Curtner student population is comprised of English Language Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Blue		

Conclusions based on this data:

1. In the categories of ; ELA, Math, and Suspension Curtner fell within the "High" band. This is significant as this ranking is achieved by both growth and high levels of achievement between the 2017-18 and 2018-19 school year.

2. In the category of Chronic Absenteeism Curtner fell within the Moderate band meaning that there was increase in chronic absenteeism.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	4	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
60.6 points above standard	59.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.5 points	Maintained ++1.1 points	1
432	206	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
2.2 points above standard	19.2 points above standard	88.6 points below standard
16	Increased ++8.2 points	Increased ++4.1 points
	109	30

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	0 Students	82.6 points above standard	28.7 points above standard
4		Declined -3.8 points	Declined -13.6 points
		287	51
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
1.3 points above standard	51 points above standard	Less than 11 Students - Data Not Displayed for Privacy	25.5 points above standard
Increased ++8.7 points	Declined Significantly -30.3 points	2	Increased Significantly ++31.1 points
49	15		24

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
6.3 points above standard	114 points above standard	38.7 points above standard
Declined -6.3 points	Declined -11.8 points	Declined -5.6 points
105	101	170

Conclusions based on this data:

1. Our Filipino students showed decline by 13.6%

2. Our Latino students showed increase in performance and averaged +8.7 points above the standard met scale score cut point.

3. Our Students with Disabilities showed the largest discrepancy between expected performance and actual performance falling below standard by -88 points, however in terms of gains between years. Academic achievement increased by +4.1% points.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	1	2	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
54.4 points above standard	63.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.2 points	Increased ++9 points	1
432	206	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Red
19.8 points below standard	9.2 points above standard	109.6 points below standard
16	Increased ++11.4 points	Declined -7.9 points
	109	30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Blue	Green
Less than 11 Students - Data Not Displayed for Privacy		86 points above standard	2.4 points above standard
4		Maintained -0.7 points	Declined Significantly -17.7 points
		287	51
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
28.4 points below standard	19.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	25 points above standard
Increased ++4.2 points	Declined Significantly -46.4 points	2	Increased Significantly ++51.8 points
49	15		24

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
16.1 points above standard	113.3 points above standard	22.6 points above standard
Declined -5.7 points	Increased ++9.3 points	Declined -7.9 points
105	101	170

Conclusions based on this data:

1. In Math those students designated as Reclassified outperform those students designated as English Only by 17.2 points.

2. In Math our Latino students, Socio Economically Disadvantaged Students, and White students measured proficiency increased.

School and Student Performance Data

Academic Performance
English Learner Progress

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

English Learner Progress
No Performance Color
74.4 making progress towards English language proficiency
Number of EL Students: 180
Performance Level: Very High
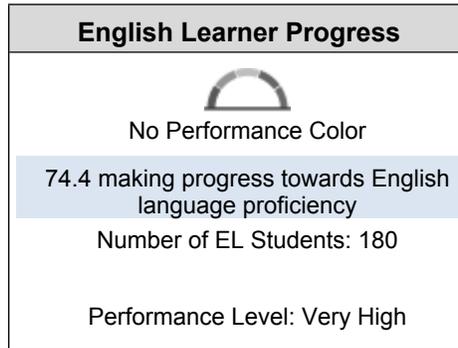
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27	19	73	61

Conclusions based on this data:

1. The majority, 74% of Curtner's English Language are making progress towards English language proficiency and are in the "Very High" Performance Level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	4	1
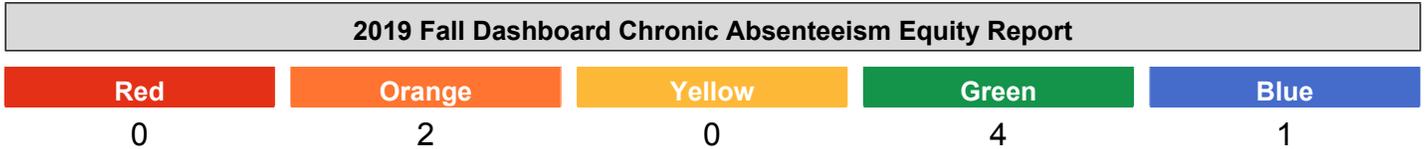
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
2.9	2.3	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.5	Declined -0.5	
748	258	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
4.3	4.5	9.5
Increased +4.3	Maintained -0.4	Declined -2.4
23	177	42

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.6	6.3
		Increased +0.8	Increased +1.3
4	0	502	80
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
7.2	3	Less than 11 Students - Data Not Displayed for Privacy	4.5
Increased +2.1	Increased +3		Declined -0.7
83	33	2	44

Conclusions based on this data:

1. Overall chronic absenteeism declined in the 2018-19 school year increased by. 0.5%.

2. Curtner's chronic absenteeism rate in the 2018-19 school year fell at 2.9% .

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	8
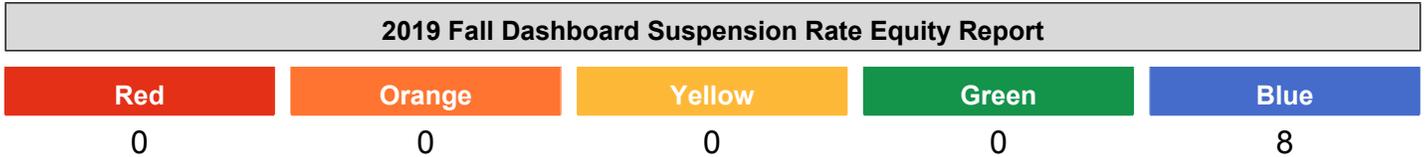
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not Displayed for Privacy
		1
Declined -0.3	Declined -0.3	
753	259	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
0	0	0
Declined -8.3	Declined Significantly -1.1	Declined -4.7
23	178	42

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Blue	Blue
Less than 11 Students - Data		0	0
4		Maintained -0.2	Maintained 0
		505	81

Hispanic	Two or More Races	Pacific Islander	White
Blue	Blue	No Performance Color	Blue
0	0	Less than 11 Students - Data	0
Declined -1	Maintained 0	2	Maintained 0
83	33		45

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0

Conclusions based on this data:

1. Curtner maintained an overall suspension rate of less than 1% with suspensions falling at 0.3% in the 2018-19 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Growth

LEA/LCAP Goal

GOAL1: All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career.
Aligned to State Priorities (1) (2) (4) (7) and (8)

Goal 1

All Curtner students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career. The continued work of enhancing and enriching our students will be measured by annual advancement in proficiency rates.

Curtner: The school and grade levels will increase proficiency rates in ELA and Math CCSS as measured by:
- iReady Reading and Math comparing D3 data from 2017-2018 to 2018-2019, 2019-20
- CAASPP ELA and Math data comparing data from 2016 and 2017 and 2018
- Universal Literacy Screeners such as DRA2

Identified Need

In the Area of ELA
Our Socioeconomically Disadvantaged Students demonstrated " Decline" from the prior year by 3 to 15 points and as a cohort falls within the performance level of "High" +10 to +44.9 points above proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (Goal: Increase proficiency rate at each grade level and overall each year)		Proficiency Rate 2018-19 3rd 77% 4th 77% 5th 74% 6th 87% Overall - 79.0%
CAASPP Math (Goal: Increase proficiency rate at each grade level and overall each year)		Proficiency Rate 2019-20 3rd >84% 4th >65% 5th >63% 6th >75% Overall >72%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA D3 (Goal: Increase proficiency rate at each grade level and overall each year using D3 end of year view)	Proficiency rate 2019-20 K -52% 1st -74% 2nd -65% 3rd -81% 4th -53% 5th -55% 6th -72% Overall -65%	Proficiency Rate 2018-19 K-65% 1st-67% 2nd-67% 3rd-55% 4th-57% 5th-46% 6th-58% Overall-59%
iReady Math D3 (Goal: Increase proficiency rate at each grade level and overall each year using D3 end of year view)	Proficiency Rate 2019-20 K-46% 1st-60% 2nd-54% 3rd-70% 4th-66% 5th-58% 6th-57% Overall-61%	Proficiency Rate 2018-19 K-60% 1st-54% 2nd-75% 3rd-64% 4th-75% 5th-62% 6th-53% Overall-64%
DRA2 Winter (Goal: 80% of K-3 Curtner students will meet the winter benchmark annually)	Proficiency Rate 2019-20 K- 92% n=25 1st-84% n=97 2nd-86% n=75 3rd- 80% n=97	Proficiency rate 2018-19 K >92% 1st >84% 2nd >86% 3rd >55%

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

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

All Students

Strategy/Activity

Multi-Tiered System of Supports Description: CCSS Aligned Curriculum – Ensure that all teaching and learning in each classroom, district-wide, is standards-based aligned (based on the CCSS & NGSS).

PLC's will continue and release time will occur in the form of STEAM enrichment using a different funding source.

K-6 Eureka Math Student Materials

Teachers work with EL students in small groups to front load students with academic vocabulary words.

K-3 SEAL strategies are used to Integrate EL strategies into instruction.
Targeted interventions through small groups or one on one are embedded in the classroom throughout the instructional day to support students in Tier 2 and Tier 3.

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

Amount(s)	Source(s)
33,000	Block Grant

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

All School

Strategy/Activity

Multi-Tiered System of Supports Description: Focus on Rigor and Relevance in the classroom.

Continue training and support on Eureka Math and Zearn Instructional Software.

K-6 PLC Math Essential Standards Mapping and Common Formative Assessment Identification.

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

Amount(s)	Source(s)
9,000	Block Grant 709100

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

All School

Strategy/Activity

Multi-Tiered System of Supports Description: Differentiated Instruction – Ensure that all teachers use a variety of instructional and assessment strategies, curriculum materials, heterogeneous groupings, and other scaffolding supports to allow all students access to the ELA and Math CCSS

and to demonstrate content mastery. Site will will grow the use of inclusion practices through PD to support the advancement of our Students with Disabilities.

Site will incur the cost of differentiated digital platforms for ELA and Math: Reading A-Z and Lexia.

District will incur the cost of iReady, News-ELA Pro, and Brain Pop.

Art Enrichment to assist PLC time and student development.

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

Amount(s)	Source(s)
19,800	Block Grant

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

In CAASPP ELA: As reported by the 18-19 CAASPP 3-6 Grade Overall performance was on average 60 points above that of the standard met criteria and demonstrating maintenance of high student performance criteria.

In CAASPP Math: As reported by the 18-19 CAASPP 3-6 Grade Overall performance was on average 54 points above that of the standard met criteria and demonstrating maintenance of high student performance criteria.

In DRA2: Grade K-2 met or exceeded the expectations on the universal screener for literacy.

In I-ready Math: The overall proficiency rate of Curtner students in Math at the Winter reporting Diagnostic in 2019-20was 61%. The overall proficiency rate of Curtner students in Math at the Winter reporting Diagnostic in 2018-19 was 64%. Curtner students showed 3% points of decrease in overall proficiency as measured by i-Ready Math from the 2018-19 D3 Reporting window to the 2019-20 reporting window.

In I-ready ELA: The overall proficiency rate of Curtner students in ELA at the Winter reporting Diagnostic in 2019-20 was 65%. The overall proficiency rate of Curtner students in ELA at the

Winter reporting Diagnostic in 2018-19 was 59%. Curtner students showed increase in overall proficiency as measured by i-Ready ELA from the 2018-19 D3 Reporting window to the 2019-20 19 reporting window by 6% points.

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

Curtner school continues to be a high performing K-6 school. Through data analysis Curtner recognizes the need to continue to provide opportunities for rigor, as well as support of our students who consistently perform near or below expected proficiency.

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

K-6 Essential Standards mapping and Common Formative Assessments identified through Grade Level Planning Days. This will continue in 20-21

K-6 Licenses for all Curtner students to the Lexia learning platform. This will continue in 20-21.

K-6 Additional Enrichment Program has been added in Activity 3 as PLC enrichment (Art, Music, etc...)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

GOAL 2: All MUSD students' are fully invested to thrive academically, socially and emotionally in a safe nurturing and culturally responsive school environment. Aligned to State Priorities (3) (5) (6)

Goal 2

Curtner will increase percentage of students in Tier 1 for behavior and decrease percentage of students in Tier 3 for behavior as measured by Curtner's Behavioral RTI Monitoring Tool.

Curtner will provide parental involvement opportunities through the use of Parent-square, monthly newsletters, parent workshops, and K-3 SEAL Gallery Walks.

Curtner Students will demonstrate through survey data understanding of Curtner's PBIS goals of being Safe, Respectful, and Responsible.
Those students who do not respond to the PBIS structures at the Tier I level are supported by goal setting and mentorship using forms such as HUG, BRB, or a Punch Card. Please add Strategy/Activity under Goal 2 for students who do not respond to Tier 1 and 2 SEL strategies.

Those students who do not respond to the PBIS structures at the Tier I level, and goal setting and mentorship using forms such as HUG, BRB, or a Punch Card are supported through the use of the Zones of Regulation program, Counseling, Community Liaison, Attendance Contracts, and connection with the Curtner Convocation Staff.

Identified Need

In the Category of Chronic Absenteeism
Our Students with Disabilities demonstrated an "Increase" between .5% and 3% in Chronic Absenteeism and falling within the performance level of "High Absenteeism", absenteeism between 10% and 20%.
Our Filipino students demonstrated an "Increase" between .5% and 3% in Chronic Absenteeism and falling within the performance level of "Low" absenteeism between 2.5%-5%.
Latino

In the Category of Suspension Rate
Our Students with Disabilities Suspension rate "Increased" between .3% and 2% in Suspension and falling within the performance level of "High Suspension", suspension at 3.0% to 6.0%.
Our Socioeconomically Disadvantaged Students Suspension rate "Increased" between .3% and 2% in Suspension and falling within the performance level of "Medium Suspension", suspension at 1.5% to 3.0%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Behavioral RTI Monitoring Tool	Curtner will maintain or improve performance in Tier 1. RTI Monitoring Tool Winter 2019-20 Tier 1: 96% Tier 2: 3% Tier 3: >1%	RTI Monitoring Tool Winter 2020-21 Tier 1: 96% Tier 2: 3% Tier 3: >1%
Suspension	Current Suspension Rate = 0.3%	In 2020-21 Curtner will maintain or decrease the 2019-20 suspension rate of 0.3%
Student PBIS Survey	2019-20 PBIS Student Survey Tier 1 = 64% Tier 2 = 29% Tier 3 = 7%	In 2020-21 Curtner will measure annual student climate survey data using a standard Tiered proficiency pyramid. Tier 1 = < 80% Tier 2 = > 15% Tier 3 = > 5%

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

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

All School

Strategy/Activity

Multi-Tiered System of Supports Description: School Culture - Ensure a safe and secure school campus for all students
Provide Refined Tier 3 PBIS Training to PBIS team and staff. Provide release time to establish parameters for PBIS and purchase materials that support a secure campus climate.
Provide staffing through a .3 FTE Assistant Principal to support Parent Engagement in PBIS and other positive climate and student support efforts.

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

Amount(s)   Source(s)

53,298	Block Grant is cost center 010703
	709100

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

All School

Strategy/Activity

Multi-Tiered System of Supports Description: School Culture - Ensure a safe and secure school campus for all students

Provide assemblies, follow up materials and services for students such as counseling support, Student Success Team support, HUG, BRB, and attendance monitoring.

Recommend to use PBIS Student Perception survey given in January 2020 to demonstrate growth in student climate.

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

Amount(s)	Source(s)
1000	Block Grant is cost center 010703
	7090100

Annual Review

SPSA Year Reviewed: 2019-20

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

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

In January of 2020 students in Grades 3-6 provided feedback on PBIS implementation at Curtner, 399 survey responses were received:
When asked if school expectations were identified for specific areas of the school 67% of students responded yes, 27% of students responded that they were unsure, and 7% of students responded no.

When asked if school expectations had been explicitly taught by a classroom teacher 69% of students responded yes, 26% of students responded that they were unsure, and 5% of students Surveyed responded no.
When asked if students understand what will cause an office referral 60% responded yes, 14% responded no, 26% responded that they were unsure.
When asked if students are provided an opportunity to correct their behavior when a bad decision is made 66% responded yes, 29% of students responded sometimes, 5% responded no.
When asked if students understand what behaviors are expected in the classroom 87% responded yes, 10% responded sometimes, >1% responded no.
When asked if students considered their input as valued 64% responded yes, 30% responded sometimes, 6% responded no.
When asked if students felt recognized for their positive contributions 34% responded yes, 53% responded sometimes, 10% responded no.

Curtner's suspension rate is >5%, in the 2019-20 school year there was a decline of 0.1% in this metric.

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

Curtner has met or exceeded expectations to support students behavioral needs as measured by our Tier 2 RTI sheet.

The January 2020 Student PBIS perception Survey results show continued room for growth in how expectations and recognition are communicated to our students.

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

There is in increase of 21,000 in the FTE allotment for Assistant Principal from .2 to .3

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Engagement

LEA/LCAP Goal

Promote meaningful, positive parent and family engagement to ensure student success

Goal 3

Promote meaningful, positive parent and family engagement to ensure student success

Identified Need

Moving into the 2020-21 School Year feedback regarding the virtual nature of educational delivery is crucial.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent/family engagement events (Back to School Night, Principal's Coffee, Fall Conferences, Student Led Conferences, Family Nights, Parent workshops, Open House etc)	90% of students had at least one parent/guardian attend at least one school event	90% of students had at least one parent/guardian attend at least one school event
Parent participation in decision making	The number of parents participating in governance and decision making (SSC/PTA/ELAC/Title 1) meetings and activities will increase by 10%	The number of parents participating in governance and decision making (SSC/PTA/ELAC/Title 1) meetings and activities will increase by 10%
Communication with families about school programs and student progress	99% of parents are receiving communication through Parent Square/ClassDojo and/or direct emails, newsletter communication is done monthly in English and Spanish	100% of parents will receive communication through ParentSquare/ClassDojo. Newsletters and other communication will be available in multiple languages in addition to English.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteering - Improve recruitment, training and work schedules to involve families as volunteers and audiences to	Volunteer numbers for classrooms, Math Olympiad, Science Olympiad, and PTA Events,	The number of parents participating as volunteers to support students and school programs will increase by 10%
Learning at Home - Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions	Percentage of parents confirming homework/work completions. Remote learning logins and engagement with Google Classroom	The number of students with at least one parent/guardian engaging with remote learning/Google Classroom and acknowledging homework completion

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

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

Low income
English Learners Homeless/Foster

Strategy/Activity

Instructional materials and supplies for home/remote learning

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

Amount(s)	Source(s)
9,000	Supplemental
	709100

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

Strategy/Activity

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

	Supplemental

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

Strategy/Activity

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

Amount(s)	Source(s)
52,000	Supplemental

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

Students with Disabilities, Latino/a, Filipino/a subgroups, English Learners, Foster Youth, Low Income

Strategy/Activity

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

10,000	Supplemental 709100

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$187,098.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Block Grant	$61,800.00
Block Grant is cost center 010703	$54,298.00
Supplemental	$71,000.00

Subtotal of state or local funds included for this school: $187,098.00

Total of federal, state, and/or local funds for this school: $187,098.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Block Grant	61,800.00
Block Grant is cost center 010703	54,298.00
Supplemental	71,000.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Block Grant	61,800.00
	Block Grant is cost center 010703	54,298.00
	Supplemental	71,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,800.00
Goal 2	54,298.00
Goal 3	71,000.00

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:

1 School Principal

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Maria Hartman-Hernandez	Principal
Devi Sreepada	Parent or Community Member
Gabby Yarra	Classroom Teacher
Kristina Ravo	Other School Staff
Mauricio Gavidia	Parent or Community Member
Sara Olsen	Parent or Community Member
Nancy Shing Villagomez	Parent or Community Member
Elba Rodriguez	Parent or Community Member
Andrew Topham	Classroom Teacher
Christine Rosa	Classroom Teacher
Chau Pham	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Departmental Advisory Committee
	Other: CBAC

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

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

This SPSA was adopted by the SSC at a public meeting on 5.22.20.

Attested:

	Principal, Maria Hartman-Hernandez on 5.22.20
	SSC Chairperson, Sara Olsen on 5.22.20

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

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

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

Requirements for Development of the Plan
    I. The development of the SPSA shall include both of the following actions:

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan
    II. The SPSA shall include the following:

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

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

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

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

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

2019-20 Curtner Staff PLC Timeline

September

9/9 - ROCI Week 3: SST/Focus Students/SEL	9/16 - Off Week	9/23 - ROCI Week ⅛: Scope/Sequence/Logistics	9/30 - ROCI Week 2: Leadership Guided PD
● SST Process	N/A	● Grade Level Articulation of Trimester 1 Report Card Focus ● SWAG Know it please ● Finalize Flex Blocks ● Progress Reports	● CAASPP/D4 Goal Set ●

October

10/7 - ROCI Week 3: Tier II/Tier III Focus Students	10/14 - Off Week	10/21 - ROCI Week ⅛: Scope/Sequence/Logistics	10/28 - ROCI Week 2: Leadership Guided PD
● Intervention vs. Remediation ● Attendance ● Pre-SST Talks	No School	● Halloween Talk	No Power Day

November

11/1 - Full Day Staff In-Service	11/4 - ROCI Week ⅛: Scope/Sequence/Logistics	11/11 - Off Week	11/18 - ROCI Week 3: Tier II/Tier III Focus Students	11/25 - No Meeting
● Social Studies Curriculum Training	● Nuts & Bolts ● Writing Calibration	No School	● Zones of Regulation (Marissa and Jinky) moved to 11/18	Conferences

End of First Trimester - November 20, 2019

December

12/2 - ROCI Week 2: Leadership Guided PD	12/9 - ROCI Week 3: Tier II/Tier III Focus Students	Thursday 12/19 - Off Week
● Mindfulness/Meditation	● Utilize data to discuss pre-SST and SST students ● Team time to talk through student needs	● White Elephant Sock Exchange

January

1/6 - ROCI Week ⅛: Scope/Sequence/Logistics	1/13 - ROCI Week 2: Leadership Guided PD	1/20 - Off Week	1/24 - Site Directed PD	1/27 - Off Week
Team Time	Lead In to 24th.	No School	Morning: District-Directed Equity Conversation Afternoon (3 hours):	No Meeting - Off Week

			- Portrait of a Graduate in Grade Levels - Student Modalities and Engagement/ Assessments - Climate and Modality Student Surveys	

February

2/3 - ROCI Week ⅕: Scope/Sequence/Logistics	2/10 - ROCI Week 2: Leadership Guided PD	2/17 - Off Week	2/24 - ROCI Week 3: SST/Focus Students/SEL
Team Time	- Open House Planning around Portrait of Graduate - PBL and Alternative Assessments - Analyze Student Modality Survey Data	No School	- Pre-SST/SST - Reminder to schedule conferences for SST Students - IAB Training

March

3/2 - ROCI Week ⅕: Scope/Sequence/Logistics	3/9 - Off Week
Team Time - Report Cards	Teacher Directed (Own time to work on report cards/prep for conferences, etc)

End of Second Trimester - March 13, 2020

March

3/16 - Site Directed PD Minimum Day	3/17 - Teacher Directed PD Minimum Day	3/23 - ROCI Week 2: Leadership Guided PD	3/30 - Off Week
- Pre-SST/SST- Last Day to refer to SST is March 20 - Teaching Tolerance and Portrait of a Graduate - D3 Data Reviewed - ELPAC Administration Training	Teacher Time	- Teaching Tolerance and Portrait of a Graduate	No School

April

4/6 - ROCI Week 2: Leadership Guided PD	4/13 - Off Week	4/20 - ROCI Week ⅕: Scope/Sequence/Logistics	4/27 - ROCI Week 3: SST/Focus Students/SEL
K-2: tbd 3-6: CAASPP	No School	Team Time (discuss open house/portrait?)	Pre-SST (No MAS) Different Agenda Items

May

5/4 - ROCI Week ⅛: Scope/Sequence/Logistics	5/11 - ROCI Week 2: Leadership Guided PD	5/18 - ROCI Week ⅛: Scope/Sequence/Logistics	5/22 - Site Directed PD	5/25 - Off Week
Team Time (Open House)	Reflection of the year - what worked, what didn't, what should we change?	Team Time - Report Cards	End of the Year Logistics	No School

June

6/1 - Class Building
Class Building

[Previous Year PLC Agenda Topics](#)

MUSD
School Climate Survey Results

What is your ethnicity?

Hispanic or Latino/a
10.7%

Not Hispanic or Latino/a
45.2%

I prefer not to answer
44.0%
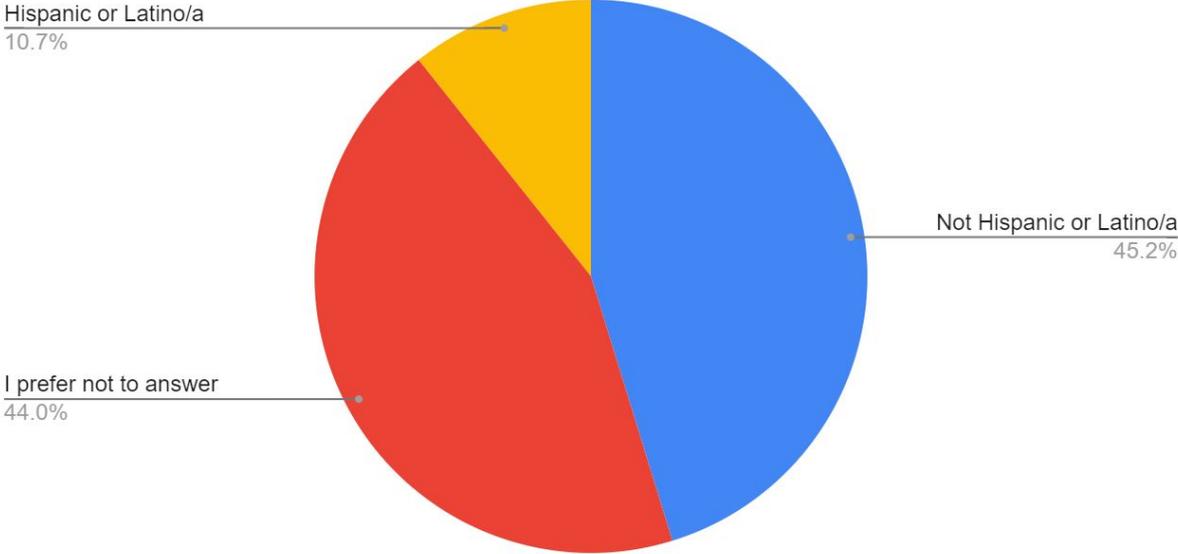
MUSD
School Climate Survey Results

What is your race? (Aggregated)

Black or African American
1.2%

Multiracial
15.5%

I prefer not to answer
7.1%

Native Hawaiian or Pacific Islander
2.4%

Other
10.7%

Asian
61.9%
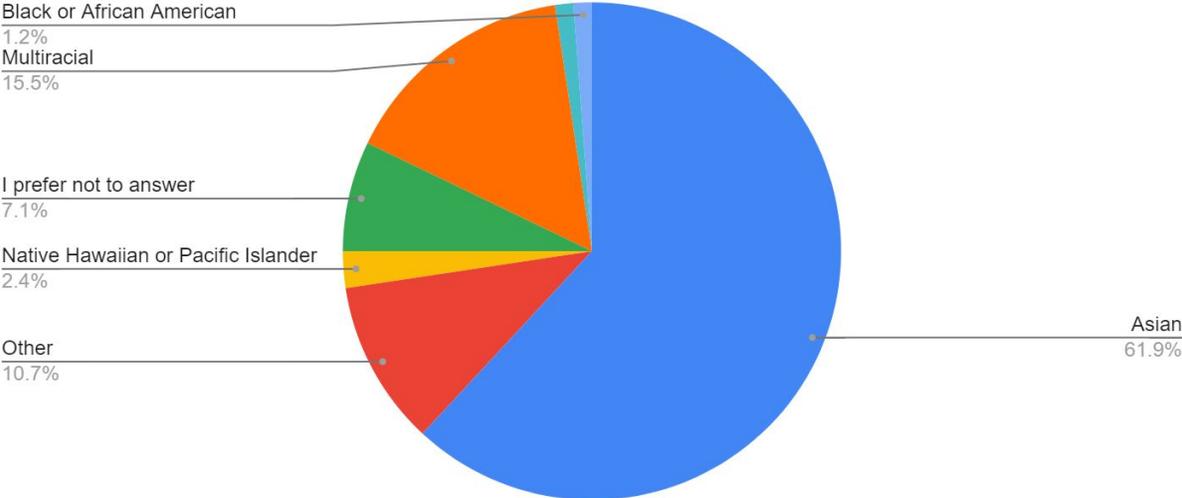
MUSD
School Climate Survey Results

1. I feel safe at school.

Strongly Disagree
3.6%

Disagree
7.1%

Strongly Agree
20.2%

Agree
69.0%
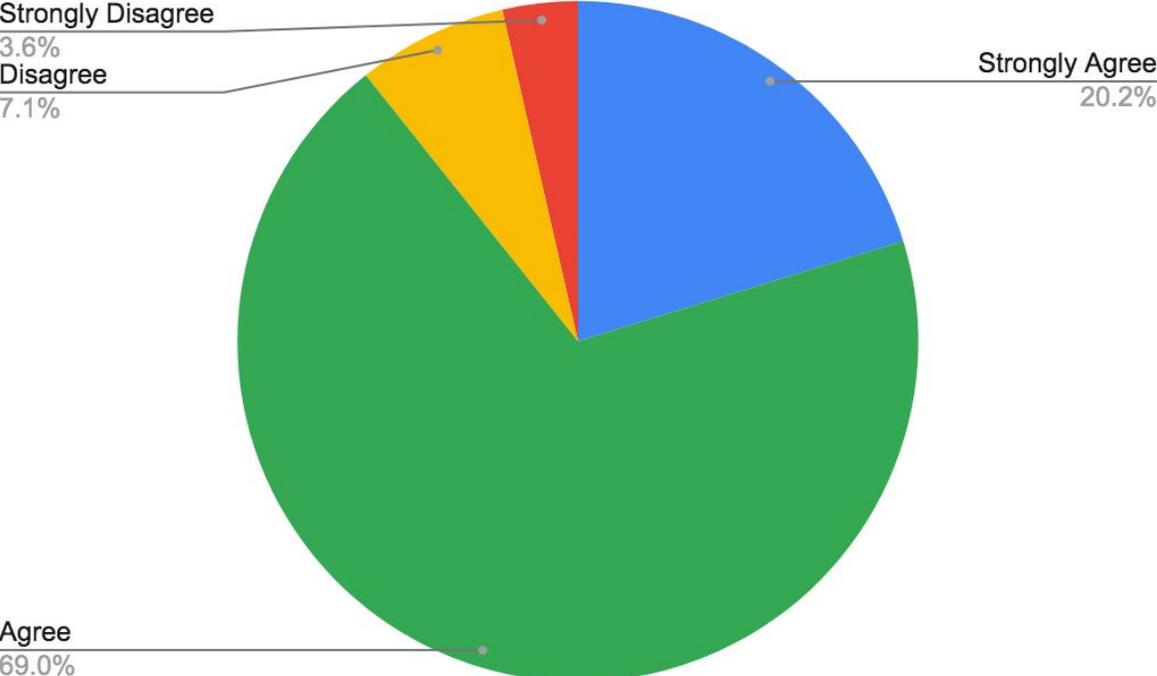
MUSD
School Climate Survey Results

2. I feel safe going to and from my school.

Strongly Disagree
2.4%

Strongly Agree
27.4%

Agree
56.0%

Disagree
14.3%
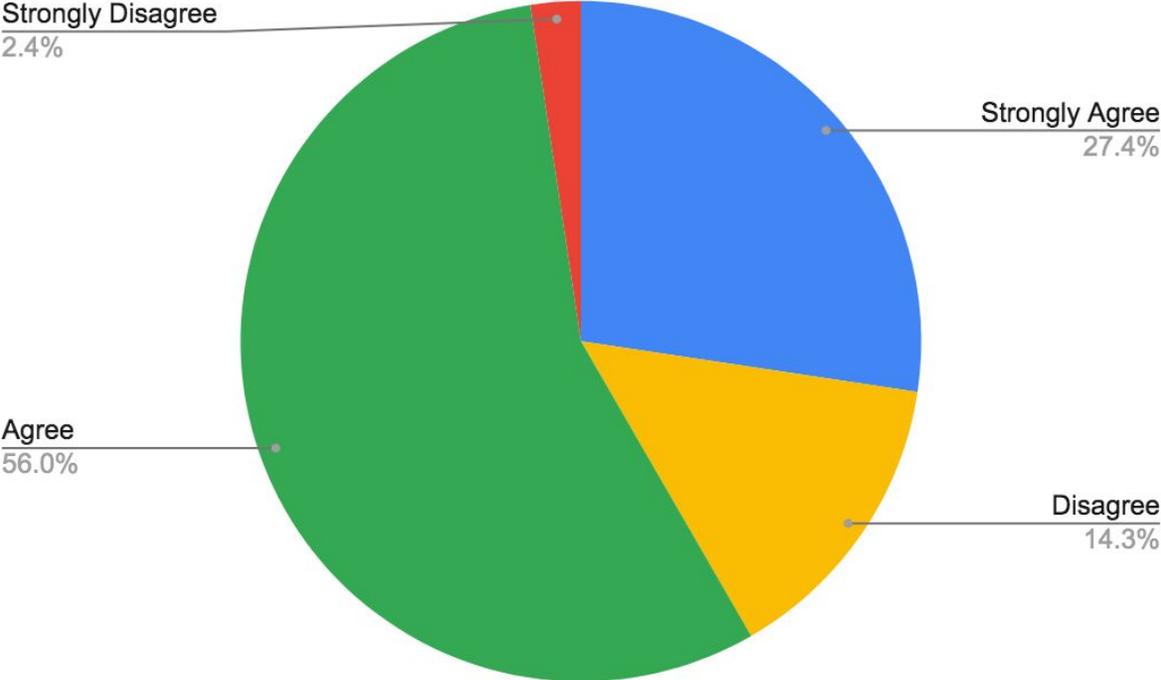
MUSD
School Climate Survey Results

3. Students at my school threaten to hurt other students.

Strongly Agree
6.0%

Agree
19.0%

Disagree
53.6%

Strongly Disagree
21.4%
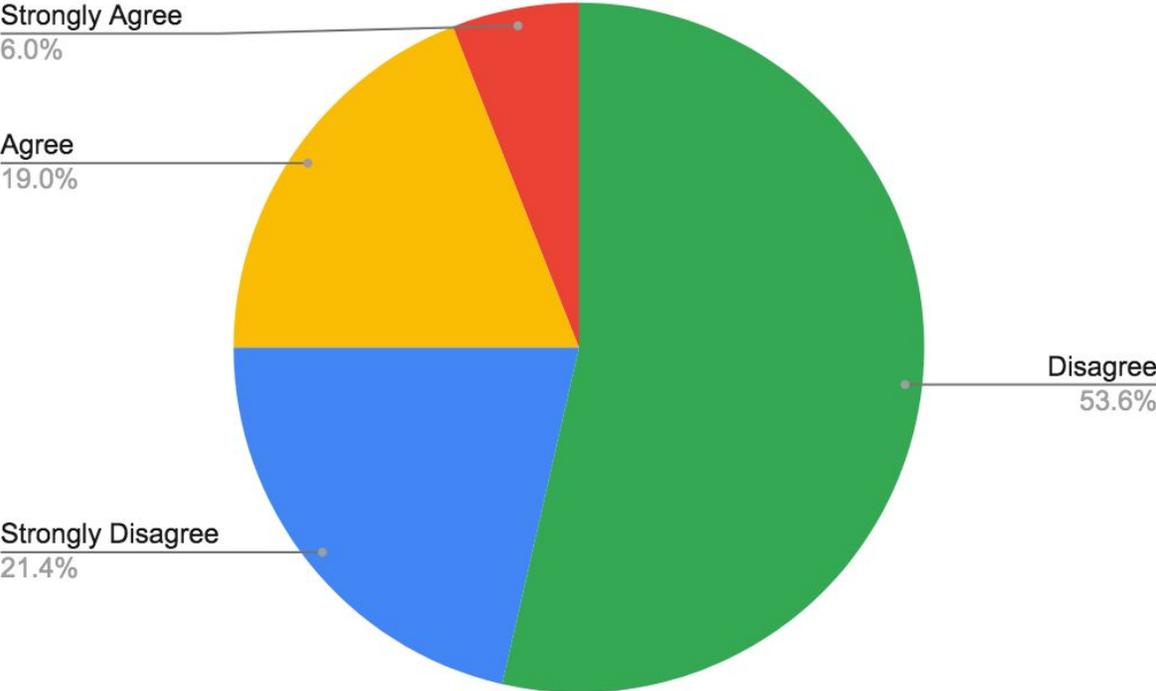
MUSD
School Climate Survey Results

4. I got hit, shoved, or hurt by other students at my school.

Strongly Agree
6.0%

Agree
32.1%

Disagree
32.1%

Strongly Disagree
29.8%
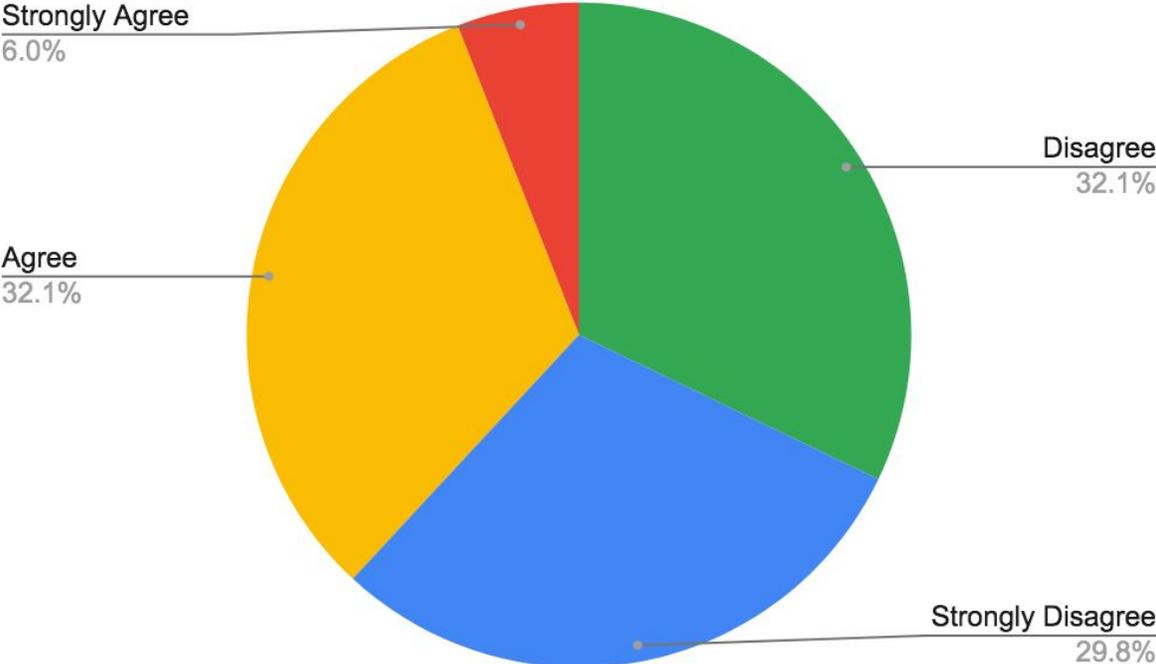
MUSD
School Climate Survey Results

5. Students at my school spread mean rumors or lies about me.

Strongly Agree
3.6%

Strongly Disagree
16.7%

Disagree
54.8%

Agree
25.0%
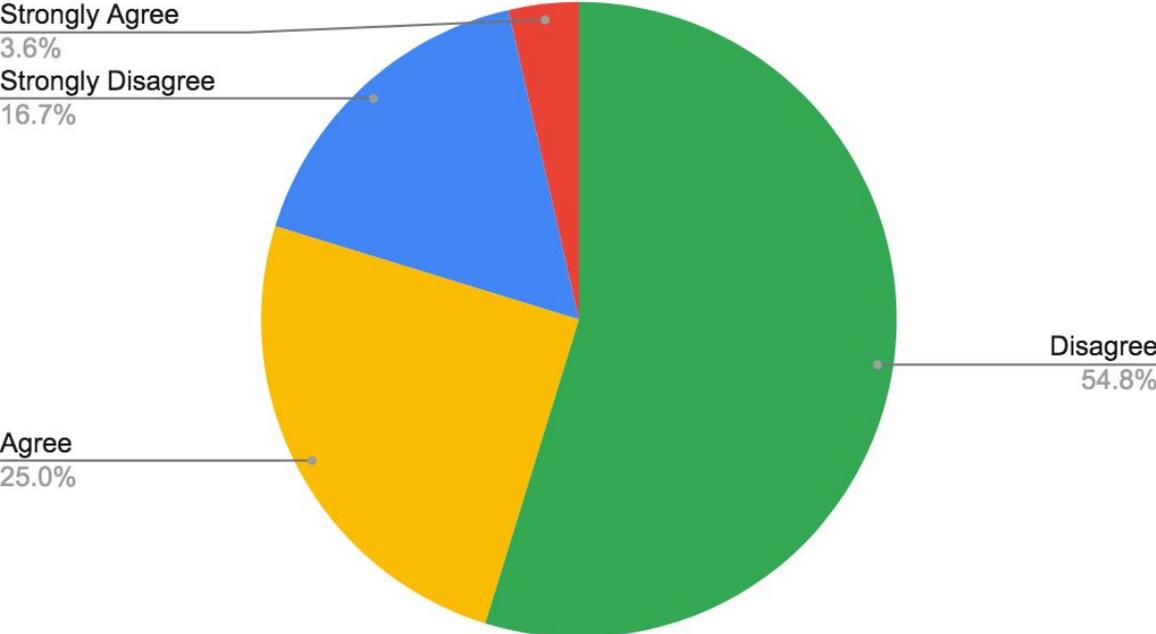
6. Have you ever brought a knife or gun to school?
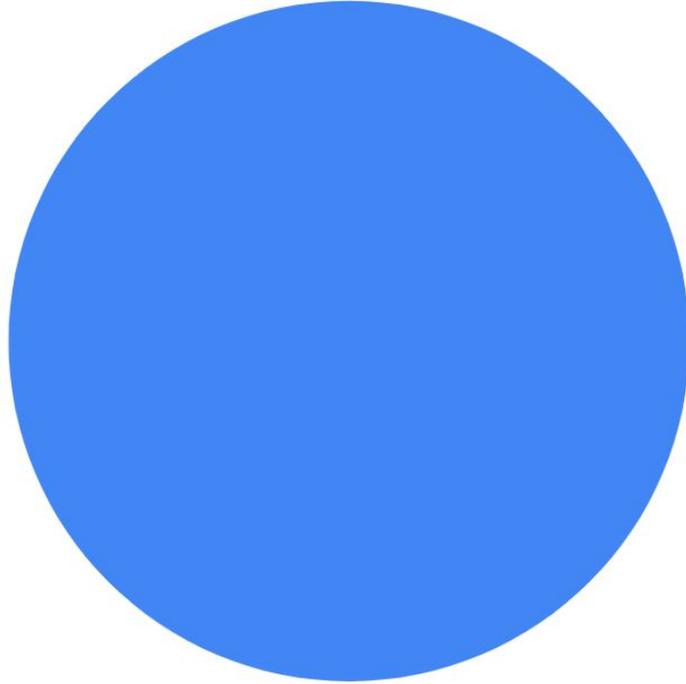
MUSD
School Climate Survey Results

7. Have you ever seen a gun or knife brought to school by another student?

Yes
9.5%

No
90.5%
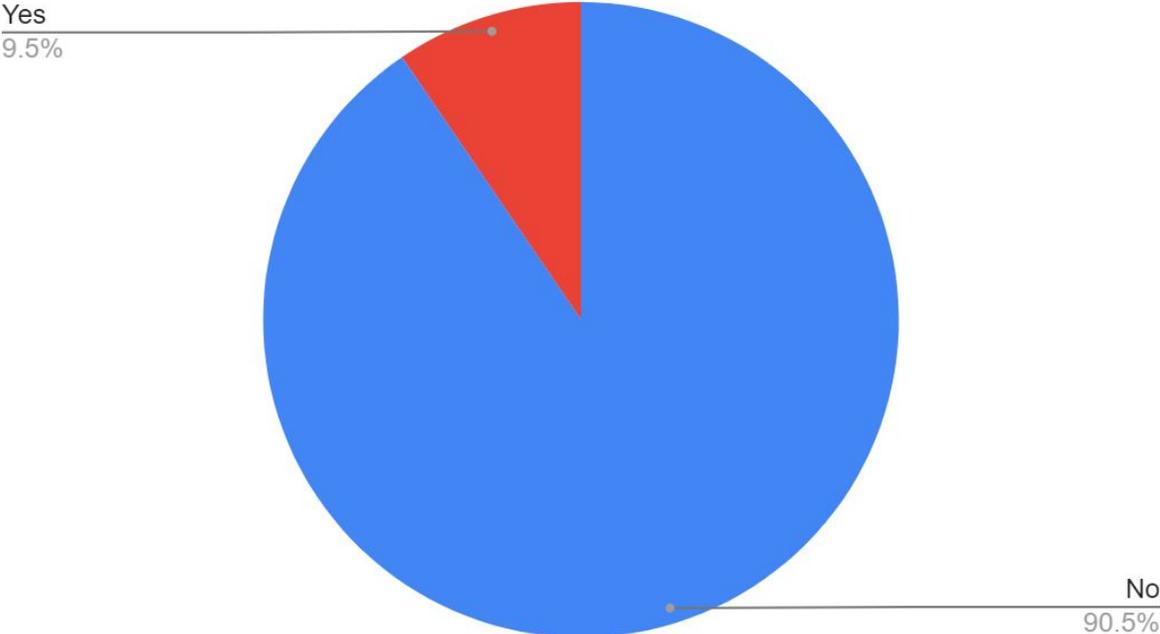
MUSD
School Climate Survey Results

8. Students at my school tease or pick on me about my race or ethnicity.

Strongly Agree
2.4%

Agree
15.5%

Strongly Disagree
39.3%

Disagree
42.9%
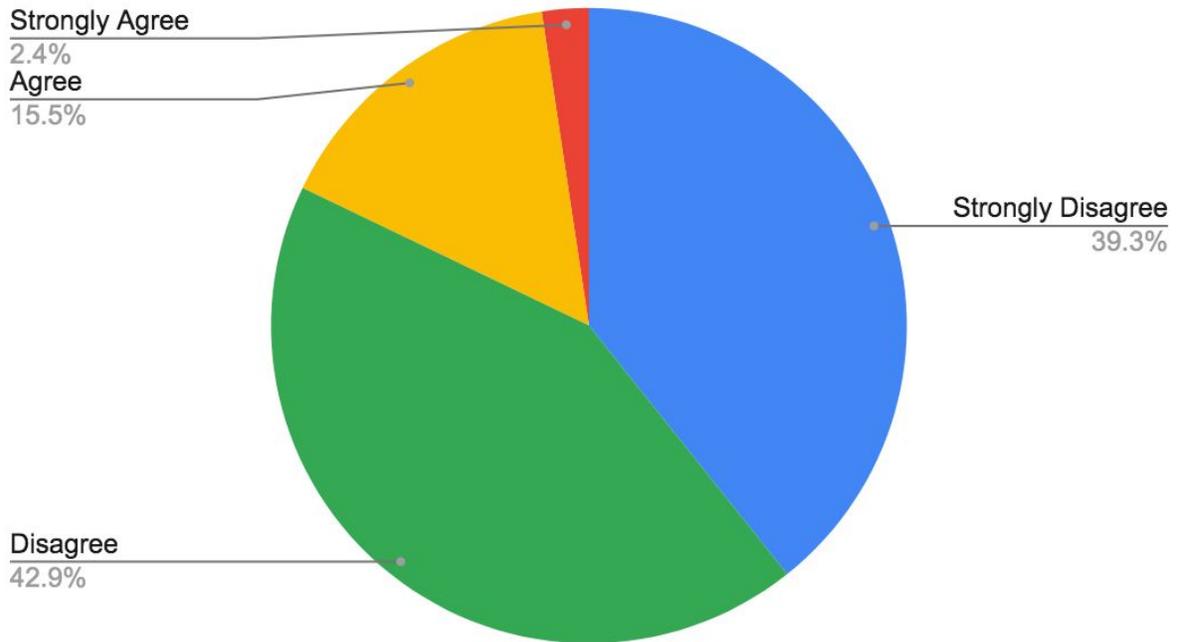
MUSD
School Climate Survey Results

9. Adults working at my school treat all students respectfully, regardless of cultural backgrounds, races, or ethnicities.

Strongly disagree
3.6%

Strongly agree
44.0%

Agree
42.9%

Disagree
9.5%
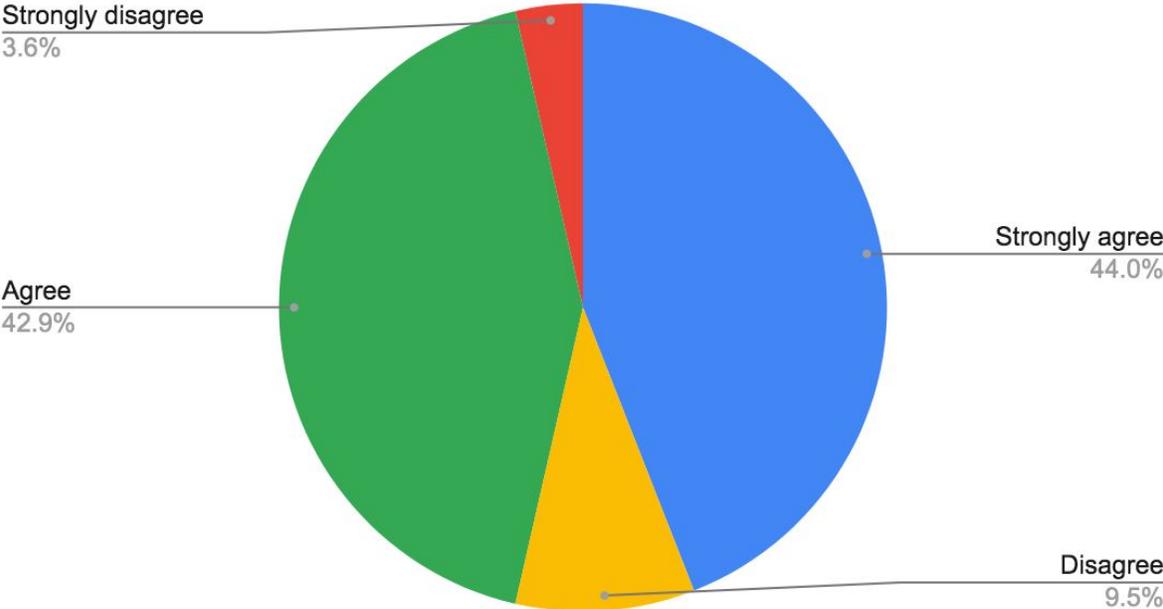
MUSD
School Climate Survey Results

10. My teachers care about me.

Disagree
2.4%

Agree
42.9%

Strongly Agree
54.8%
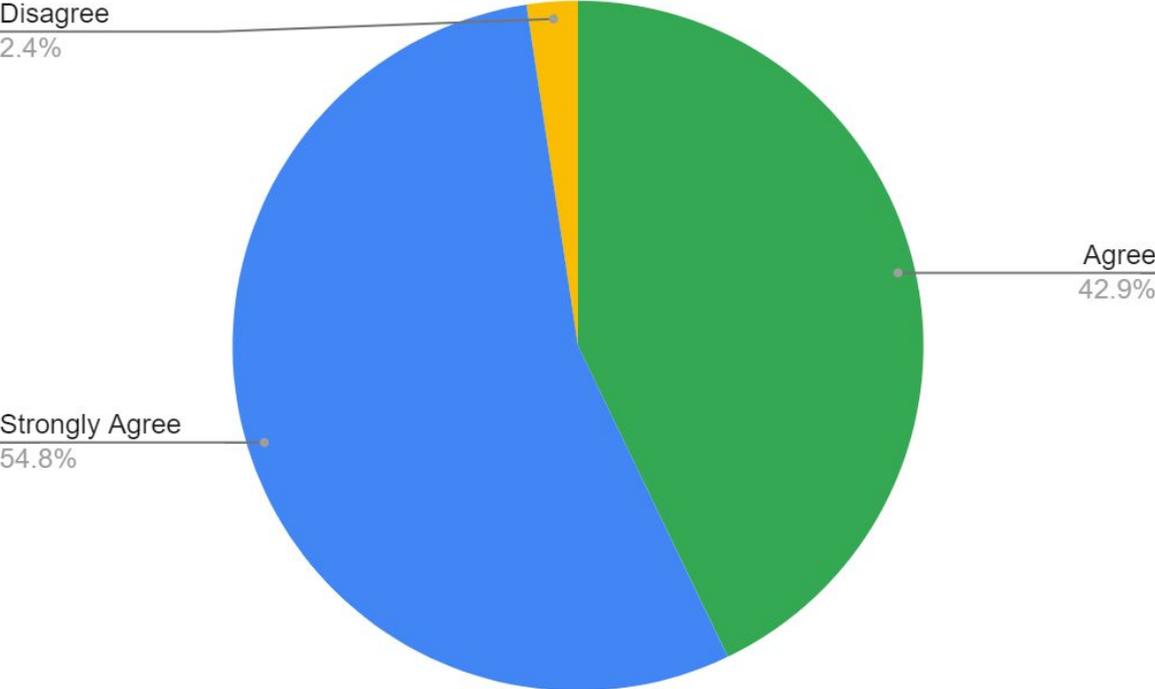
MUSD
School Climate Survey Results

11. Are you acknowledged or rewarded for your behavior at school by school staff?

No, never
6.0%

Yes, all the time
8.3%

Yes, most of the time
33.3%

Yes, some of the time
52.4%
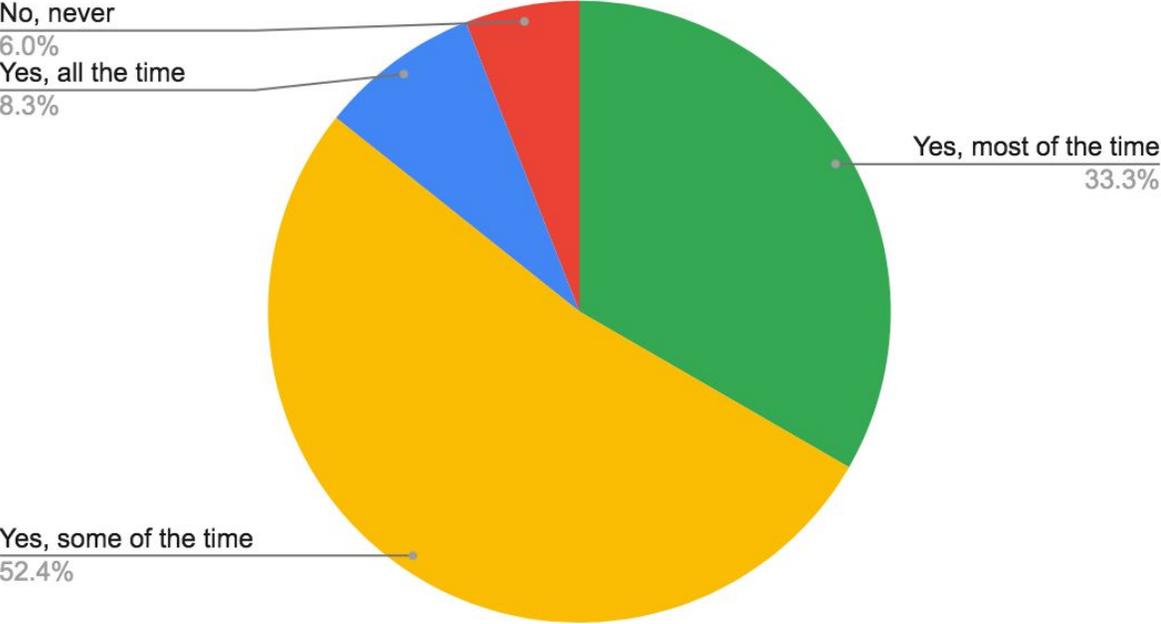
MUSD
School Climate Survey Results

12. Teachers are available when I need to talk to them.

Strongly Disagree
2.4%

Disagree
6.0%

Strongly Agree
17.9%

Agree
73.8%
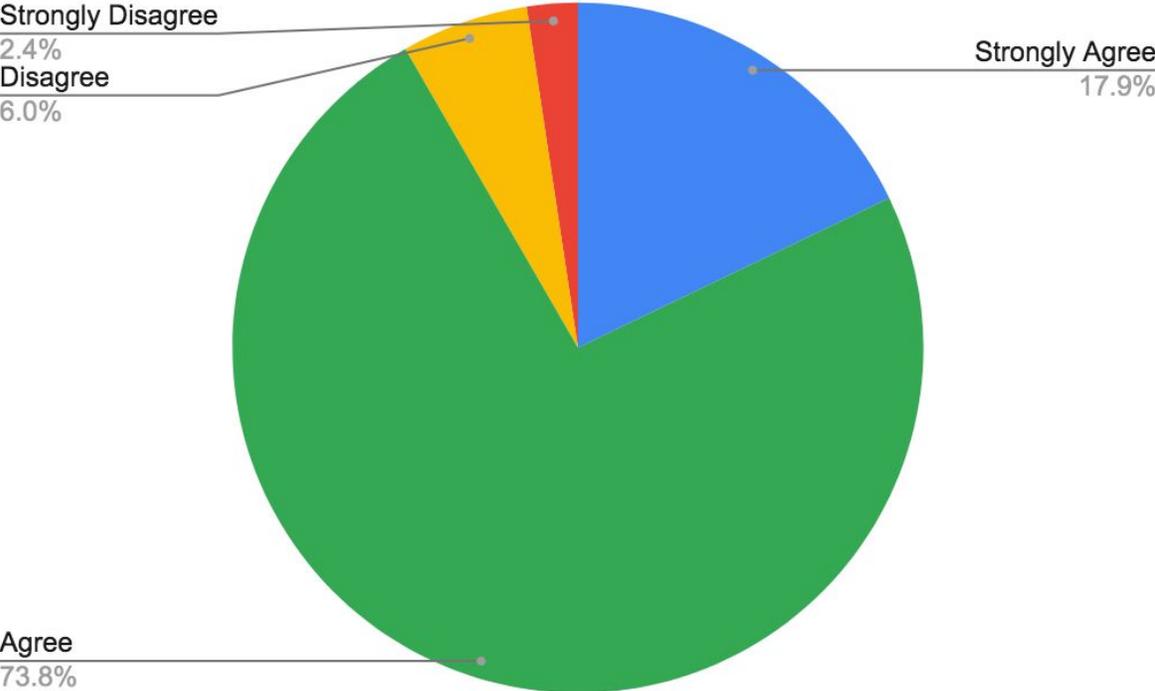
MUSD
School Climate Survey Results

13. If I am absent, there is a teacher or some other adults at school that will notice my absence.

Disagree
2.4%

Strongly Agree
42.9%

Agree
54.8%
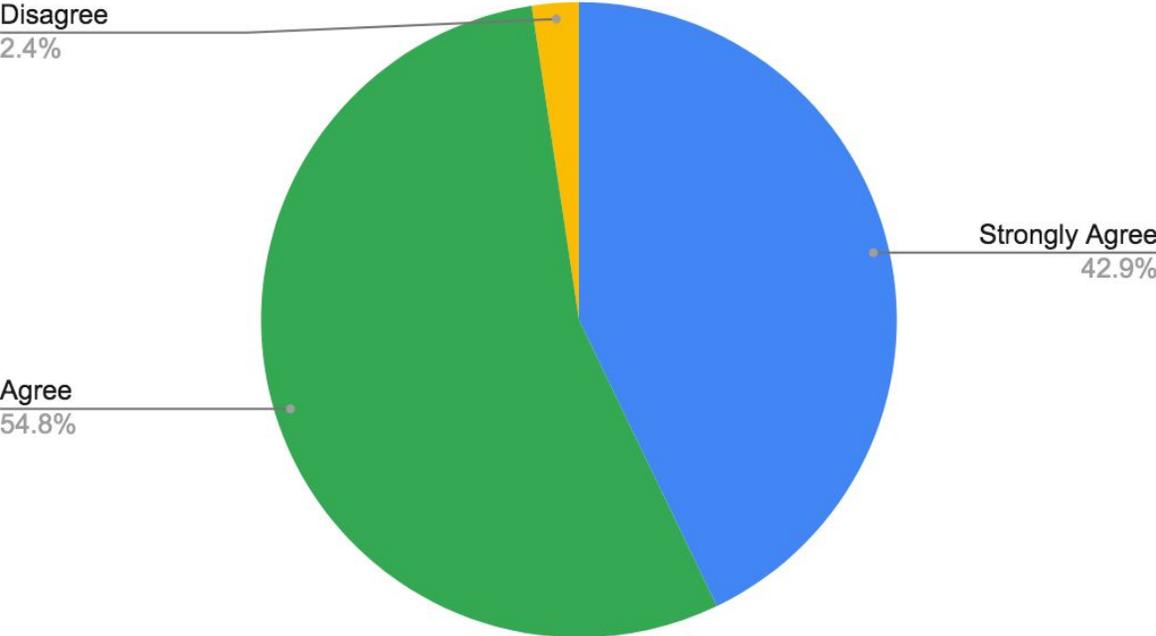
MUSD
School Climate Survey Results

14. Students at my school respect one another.

Strongly Disagree
4.8%

Strongly Agree
11.9%

Disagree
23.8%

Agree
59.5%
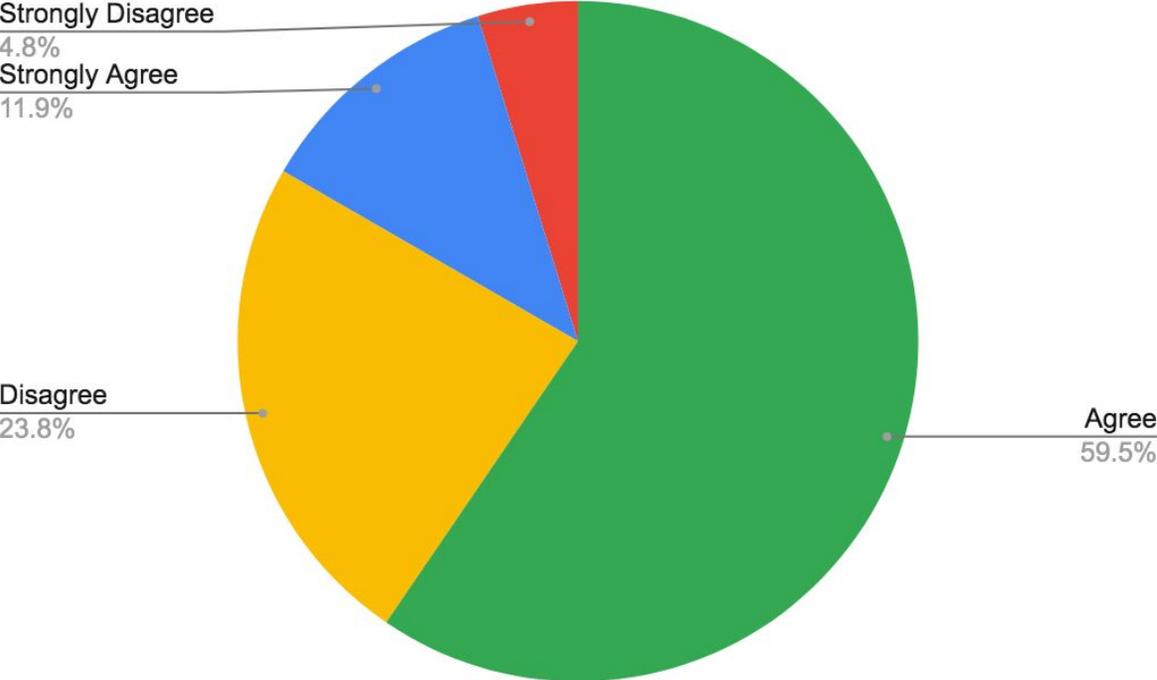
MUSD
School Climate Survey Results

15. At my school, I have at least one friend I can trust.

Strongly Disagree
2.4%

Agree
22.6%

Disagree
6.0%

Strongly Agree
69.0%
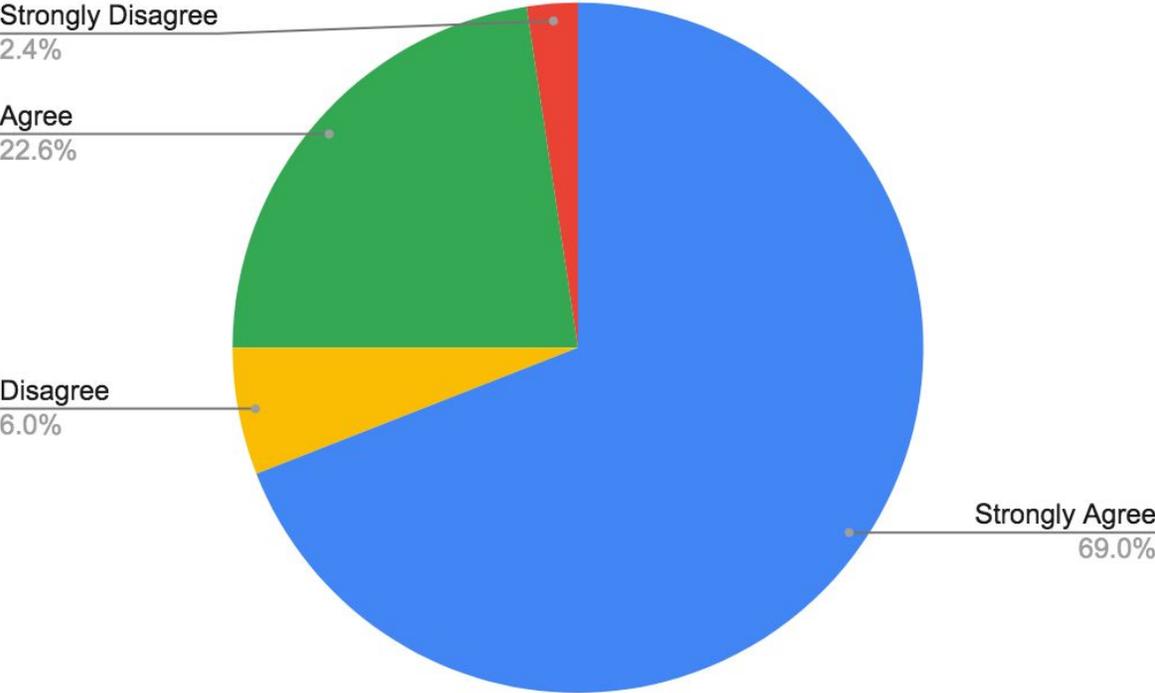
MUSD
School Climate Survey Results

16. I feel socially accepted at school.

Strongly Disagree
1.2%

Disagree
9.5%

Strongly Agree
29.8%

Agree
59.5%
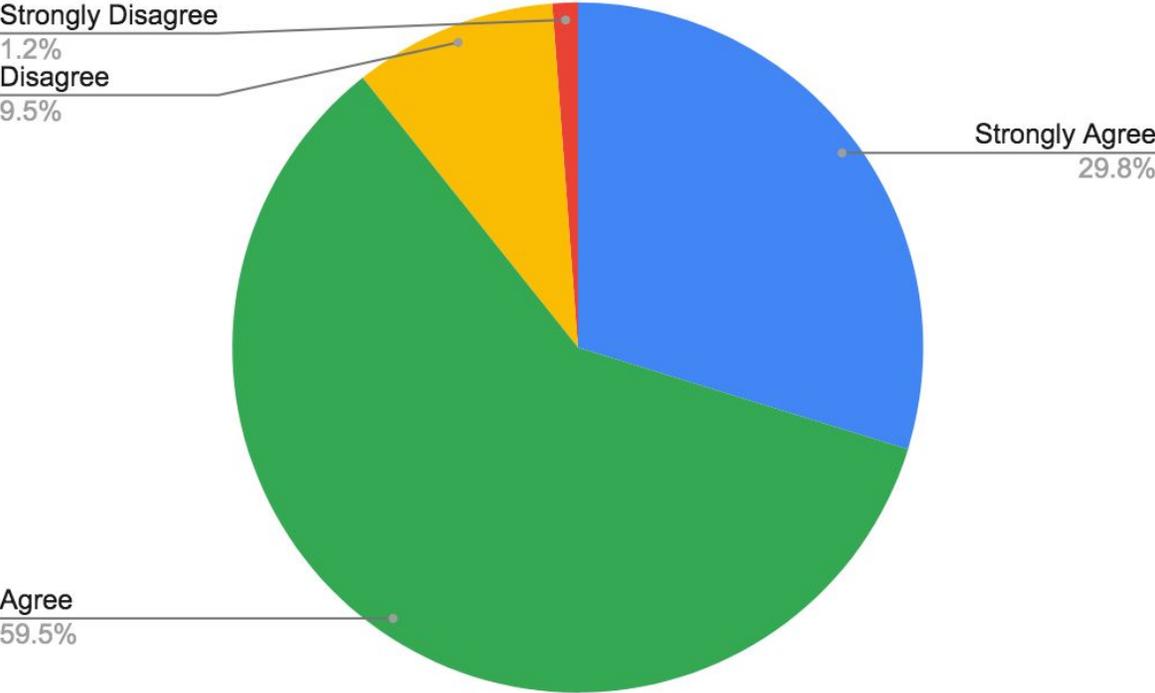
MUSD
School Climate Survey Results

17. I regularly attend school-sponsored events, e.g. school dances, sporting events, student performances, or other school activities.

Agree
39.3%

Disagree
36.9%

Strongly agree
11.9%

Strongly disagree
11.9%
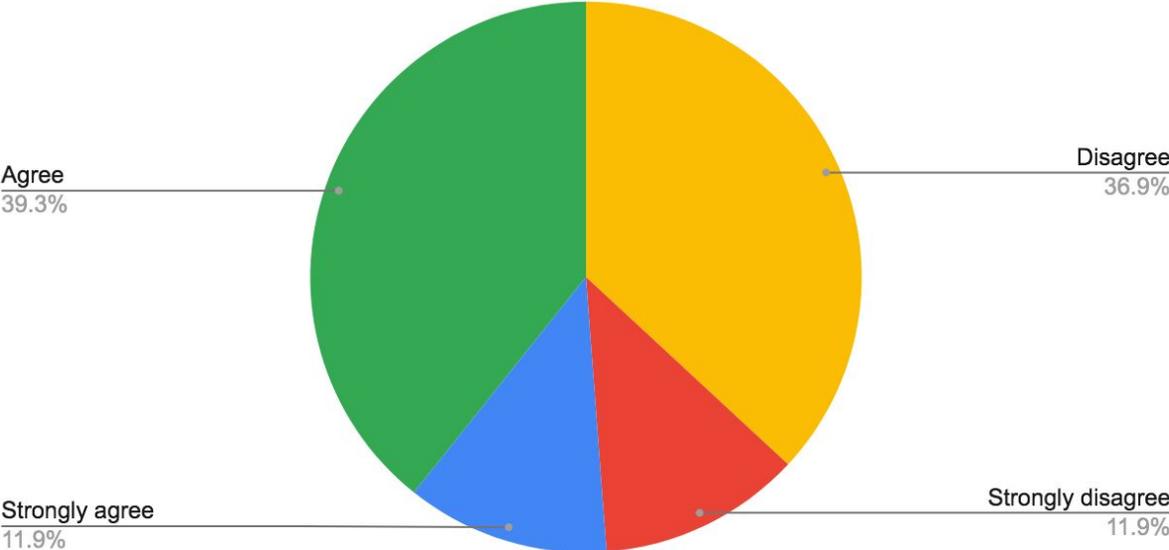
MUSD
School Climate Survey Results

18. I like my school.

Disagree
7.1%

Strongly Disagree
4.8%

Agree
47.6%

Strongly Agree
40.5%
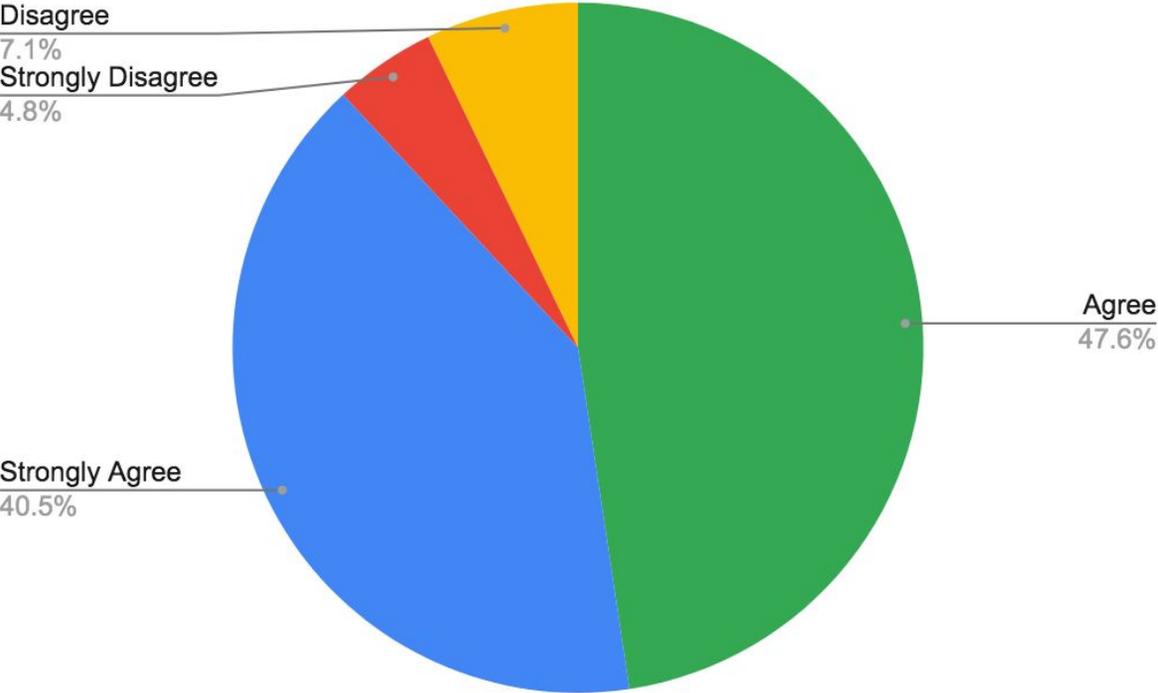
MUSD
School Climate Survey Results

Which dimension is the top priority that you hope your school to improve?

Teacher-student relationships
14.3%

Respect for diversity
10.7%

Safety
16.7%

School sponsored events
22.6%

Peer bullying
35.7%
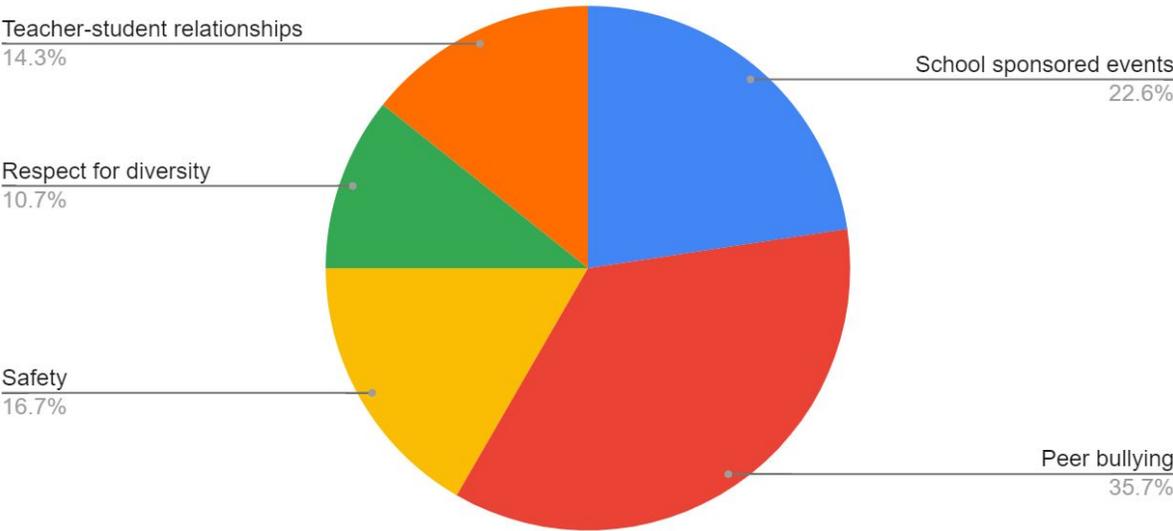
CALIFORNIA HEALTHY KIDS SURVEY

Curtner Elementary
Elementary
2019-2020
Main Report

California Department of EDUCATION

WestEd
WestEd.org

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health Office. For contract information, contact:

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Contents

List of Tables

Page

PREFACE

This report provides results for each question from the 2019-20 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's *California School Climate, Health, and Learning Survey* (CalSCHLS). The CalSCHLS system is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by the CalSCHLS system. The Appendix lists the schools that administered the survey in the district and their response rates.

These surveys grew out of the California Department of Education's (CDE) commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments; and, ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (californiaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The elementary school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules, including a Social Emotional Health Module (SEHM), that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, positive development, and well-being. The primary focus of the survey is assessing student perceptions and experiences related to:

- school climate, connectedness, and learning engagement;
- perceived school safety and frequency of, and reasons for, harassment and bullying at school;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- supports for social-emotional learning and positive behavior; and
- health-related and behavioral learning barriers (e.g., substance use, violence at school, physical health, mental health).

What's New? For 2018-19, the only changes to the survey are the following improvements:

- a new question asking about usual bedtime to assess nighttime sleep quality;
- added a question asking about how often the student feels sad as an indicator of psychological problems ; and
- included a new question asking about the upkeep of school facilities.

In 2019-20, the e-cigarette item was simplified so that it just asks about vaping.

Supplementary Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 35 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- The Appendix lists all the elementary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

PUBLIC ONLINE DATA DASHBOARD

The most recent state and district CHKS results can be examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/public-dashboards/). The dashboard can be used to graphically display statewide and district key indicators from the Core Module, trends over time, and differences in survey outcomes by gender and afterschool program participation. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

New in 2019! EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to seven years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school.   At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons by gender and afterschool participation; and
- examine data trends over time overall and by subgroup.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option. Percentages are rounded to the nearest whole number.

UNDERSTANDING AND USING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent. Even if the response rate is low, the results provide an

indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).

- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).

- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.

- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).

- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.

- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified needs. Engage them in developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation.

WestEd staff can conduct a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email CalSCHLS@wested.org.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Staff and Parent Surveys**. If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.

- **Secondary CHKS Results**. Examine how the results for 5th graders compare with those for 7th, 9th, and 11th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.

- **Other Data**. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Similar District and Statewide Results**. The aggregated results from the 2015-2017 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website (calschls.org/docs/statewide_1517_elem_chks1.pdf) to help interpret your results. If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). How you compare to state and

district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (888.841.7536) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available through the CalSCHLS Regional Centers to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Two types of reports are available:

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across seven domains of school climate and provides an overall **School Climate Index** score based on those domains (calschls.org/reports-data/#slcr)

District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Disaggregated Report

The staff of the CalSCHLS Regional Centers can produce reports that show how results vary by subgroups. For example, what are the characteristics of youth who are low in perceived safety, school connectedness, or academic motivation compared to those who are high? This is particularly important given the LCAP requirements to address these needs. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (CalSCHLS.org/reports-data). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

Determine what additional information is needed to guide school improvement efforts and add questions to your next CHKS, staff, or parent survey. All three surveys are designed so that schools

can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email CalSCHLS@wested.org.

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS in Elementary Schools

	Student Core	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being				
Academic mindset		✓		
Academic motivation	✓		✓	✓
Academic performance	✓			
Alcohol, tobacco, and drug use	✓		✓	✓
Attendance	✓		✓	
Collaboration		✓		
Empathy		✓		
Gratitude		✓		
Optimism		✓		
Perceived safety	✓		✓	✓
Persistence		✓		
Problem solving		✓		
School connectedness	✓			
Self-efficacy		✓		
Sleep duration (bedtime)	✓			
Social-emotional competencies and health		✓	✓	
Violence and victimization (bullying)	✓		✓	✓
Zest		✓		
School Climate				
Academic rigor and norms			✓	✓
High expectations	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Parent involvement	✓		✓	✓
Quality of physical environment			✓	✓
Relationships among staff			✓	
Relationships among students		✓	✓	✓
Relationships between students and staff	✓		✓	✓
Respect for diversity and cultural sensitivity			✓	✓
Teacher and other supports for learning	✓		✓	✓
School Climate Improvement Practices				
Bullying prevention	✓		✓	✓
Discipline and order (policies, enforcement)	✓		✓	✓
Services and policies to address student needs			✓	
Social-emotional/behavioral supports	✓		✓	✓
Staff supports			✓	

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Cal-Well Module	
C. District Afterschool Module (DASM)	
D. Gang Risk Awareness Module (GRAM)	
E. Military-Connected School Module	
F. Social Emotional Health Module (SEHM)	
G. Supplemental Health Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 5
Student Sample Size	
Target sample	105
Final number	57
Response Rate	54%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness[†]	74	A4.3
Academic motivation[†]	84	A4.3
Caring adults in school[†]	71	A4.3
High expectations-adults in school[†]	83	A4.3
Meaningful participation[†]	42	A4.3
Facilities upkeep[†]	72	A4.10
Parent involvement in schooling[†]	80	A8.2
Social and emotional learning supports[†]	70	A5.1
Anti-bullying climate[†]	62	A7.6
School Safety		
Feel safe at school[†]	87	A7.1
Feel safe on way to and from school[†]	96	A7.1
Been hit or pushed	46	A7.2
Mean rumors spread about you	50	A7.2
Called bad names or target of mean jokes	56	A7.2
Saw a weapon at school[¶]	9	A7.5
School Disciplinary Environment		
Rule clarity[†]	84	A6.2
Students well behaved[†]	44	A6.4
Students treated fairly when break rules[†]	54	A6.1
Students treated with respect[†]	84	A6.1
Substance Use and Physical/Mental Health		
Alcohol or drug use	7	A9.1
Marijuana use	0	A9.1
Cigarette use	0	A10.1
Vaping	2	A10.1
Late bedtime (after 10 pm)	41	A11.2
Experienced sadness[†]	19	A11.4

Notes: Cells are empty if there are less than 10 respondents.

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

[¶]*Past 12 months.*

3. Demographics

Table A3.1

Gender of Sample

	Grade 5 %
Female	52
Male	48

Question ES A.2: Are you female or male?
Note: Cells are empty if there are less than 10 respondents.

Table A3.2

Number of Days Attending Afterschool Program

	Grade 5 %
0 days	82
1 day	5
2 days	2
3 days	2
4 days	0
5 days	9

Question ES A.6: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

4. School Performance, Supports, and Engagements

Table A4.1

Perceived School Performance

	Grade 5 %
One of the best students	23
Better than most students	25
About the same as others	43
Don't do as well as most others	9

Question ES A.23: How well do you do in your schoolwork?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 30 Days

	Grade 5 %
I did not miss any days of school	75
1 day	13
2 days	9
3 or more days	4

Question ES A.4: In the past 30 days, how often did you miss an entire day of school for any reason?
Note: Cells are empty if there are less than 10 respondents.

Table A4.3

School Environment, School Connectedness, and Academic Motivation Scales

	Grade 5 %	Table
Total school supports	66	
Caring adults in school	71	A4.4
High expectations-adults in school	83	A4.5
Meaningful participation at school	42	A4.6
School connectedness	74	A4.7
Academic motivation	84	A4.8

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Scales are based on average of students reporting "Yes, most of the time" or "Yes, all of the time."

Table A4.4
Caring Adults in School Scale Questions

	Grade 5 %
Caring adults in school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	71
Do the teachers and other grown-ups at school...	
care about you?	
No, never	0
Yes, some of the time	25
Yes, most of the time	26
Yes, all of the time	49
listen when you have something to say?	
No, never	2
Yes, some of the time	25
Yes, most of the time	38
Yes, all of the time	36
make an effort to get to know you?	
No, never	7
Yes, some of the time	27
Yes, most of the time	39
Yes, all of the time	27

Question ES A.16, 24, 27: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?
Note: Cells are empty if there are less than 10 respondents.

Table A4.5

High Expectations-Adults in School Scale Questions

	Grade 5 %
High expectations-adults in school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	83
Do the teachers and other grown-ups at school...	
tell you when you do a good job?	
No, never	4
Yes, some of the time	25
Yes, most of the time	46
Yes, all of the time	26
believe that you can do a good job?	
No, never	2
Yes, some of the time	14
Yes, most of the time	30
Yes, all of the time	54
want you to do your best?	
No, never	0
Yes, some of the time	5
Yes, most of the time	11
Yes, all of the time	84

Question ES A.17, 25, 28: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?... Do the teachers and other grown-ups at school want you to do your best?

Note: Cells are empty if there are less than 10 respondents.

Table A4.6

Meaningful Participation at School Scale Questions

	Grade 5 %
Meaningful participation at school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	42
Are you given a chance to help decide school activities or rules?	
No, never	35
Yes, some of the time	40
Yes, most of the time	19
Yes, all of the time	5
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	18
Yes, some of the time	38
Yes, most of the time	32
Yes, all of the time	13
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	21
Yes, some of the time	37
Yes, most of the time	25
Yes, all of the time	18
Do you get to do interesting activities at school?	
No, never	11
Yes, some of the time	32
Yes, most of the time	39
Yes, all of the time	19

Question ES A.15, 18-20: Are you given a chance to help decide school activities or rules?... Do the teachers and other grown-ups at school ask you about your ideas?... Do the teachers and other grown-ups give you a chance to solve school problems?... Do you get to do interesting activities at school?

Note: Cells are empty if there are less than 10 respondents.

Table A4.6

Meaningful Participation at School Scale Questions – Continued

	Grade 5 %
Are you given a chance to help decide class activities or rules?	
No, never	20
Yes, some of the time	46
Yes, most of the time	25
Yes, all of the time	9
Do your teachers ask you what you want to learn about?	
No, never	38
Yes, some of the time	36
Yes, most of the time	21
Yes, all of the time	5
Do you do things to be helpful at school?	
No, never	0
Yes, some of the time	36
Yes, most of the time	39
Yes, all of the time	25

Question ES A.21, 22, 26: Are you given a chance to help decide class activities or rules?... Do your teachers ask you what you want to learn about?... Do you do things to be helpful at school?
Note: Cells are empty if there are less than 10 respondents.

Table A4.7
School Connectedness Scale Questions

	Grade 5 %
School connectedness	
Average reporting "Yes, most of the time" or "Yes, all of the time"	74
Do you feel close to people at school?	
No, never	7
Yes, some of the time	31
Yes, most of the time	47
Yes, all of the time	15
Are you happy to be at this school?	
No, never	4
Yes, some of the time	26
Yes, most of the time	25
Yes, all of the time	46
Do you feel like you are part of this school?	
No, never	9
Yes, some of the time	23
Yes, most of the time	35
Yes, all of the time	33
Do teachers treat students fairly at school?	
No, never	4
Yes, some of the time	14
Yes, most of the time	25
Yes, all of the time	58
Do you feel safe at school?	
No, never	2
Yes, some of the time	11
Yes, most of the time	35
Yes, all of the time	53

Question ES A.8-10, 13, 58: Do you feel close to people at school?... Are you happy to be at this school?... Do you feel like you are part of this school?... Do teachers treat students fairly at school?... Do you feel safe at school?

Note: Cells are empty if there are less than 10 respondents.

Table A4.8
Academic Motivation Scale Questions

	Grade 5 %
Academic motivation	
Average reporting "Yes, most of the time" or "Yes, all of the time"	84
Do you finish all your class assignments?	
No, never	0
Yes, some of the time	9
Yes, most of the time	58
Yes, all of the time	33
When you get a bad grade, do you try even harder the next time?	
No, never	2
Yes, some of the time	15
Yes, most of the time	18
Yes, all of the time	65
Do you keep working and working on your schoolwork until you get it right?	
No, never	0
Yes, some of the time	20
Yes, most of the time	45
Yes, all of the time	35
Do you keep doing your classwork even when it's really hard for you?	
No, never	2
Yes, some of the time	18
Yes, most of the time	33
Yes, all of the time	47

Question ES A.41-44: Do you finish all your class assignments?... When you get a bad grade, do you try even harder the next time?... Do you keep working and working on your schoolwork until you get it right?... Do you keep doing your classwork even when it's really hard for you?

Note: Cells are empty if there are less than 10 respondents.

Table A4.9

School Pride

	Grade 5 %
Do you feel proud to belong to your school?	
No, never	12
Yes, some of the time	23
Yes, most of the time	25
Yes, all of the time	40

Question ES A.11: Do you feel proud to belong to your school?
Note: Cells are empty if there are less than 10 respondents.

Table A4.10

Quality of School Physical Environment

	Grade 5 %
Is your school building neat and clean?	
No, never	7
Yes, some of the time	21
Yes, most of the time	53
Yes, all of the time	19

Question ES A.14: Is your school building neat and clean?
Note: Cells are empty if there are less than 10 respondents.

5. Supports for Learning at School

Table A5.1

Social and Emotional Learning Supports Scale Questions

	Grade 5 %
Social and emotional learning supports	
Average reporting "Yes, most of the time" or "Yes, all of the time"	70
Does your school...	
help students resolve conflicts with one another?	
No, never	13
Yes, some of the time	27
Yes, most of the time	33
Yes, all of the time	27
teach students to understand how other students think and feel?	
No, never	9
Yes, some of the time	31
Yes, most of the time	20
Yes, all of the time	40
teach students to feel responsible for how they act?	
No, never	2
Yes, some of the time	19
Yes, most of the time	46
Yes, all of the time	33
teach students to care about each other and treat each other with respect?	
No, never	2
Yes, some of the time	21
Yes, most of the time	23
Yes, all of the time	55

Question ES A.34-37: Does your school help students resolve conflicts with one another?... Does your school teach students to understand how other students think and feel?... Does your school teach students to feel responsible for how they act?... Does your school teach students to care about each other and treat each other with respect? Note: Cells are empty if there are less than 10 respondents.

Table A5.2

Students at School Motivated to Learn

	Grade 5 %
No, never	0
Yes, some of the time	51
Yes, most of the time	44
Yes, all of the time	5

Question ES A.12: Are the students at your school motivated to learn?

Note: Cells are empty if there are less than 10 respondents.

6. Fairness, Rule Clarity, and Positive Student Behavior

Table A6.1

Fairness Scale Questions

	Grade 5 %
Fairness	
Average reporting "Yes, most of the time" or "Yes, all of the time"	73
Do teachers treat students fairly at school?	
No, never	4
Yes, some of the time	14
Yes, most of the time	25
Yes, all of the time	58
Are the school rules fair?	
No, never	0
Yes, some of the time	29
Yes, most of the time	36
Yes, all of the time	36
Do teachers and other grown-ups at school treat students with respect?	
No, never	0
Yes, some of the time	16
Yes, most of the time	36
Yes, all of the time	47
Are students treated fairly when they break school rules?	
No, never	6
Yes, some of the time	41
Yes, most of the time	33
Yes, all of the time	20

Question ES A.13, 29-31: Do teachers treat students fairly at school?... Are the school rules fair?... Do teachers and other grown-ups at school treat students with respect?... Are students treated fairly when they break school rules?

Note: Cells are empty if there are less than 10 respondents.

Table A6.2

Clarity of Rules

	Grade 5 %
Do students know what the rules are?	
No, never	0
Yes, some of the time	16
Yes, most of the time	38
Yes, all of the time	45

Question ES A.33: Do students know what the rules are?

Note: Cells are empty if there are less than 10 respondents.

Table A6.3
Positive Behavior Scale Questions

	Grade 5 %
Positive behavior	
Average reporting "Yes, most of the time" or "Yes, all of the time"	93
Do you follow the classroom rules?	
No, never	2
Yes, some of the time	2
Yes, most of the time	38
Yes, all of the time	58
Do you follow the playground rules at recess and lunch times?	
No, never	0
Yes, some of the time	11
Yes, most of the time	33
Yes, all of the time	56
Do you listen when your teacher is talking?	
No, never	0
Yes, some of the time	2
Yes, most of the time	42
Yes, all of the time	56
Are you nice to other students?	
No, never	2
Yes, some of the time	11
Yes, most of the time	35
Yes, all of the time	52

Question ES A.45-48: Do you follow the classroom rules?... Do you follow the playground rules at recess and lunch times?... Do you listen when your teacher is talking?... Are you nice to other students?
Note: Cells are empty if there are less than 10 respondents.

Table A6.4

Students at School Well Behaved

	Grade 5 %
Are students at this school well behaved?	
No, never	5
Yes, some of the time	51
Yes, most of the time	40
Yes, all of the time	4

Question ES A.32: Are students at this school well behaved?

Note: Cells are empty if there are less than 10 respondents.

7. School Violence, Victimization, and Safety

Table A7.1

Perceived Safety at or Outside of School

	Grade 5 %
Do you feel safe at school?	
No, never	2
Yes, some of the time	11
Yes, most of the time	35
Yes, all of the time	53
Do you feel safe on your way to and from school?	
No, never	0
Yes, some of the time	4
Yes, most of the time	29
Yes, all of the time	67

Question ES A.58, 59: Do you feel safe at school?... Do you feel safe on your way to and from school?
Note: Cells are empty if there are less than 10 respondents.

Table A7.2
Violence Victimization Scale Questions

	Grade 5 %
Violence victimization	
Average reporting "Yes"	51
Do other kids hit or push you at school when they are not just playing around?	
No, never	54
Yes, some of the time	38
Yes, most of the time	5
Yes, all of the time	4
Do other kids at school spread mean rumors or lies about you?	
No, never	50
Yes, some of the time	32
Yes, most of the time	11
Yes, all of the time	7
Do other kids at school call you bad names or make mean jokes about you?	
No, never	44
Yes, some of the time	42
Yes, most of the time	11
Yes, all of the time	4

Question ES A.52, 53, 55: Do other kids hit or push you at school when they are not just playing around?... Do other kids at school spread mean rumors or lies about you?... Do other kids at school call you bad names or make mean jokes about you?
Note: Cells are empty if there are less than 10 respondents.

Table A7.3
Been Teased About Body Image

	Grade 5 %
No	68
Yes	32

Question ES A.61: Have other kids at school ever teased you about what your body looks like?
Note: Cells are empty if there are less than 10 respondents.

Table A7.4
Violence Perpetration Scale Questions

	Grade 5 %
Violence perpetration	
Average reporting "1 or more times"	22
Have hit or pushed other kids	
0 times	79
1 time	8
2 times	9
3 or more times	4
Have said mean things about other students or called them bad names	
0 times	71
1 time	16
2 times	7
3 or more times	5
Have spread mean rumors or lies about other kids	
0 times	83
1 time	11
2 times	4
3 or more times	2

Question ES A.49-51: During the past year, how many times have you hit or pushed other kids at school when you were not playing around?... During the past year, how many times have you spread mean rumors or lies about other kids at school?... During the past year, how many times at school have you said mean things about other students or called them bad names?
Note: Cells are empty if there are less than 10 respondents.

Table A7.5

Weapons (Gun or Knife) on School Property, Past Year

	Grade 5 %
Brought a gun or knife to school	
No	98
Yes	2
Saw another kid with a gun or knife at school	
No	91
Yes	9

Question ES A.54, 56: During the past year, did you ever bring a gun or knife to school?... During the past year, have you ever seen another kid with a gun or knife at school?

Note: Cells are empty if there are less than 10 respondents.

Table A7.6
Anti-Bullying Climate Scale Questions

	Grade 5 %
Anti-bullying climate	
Average reporting "Yes, most of the time" or "Yes, all of the time"	62
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	2
Yes, some of the time	9
Yes, most of the time	28
Yes, all of the time	61
If you tell a teacher that you've been bullied, the teacher will do something to help.	
No, never	6
Yes, some of the time	28
Yes, most of the time	39
Yes, all of the time	28
Students at your school try to stop bullying when they see it happening.	
No, never	29
Yes, some of the time	40
Yes, most of the time	24
Yes, all of the time	7

Question ES A.38-40: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you've been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening?
Note: Cells are empty if there are less than 10 respondents.

8. Home Supports and Involvement in Schooling

Table A8.1

High Expectations-Adults at Home Scale Questions

	Grade 5 %
High expectations-adults at home	
Average reporting "Yes, most of the time" or "Yes, all of the time"	96
Does a parent or some other grown-up at home...	
believe that you can do a good job?	
No, never	2
Yes, some of the time	5
Yes, most of the time	18
Yes, all of the time	75
want you to do your best?	
No, never	0
Yes, some of the time	0
Yes, most of the time	11
Yes, all of the time	89

Question ES A.72, 73: Does a parent or some other grown-up at home believe that you can do a good job?... Does a parent or some other grown-up at home want you to do your best?

Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Parent Involvement in Schooling Scale Questions

	Grade 5 %
Parent involvement in schooling	
Average reporting "Yes, most of the time" or "Yes, all of the time"	80
Does a parent or some other grown-up at home...	
care about your schoolwork?	
No, never	2
Yes, some of the time	2
Yes, most of the time	25
Yes, all of the time	71
ask if you did your homework?	
No, never	2
Yes, some of the time	6
Yes, most of the time	28
Yes, all of the time	65
check your homework?	
No, never	9
Yes, some of the time	30
Yes, most of the time	30
Yes, all of the time	31
ask you about school?	
No, never	4
Yes, some of the time	15
Yes, most of the time	28
Yes, all of the time	54
ask you about your grades?	
No, never	9
Yes, some of the time	24
Yes, most of the time	20
Yes, all of the time	46

Question ES A.71, 74-77: Does a parent or some other grown-up at home care about your schoolwork?... Does a parent or some other grown-up at home ask if you did your homework?... Does a parent or some other grown-up at home check your homework?... Does a parent or some other grown-up at home ask you about school?... Does a parent or some other grown-up at home ask you about your grades?

Note: Cells are empty if there are less than 10 respondents.

9. Alcohol and Other Drug (AOD) Use

Table A9.1

Use of Alcohol or Other Drugs, Lifetime

	Grade 5 %
Alcohol, one or two sips	6
Alcohol, a full glass	2
Inhalants (to get high)	0
Marijuana (smoke, vape, eat, or drink)	0
None of the above	93
Any of the above	7

Question ES A.64-66: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get "high"?... Have you ever used any marijuana (smoke, vape, eat, or drink)?
Note: Cells are empty if there are less than 10 respondents.

Table A9.2

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5 %
Alcohol	
No, not bad	2
Yes, a little bad	30
Yes, very bad	69
Marijuana (smoke, vape, eat, or drink)	
No, not bad	2
Yes, a little bad	2
Yes, very bad	47
I don't know what marijuana is	49

Question ES A.69, 70: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (smoke, vape, eat, or drink) is bad for a person's health?
Note: Cells are empty if there are less than 10 respondents.

10. Tobacco Use

Table A10.1

Cigarette Use and Vaping, Lifetime

	Grade 5 %
Ever smoked a cigarette	0
Part of a cigarette, like one or two puffs	0
A whole cigarette	0
Ever vaped	2

Question ES A.62, 63: Have you ever smoked a cigarette?... Have you ever ever vaped (used JUUL, Vuse, Suorin, MarkTen)?
Note: Cells are empty if there are less than 10 respondents.

Table A10.2

Perception of Health Risk of Cigarette and Electronic Cigarette Use

	Grade 5 %
Do you think smoking cigarettes is bad for a person's health?	
No, not bad	4
Yes, a little bad	0
Yes, very bad	96
Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?	
No, not bad	2
Yes, a little bad	5
Yes, very bad	93

Question ES A.67, 68: Do you think smoking cigarettes is bad for a person's health?... Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?
Note: Cells are empty if there are less than 10 respondents.

11. Other Physical and Mental Health Risks

Table A11.1

Frequency of Being Home Alone

	Grade 5 %
No, never	64
Yes, some of the time	29
Yes, most of the time	7
Yes, all of the time	0

Question ES A.57: Are you home alone after school?
Note: Cells are empty if there are less than 10 respondents.

Table A11.2

Bedtime

	Grade 5 %
Before 7:00 pm	0
7:00-7:59 pm	4
8:00-8:59 pm	11
9:00-9:59 pm	45
10:00-10:59 pm	30
11:00-11:59 pm	5
After 12:00 am	5
Late bedtime (after 10 pm)	41

Question ES A.7: What time do you usually go to bed on nights before you go to school?
Note: Cells are empty if there are less than 10 respondents.

Table A11.3

Breakfast Consumption

	Grade 5 %
No	14
Yes	86

Question ES A.5: Did you eat breakfast this morning?
Note: Cells are empty if there are less than 10 respondents.

Table A11.4

Experienced Sadness

	Grade 5 %
No, never	24
Yes, some of the time	57
Yes, most of the time	13
Yes, all of the time	6

Question ES A.60: Do you feel sad?

Note: Cells are empty if there are less than 10 respondents.

12. Gender Breakdowns

Table A12.1

Key Indicators of School Climate and Student Well-Being by Gender

	Grade 5	
	Female %	Male %
School Engagement and Supports		
School connectedness[†]	75	75
Academic motivation[†]	92	74
Total school supports[†]	68	64
Caring adults in school[†]	72	72
High expectations-adults in school[†]	87	78
Meaningful participation at school[†]	44	41
Facilities upkeep[†]	69	74
Parent involvement in schooling[†]	83	76
Social and emotional learning supports[†]	72	67
Anti-bullying climate[†]	64	59
School Safety		
Feel safe at school[†]	89	85
Feel safe on way to and from school[†]	96	96
Been hit or pushed	36	56
Mean rumors spread about you	43	56
Called bad names or target of mean jokes	46	65
Saw a weapon at school[§]	7	12

Notes: Cells are empty if there are less than 10 respondents.

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

[§]*Past 12 months.*

Table A12.1

Key Indicators of School Climate and Student Well-Being by Gender – Continued

	Grade 5 Female %	Male %
School Disciplinary Environment		
Rule clarity[†]	86	85
Students well behaved[†]	50	38
Students treated fairly when break rules[†]	57	52
Students treated with respect[†]	86	85
Substance Use and Physical/Mental Health		
Alcohol or drug use	7	7
Marijuana use	0	0
Cigarette use	0	0
Vaping	4	0
Late bedtime (after 10 pm)	45	35
Experienced sadness[†]	19	15

Notes: Cells are empty if there are less than 10 respondents.

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A12.2

Student Positive Behavior by Gender

	Grade 5 Female %	Male %
Positive behavior[†]	94	91
Follow classroom rules[†]	96	96
Follow playground rules[†]	93	85
Listen when teacher is talking[†]	100	96
Nice to other students[†]	86	88

Notes: Cells are empty if there are less than 10 respondents.

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A12.3

Selected Alcohol and Drug Use Measures by Gender

	Grade 5 Female %	Grade 5 Male %
Lifetime AOD Use		
Alcohol, one or two sips	4	7
Alcohol, a full glass	4	0
Inhalants (to get high)	0	0
Marijuana	0	0
Any of the above	7	7
Perceived Health Risk[A]		
Alcohol	100	96
Marijuana[B]	100	93

Notes: Cells are empty if there are less than 10 respondents.

[A]*Combines "A little bad" and "Very bad."*

[B]*Students who responded that they didn't know what marijuana was were excluded from calculation.*

Table A12.4

Selected Tobacco Measures by Gender

	Grade 5 Female %	Grade 5 Male %
Ever smoked a cigarette	0	0
Part of a cigarette, like one or two puffs	0	0
A whole cigarette	0	0
Ever vaped	4	0
Perceived health risk of cigarette smoking[A]	100	93
Perceived health risk of electronic cigarette use[A]	100	96

Notes: Cells are empty if there are less than 10 respondents.

[A]*Combines "A little bad" and "Very bad."*

Curtner Elementary
2019-20 Professional Development Plan/Schedule

Monday Staff PLC:

August
19- Logistics
26- ILT: Teaching Tolerance

September (No school on 9/2)
9- SST/Focus Students/SEL
16- Off Week
23- Scope/Sequence/Logistics
30- Leadership Guided - Data Summit/Team Time

October (No school on 10/14)
7- SST/Focus Students/SEL
14- Off Week
21- Scope/Sequence/Logistics
28- Zones of Regulation

November (No school on 11/11)
4- SST/Focus Students/SEL
11- Off Week

18- Scope/Sequence/Logistics
25- No Meeting: Conferences

December
2- Leadership Guided PD
9- SST/Focus Students/SEL
16- Secret Santa/White Elephant

January (No school on 1/20)
6- Scope/Sequence/Logistics
13- Leadership Guided PD
20- Off Week
27- SST/Focus Students/SEL

February (No school on 2/17)
3- Scope/Sequence/Logistics
10- Leadership Guided PD
24- SST/Focus Students/SEL

March (No school on 3/30)
2- Scope/Sequence/Logistics
9- Leadership Guided PD
16- Off Week
23- SST/Focus Students/SEL

April (No school on 4/13)
6- Scope/Sequence/Logistics
20- Leadership Guided PD
27- SST/Focus Students/SEL

May (No school on 5/25)
4- Scope/Sequence/Logistics
11- Leadership Guided PD
18- End of Year Logistics

June
1- Class Building

All-Staff Professional Development:

Date	PD Topic	Presenters
Monday, 8/12	● ROCI Overview (What's the Plan) ● Mindfulness/Self-Care	Admin
Tuesday, 8/13	● Breakout Sessions: ○ Benchmark University Assessments ○ Creating Guided Reading Groups ○ Sample Benchmark Lesson (Using Digital Resources) ○ Lexia: Accessing Data ○ Lexia: Creating Groups ○ Lexia: Running Reports ○ Math Talks/Performance Tasks ● Curtner Vision and Instructional Goals ● Planning Time With Grade Level Teams	Benchmark- Kristin Kovac Lexia- Kelly Utic Math Talks- Silicon Valley Math Institute Vision/Goals- Admin
Thursday, 8/15	PBIS	Admin
Friday, 8/16	Teacher-Directed (PlayWorks to be rescheduled)	Admin
Friday, 11/1	Social Studies Curriculum Training	District
Friday, 1/24	Site Directed (Supplementing Socs Curriculum)	
Monday, 3/16	Admin Directed	
Tuesday, 3/17	Teacher Directed	ILT

Curtner Elementary School

2018-2019 CAASPP Student Performance
2019-2020 i-Ready Student Performance

i-Ready ELA D1 August 2019
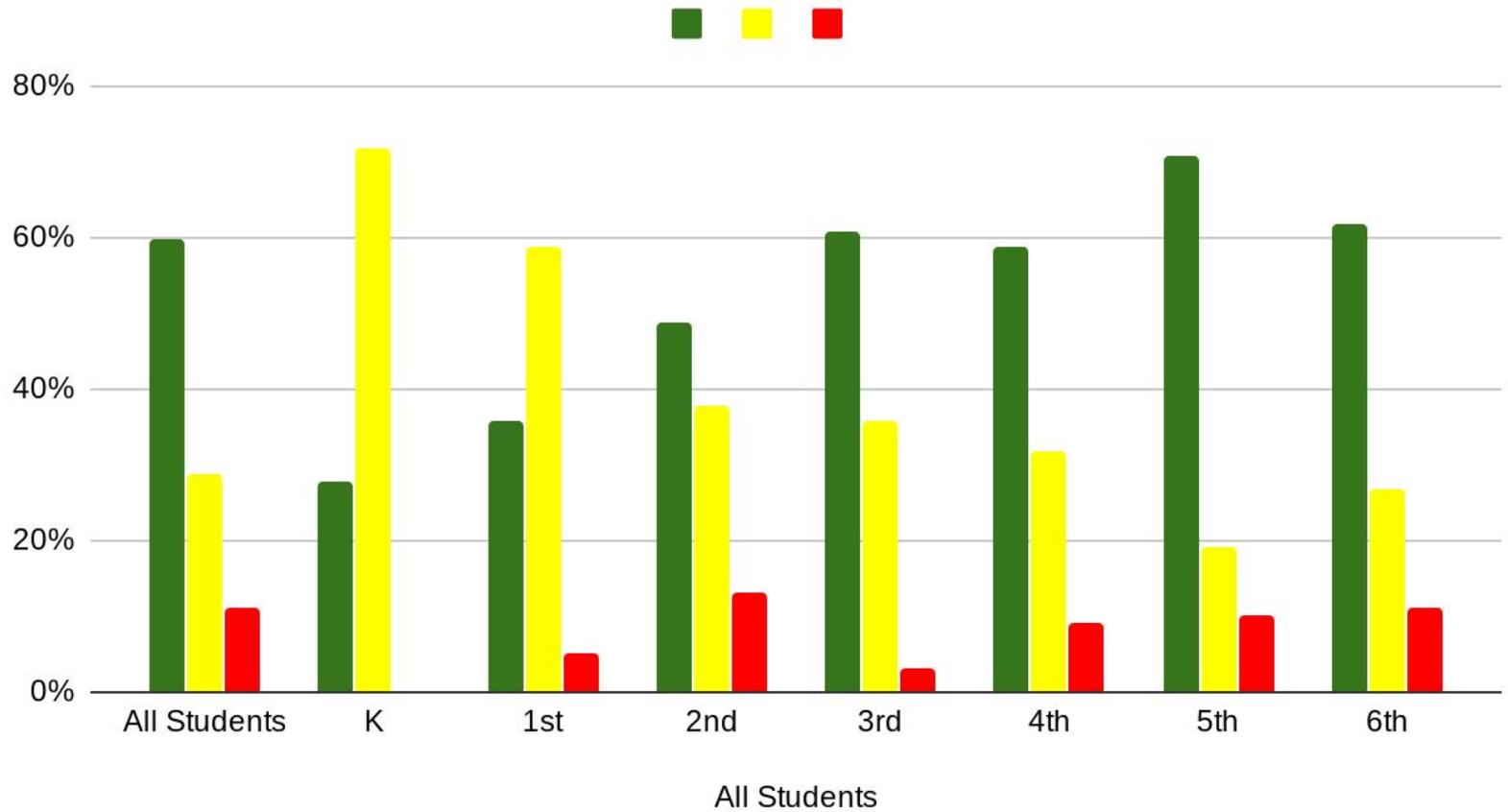
i-Ready Math D1 August 2019
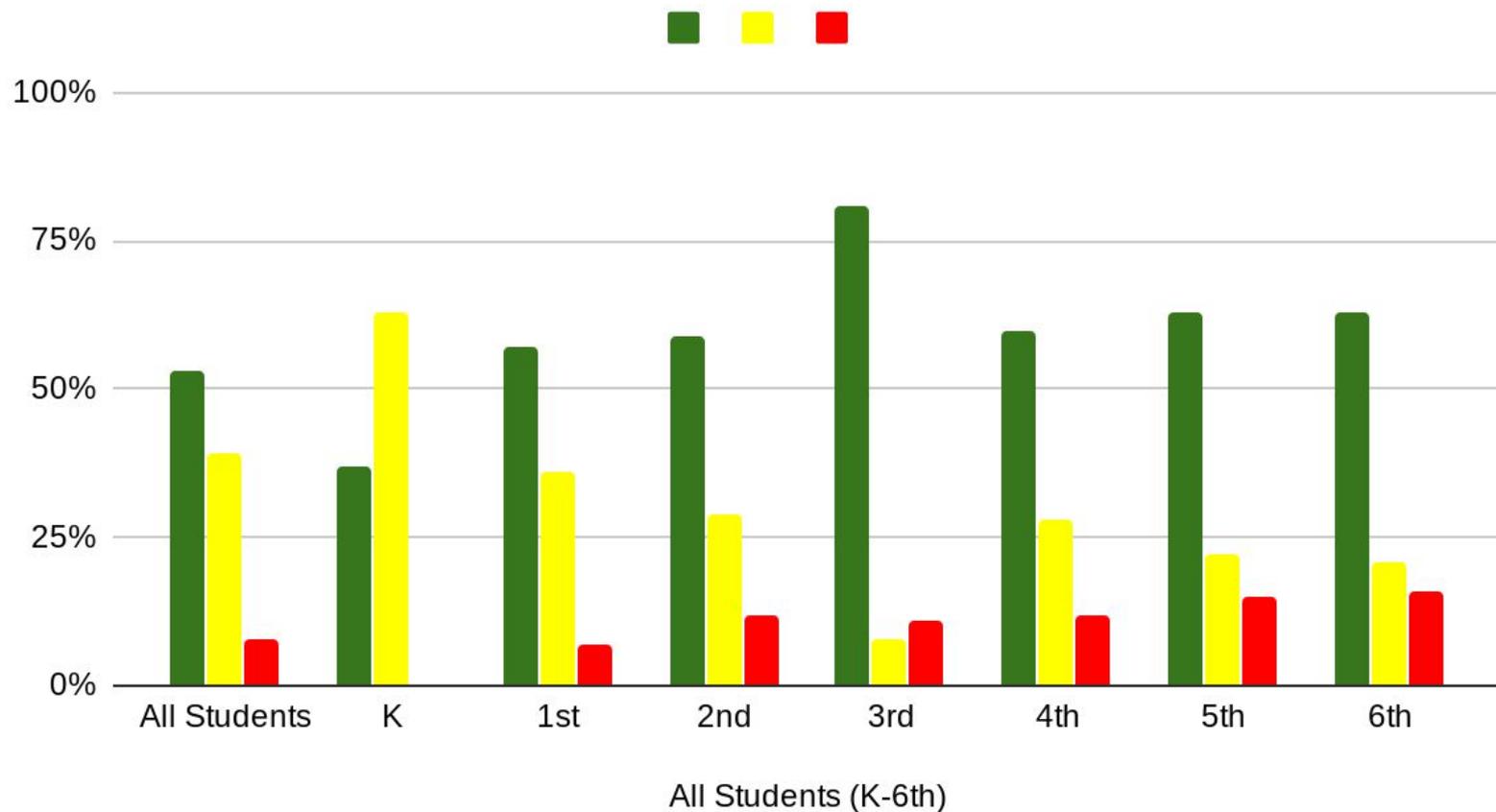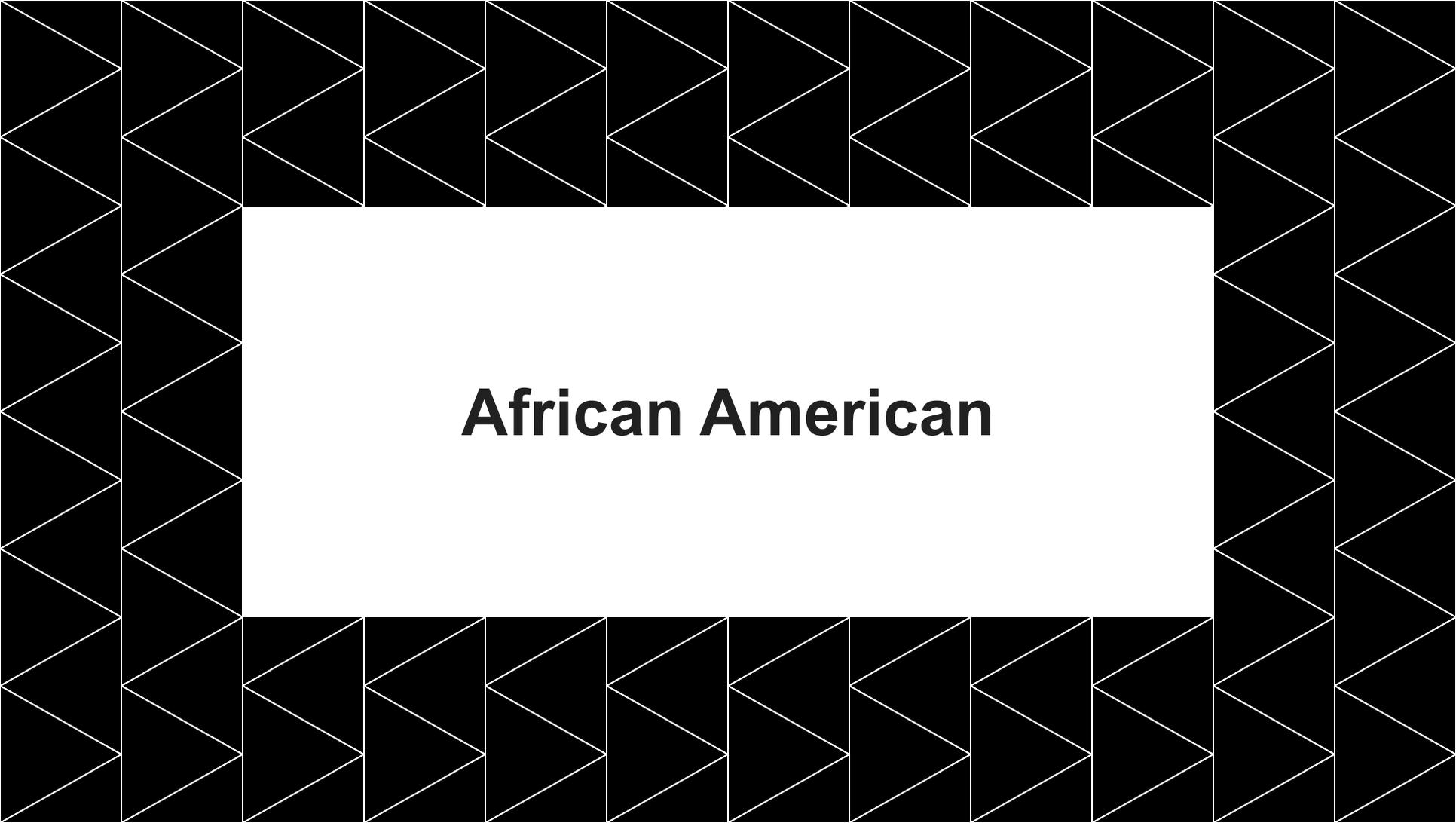
African American

i-Ready ELA D1 August 2019
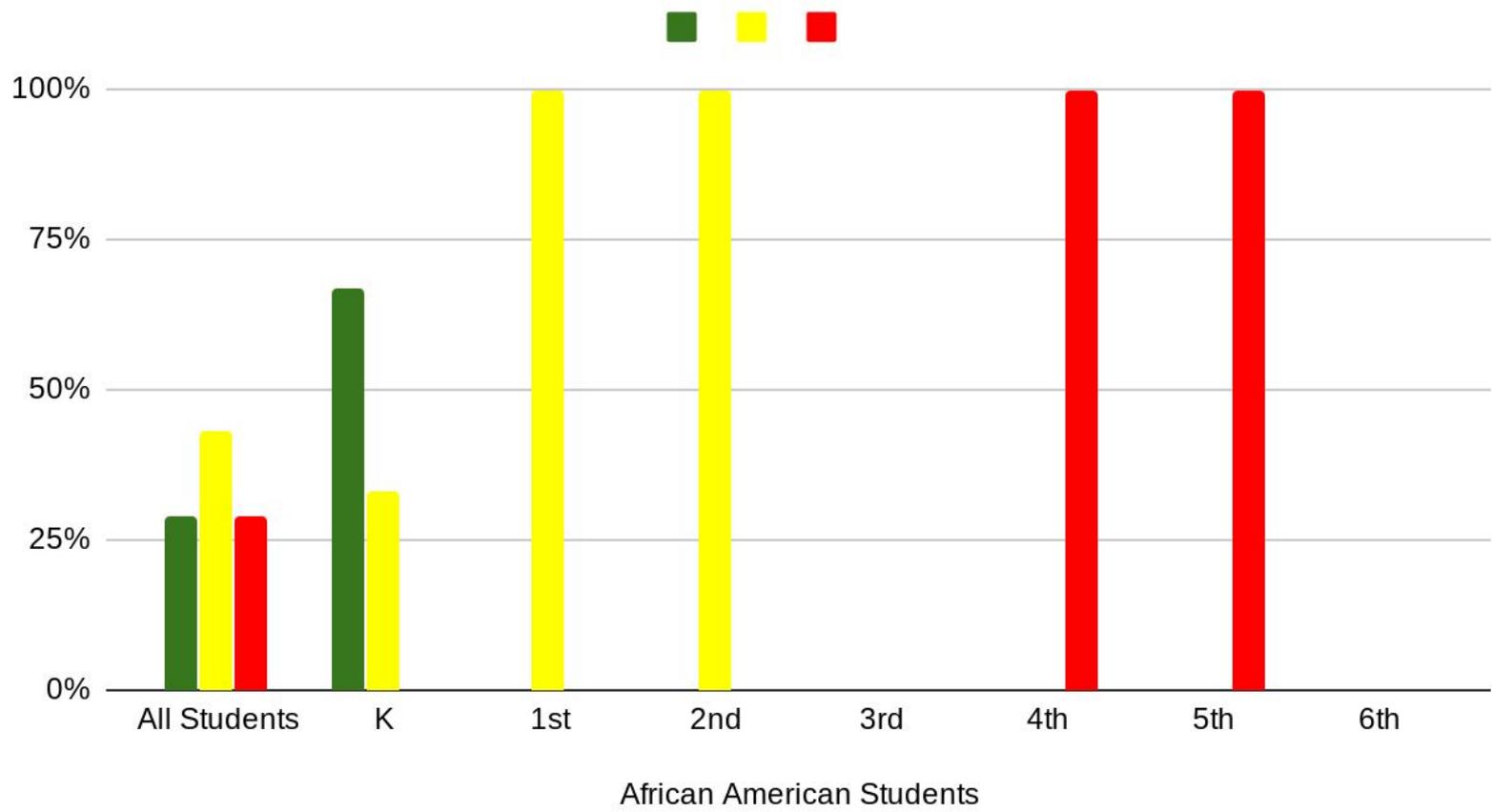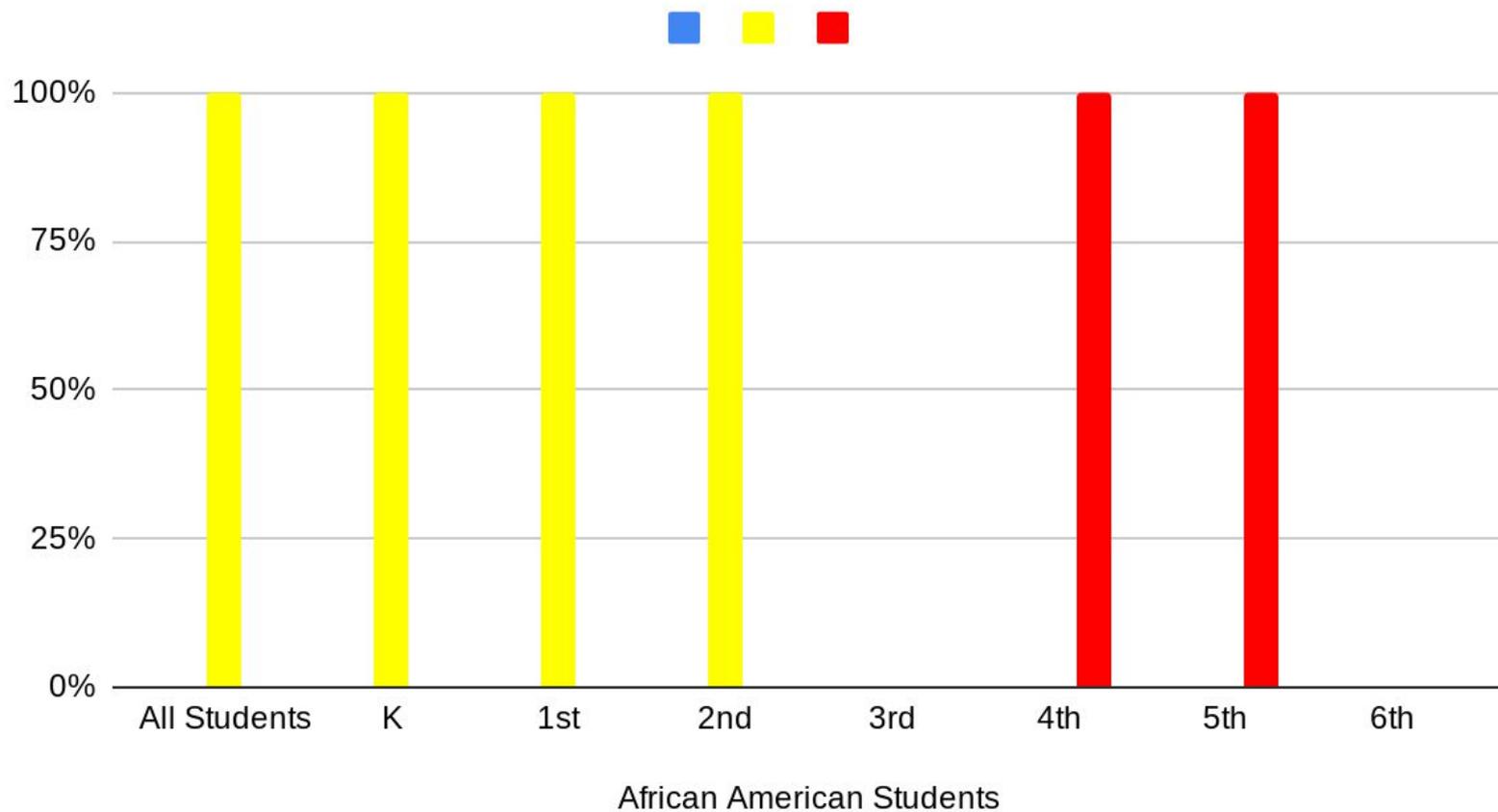
African American Students

i-Ready Math D1 August 2019

African American Students

Latino

i-Ready ELA D1 (August, 2019)

Latino Student Performance

i-Ready Math D1 (August 2019)

Latino Student Performance
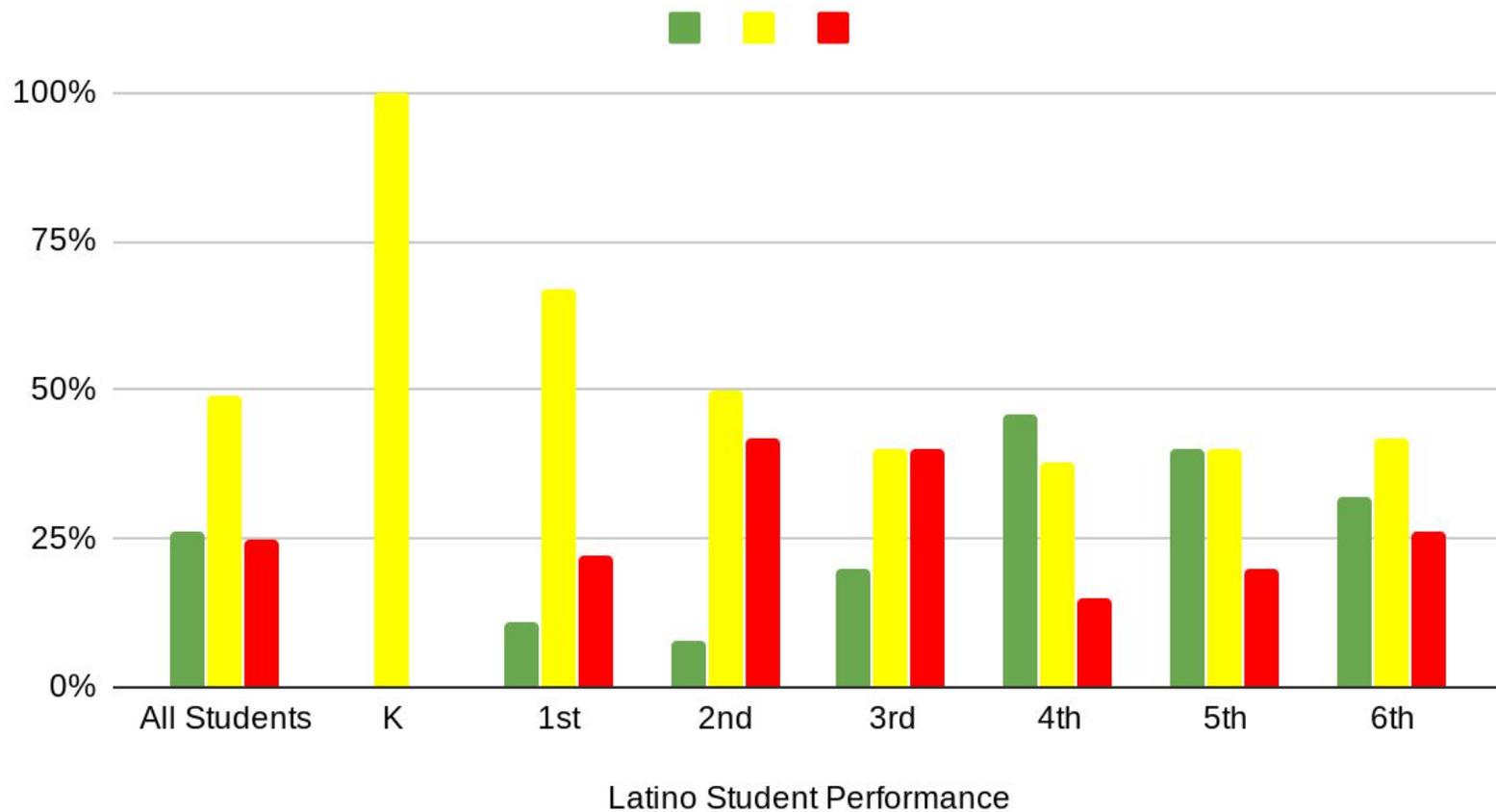
Latino English Learners

i-Ready ELA D1 (August 2019)

Latino ELs Student Performance
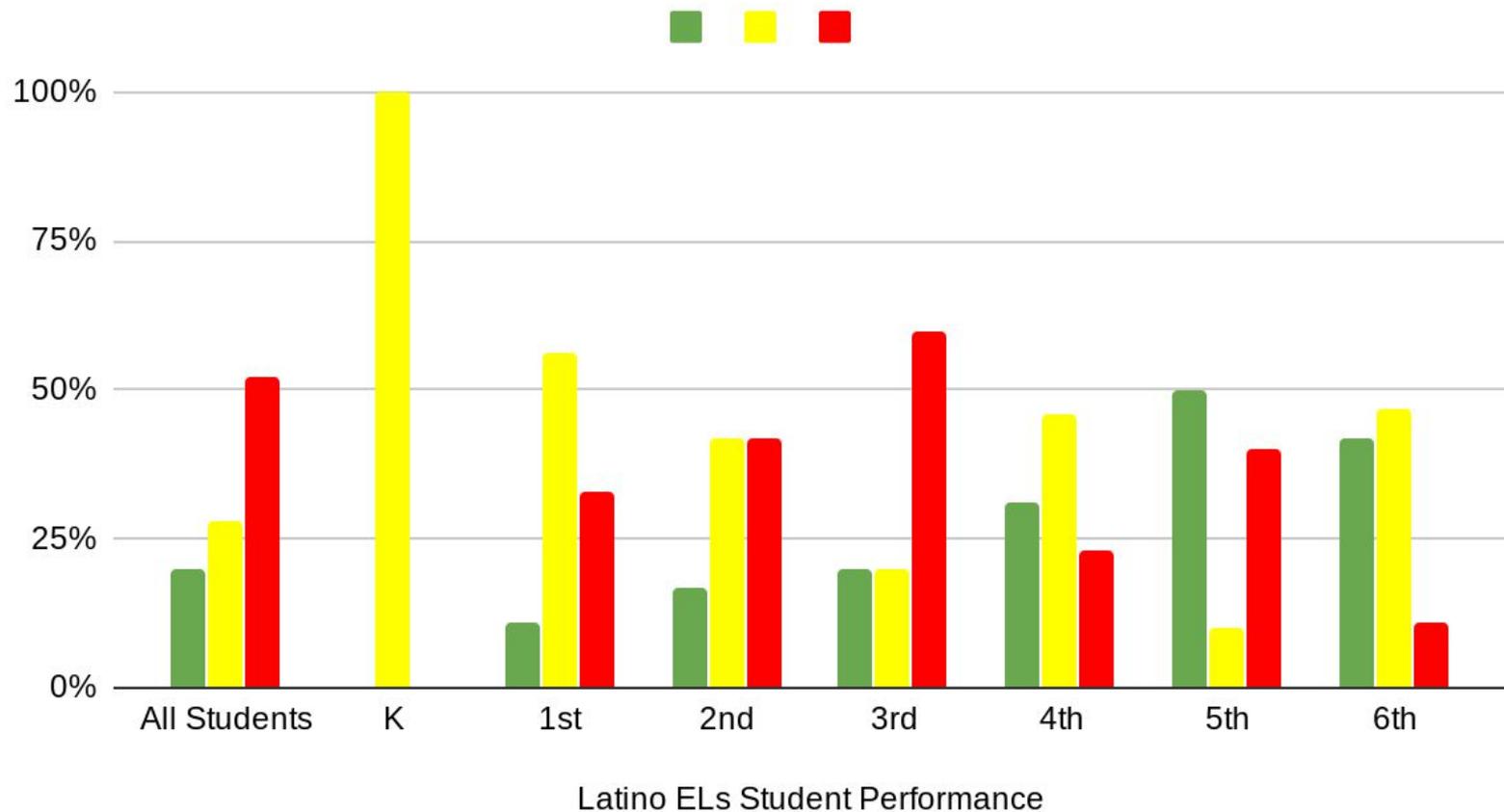
i-Ready Math D1 (August,2019)
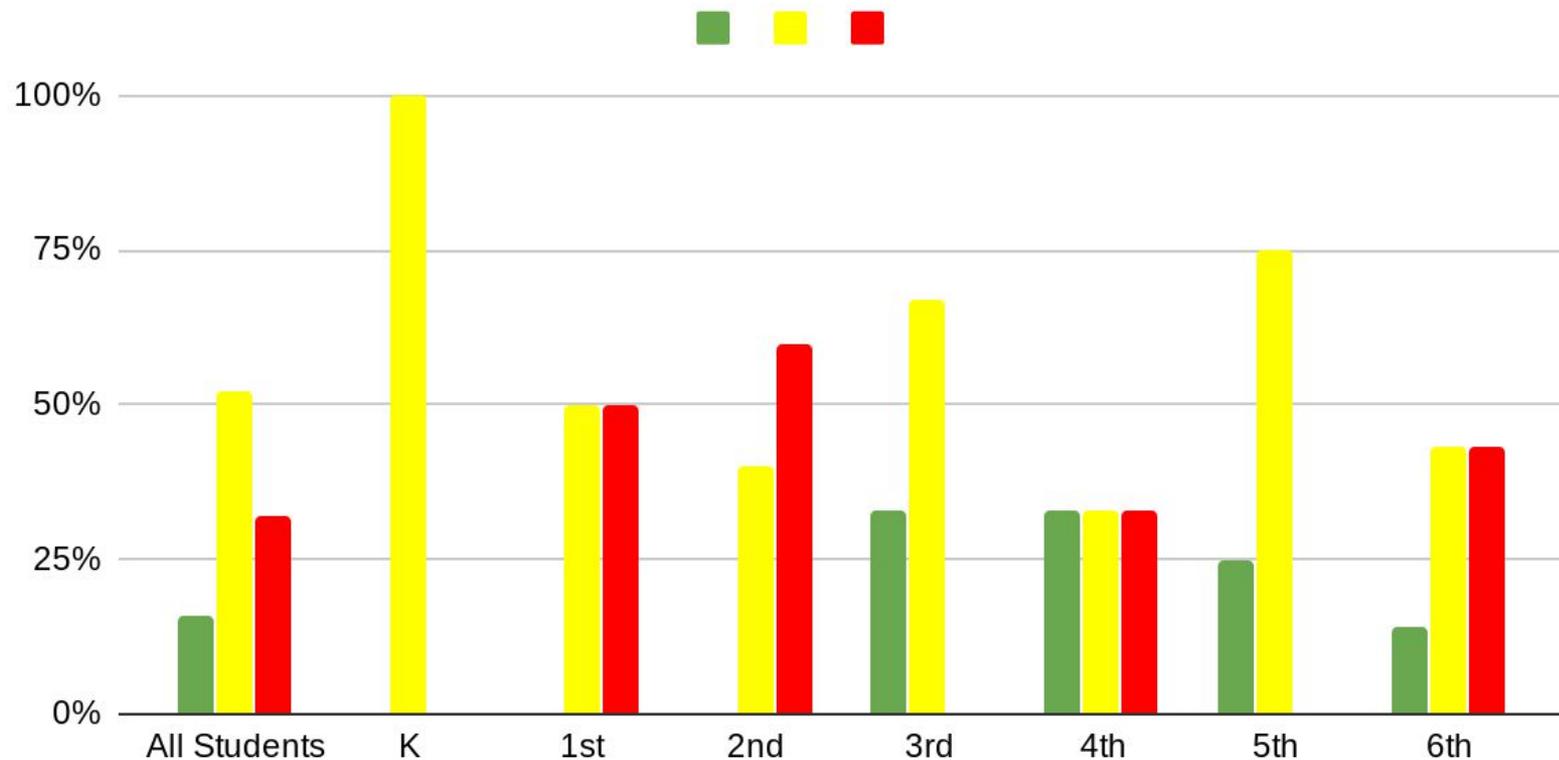
Latino English Learner Student Performance

i-Ready ELA D1 (August 2019)
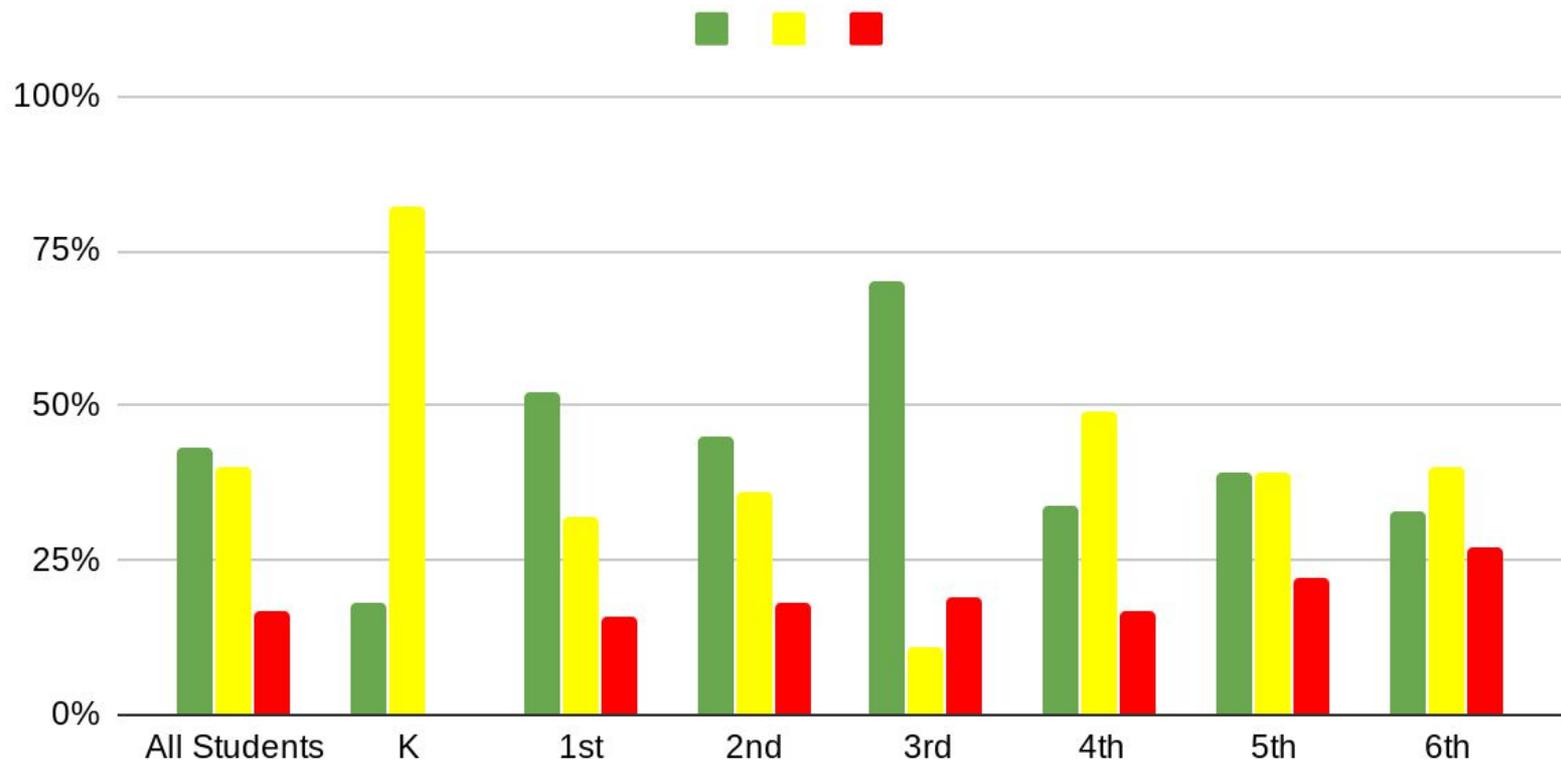
EL Student Performance

i-Ready Math D1 (August, 2019)

Tier 1   Tier 2   Tier 3
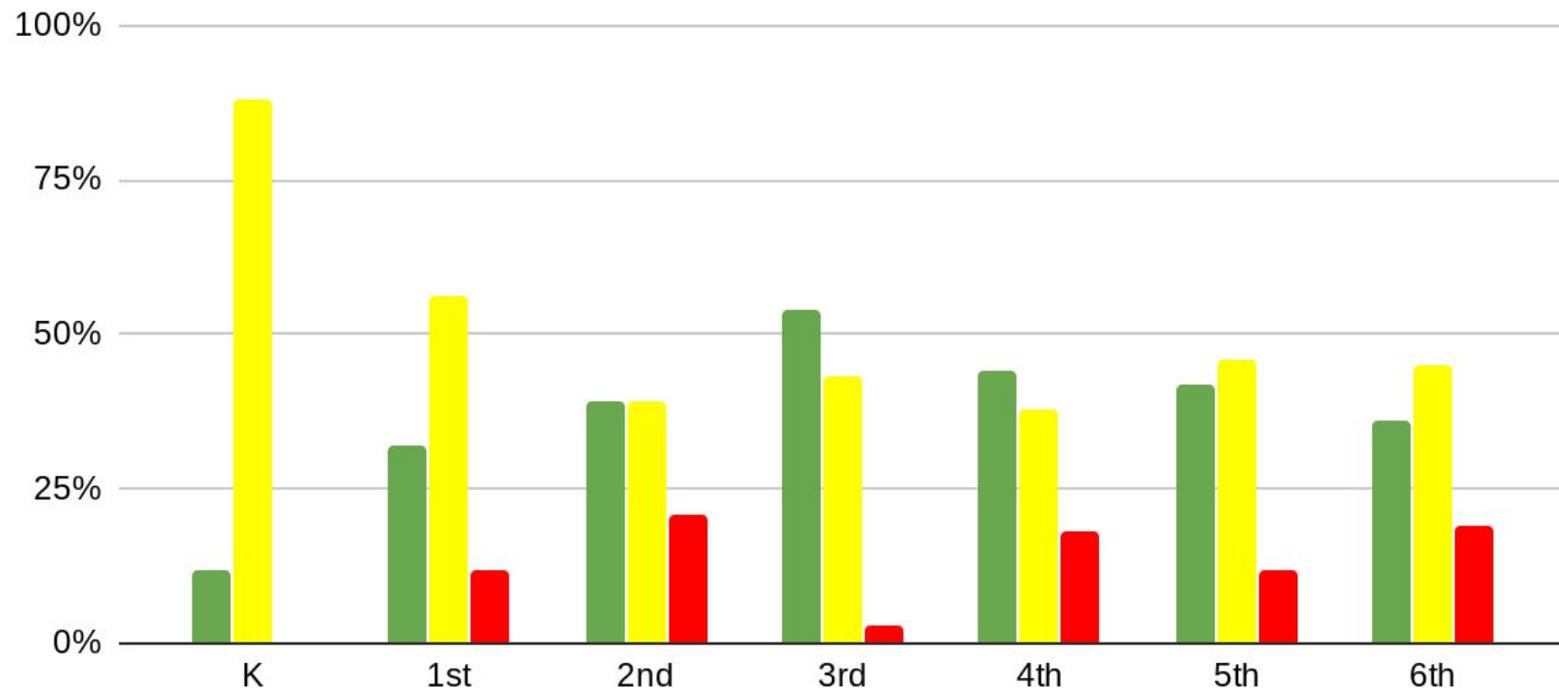
EL Student Performance

Socioeconomically Disadvantaged

i-Ready ELA D1 (August 2019)

i-Ready Math D1 (August, 2019)

Tier 1   Tier 2   Tier 3

Title I Student Performance
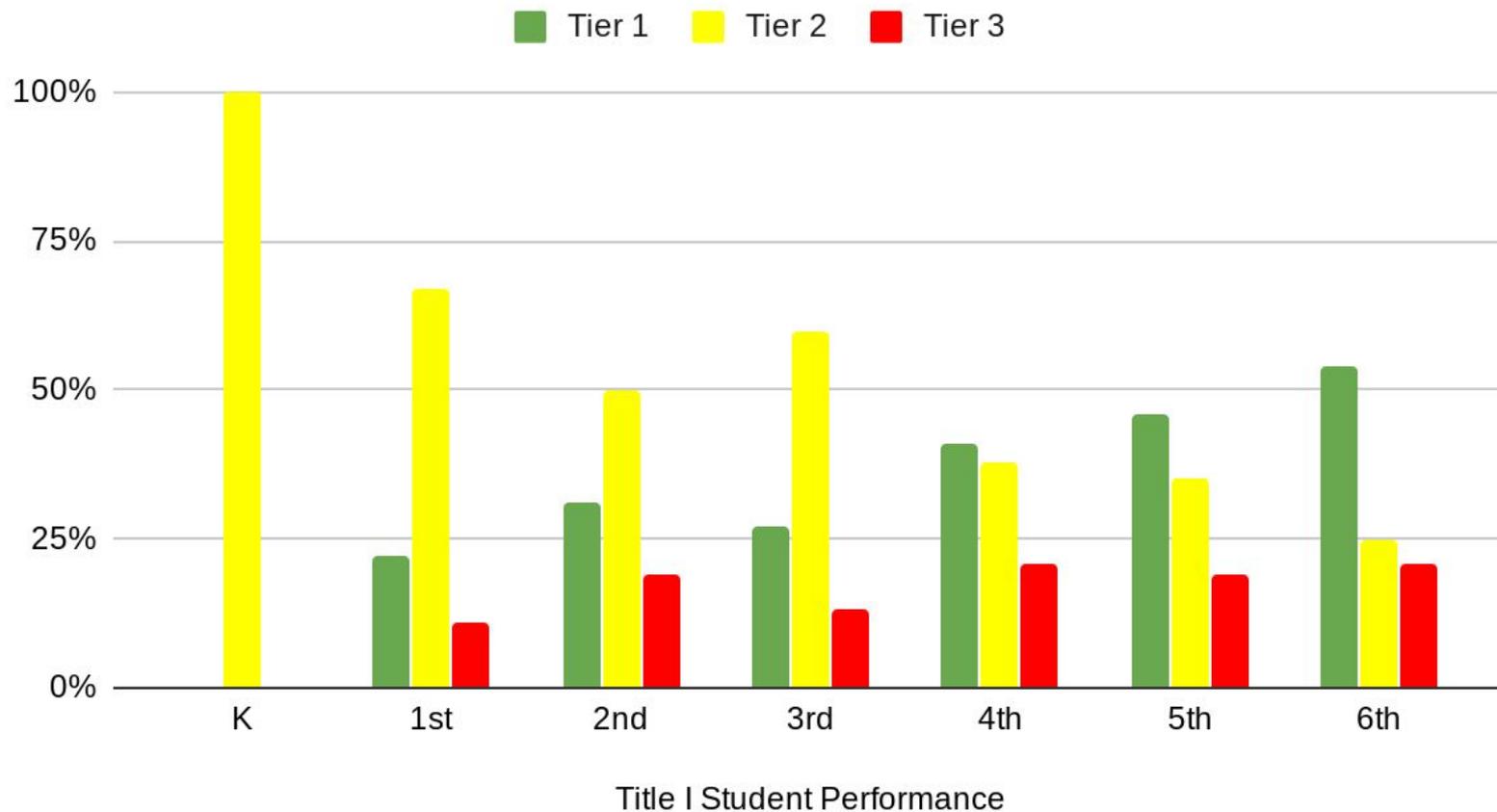
Special Education

Learning knows no bounds

i-Ready ELA D1 (August 2019)

i-Ready Math D1 (August, 2019)

Special Ed Student Performance
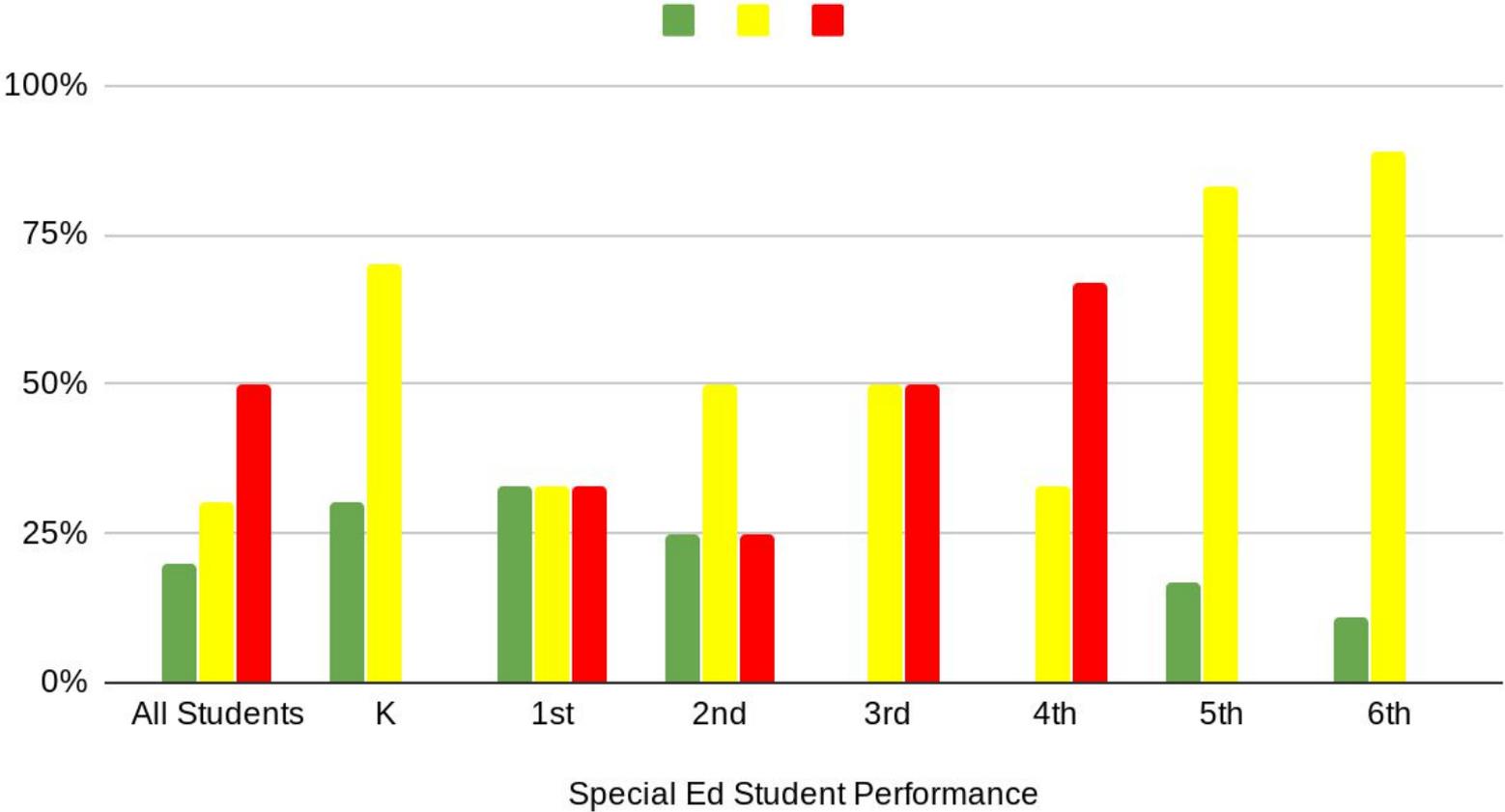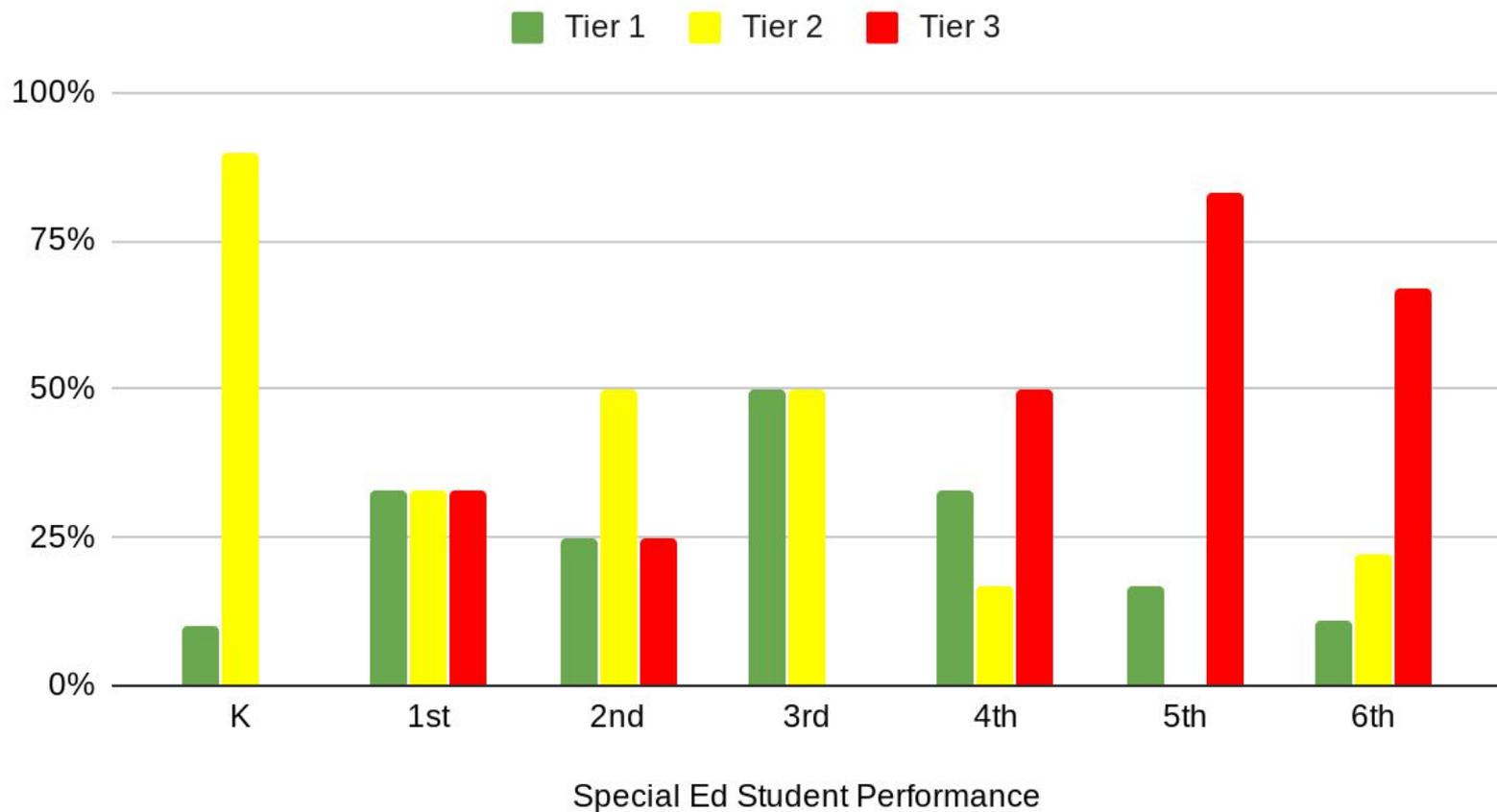
[Curtner SPSA](#)

% of 3rd Grade Met/Exceed GL Standards in ELA

3rd Grade Areas of Strength and Opportunities for Growth

Reading		Writing		Listening		Research/Inquiry	
Glows	**Growth**	**Glows**	**Growth**	**Glows**	**Growth**	**Glows**	**Growth**
Target 6 (Literary Text) Text Structures & Features Target 9 (Information Text) Central Ideas	**Target (Details)1 & 7 (language usage) Target 10 (word meanings)**	**Target 4 (Compose Informational)**	**Target 2 (compose narrative craft & elaboration)**				**Citing evidence to support opinions**

What factors do you think contributed to the glows and areas for growth?
Glows - main idea and key details was covered thoroughly in Benchmark
Area for Growth - students struggle with typing, (need to Practice typing skills, practice on-demand writing online)

What grade level SMART goals might you want to set for your team in ELA?

% of 3rd Grade Met/Exceed GL Standards in Math
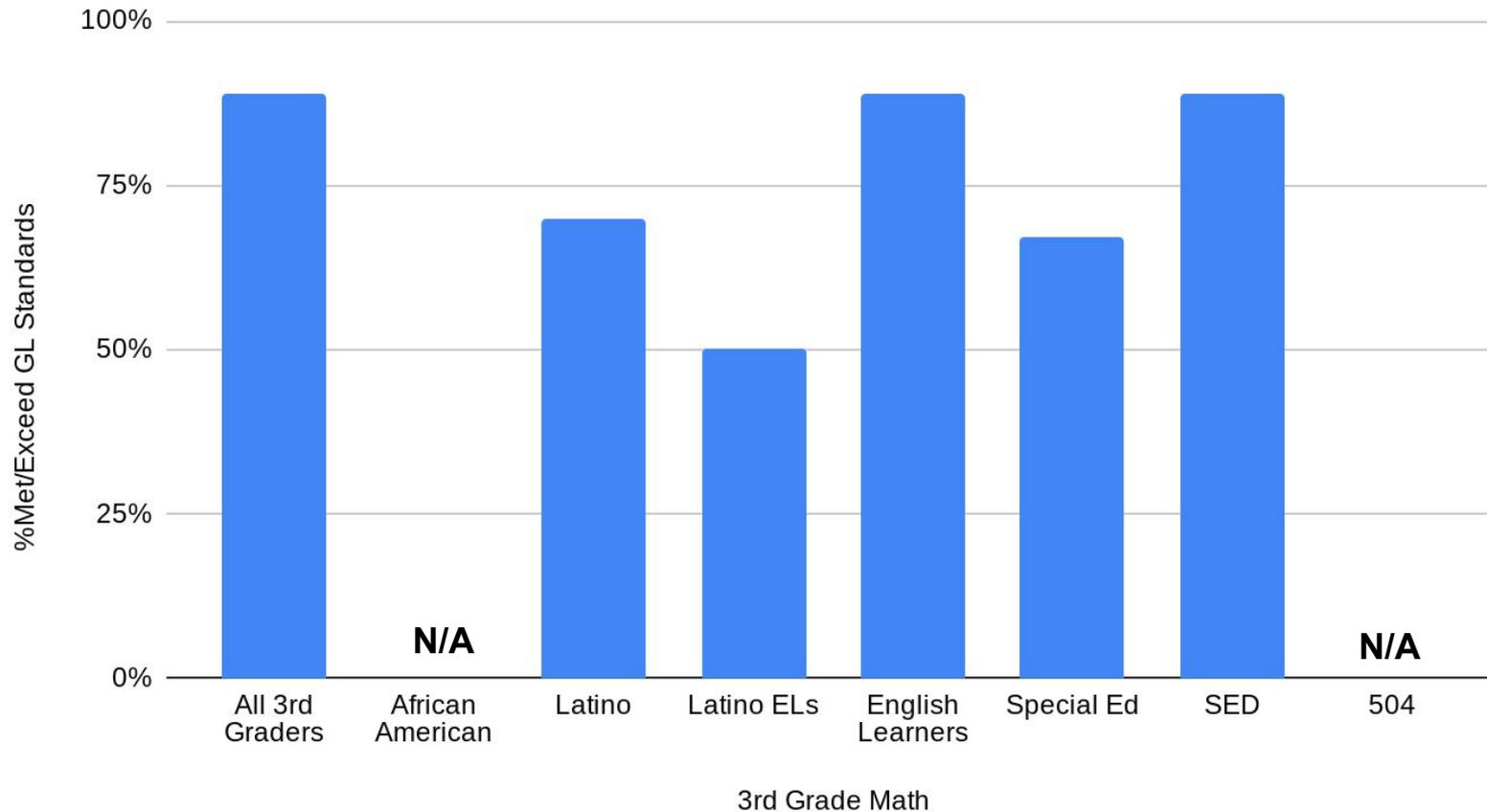
Bar chart showing %Met/Exceed GL Standards for 3rd Grade Math by subgroup:
- All 3rd Graders: ~89%
- African American: N/A
- Latino: ~70%
- Latino ELs: ~50%
- English Learners: ~89%
- Special Ed: ~67%
- SED: ~89%
- 504: N/A

3rd Grade Areas of Strength and Opportunities for Growth

Mathematics

Concepts and Procedures	
Glows	**Growth**
Multiplication, division, fractions, data, and shapes.	Word problems involving multiplication and division, place value

What factors do you think contributed to the glows?
Eureka Math

What grade level goals might you want to set in the "growth" areas?
Make students write their own word problems and have them solve each others and check each other to see if they are showing their work fully.

% of 4th Grade Met/Exceeded Grade Level Standards in ELA

4th Grade Areas of Strength and Opportunities for Growth

Reading		Writing		Listening		Research/Inquiry	
Glows	**Growth**	**Glows**	**Growth**	**Glows**	**Growth**	**Glows**	**Growth**
Reasoning and evidence. Making inferences	**Analysis within or across text and language use (ex. figurative, nuances)**	**Write and revise text.**		**Listening and interpreting information**		**All targets are above standards met.**	**Keep growing**

What factors do you think contributed to the glows?

What grade level goals might you want to set in the "growth" areas?

% of 4th Grade Met/Exceeded Grade Level Standards in Math
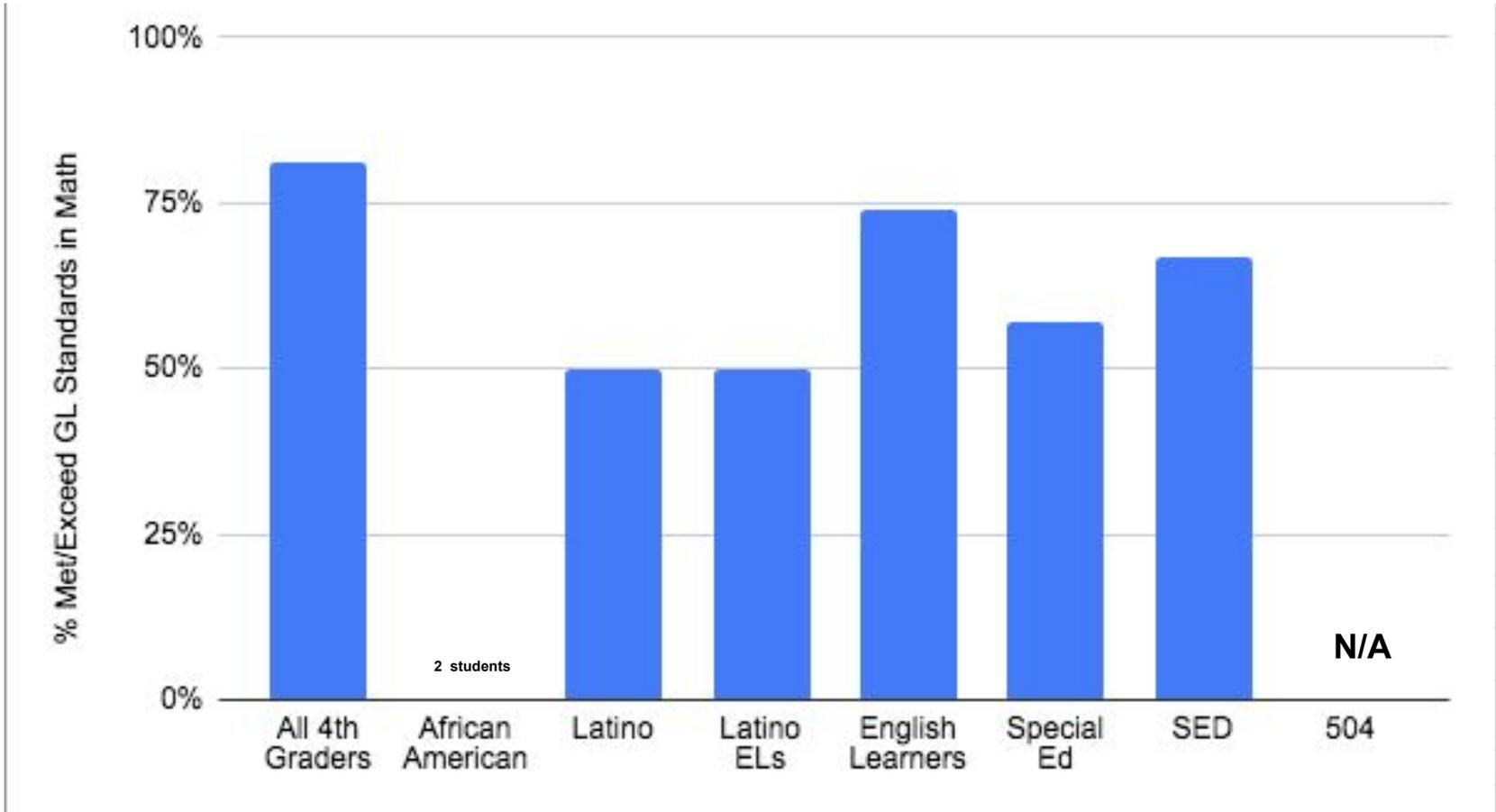
4th Grade Areas of Strength and Opportunities for Growth

Mathematics

Concepts and Procedures	
Glows	**Growth**
C through E and G through L were all better than performance	Using the four operations with whole numbers to solve problems.

What factors do you think contributed to the glows?
Transitioning to Engage NY exclusively & continuity across grade levels

What grade level goals might you want to set in the "growth" areas?

% 5th Grade Met/Exceeded GL Standards in ELA
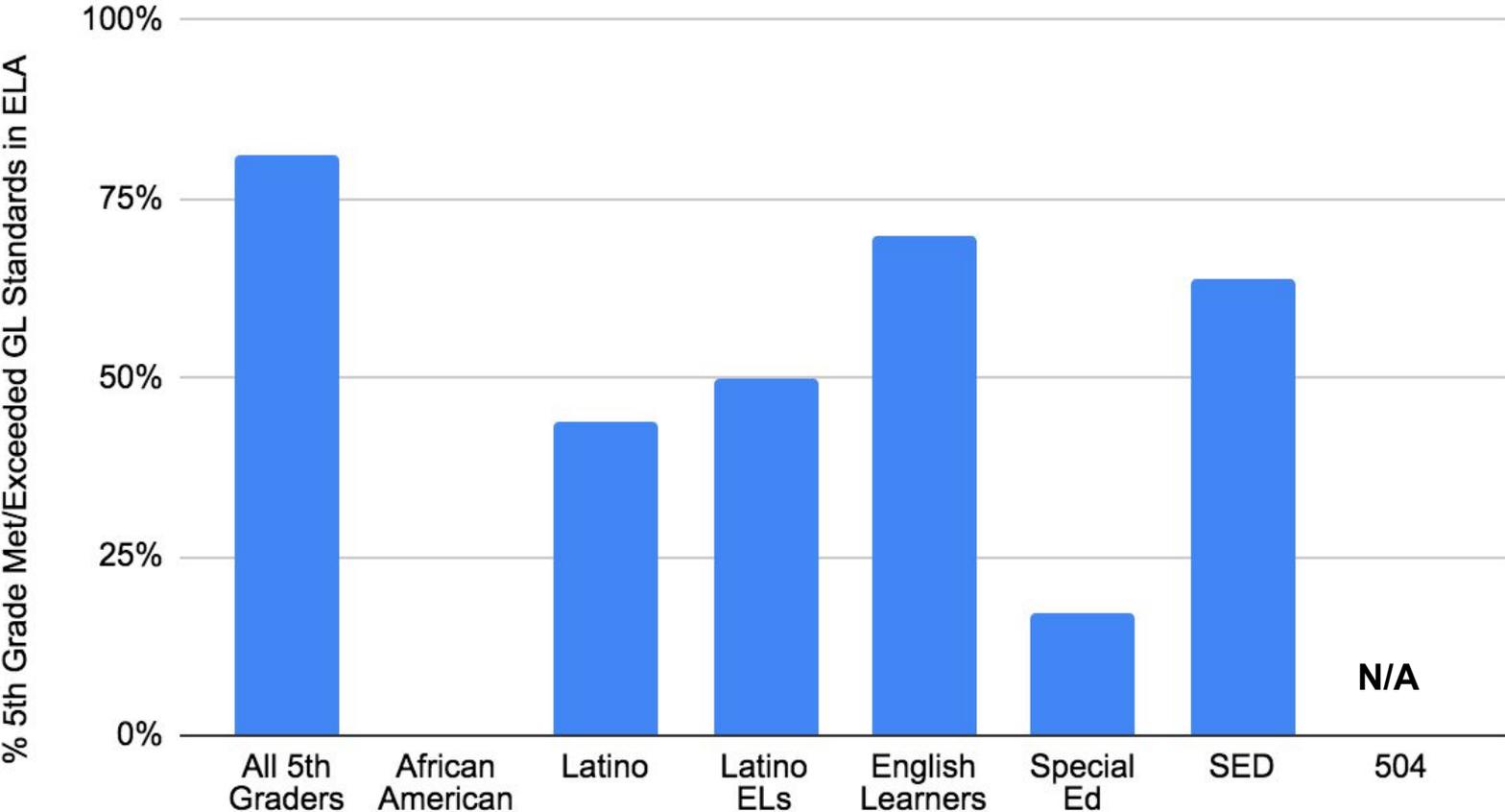
5th Grade Areas of Strength and Opportunities for Growth

English Language Arts

Reading		Writing		Listening		Research/Inquiry	
Glows	**Growth**	**Glows**	**Growth**	**Glows**	**Growth**	**Glows**	**Growth**
Target 11	Target 7 Target 9	Target 4 Target 7 Target 8	Writing Process (Going through the whole process)		Target 4	Target 2	

What factors do you think contributed to the glows?
- Looking at previous data and seeing what areas the students need growth in
- Use of thinking maps

What grade level goals might you want to set in the "growth" areas?

% 5th Grade Met/Exceeded GL Standards in Math
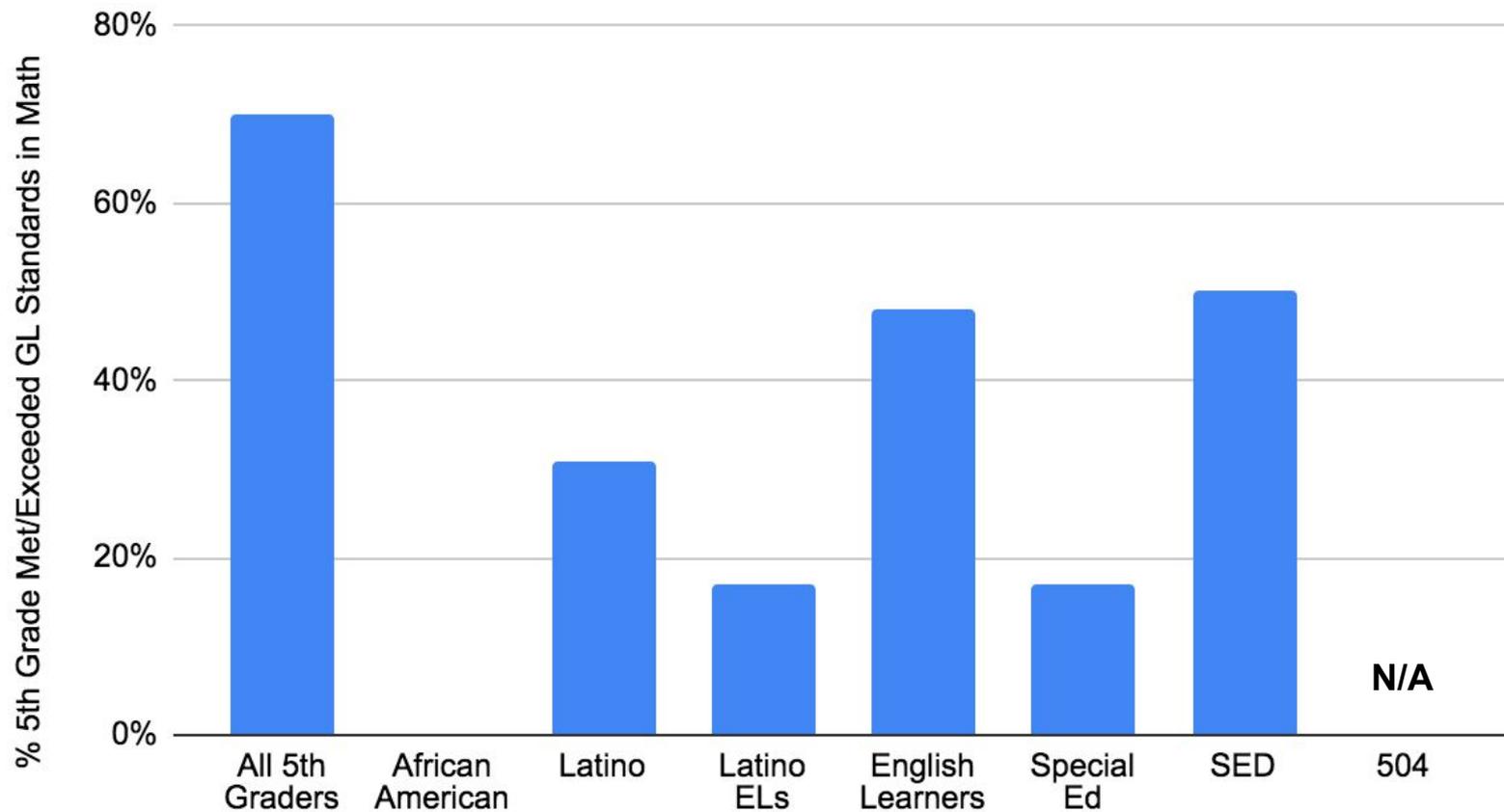
5th Grade Areas of Strength and Opportunities for Growth

Mathematics

Concepts and Procedures	
Glows	**Growth**

What factors do you think contributed to the glows?

What grade level goals might you want to set in the "growth" areas?

6th Grade Areas of Strength and Opportunities for Growth

English Language Arts

Reading		Writing		Listening		Research/Inquiry	
Glows	Growth	Glows	Growth	Glows	Growth	Glows	Growth
-Lit: Key details, central ideas, word meanings, reasoning and evidence, language use -Info: key details, central ideas, word meanings,evidence, analysis, text structures, language use	-Lit: text structures	-write brief texts -explanatory target 3&4 -Argumentative target 6&7 -Language/vocab -Edit	-Compose full texts (writing stamina)	-Target 4			-Target 3

What factors do you think contributed to the glows?
Focus on reading, targeted instruction, vocabulary

What grade level goals might you want to set in the "growth" areas?

% 6th Grade Met/Exceeded GL Standards in Math
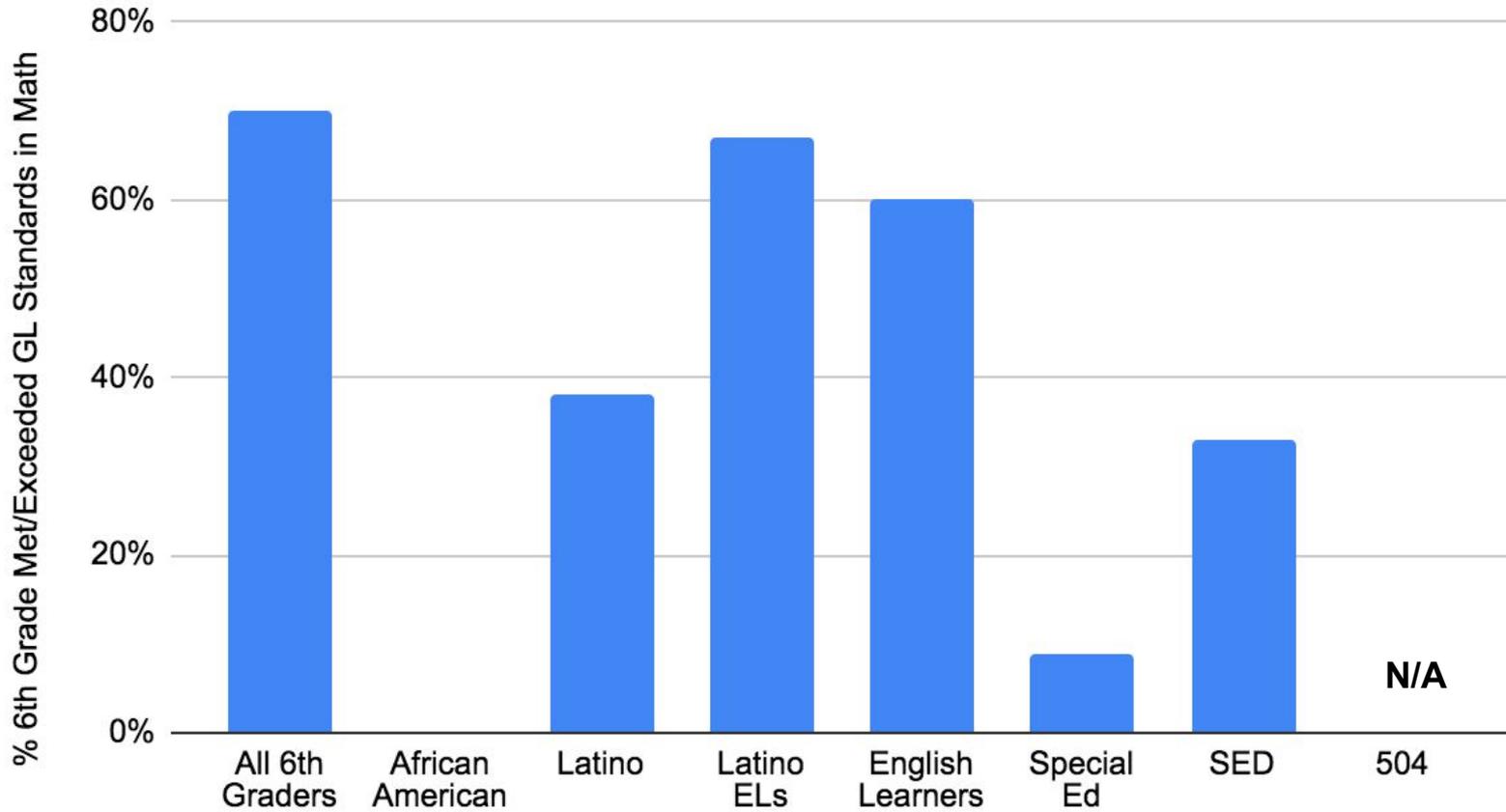
6th Grade Areas of Strength and Opportunities for Growth

Mathematics

Concepts and Procedures	
Glows	**Growth**
-Target A, B, C, D, E, F, H, I J	-Target G- review of basic facts

What factors do you think contributed to the glows?
Basic understanding of concepts, projects (business)

What grade level goals might you want to set in the "growth" areas?
Spiral review of concepts before the test

1st- Essential Standards Chart

Standard Description (READING INFORMATIONAL)	Example of Rigor	Prerequisite Skills	When Taught	Formative Assessment (quick check ins)	Common End-of Unit Assessment	Evidence of Mastery	Extension Skills
RI: Know and use various **text features** (e.g., **headings, tables of contents, glossaries,** *electronic menus, icons*) to locate key facts or information in a text. CCSS.ELA-LITERACY.RI.1.5 **Unwrapping**	Application from shared reading, mentor text and class instruction into their **writing** **Additional features:** Captions Bold Text Diagrams **Student Writing Anchor (4)**	Know the purpose of text types (storytelling and teaching) Test?	Nov-Feb	Identifying text features on sight Teacher will verbally describe a text feature, students will identify it and write it down, given a word bank Test Words: Heading Table of Contents Glossary Other words: Caption Diagram Photograph	Informational Writing Assessment (looking for application of text features, not writing)	(RI 1.5) By the end of T2 informational writing benchmark, students will be able to show at least two of the following text features: headings, bolded words, pictures, labels, table of contents, and glossary in their informational writing.	Student will be given a non-fiction book to identify the features and purpose with a partner **Application :** - Write down on a sticky note - Write on a paper with page number
Standard Description (READING LITERATURE)	Example of Rigor	Prerequisite Skills	When Taught	Formative Assessment (quick check ins)	Common End-of Unit Assessment	Evidence of Mastery	Extension Skills
Retell stories, including **key details**, and demonstrate understanding of their **central message or lesson**. (RL 1.2) CCSS - ELA RL1.2 **Unwrapping**	Completing a story map	Identifying story elements (character, setting, plot)	Throughout the year to mastery	Story map during independent reading	DRA2	(RL 1.2): By the EOY, students will be able to identify central message and key details at their appropriate reading level (starting at DRA2 level 4) as	Written retell

					administered by the DRA2.	

Standard Description (READING LITERATURE)	Example of Rigor	Prerequisite Skills	When Taught	Formative Assessment (quick check ins)	Common End-of Unit Assessment	Evidence of Mastery	Extension Skills
Explain **major differences** between books that **tell stories** and books that **give information** drawing on a wide reading of a range of text types. (RL 1.5) CCSS - ELA RL 1.5 Unwrapping	Double-bubble map of fiction and nonfiction Having students independently choose both nonfiction and fiction books	Familiarity with terms: "fiction" and "nonfiction" Texts have different purposes	Throughout the year to mastery	*Sorting Activity*	**Common Text:** **Fiction & NF:** **T1: Bats (Nat Geo) and Stellaluna** **T2: Bears (Nat Geo) and Bear Snores on** **T3: Robots (Nat Geo) and Praxx the Ringing Robot** **Assessment**	(RL 1.5) By the end of T2 or T3, students will be able to identify a text as being a story or informative by providing 2 elements of each kind of text structure in an assessment administered verbally or in writing one-on-one by a teacher.	Categorizing sub-genres within fiction and nonfiction (e.g. autobiography, biography, science fiction, mystery, realistic fiction, etc. . . .)
Standard Description (WRITING)	Example of Rigor	Prerequisite Skills	When Taught	Formative Assessment (quick check ins)	Common End-of Unit Assessment	Evidence of Mastery	Extension Skills
W.1.5 With guidance and support from adults, **focus on a topic**, respond to questions and suggestions from peers, and **add details** to strengthen writing as needed.	Using a planner to self-guide writing	Independently choose a topic to write about Verbally list 1-3 facts or details related to the topic	Throughout the year	Conferencing during Workshop time using writing checklists, pre-assessment	Writing Benchmarks	In each writing benchmark, students will provide two or more details in any genre to support their writing, resulting in a score of 3 on the district writing	Writing organized multiple-page pieces independently, while reviewing own work with checklists. with minimal to no guidance

CCSS - Writing 1.5 Unwrapping						rubric under elaboration for all three writing genres.	
Standard Description (WRITING)	**Example of Rigor**	**Prerequisite Skills**	**When Taught**	**Formative Assessment (quick check ins)**	**Common End-of Unit Assessment**	**Evidence of Mastery**	**Extension Skills**
W.1.8 With guidance and support from adults, **recall information from experiences** or **gather information** from **provided sources** to answer a question. CCSS - Writing 1.8 Unwrapping	Independently recall information or experiences to use in writing Form questions	Name a prior experience and give 1-2 details Have shared experiences Understand what a question is, and know question words (e.g. who, what, where) Know what sources are	Dec-Feb	Academic Processing journal--entries are on topic and include information from lessons or shared resources	Informational Writing Benchmark	Student produces End of SEAL unit Shared Research Writing; writing is on-topic, includes information from various sources and lists those sources	Use multiple experiences or sources to bolster informational writing Find different kinds of sources of information (interview, internet, book)
Standard Description (READING FOUNDATION)	**Example of Rigor**	**Prerequisite Skills**	**When Taught**	**Formative Assessment (quick check ins)**	**Common End-of Unit Assessment**	**Evidence of Mastery**	**Extension Skills**
Recognize and read grade-appropriate irregularly spelled words. CCSS - RF 1.3G Unwrapping		Digraphs sounds and vowel pairs Blends Dipthongs But also there are words that don't follow the above rules	Throughout the year	MUSD Literacy Binder (Foundational Skills #8) T1: List A, B T2: List C, D T3: List E, F	MUSD Literacy Binder (Foundational Skills #8) Re-test any students who did not pass previous	Identify set number of words as determined by the Literacy Binders . Fall 20/60 Winter 30 /60 Spring 59/60	Spelling irregular words and using them in independent writing
Standard Description	**Example of Rigor**	**Prerequisite Skills**	**When Taught**	**Formative Assessment**	**Common End-of Unit**	**Evidence of Mastery**	**Extension Skills**

(LANGUAGE)				(quick check ins)	Assessment		
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS - L1.2 Unwrapping			All Year Long	Conferencing during Workshop time using writing checklists, pre-assessment	Writing Trimester Benchmarks (Narrative, Information, Opinion) Looking specifically at Spelling, Capitalization and Punctuation sections on the rubric	Score a 3 in sections (Spelling, Capitalization and Punctuation)	
Standard Description (SPEAKING & LISTENING)	**Example of Rigor**	**Prerequisite Skills**	**When Taught**	**Formative Assessment (quick check ins)**	**Common End-of Unit Assessment**	**Evidence of Mastery**	**Extension Skills**
Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. CCSS - SL1.1 Unwrapping		Collaborative Conversation T-Chart	During Literacy Study Units		Assessment	Students reaching **proficient** in the assessment	

Curtner Community Flexible Learning Check In (Responses)

Timestamp	Week	Child's Grade Level	What are the academic successes you've experienced this week?	What questions/thoughts do you have to better flexible learning for the Curtner community?	What non-academic needs have you experienced that our community might be able to support with?
3/21/2020 11:22:16	3/16-3/20	Fourth	Aelyn completed math, reading, and writing. In Math her teacher does a lesson with the group and then the students break up into teams to work on it. In reading Aelyn reads along with recordings Ms Patner prerecorded. In writing Aelyn is working on a rough draft. Bravo work by all involved!	At this point I am overwhelmed with emotions on how well everything is going. The continued learning and normalcy Curtner is providing Aelyn is a blessing. Keep up the good work!	What i find to be most important, something Curtner is already doing, is staying connected. Aelyn is fortunate to have siblings, her Godfather, dad, and I to share her days with, but others may not, so staying attached with Curtner community is a blessing for all. Checking in on Aelyn not only in academics, but how she is feeling through all this turmoil has been awesome. Ms Patner having a one on one with her weekly is truly important, as well as seeing that Ms Hartman-Hernandez will be having story times. These things touch on the emotional health of the students for they truly love their teachers and staff whom they normally see on a daily basis, but unfortunately cannot at this time. It would be awesome to have other staff also record themselves saying hi or something to show that they are ok. Thank you all for your continued support!
3/21/2020 11:34:36	3/16-3/20	Fourth	easy online access to the assignments and Meet option to talk with teacher and other kids in real time	Too much online work to keep up for the child to stay on track with though, it is like speed learning rather than have time to reflect and absorb the material, especially for adults that still need to work)	
3/21/2020 12:54:39	3/16-3/20	Kindergarten	on-off time separation at home (study time, break time, craft time...)		more interaction with teacher and classmates is appreciated
3/21/2020 14:46:58	3/16-3/20	First	Independent learning was a challenge, but it was very well adapted by my son. Thank you for building a great foundation.	More assignments can be provided. A project is also welcome as the parents are home and can help out to large extent and it can be a fun family project/activity.	None. You are doing great!
3/21/2020 21:44:59	3/16-3/20	Second	Good	Live google classroom classes in school timing	
3/22/2020 21:29:58	3/16-3/20	Fourth	Stressful to establish a new routine but kid managed to get the daily assignments done at the end of each day.	Maybe more on-line classwork with instant grading for feedback. Not sure how teachers could grade or check all.	None
3/22/2020 21:55:33	3/16-3/20	Fourth	Getting the online school work done	None	None
3/23/2020 12:23:24	3/16-3/20	Fourth	Getting online and rolling with Educate Everywhere	So far so good. Teachers are doing amazing	Maybe experiment with Zoom meetings so kids get some face 2 face time with their teachers and friends
3/23/2020 20:35:44	3/16-3/20	Fourth	Ahem is doing an allround performance at home, along with studies he is also doing physical and mental activities like Meditation, jump ropes etc.	I am so prod of how all Curtner staff are responding in this tough time. Mrs. Hutchinson is coming up with so many innovative ideas on virtual learning (live youtube, online group followup etc). she is always available for kids to help with any questions.	I think its a little hard to keep kids at home. I would like some ideas form school staff/parents on kids engagements during this time.
3/27/2020 8:58:10	3/23-3/27	Fourth	Getting all school work done before dinner!	None	None
3/27/2020 9:54:59	3/16-3/20	Fourth	Helped without having to google for help	Less work can we shoot for 3 hours per day	None
3/27/2020 17:00:39	3/23-3/27	First	I sit down with my son and got straight 2 hours and finish the work.	Answer questions for each subject on Google Classroom.	Nothing
4/3/2020 16:19:08	3/30-4/3	Fourth	Reaching our goal on Khan academy	None	None
4/3/2020 21:41:11	3/30-4/3	Fourth	Very good	None	
4/4/2020 10:01:36	3/30-4/3	Kindergarten	Math	It is going good for kinders with materials you provided	
4/10/2020 17:27:04	4/6-4/10	Second	Yes	N/A	N/A
4/11/2020 9:08:15	4/6-4/10	Fourth	finishing the assignments faster and not spending all day stressed on finishing		
4/24/2020 17:34:08	4/20-4/24	Fourth	Very good, A lot of science	No, Curtner is perfect	

4/29/2020

PLC MEETING AGENDA

1. HUDDLE: Each person takes 15-30 seconds to share what's at the forefront of their mind. The intent of the huddle is to allow everyone to be aware of where each individual is in this moment.

Members Present:
Date:

Facilitator:	Recorder:
Time Keeper:	Norms (List Norms Here):

2. Which question(s) are we answering today?
- ❏ What should students know and be able to do? (Think essential standards)
- ❏ How do we know they are learning? (Analyzing student work)
- ❏ How do we respond when they're not learning? (Plan for mini-lessons or small group instruction)
- ❏ How do we respond when they've already learned it? (Plan for mini-lessons or small group instruction)

3. Engage in the Work
- ● Key ideas, insights and questions
- ● Implications and next steps

4. Follow Up-Restatement of Commitments (Facilitator)
- ● What have we agreed to do before our next meeting?
- ● What have we agreed to bring to our next meeting?

Sorted writing samples (Fun activity during the summer)

5. Closing Reflections
- ● Quick check of productivity regarding the meeting:
- ● Round robin:
  - ○ Observation on our collaboration-Each team member states what went well and what needs improvement without commenting on each other's statements.

Protocol Used (Check if Applicable)
- ❏ Curriculum Mapping
- ❏ Focal Student Intervention Protocol
- ❏ Examining Assessments Protocol
- ❏ Dilemma Consultancy Protocol
- ❏ Learning From Student Work Protocol
- ❏ Data Analysis Protocol
- ❏ Tuning a Plan/Lesson (protocol)
- ❏ Coordinating or Debriefing Peer Observations
- ❏ Other: _____

Optional:

What lessons will help us meet the students' needs?

Student Work

Writing Mini-Lesson (STS)	Narrative	ALD (Path to Proficiency)
	All teachers model narrative writing	

2019-20 Curtner Mascot

Official Ballot to change the Curtner mascot from the Curtner Stallion to the Curtner Eagle or Curtner Bald Eagle.

Bald Eagle

I believe that the Curtner Eagle aligns with the Curtner values and support replacing the current mascot, a stallion, with this new mascot, the eagle. *If you select yes, please select which name is your preference.

○ Yes, I would like the Curtner Bald Eagle to be our new mascot.

○ Yes, I would like the Curtner Eagle to be our new mascot

○ No, I would like to keep our current mascot, the Curtner Stallion.

Submit

Google Forms

Student ID	Last Name	First Name	Pre Overall	Post Overall	Pre Focus	Post Focus	Pre Lead	Post Lead	Pre Transitions	Post Transitions	Pre Ending	Post Ending	Pre Organization	Post Organization	Pre Elaboration	Post Elaboration	Pre Craft	Post Craft	Pre Spelling	Post Spelling	Pre Punctuation	Post Punctuation	Pre Grammar & Usage	Post Grammar & Usage	Raw Score	Raw Score
	Sample		2.0	3.0	3.0	3.0	3.0	3.0	2.5	3.0	3.0	3.0	4.0	3.0	3.5	3.0	3.0	3.0	4.0	3.0	2.0	3.0			35	33
	Agarwal	Yug	2.0		2.0		3.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		25	0
	Datuin	Jordan	2.0		2.0		3.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		25	0
	Duarte	Ivan	2.0		2.0		3.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		25	0
	Fee	Mariah	2.0		2.0		3.0		3.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		26	0
	Gubbi	Sachit	2.5		2.5		3.0		2.5		2.5		2.5		2.0		2.0		2.5		2.5		2.5		29	0
	Jennings	Kayssen Jericha	1.0		1.0		1.0		1.0		1.0		1.0		1.0		1.0		1.0		1.0		1.0		12	0
	Kang	Joshua	2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		24	0
	Karthikeyan	Srijay	2.0		2.0		3.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		25	0
	Katkar	Viraj	2.0		2.0		3.0		3.0		2.0		2.0		2.0		2.0		3.0		3.0		3.0		29	0
	Le	Danick	2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		24	0
	Loganathan	Varsha	2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		24	0
	Moon	Silas	2.0		2.0		3.0		3.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		26	0
	Nguyen	Christine	2.0		2.0		3.0		3.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		26	0
	Paras	Claire Loraine	2.0		2.0		3.0		3.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		26	0
	Parikh	Aarya	2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		24	0
	Ross	Mya	2.0		2.0		3.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		25	0
	Sankar	Aadhav	2.0		2.5		3.0		3.0		2.5		2.5		2.0		2.0		2.5		2.0		2.0		28	0
	Santos	Mateo	3.0		3.0		3.0		3.0		2.0		2.5		2.5		2.5		2.5		2.5		2.5		31	0
	Sinoy	Isaiah	1.0		1.0		1.0		1.0		1.0		1.0		1.0		1.0		1.0		1.0		1.0		12	0
	Srivastava	Neah	2.0		2.0		3.0		3.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		26	0
	Torio	Audrey	2.0		2.0		3.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		25	0
	Vu	An	1.5		1.5		2.0		2.0		2.0		1.5		2.0		2.0		2.0		1.5		2.0		23	0
	Wen	Jayla	2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		2.0		23	0
	Wheeler	Nathan	1.5		2.0		2.0		2.0		2.0		2.0		2.0		2.0		1.5		1.0		2.0		23	0
Average			1.9	#DIV/0!	2.0	#DIV/0!	2.6	#DIV/0!	2.3	#DIV/0!	2.0	#DIV/0!	2.0	#DIV/0!	1.9	#DIV/0!	1.9	#DIV/0!	2.0	#DIV/0!	1.9	#DIV/0!			22	#DIV/0!

Writing Progress Matrix

Scaled Score

Raw Range	Scaled
0-12	1
12.5-17.5	1.5
18-24	2
24.5-29.5	2.5
30-36	3
36.5-41.5	3.5
42-48	4

Para PD (Responses)

Timestamp	Score	Name	Position	Name of Module	Three takeaways from the module:	State briefly how you see applying this in your work:
3/19/2020 15:56:40		Srujana Basani	Para I	Antecedent-Based Interventions (ABI)	ABI strategies	Prevent or reduce interfering behaviors and increase on-task behavior.
3/19/2020 22:04:35		Srujana Basani	Para I	Autism and the Biopsychosocial Model: Body, Mind, and Community	How mind,body and community affects someone.	Before coming to conclusion dig into more details about the student.
3/20/2020 15:01:51		Varuni Rangappan	Para I	Antecedent-Based Interventions (ABI)	1. Change the schedule so that the learner understands what comes next. 2. Anxiety for some learners happen because they are uncertain when the activity is going to end and what is going to happen next. 3. Highly preferred activities.	In this time of school work from home it is hard to say how to apply to my work. The kids of P-7 know to finish the work in the binder and so the Google Classroom work assigned everyday by John. We were giving preferred activity time for work completed and good behavior.
3/20/2020 16:24:56		Srujana Basani	Para I	Cognitive Differences	Theory of mind, executive function, and central coherence	In order to develop effective programming, it is necessary to identify the cognitive characteristics that underlie behaviors of concern and providing strategies for addressing the cognitive needs of individuals with ASD
3/20/2020 17:15:11		Varuni Rangappan	Para I	Autism and the Biopsychosocial Model: Body, Mind, and Community	1. We need to look at health, behavior and social aspects. 2. Everyone benefits from BPS. 3. Parents should not settle for initial diagnosis. They should persist to find more answers.	Give water breaks when asked for and give breaks from doing work every 20-25 mins.
3/21/2020 9:08:21		Srujana Basani	Para I	Use Google Digital Tools for everyday tasks (Google site 4-9 hours) (This requires multiple sessions)	attaching files,images,drive etc, sending emails, formatting	I can attach files and drives to my email.
3/21/2020 13:20:01		Varuni Rangappan	Para I	Cognitive Differences	1. May be evidence as early as 3 months old. 2. The story of Juan was helpful to understand Theory of Mind and Cognitive Strengths. 3. Stories helped understand each topic better.	No one in P-7 has Cognitive Differences to the extent mentioned in the module.
3/23/2020 15:48:20		Varuni Rangappan	Para I	Differential Reinforcement	1. DRI and DRA are similar but also different. 2. different ways to handle interfering behavior. 3. important to collect data for a long enough period of time.	We are already implementing the reward system with the 6 stars a day program. It has helped a lot especially with Addison and Troy. But now with school from home, we have to count on the parents to continue that at home.
3/23/2020 16:55:25		Srujana Basani	Para I	Differential Reinforcement	DRI,DRO,DRA,DRL	With this module I can see me applying these techniques on different situations and altering them if one technique doesn't work. Before applying a technique first I will find the interfering behavior, function of IB, its frequency , alternative behavior, reinforcement and differential reinforcement to use.
3/24/2020 15:12:21		Varuni Rangappan	Para I	Emotional Vulnerability	1. Girls and Women with autism are at a higher risk of misdiagnosis or under diagnosis. 2. Meltdown might involve crying. 3. Females use camouflage more and for longer period of time.	I see Addision have meltdown for getting wrong answers and crying. Carlos does have anxiety towards a new schedule. Patrick has depression from the way his parents treat him after having the meeting with everyone at school.
3/25/2020 13:26:38		Varuni Rangappan	Para I	Prompting	1. First level is without prompting. 2. Different types of prompting. 3. Selecting Reinforces.	We use the Preferred Activity that is listed in Selecting Reinforces. It has helped a lot. We are have progressed with Jevin with less prompting verbally for ELA and Math.
3/25/2020 15:03:35		Varuni Rangappan	Para I	Using Special Interests in the Classroom	1. Using a special interest helps the learner to comprehend much better. 2. Token Economies helps to reward the learner. 3. Behavior Mapping.	In P-7 we are already using the token economies. When the students get 6 stars by 2pm then they get to enjoy their preferred activity. This has really helped Addison and Troy clam down quite a bit.

Para PD (Responses)

Timestamp	Score	Name	Position	Name of Module	Three takeaways from the module:	State briefly how you see applying this in your work:
3/25/2020 16:17:19		Angela Chen	Para I:I	Autism and the Biopsychosocial Model: Body, Mind, and Community	Autism is not just a brain problem. Our biological, psychological, and social aspects are all connected and influence how we function. The biopsychosocial model is like putting information puzzle pieces together into a whole picture to see the actual cause of the problem and find the right treatment for the problem.	Using the biopsychosocial model can help me find the actual cause of the problem behavior and help me to choose the right method to redirect the student back to his/her task.
3/25/2020 18:25:00		Srujana Basani	Para I	Emotional Vulnerability	People with autism are at greater risk for mood disorders, anxiety disorders, and challenges with emotion-regulation, Identifying and dealing with them	If ever I see a kid going through emotional changes, I will first identify the reason for the behavior and try to deal with it first. If a kid is having difficulty with changing schedules, I will try to use visual support and talk to them before hand.
3/26/2020 14:43:13		Varuni Rangappan	Para I	Reinforcement	1. Pairing primary and secondary reinforcements. 2. Negative Reinforcement can be used to teach self help. 3. Data Collection of before and during reinforcements.	We have noticed in P-7 that the so called token economy program works really well. All the students focus on behaving well and getting the work done.
3/27/2020 11:07:12		Varuni Rangappan	Para I	Response Interruption/Redirection	1. Chewing Gum instead of Chewing tube. 2. Age 3-21 RIR is most effective. 3. Reward for using alternative behaviors.	John has taught the students of P-7 to say "I don't know" instead of being silent and not responding. Vocal noncontextual like giggling and silly words is what Troy does. John is working on gettin him in the habit of saying "I don't know." Troy also could use chewing gum instead of his chew tube. Jevin needs an alternative to his fidgeting.
3/27/2020 12:18:00		Varuni Rangappan	Para I	Social Skills Groups	1. Helps learners with ASD how to make friends. 2. Social Group is good elementary school and middle school. 3. Both Case Studies of Fernando and Brianne were helpful.	Taking turns nicely (Working on this with everyone in terms of weekly tasks.) Saying Nice game wither win or lose (Especially needed for Addison and Troy.) Initiate conversation to make friends. (Jevin and Carlos are the only ones in the class that has no problems with this.)
3/30/2020 16:18:18		Varuni Rangappan	Para I	Visual Supports	1. Visual Support can be for an individual or a group. 2. Transition Supports. 3. Graphic organizer.	In P-7 we have the schedule for each individual and group on different color paper post by day and date in the back of the room on the white board calendar. I keep an alarm on my phone for each person or group for the transitions. Carlos was just having his own schedule before the Shelter in Place. From of the room in the time table of when is what each day.
4/1/2020 12:24:22		Varuni Rangappan	Para I	Use Google Digital Tools for everyday tasks (Google site 4-9 hours) (This requires multiple sessions)	Google Form Quiz, Google Docs,and Annotate.	I could help by forming a quiz, math or ela questions with either DOCS or Quiz.
4/3/2020 17:19:22		Srujana Basani	Para I	Visual Supports	visual supports make auditory information visual; they organize a sequence of events, enhancing the individual's ability to understand, anticipate, and participate in those events	By representing information visually, it can be there for as long as the individual needs it. If information is verbal,the words are available for a brief moment.

4/29/2020

Para PD (Responses)

Timestamp	Score	Name	Position	Name of Module	Three takeaways from the module:	State briefly how you see applying this in your work:
4/4/2020 17:44:17		Angela Chen	Para I:I	Antecedent-Based Interventions (ABI)	Common antecedent-based intervention (ABI) strategies. Four essential steps for ABI. A functional behavior assessment (FBA) should always be conducted prior to implementing ABI in order to find out the most effective strategy.	I will use the timer more often to help my student keep track of how long he has to complete a particular activity (ABI strategy: structuring time). I will also use different curriculum modifications to help my student work on the task more independently. When using the highly preferred activities/items and offering choices, I will repeat these strategies several times in one activity and then add non-preferred items to help my student understand the concept of choice making.
4/10/2020 17:25:22		Srujana Basani	Para I	Prompting	Least to most prompting, Graduated Guidance, Simultaneous Prompting	
4/23/2020 22:58:14		Srujana Basani	Para I	Visual Supports	identifying the interfering behavior, collecting data, implementing RIR	I can use RIR to decrease interfering behavior like flapping hands,eating non edible items giggling/laughing by redirecting them with alternate behavior like offering rubber rings or gum, play dough, putty etc . This module also taught me different ways or things I can use as alternative behaviors which I can try in my classroom. I also learned how to take baseline data.

2018-19 Whole School ELA Progress Towards Goals
All n = 731, EL (n) = 237, L (n) =71 (All #s represented in Percentages)

Schoolwide	D1 All (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 All (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 All (May)	D4 EL	D4 L
Tier 3 (SV)	11	11	31	7 (6)	*6 (9)	*14 (30)	*5 (11)	*6 (7)	*7 (15)	(_)	(5)	(_)
Tier 3 (EYV)	11 [12]	13[_]	27[_]	5 [7]	10 [_]	15 [_]	5 [4]	6 [_]	7[_]	( )[4]	(5)	(_)
Tier 2 (SV)	52	34	44	24 (35)	32 (28)	45 (25)	*18 (21)	*24 (25)	45 (37)	(_)	(15)	(_)
Tier 2 (EYV)	52 [55]	63[_]	64[_]	47 [45]	54 [_]	62 [_]	36 [35]	47 [_]	66 [_]	( )[14]	(15)	(_)
Tier 1 (SV)	38	55	25	*69 (59)	60 (63)	40 (45)	*77(74)	*70 (68)	48 (48)	(_) {78|78|82|68}	(80)	(_)
Tier 1 (EYV)	38 [34]	24[_]	9[_]	47 [48]	36 [_]	23 [_]	59 [61]	47 [_]	27 [_]	( ) [82] {78|78|82|68}	(80)	(_)

Goals (numbers in parenthesis are from K-6 average of goals made using Standard View)

KEY
Number without parentheses is the actual number achieved.
Number in ( ) shows goal.
Number in [ ] shows actual performance in previous year.
Number in { } shows {2018|2017|2016|2015} CAASPP proficiency rate.
*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.
Yellow Highlight means performance improved from this diagnostic period last year.

2018-19 Kindergarten ELA Progress Towards Goals

Kinder All (n) = 94, EL(n) = 34, L(n) = 9

Kinder	D1 (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 All (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 All (May)	D4 EL (May)	D4 L (May)
Tier 3 (SV)	na	na	na	na	na	na	na	na	na	na	na	na
Tier 3 (EYV)	na	na	na	na	na	na	na	na	na	na	na	na
Tier 2 (SV)	53 [_]	42[_]	77[_]	31 (40)*[_]	29 (36)*[_]	50 (55)*[_]	18 (25) [_]	32(25)[_]	33 (30)[_]	(20)[_]	(25)[_]	(30)[_]
Tier 2 (EYV)	82 [75]	80[_]	100[_]	35[64]	65 [_]	89[_]	35 [48]	52[_]	89 [_]	[48](40)	(40)[_]	(80)[_]
Tier 1 (SV)	47 [_]	58[_]	23 [_]	69 (60)*	71 (63)*	50 (45)*	82 (75)	68 (75)	67 (70)	(80)[_]	(75)[_]	(70)[_]
Tier 1 (EYV)	18 [25]	20[_]	0[_]	66 [36]	35 [_]	11[_]	65 [52]	48 [_]	12 [_]	(60)[52]	(60)[_]	(20) [_]

KEY
Number without parentheses is the actual number achieved.
Number in ( ) shows goal.
Number in [ ] shows actual performance in previous year.
Number in { } shows {2018|2017|2016|2015} CAASPP proficiency rate.
*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.
Yellow Highlight means performance improved from this diagnostic period last year.

2018-19 First ELA Progress Towards Goals

First All (n) = 100, EL (n) = 37, L (n) = 12

1st Grade	D1 (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 All (May)	D4 EL (May)	D4 L (May)
Tier 3 (SV)	6 [_]	41[_]	25[_]	*4(5)[_]	*5(10)[_]	17(17)[_]	1(3)[_]	6(4)[_]	8(15)[_]	(1)[_]	(4)[_]	(4)[_]
Tier 3 (EYV)	5[6]	11[_]	25[_]	4[3]	8[_]	17[_]	1[0]	6[_]	8[_]	(1)[0]	(4)[_)	(4)[_]
Tier 2 (SV)	40 [_]	45[_]	42[_]	33 (34)[_]	43 (41)[_]	50 (33)[_]	26(32)[_]	36(43)[_]	50(50)[_]	(19)[_]	(26)[_]	(46)[_]
Tier 2 (EYV)	52[56]	56[_]	75[_]	40[41]	50[_]	50[_]	32[20]	40[_]	58[_]	(29)[9]	(31)[_]	(56)[_]
Tier 1 (SV)	54[_]	14[_]	33[_]	*63(61)[_]	*51(49)[_]	33 (50)[_]	73(65)[_]	60(53)[_]	42(35)[_]	(80)[_]	(70)[_]	(50)[_]
Tier 1 (EYV)	43[38]	33[_]	0[_]	56[56]	42	33	67[80]	54[_]	33[_]	(70)[91]	(65)[_]	(40)[_]

KEY
Number without parentheses is the actual number achieved.
Number in ( ) shows goal.
Number in [ ] shows actual performance in previous year.
Number in { } shows {2018|2017|2016|2015} CAASPP proficiency rate.
*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.
Yellow Highlight means performance improved from this diagnostic period last year.

2018-19 Second ELA Progress Towards Goals

Second All (n) = 95, EL (n) = 38, L (n) = 7

2nd Grade	D1 (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 All (May)	D4 EL (May)	D4 L (May)
Tier 3 (SV)	8 [_]	5[_]	50[_]	*3 (6)[_]	5 (3)[_]	*14 (33)[_]	1(1)[_]	3 (3)[_]	0 (10)[_]	(0)[_]	(0)[_]	(0)[_]
Tier 3 (EYV)	7[11]	6[_]	43[_]	3[11]	6[_]	14[_]	1[2]	2[_]	0[_]	(0)[2]	(0)[_]	(0)[_]
Tier 2 (SV)	28[_]	30[_]	33[_]	*16 (20)[_]	21 (14)[_]	72 (17)[_]	13(9)[_]	15 (12)[_]	71 (33)[_]	(7)[_]	(10)[_]	(50)[_]
Tier 2 (EYV)	47[57]	60[_]	57[_]	45[57]	33[_]	72[_]	31[36]	36[_]	86[_]	(20)[29]	(25)[_]	(25)[_]
Tier 1 (SV)	64 [_]	65[_]	17[_]	*81(74) [_]	73 (84)[_]	14 (50)[_]	85(90)[_]	82 (85)[_]	29(57)[_]	(93)[_]	(90)[_]	(50)[_]
Tier 1 (EYV)	46[32]	34[_]	0[_]	62[51]	61[_]	14[_]	67[63]	61[_]	14[_]	(80)[70]	(75)[_]	(75)[_]

KEY
Number without parentheses is the actual number achieved.
Number in ( ) shows goal.
Number in [ ] shows actual performance in previous year.
Number in { } shows {2018|2017|2016|2015} CAASPP proficiency rate.
*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.
Yellow Highlight means performance improved from this diagnostic period last year.

2018-19 Third ELA Progress Towards Goals

Third All (n) = 119, EL (n) = 19, L (n) = 10

3rd Grade	D1 (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 Goal (May)	D4 EL (May)	D4 L (May)
Tier 3 (SV)	11[_]	9[_]	20[_]	*6 (9)[_]	*3 (9)[_]	*10(10)	3(8)[_]	3(3)[_]	10(10)[_]	(3)[_]	(2)[_]	(10)[_]
Tier 3 (EYV)	11[10]	10[_]	20[_]	6[10]	3[_]	10[_]	4[2]	3[_]	10[_]	(3) [4]	(2)[_]	(10)[_]
Tier 2 (SV)	19[_]	21[_]	30[_]	*18 (10)[_]	*23 (13)[_]	20 (30)[_]	11 (25)[_]	13 (27)[_]	20 (20)[_]	(9)[_]	(8)[_]	(10)[_]
Tier 2 (EYV)	59[52]	65[_]	70[_]	48[52]	60[_]	50[_]	41 [27]	48[_]	60[_]	(26) [19]	(28)[_]	(40)[_]
Tier 1 (SV)	70[_]	70[_]	50[_]	76 (81)[_]	74 (77)[_]	*70(60)[_]	85 (69)[_]	84 (70)[_]	70 (70)[_]	(88)[_]	(90)[_]	(80)[_]
Tier 1 (EYV)	30[37]	26[_]	10[_]	46[62]	37[_]	30[_]	55 [71]	49[_]	30[_]	(71) [76] {74|78|78}	(70)[_]	(50)[_]

KEY
Number without parentheses is the actual number achieved.
Number in ( ) shows goal.
Number in [ ] shows actual performance in previous year.
Number in { } shows {2018|2017|2016} CAASPP proficiency rate.
*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.
Yellow Highlight means performance improved from this diagnostic period last year.

2018-19 Fourth ELA Progress Towards Goals

Fourth All (n) = 100, EL (n) = 32, L (n) = 6

4th Grade	D1 (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 Goal (May)	D4 EL (May)	D4 L (May)
Tier 3 (SV)	11	9	17	9 (9)*	4 (9)*	16 (16)*	6(8)	7 (3)	0 (16)	(3)[_]	(3)[_]	(0)[_]
Tier 3 (EYV)	11[8]	11	20	4[5]	11	10	6[6]	7	0	(3) [2]	(3)[_]	(0)[_]
Tier 2 (SV)	22[_]	28[_]	33 [_]	24 (19)[_]	46 (19)[_]	50 (66)[_]	19(15)[_]	29 (22)[_]	25 (50)[_]	(15)[_]	(19)[_]	(0)[_]
Tier 2 (EYV)	43[63]	64[_]	60[_]	43[55]	64[_]	70[_]	37[46]	54[_]	50[_]	(15)[39]	(19)[_]	(0)[_]
Tier 1 (SV)	66[_]	63[_]	50 [_]	66 (71)[_]	50 (72)[_]	16 (16)*[_]	75 (77)[_]	64 (75)[_]	75 (34)[_]	(82)[_]	(78)[_]	(100)[_]
Tier 1 (EYV)	45[29]	25[_]	20[_]	53[40]	25[_]	20[_]	57[47]	39[_]	50[_]	(82) [60] {75|73|81}	(78)[_]	(100)[_]

KEY
Number without parentheses is the actual number achieved.
Number in ( ) shows goal.
Number in [ ] shows actual performance in previous year.
Number in **{ }** shows {2018|2017|2016|2015} CAASPP proficiency rate.
*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.
Yellow Highlight means performance improved from this diagnostic period last year.

2018-19 Fifth ELA Progress Towards Goals

Fifth All (n) = 110, EL (n) = 36, L (n) = 14

5th Grade	D1 (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 Goal (May)	D4 EL (May)	D4 L (May)
Tier 3 (SV)	13	15	31	9 *(10)	14 (10)	14 *(23)	6 (7)	8 (10)	7 (10)	(5)	(6)	(5)
Tier 3 (EYV)	13 [22]	18	29	8[15]	15	13	6 [17]	8	7	(5)[14]	(6)	(5)
Tier 2 (SV)	35 [_]	46 [_]	54 [_]	25 (30) [_]	33 (46)[_]	50 (54)[_]	25(21)[_]	33 (28)[_]	47 (50)[_]	(20)[_]	(29)[_]	(40)[_]
Tier 2 (EYV)	57[47]	68[_]	64[_]	56[49]	65[_]	60[_]	47[30]	60[_]	67[_]	(20)[36]	(40)[_]	(35)[_]
Tier 1 (SV)	52[_]	39[_]	15[_]	66 *(60) [_]	*57(44)[_]	35 *(23)[_]	69(72)[_]	60 (62)[_]	47 (40)[_]	(75)[_]	(65)[_]	(55)[_]
Tier 1 (EYV)	30[31]	15[_]	7[_]	36[36]	20[_]	27[_]	46[53]	33[_]	27[_]	(75) [49] {73|79|82}	(54)[_]	(60)[_]

KEY
Number without parentheses is the actual number achieved.
Number in ( ) shows goal.
Number in [ ] shows actual performance in previous year.
Number in { } shows {2018|2017|2016|2015} CAASPP proficiency rate.
*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.
Yellow Highlight means performance improved from this diagnostic period last year.

2018-19 Sixth ELA Progress Towards Goals

Sixth All (n) = 115, EL (n) = 25, L (n) = 17

6th Grade	D1 (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 Goal (May)	D4 EL (May)	D4 L (May)
Tier 3 (SV)	26	36	41	18(22)	28(24)	33(33)	14(13)	14(24)	25 (30)	(14)	(16)	(12)
Tier 3 (EYV)	28[21]	38	54	13[16]	24	38	14[12]	14	25	(14) [8]	(14)	(9)
Tier 2 (SV)	25[_]	24[_]	25[_]	22(24) [_]	20(24)[_]	26(33)[_]	14(18)[_]	14 (18)[_]	33(23)[_]	(12)[_]	(14)[_]	(9)[_]
Tier 2 (EYV)	24[36]	46[_]	23[_]	36[28]	44[_]	46[_]	28[25]	41[_]	50[_]	(24) [25]	(38)[_]	(52)[_]
Tier 1 (SV)	49[_]	40[_]	33[_]	60(54)[_]	52(52)[_]	40(33)[_]	72(69)[_]	73 (58)[_]	42 (47)	(74)[_]	(70)[_]	(79)[_]
Tier 1 (EYV)	49[44]	17[_]	23[_]	50[57]	32[_]	15[_]	58[63]	45[_]	25[_]	(62) [67] {87|80|85	(48)[_]	(39)[_]

KEY
Number without parentheses is the actual number achieved.
Number in ( ) shows goal.
Number in [ ] shows actual performance in previous year.
Number in { } shows {2018|2017|2016|2015} CAASPP proficiency rate.
*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.
Yellow Highlight means performance improved from this diagnostic period last year.

D2-D3 Goal Setting Directions:
1. Place asterisk to the left of any percentage in which your team met its D2 goal: decreasing number of students in Tier 3 or increasing number of students in Tier 1.
2. Set D3 goal for ALL, EL, and Latin students.

3. Revisit your SMART goals.
   a. SMART goals covered **WHAT, HOW,** and **WHEN** we committed to progress monitor our EL and Latin students.
      i. Is your **WHAT** defined? If not, define it with your grade level team now.
      ii. Is your **HOW** defined? If not, define your **HOW** with your grade level team now. How have you personalized goal setting for your focus students ? How can goal setting with your target students begin in the 2nd Trimester if it has not begun already?
      iii. Is your **WHEN** defined? If not, define your WHEN with your grade level team now. Designate a monthly PLC that will be used to review this information.
4. Add any strategies you will implement for Trimester 2 (use these strategies from D4 of 2017-18 to build on).
   a. Highlight the strategy green if effective, yellow if moderately effective, red if you will discontinue, blue if it has not begun yet.
   b. How has Lexia been utilized? Are you providing the recommended "Skill Builders" to students on a regular basis, if not please discuss how this will be implemented.

Grade	Strategies for 18-19 (What strategies are you adjusting to help you meet your goal and how? Include strategies identified earlier for students that didn't move.)
K	Applying SEAL strategies throughout the curriculum - focusing on phonological awareness (chants/songs); More structure around D-ELD/I-ELD; Increasing the number of home/school connection projects (using phonological awareness); find informational texts to anchor graphic organizers and draw and labels and using sentence frames to encourage oral language
1	Incorporate D-ELD and I-ELD into our day, continue with all SEAL strategies, focus on interpretation, making connections, and reflections in our reading strategies, implement differentiated phonics strategies, guided reading
2	Strategy groups during guided reading, Vocabulary development through SEAL, Incorporate fiction/nonfiction during guided reading, Book Clubs, Setting student reading goals, Menus/Centers, Guided Reading with specific focus
3	Guided reading, strategy groups, eld small groups, vocab through SEAL and balanced literacy, confer with middle students more, students set personal goals to hold themselves each other accountable, checking in with students each week about reading volume, book clubs
4	Lit circles as being the norm; do conferring with middle and high kids; add poetry; focus on root words, focus on guided reading and be consistent, focus on weekly vocab (context clues, root words), checking in with students each week about reading volume, focus on fab 4 reading comprehension strategies
5	Focus on close reading complex texts and listening using text-dependent questions (closer looking lessons), focus on lit. comprehension, choosing appropriate SSR books based on Lexile **How is lexia being utilized?** Differentiation, independent checklist. (Skill builders? Not sure the expectations on how it should be used. Currently using lexia lessons in small groups for struggling students during ELA switch time. Skill builders inconsistently used for review once students have completed a level.
6	Student monitor growth/progress/goals; Book Clubs; iReady stations; incorporate vocab from class novels/prefixes & suffixes; incorporate more informational text. Rotational model will essentially set future goals; we need to build data from this model; spreading language arts via 3 class periods Is your **WHAT** defined? Is your **HOW** defined? Is your **WHEN** defined?

Curtner Reading RTI Pyramid Goals

2019-20	**2018-19**
2019-20 Whole School Math Progress Towards Goals 2019-20 Kindergarten Math Progress Towards Goals 2019-20 First Grade Math Progress Towards Goals 2019-20 Second Grade Math Progress Towards Goals 2019-20 Third Grade Math Progress Towards Goals 2019-20 Fourth Grade Math Progress Towards Goals 2019-20 Fifth Grade Math Progress Towards Goals 2019-20 Sixth Grade Math Progress Towards Goals	2018-19 Whole School Math Progress Towards Goals 2018-19 Kindergarten Math Progress Towards Goals 2018-19 First Math Progress Towards Goals 2018-19 Second Math Progress Towards Goals 2018-19 Third Math Progress Towards Goals 2018-19 Fourth Math Progress Towards Goals 2018-19 Fifth Math Progress Towards Goals 2018-19 Sixth Math Progress Towards Goals
D2-D3 Goal Setting Directions	

2019-20 Whole School Math Progress Towards Goals
All n = 715, EL (n) = 233, L (n) =39

Schoolwide	D1 All (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 All (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 All (May)	D4 EL	D4 L
Tier 3 (EYV)	7[8]	11[13]	38[27]	4[3]	7[4]	31[13]	4[4]	8[5]	13[10]	[4]		
Tier 2 (EYV)	63[58]	65[63]	49[64]	50[48]	57[57]	44[73]	35[33]	50[39]	64[62]	[24]		
Tier 1 (EYV)	30 [35]	17[24]	10[9]	46 [49]	35[39]	18[14]	61[64]	42[56]	24[28]	[73] {77|71|73|70}		

KEY
Number without parentheses is the actual number achieved.
Number in ( ) shows goal.
Number in [ ] shows actual performance in previous year.
Number in { } shows {2018|2017|2016|2015} CAASPP proficiency rate.
*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.
Yellow Highlight means performance improved from this diagnostic period last year.

2019-20 Kindergarten Math Progress Towards Goals

Kinder All (n) = 95, EL(n) = 23 , L(n) = 7

Kinder	D1 (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 All (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 All (May)	D4 EL (May)	D4 L (May)
Tier 3 (EYV)	na	na	na	na	na	na	na	na	na	na		
Tier 2 (EYV)	56[72]	24[68]	8[89]	67(64)[54]	29(22)[58]	7(7)[89]	45(50)[40]	18(20)[54]	8(7)[89]			
Tier 1 (EYV)	14[28]	4[32]	1[11]	26(36)[41]	11(1)[42]	3(0)[11]	46(54)[60]	21(20)[46]	2(0)[11]			

KEY
Number without parentheses is the actual number achieved.
Number in ( ) shows goal.
Number in [ ] shows actual performance in previous year.
Number in { } shows {2018|2017|2016|2015} CAASPP proficiency rate.
*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.
Yellow Highlight means performance improved from this diagnostic period last year.

2019-20 First Math Progress Towards Goals

First All (n) = 96, EL (n) = 27, L (n) = 3

1st Grade	D1 (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 All (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 All (May)	D4 EL (May)	D4 L (May)
Tier 3 (EYV)	5[5]	3[11]	1[25]	2[2]	1[8]	1[17]	2(1)[2]	1(1)[8]	1(1)[1]	[0](2)	[7]	[16]
Tier 2 (EYV)	64[70]	19[72]	2[67]	54 [56]	17[67]	1[75]	31(41)[44]	11(14)[53]	1(0)[75]	[16](39)	[48]	[74[
Tier 1 (EYV)	24[28]	5[17]	0[8]	40 [38]	9[25]	1 [8]	60(54)[54]	14(12)[39]	1(2)[8]	[84](59)	[45]	[10]

KEY

Number without parentheses is the actual number achieved.

Number in ( ) shows goal.

Number in [ ] shows actual performance in previous year.

Number in { } shows {2018|2017|2016|2015} CAASPP proficiency rate.

*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.

Yellow Highlight means performance improved from this diagnostic period last year.

2019-20 Second Math Progress Towards Goals

Second All (n) = 96, EL (n) = 34, L (n) = 6

2nd Grade	D1 (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 All (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 All (May)	D4 EL (May)	D4 L (May)
Tier 3 (EYV)	12[8]	7[6]	1[29]	5 [2]	5[0]	0[2]	3(4)[3]	2(4)[3]	0[29]	[1]	[2]	[14]
Tier 2 (EYV)	56 [61]	18[57]	3[70]	44 [33]	15[36]	4[43]	38(30)[22]	14(14)[19]	4(43)	(15) [22]	[9]	[30]
Tier 1 (EYV)	25[42]	9[37]	0[0]	47 [56]	14[64]	0[29]	54(63)[75]	17(14)[78]	0(29)	(84)[77]	[89]	[56]

KEY
Number without parentheses is the actual number achieved.
Number in ( ) shows goal.
Number in [ ] shows actual performance in previous year.
Number in { } shows {2018|2017|2016|2015} CAASPP proficiency rate.
*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.
Yellow Highlight means performance improved from this diagnostic period last year.

2019-20 Third Math Progress Towards Goals

Third All (n) = 93, EL (n) = 38, L (n) = 2

3rd Grade	D1 (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 All (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 Goal (May)	D4 EL (May)	D4 L (May)
Tier 3 (EYV)	3[10]	1[6]	0[20]	0(3)[4]	0[2]	0[20]	1(0)[1]	0[0]	0[0]	(1)[3]	[0]	[0]
Tier 2 (EYV)	62[64]	27[57]	1[80]	47(48)[62]	19[56]	1[80]	21(26)[35]	10[35]	1[50]	(15)[11]	[8]	[2]
Tier 1 (EYV)	24[28]	7[37]	1[0]	45 (49)[55]	18[42]	1[10]	70(67)[64]	26[65]	1[50]	(84)[85] {89|84|78|68}	[92]	[98]

KEY

Number without parentheses is the actual number achieved.

Number in ( ) shows goal.

Number in [ ] shows actual performance in previous year.

Number in { } shows {2018|2017|2016} CAASPP proficiency rate.

*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.

Yellow Highlight means performance improved from this diagnostic period last year.

2019-20 Fourth Math Progress Towards Goals

Fourth All (n) = 117, EL (n) = 35, L (n) = 6

4th Grade	D1 (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 Goal (May)	D4 EL (May)	D4 L (May)
Tier 3 (EYV)	10[11]	6[4]	3[20]	9[5]	4[4]	3[10]	7[5]	3[4]	3[0]	(4) [3]	(3)	(0)
Tier 2 (EYV)	70[52]	22[68]	3[80]	56 [41]	21[70]	2[90]	40[20]	16[25]	2[50]	(15) [22]		
Tier 1 (EYV)	34[37]	6[29]	0[0]	49[47]	9[26]	1[0]	66[75]	15[71]	1[50]	(81) [75] {81|65|73|72}		

KEY

Number without parentheses is the actual number achieved.
Number in ( ) shows goal.
Number in [ ] shows actual performance in previous year.
Number in { } shows {2018|2017|2016|2015} CAASPP proficiency rate.
*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.
Yellow Highlight means performance improved from this diagnostic period last year.

2019-20 Fifth Math Progress Towards Goals

Fifth All (n) = 95, EL (n) = 25, L (n) = 5

5th Grade	D1 (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 All (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 Goal (May)	D4 EL (May)	D4 L (May)
Tier 3 (EYV)	8[7]	2[5]	4[14]	6[4]	2[5]	3[0]	7 [7]	3 [8]	3 [13]	(6) [7]	(6)	(12)
Tier 2 (EYV)	53[48]	19[60]	0[79]	34[45]	13[50]	0[73]	24 [31]	10 [40]	0[60]	(24) [28]	(37)	(53)
Tier 1 (EYV)	29[46]	2[35]	1[7]	51[51]	8[45]	1[27]	58 [62]	10 [53]	1 [27]	(70) [65] {70|66|63|65}	(57)	(35)

KEY

Number without parentheses is the actual number achieved.

Number in ( ) shows goal.

Number in [ ] shows actual performance in previous year.

Number in { } shows {2018|2017|2016|2015} CAASPP proficiency rate.

*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.

Yellow Highlight means performance improved from this diagnostic period last year.

2019-20 Sixth Math Progress Towards Goals

Sixth All (n) = 118, EL (n) = 32, L (n) = 9

6th Grade	D1 (Aug)	D1 EL (Aug)	D1 L (Aug)	D2 All (Nov)	D2 EL (Nov)	D2 L (Nov)	D3 All (Feb)	D3 EL (Feb)	D3 L (Feb)	D4 Goal (May)	D4 EL (May)	D4 L (May)
Tier 3 (EYV)	12[11]	6[13]	6[23]	9 [4]	4[8]	5[23]	5(8)[9]	2(3)[12]	4(5)[21]	[7]	[10]	[19]
Tier 2 (EYV)	56[48]	20[67]	2[69]	42 [31]	16[60]	2[62]	37(16)[37]	18(17)[50]	3(1)[64]	[31]	[45]	[60]
Tier 1 (EYV)	46[41]	5[21]	1[8]	62 [37]	11[32]	0[15]	57(89)[53]	7(11)[38]	0(1)[14]	[58] {70|75|77|75}	[44]	[18]

KEY
Number without parentheses is the actual number achieved.
Number in ( ) shows goal.
Number in [ ] shows actual performance in previous year.
Number in { } shows {2018|2017|2016|2015} CAASPP proficiency rate.
*Team met goal in decreasing number of students in Tier 3 or increasing number of students in Tier 1.
Yellow Highlight means performance improved from this diagnostic period last year.

D2-D3 Goal Setting Directions:
1. Place asterisk to the left of any percentage in which your team met its D2 goal: decreasing number of students in Tier 3 or increasing number of students in Tier 1.
2. Set D3 goal for ALL, EL, and Latin students.

3. Revisit your SMART goals.
    a. SMART goals covered **WHAT, HOW,** and **WHEN** we committed to progress monitor our EL and Latin students.
        i.   Is your **WHAT** defined? If not, define it with your grade level team now.
        ii. Is your **HOW** defined? If not, define your **HOW** with your grade level team now. How have you personalized goal setting for your focus students ? How can goal setting with your target students begin in the 2nd Trimester if it has not begun already?

       iii.   Is your **WHEN** defined? If not, define your WHEN with your grade level team now. Designate a monthly PLC that will be used to review this information.

4. Add any strategies you will implement for Trimester 2 (use these strategies from D4 of 2017-18 to build on).
    a. Highlight the strategy ==green== if effective, ==yellow== if moderately effective, ==red== if you will discontinue, ==blue== if it has not begun yet.
    b. How has Lexia been utilized? Are you providing the recommended "Skill Builders" to students on a regular basis, if not please discuss how this will be implemented.

Grade	Strategies for 18-19 (What strategies are you adjusting to help you meet your goal and how? Include strategies identified earlier for students that didn't move.)
K	Applying SEAL strategies throughout the curriculum - focusing on phonological awareness (chants/songs); More structure around D-ELD/I-ELD; Increasing the number of home/school connection projects (using phonological awareness); find informational texts to anchor graphic organizers and draw and labels and using sentence frames to encourage oral language
1	Incorporate D-ELD and I-ELD into our day, continue with all SEAL strategies, focus on interpretation, making connections, and reflections in our reading strategies, implement differentiated phonics strategies, guided reading
2	Strategy groups during guided reading, Vocabulary development through SEAL, Incorporate fiction/nonfiction during guided reading, Book Clubs, Setting student reading goals, Menus/Centers, Guided Reading with specific focus
3	Guided reading, strategy groups, eld small groups, vocab through SEAL and balanced literacy, confer with middle students more, students set personal goals to hold themselves each other accountable, checking in with students each week about reading volume, book clubs
4	Lit circles as being the norm; do conferring with middle and high kids; add poetry; focus on root words, focus on guided reading and be consistent, focus on weekly vocab (context clues, root words), checking in with students each week about reading volume, focus on fab 4 reading comprehension strategies
5	Focus on close reading complex texts and listening using text-dependent questions (closer looking lessons), focus on lit. comprehension, choosing appropriate SSR books based on Lexile **How is lexia being utilized?** Differentiation, independent checklist. (Skill builders? Not sure the expectations on how it should be used. Currently using lexia lessons in small groups for struggling students during ELA switch time. Skill builders inconsistently used for review once students have completed a level.
6	Student monitor growth/progress/goals; Book Clubs; iReady stations; incorporate vocab from class novels/prefixes & suffixes; incorporate more informational text. Rotational model will essentially set future goals; we need to build data from this model; spreading language arts via 3 class periods Is your **WHAT** defined? Is your **HOW** defined? Is your **WHEN** defined?

Which Logo???

217 responses

Which logo do you like best?

217 responses
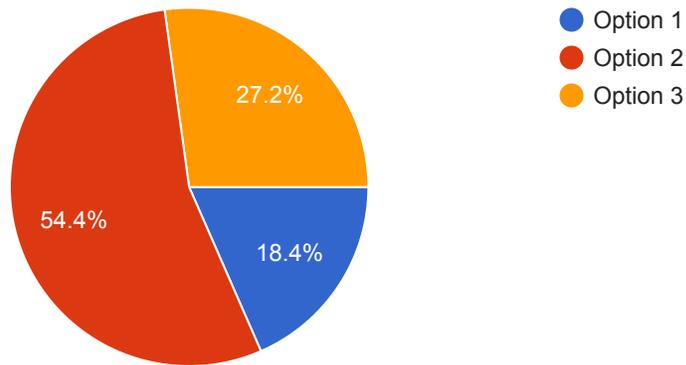
- Option 1
- Option 2
- Option 3

27.2%

54.4%

18.4%

Google Forms

24 responses

Accepting responses

Summary   Question   Individual

Please select the items you feel serve ALL students.

24 responses
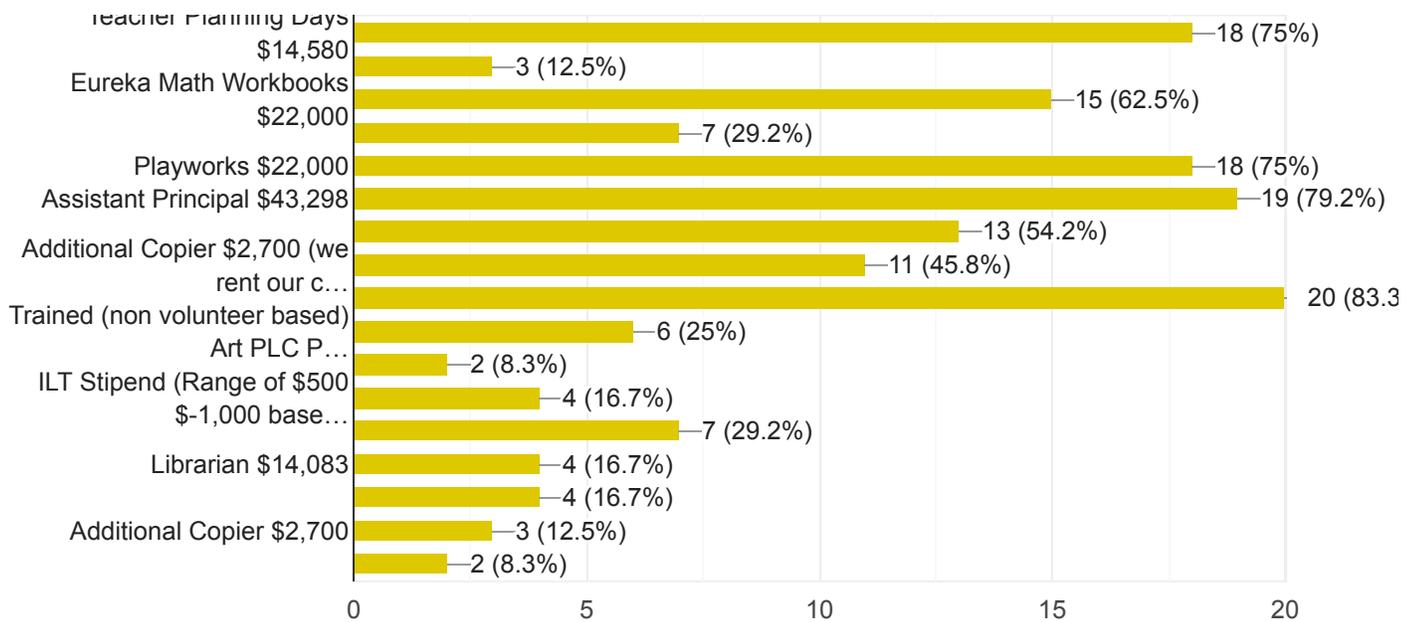
Please select the items you feel serve Tier 1 and Tier 2 students.

24 responses

Item	Count
Teacher Planning Days $14,580	15 (62.5%)
	7 (29.2%)
Eureka Math Workbooks $22,000	15 (62.5%)
	5 (20.8%)
K-6 Lexia Subscription $10,500	15 (62.5%)
	2 (8.3%)
Playworks $22,000	15 (62.5%)
Assistant Principal $43,298	16 (66.7%)
	12 (50%)
Additional Copier $2,700 (we rent our c…	9 (37.5%)
	20 (83.3
Trained (non volunteer based)	6 (25%)
Art PLC P…	4 (16.7%)
Teaching Tolerance $3,000	9 (37.5%)
Librarian $14,083	3 (12.5%)
	3 (12.5%)
ILT Stipend $7,000 ($1,000/	2 (8.3%)
each team me…	1 (4.2%)
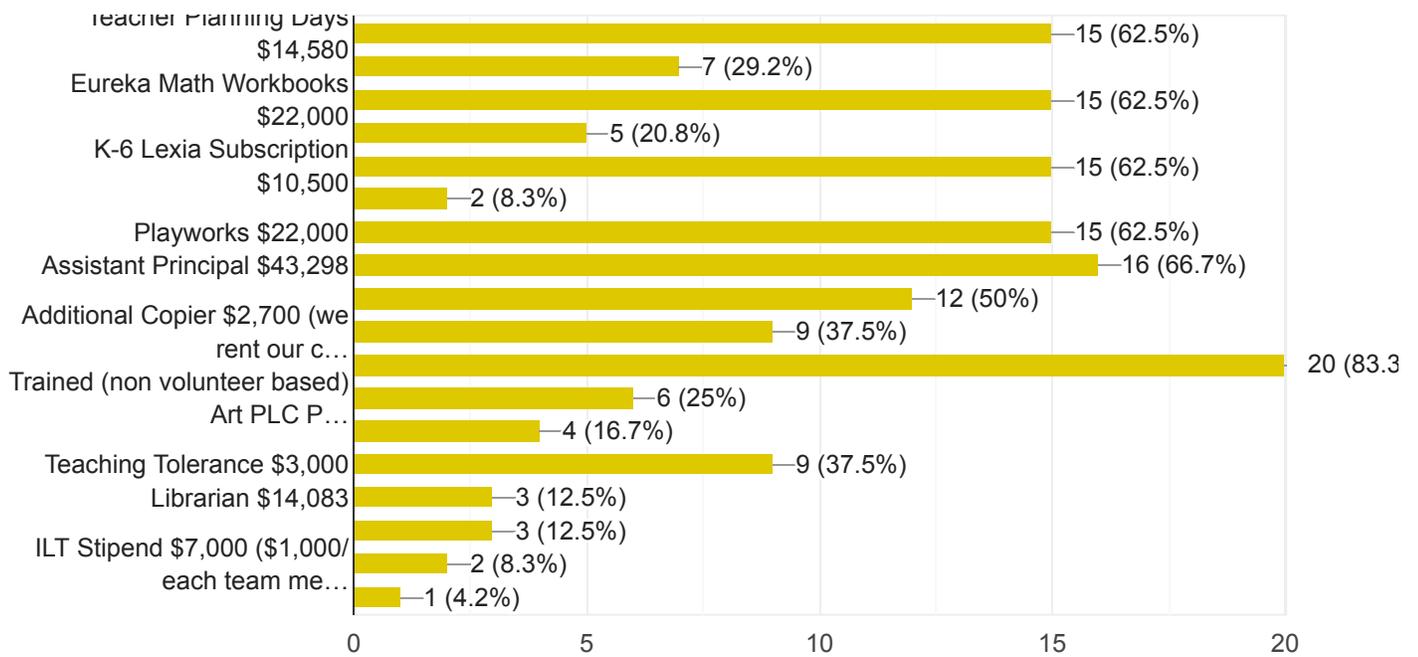
Please select the items you feel serve Tier 2 and Tier 3 students.

24 responses

Item	Count
Teacher Planning Days $14,580	15 (62.5%)
	15 (62.5%)
Eureka Math Workbooks $22,000	11 (45.8%)
	3 (12.5%)
K-6 Lexia Subscription $10,500	20 (83.3%)
	1 (4.2%)
Playworks $22,000	14 (58.3%)
Assistant Principal $43,298	15 (62.5%)
	11 (45.8%)
Additional Copier $2,700 (we rent our c…	8 (33.3%)
	17 (70.8%)
Trained (non volunteer based)	6 (25%)
Art PLC P…	5 (20.8%)
Teaching Tolerance $3,000	8 (33.3%)
Librarian $14,083	3 (12.5%)
	3 (12.5%)
ILT Stipend $7,000 ($1,000/ each team me…	2 (8.3%)
	1 (4.2%)

Please select if you feel we should or should not continue the following items:

Legend: CONTINUE (blue), DISCONTINUE (red)

X-axis categories: Teacher Planning Days $14,580 ... K-6 Lexia Subscription $10,500 ... Playworks $22,000 ... Librarian
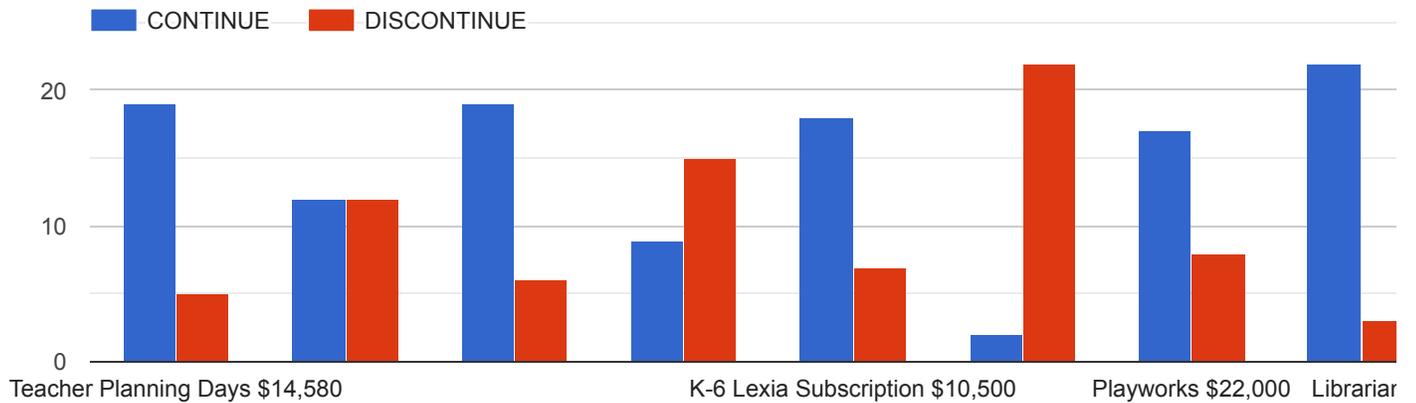
We have $20,000 in site funds allocated for professional development in our budget to spend outside of district-mandated professional development. How should we allocate these funds for individual and whole site professional development? (Please be aware that all PD must be in alignment with service for our students with specific written attachment in how it supports our Tier II and Tier III students.)

15 responses

Enough to pay a designated interventionist to solely focus on our Tier 2 students.

I would like to see money allocated for assemblies that support SEL and/or the arts (Page To Stage/music))

I'm not sure at the moment- I would prefer to choose from a list of options.

Following this year's disruption due to the pandemic, I think it's important to invest in social emotional professional development. Our kids are going to need support with the fallout this has created, and we need to meet those needs. We need to double down on giving teachers resources to support kids who have experience trauma (which they now all have, as have we).

Quality ELA training like teacher's college.

Guided Reading / SEL

Whole site readers college

Should individual professional development go through ILT for approval?

24 responses

- ● Yes
- ● No
- ● Maybe

45.8%

20.8%

33.3%
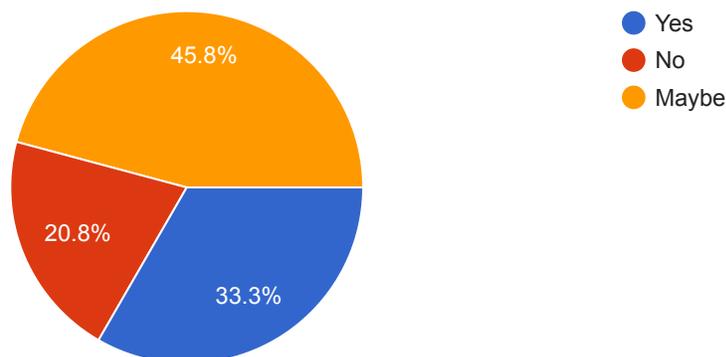
TFI Tier 1 Inventory Curtner

Questions   Responses   33

33 responses

Accepting responses

Summary   Question   Individual

Who has responded?

Email

canguyen@musd.org

rthompson@musd.org

nngo@musd.org

sgardner@musd.org

jquasarano@musd.org

vphung@musd.org

jode@musd.org

knieva@musd.org

cnguyen@musd.org

🕐 Waiting for 1 response   Send email reminder

spark@musd.org

School Site

33 responses

	Curtner	Curtner	Curtner Elementary	Curtner Elementary School	curtner
	20 (60.6%)	5 (15.2%)	2 (6.1%)	1 (3%)	5 (15.2%)
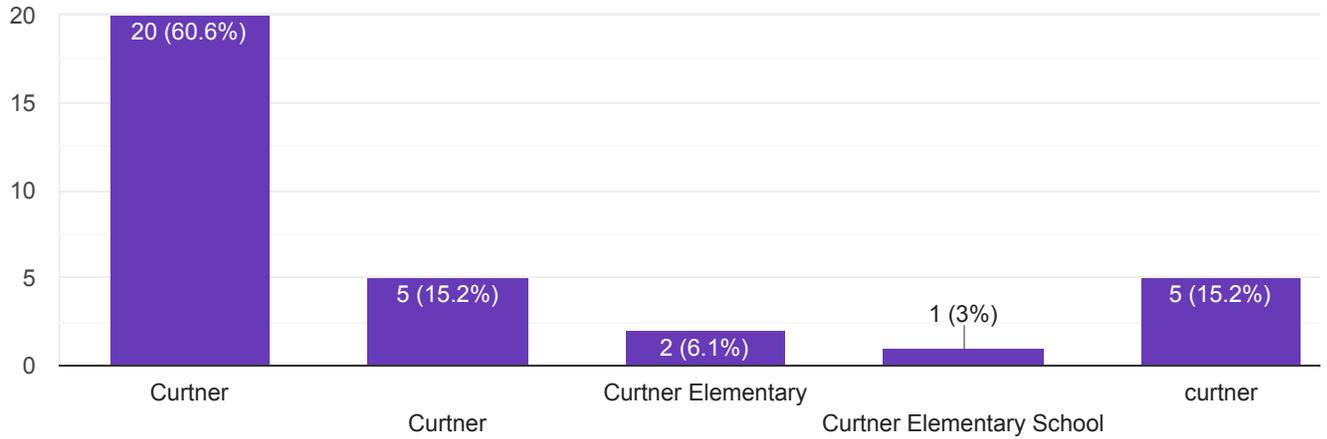
Name and Role

33 responses

Angela Hayward / t… · Canh Nguyen K Te… · Gabrielle Yarra 1st… · Jesus custodian · Julie Newman · Kim Nguyen - Teac… · Ngoc - Teacher · Samantha / Teacher · Sherine Ahmed- T… · Vy Phung (Teacher) · hernand

1 (3%) … 2 (6.1%) … 1 (3%)
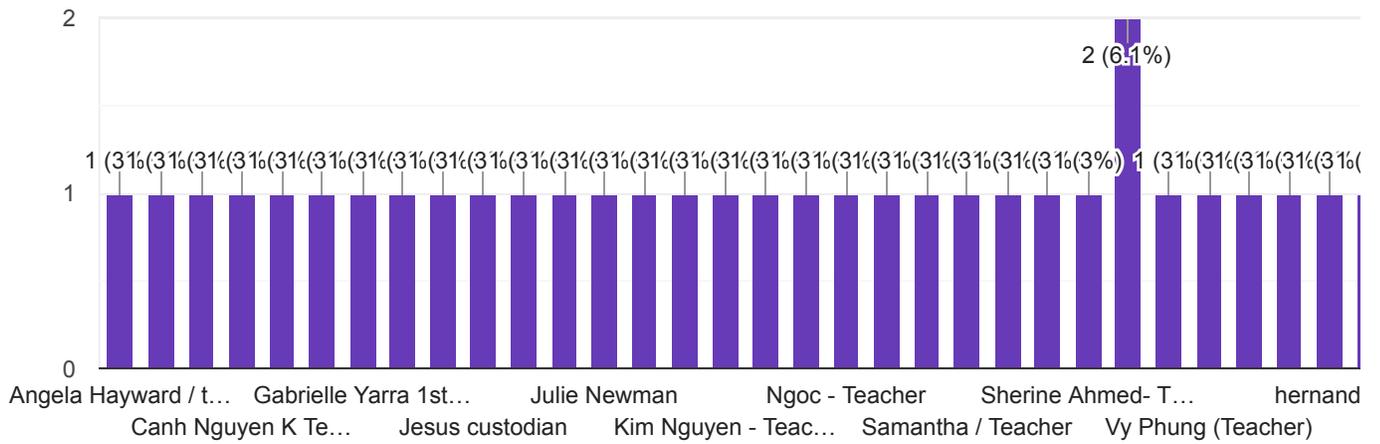
1.1 Team Composition

Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation

33 responses
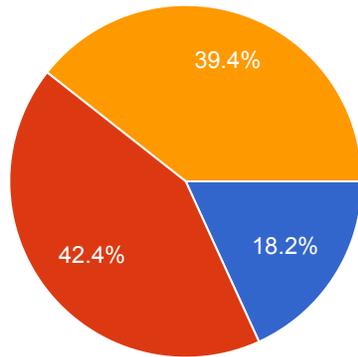
- Tier 1 team does not exist or does not include coordinator, school administrator, or individuals with applied behavior expertise
- Tier 1 team exists, but does not include all identified roles or attendance of these members is below 80%
- Tier 1 team exists with coordinator, administrator, and all identified roles represented AND attendance of all roles is at or above 80%

1.2 Team Operating Procedures

Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan

33 responses
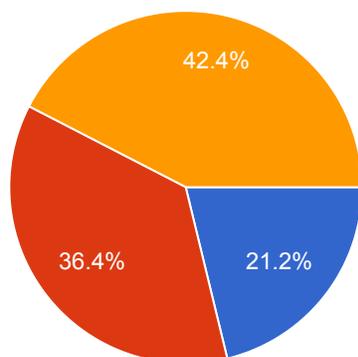
- Tier 1 team does not use regular meeting format/agenda, minutes, defined roles, or a current plan of action
- Tier 1 team has at least 2 but not all 4 features
- Tier 1 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

1.3 Behavioral Expectations

School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place

33 responses
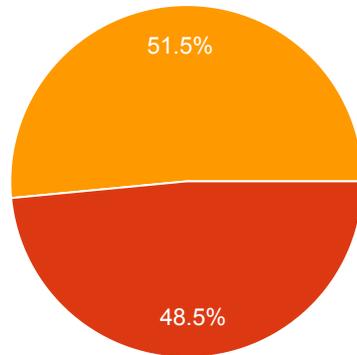
- Behavioral expectations have not been identified, are not all positive, or are more than 5 in number
- Behavioral expectations identified but may not include a matrix or be posted
- Five or fewer behavioral expectations exist that are positive, posted, and identified for specific setting (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations

51.5%

48.5%

1.4 Teaching Expectations

Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations

33 responses
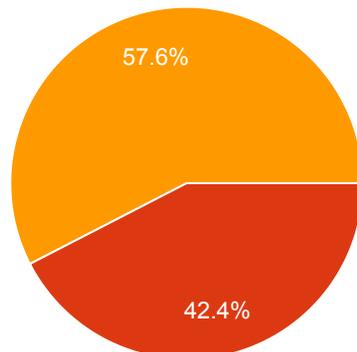
- Expected behaviors are not taught
- Expected behaviors are taught informally and inconsistently
- Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations

57.6%

42.4%

1.5 Problem Behavior Definitions

School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus self-managed problems

33 responses
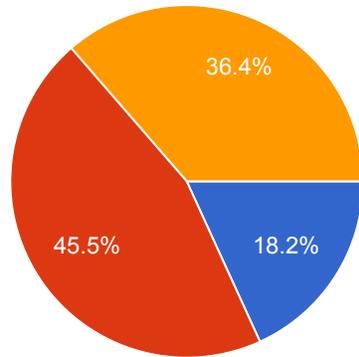
- No clear definitions exist, and procedures to manage problems are not clearly documented
- Definitions and procedures exist but are not clear and/or not organized by staff-versus office-managed problems
- Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families

36.4%
45.5%
18.2%

1.6 Discipline Policies

School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently

33 responses
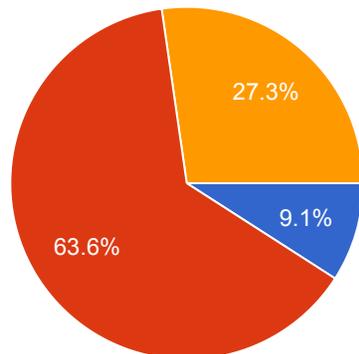
- Documents contain only reactive and punitive consequences
- Documentation includes and emphasizes proactive approaches
- Documentation includes and emphasizes proactive approaches AND administrator reports consistent use

27.3%
9.1%
63.6%

1.7 Professional Development

A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance

33 responses
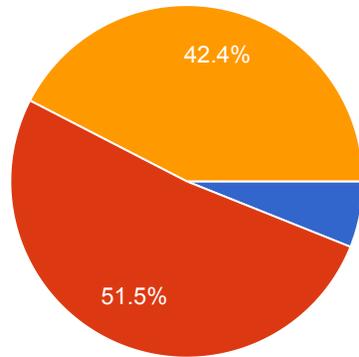
- ● No process for teaching staff is in place
- ● Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier 1 practices
- ● Formal process for teaching all staff all aspects of Tier 1 system, including all 4 core Tier 1 practices

42.4%

51.5%

1.8 Classroom Procedures

Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems

33 responses
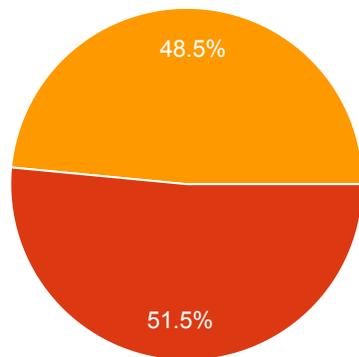
- ● Classrooms are not implementing Tier 1
- ● Classrooms are informally implementing Tier 1 but no formal system exists
- ● Classrooms are formally implementing all core Tier 1 features, consistent with school-wide expectations

48.5%

51.5%

1.9 Feedback and Acknowledgement

A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students

33 responses
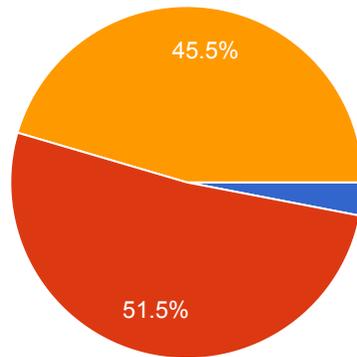
- No formal system for acknowledging students
- Formal system is in place and is used by at least 90% of staff OR received by at least 50% of students
- Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students

45.5%
51.5%

1.10 Faculty Involvement

Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months

33 responses
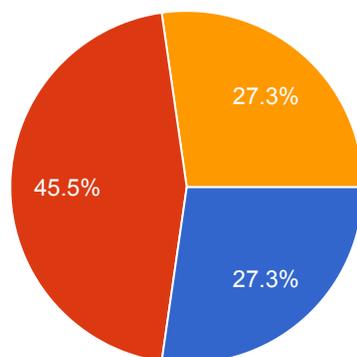
- Faculty are not shown data at least yearly and do not provide input
- Faculty have been shown data more than yearly OR have provided feedback on Tier 1 foundations within the past 12 months but not both
- Faculty are shown data at least 4 times per year AND have provided feedback on Tier 1 practices within the past 12 months

27.3%
45.5%
27.3%

1.11 Student/Family/Community Involvement

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months

33 responses
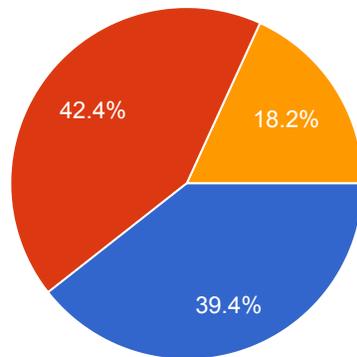
- No documentation (or no opportunities) for stakeholder feedback on Tier 1 foundations
- Documentation of input on Tier 1 foundations, but not within the past 12 months or input but not from all types of stakeholders
- Documentation exists that students, families, and community members have provided feedback on Tier 1 practices within the past 12 months

42.4%
18.2%
39.4%

1.12 Discipline Data

Tier 1 team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of date, and by individual student

33 responses
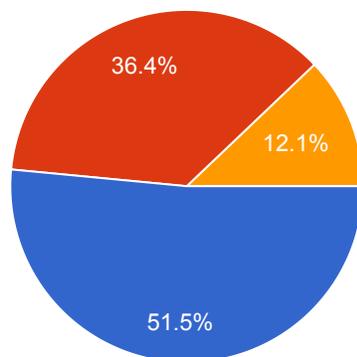
- No centralized data system with ongoing decision making exists
- Data system exists but does not allow instantaneous access to full set of graphed reports
- Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student

36.4%
12.1%
51.5%

1.13 Data-based Decision Making

Tier 1 team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state testing) at least monthly for decision-making

33 responses
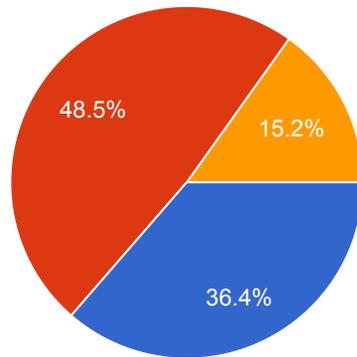
- No process/protocol exists, or data are reviewed but not used
- Data reviewed and used for decision-making, but less than monthly
- Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier 1 supports

48.5%
15.2%
36.4%

1.14 Fidelity Data

Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually

32 responses
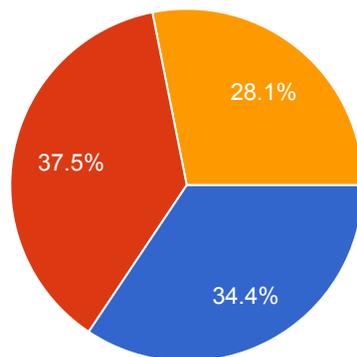
- No Tier 1 SWPBIS fidelity data collected
- Tier 1 fidelity data collected informally and/or less often than annually
- Tier 1 fidelity data collected and used for decision making annually

28.1%
37.5%
34.4%

1.15 Annual Evaluation

Tier 1 team documents fidelity and effectiveness (including on academic outcomes) of Tier 1 practices at least annually (including a year-by-year comparison) that are shared with stakeholders (staff, families, community, district) in a usable format

33 responses
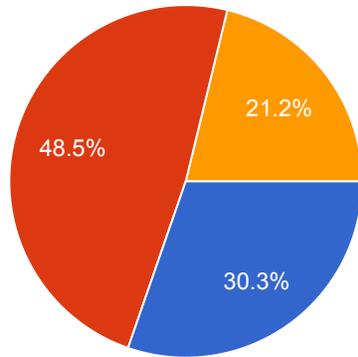
- No evaluation takes place, or evaluation occurs without data
- Evaluation conducted, but not annually, or outcomes are not used to shape the Tier 1 process and/or not shared with stakeholders
- Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation

Strengths, Areas of Need, and Priorities for Action Planning

Based on the definitions and criteria in the questions above, please rate your school community's top three strengths in order of importance, where #1 is your school community's greatest strength.

33 responses
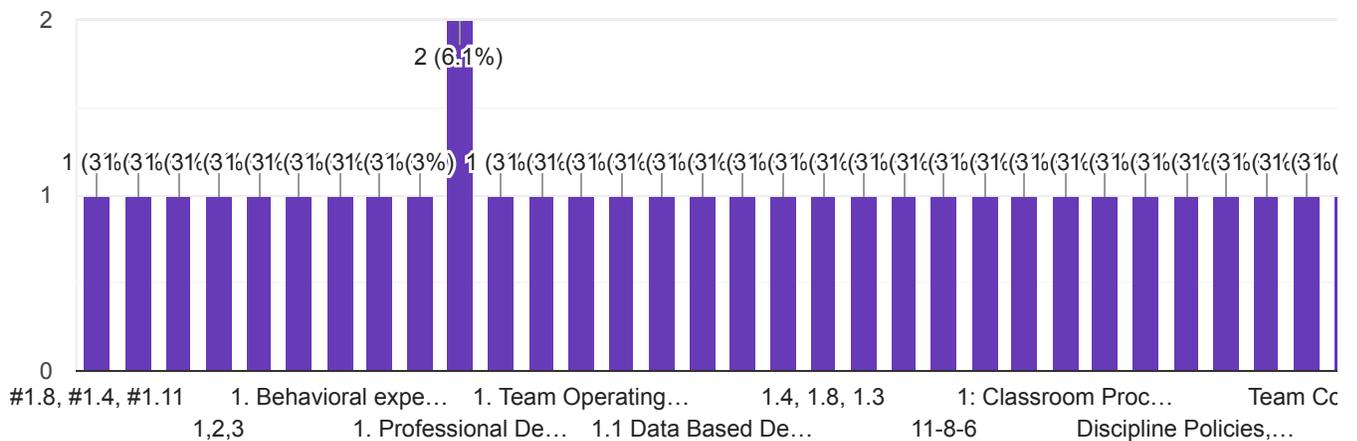
Based on the definitions and criteria in the questions above, please rate your school community's top three areas for improvement in order of importance, where #1 is the most important area for improvement for your school community.

33 responses

1.1, 1.7 , 1.15

1 Discipline Data, 2 Data-based decision 3 Feedback and Acknowledgement

11,8,7

family community involvement, data based making,

11,9,10

6: Discipline Policies, 5: Problem Behavior Definitions 11: Student/family, community involvement

1. Faculty Involvement, 2. Annual Evaluation, 3. Data-Based Decision Making

13,14,15

9-10-11

Based on the definitions and criteria in the questions above, please rate your school's top three priority areas for actions planning in order of importance, where #1 is the top priority for action planning for your school community.

33 responses

1.5, 1.8, 1.10

1 Annual Evaluation 2 Teacher Expectations 3 Problem Behavior Definitions.

11,8,7

behavioral expectations

11,13,9

6: Discipline Policies, 5: Problem Behavior Definitions 11: Student/family, community involvement

1. Data-Based Decision Making, 2.Student/Family/Community Involvement, 3. Classroom Procedures.

13,14,15

11-4-13

First Name	Last Name	Grade level	Dates	Enrolled	paid	OP-9	http://readingandwritingproject.org/services/institutes/tc-spring-institutes/virtual-teaching-and-learning-institute			
Maria	Hartman	3-5	April 13-15	yes	$375.00	yes	Refunded			
Corina	Tunison	3-5	April 13-15	yes	$375.00	yes				
Ngoc	Ngo	1-2	April 13-15	yes	$375.00	yes				
Kristina	Ravo	1-2	April 13-15	yes	$375.00	yes				
Shalyn	Williams	6-8	April 13-15	yes	$375.00	yes				
Naomi	Patner	3-5	April 13-15	yes	$375.00	yes				
Haidi	Truong	6-8	April 13-15	yes	$375.00	yes				
Sherine	Ahmed	1-2	April 6-8	yes	$375.00	yes				
Shannon	Gardner	1-2	April 6-8	yes	$375.00	yes				
John	Quasarano	3-5	April 6-8	yes	$375.00	yes				
Kristen	Kovac	1-2	April 6-8	yes	$375.00	yes				
Kristen	Nieva	1-2	April 6-8	yes	$375.00	yes				
Kelsey	Taku	3-5	April 6-8	yes	$375.00	yes				
Vy	Phung	1-2	April 6-8	yes	$375.00	yes				
Rachel	Karnes	3-5	April 6-8	yes	$375.00	yes				
Jinky	Bitanga	1-2	April 6-8	yes	$375.00	yes				
Angela	Hayward	1-2	April 6-8	yes	$375.00	yes				
Chi	Nguyen	1-2	April 6-8	yes	$375.00	yes				
Gabrielle	Yarra	1-2	April 6-8	yes	$375.00	yes				
Samantha	Brasil	3-5	April 6-8	yes	$375.00	yes				
Maria	Hartman	1-2	April 8-10	yes	$375.00	yes	Refunded			
Louise	Danao	3-5	April 8-10	yes	$375.00	yes				
Kristina	Ravo	3-5	April 8-10	yes	$375.00	yes				
Corinne	Fedalizo	1-2	April 8-10	yes	$375.00	yes				
Kathryn	Hutchinson	3-5	April 8-10	yes	$375.00	yes				
Chelsea	Andon	1-2	Aprin 8-10	yes	$375.00	yes				
Total					$9,750.00					
	Refund on Maria's 2 classes				-$750.00					
					$9,000.00					

Week A

Week A	Monday		Tuesday	Wednesday		Thursday		Friday	
8:45 - 9:15	8:55-9:45Ahmed Library	9:45Quasarano PE	9-9:40 Brasil Scie	9-9:40 Brasil Scie	8:55-9:45Taku Library	9:45-9:35Quasarano P	9:45-9:40 Brasil Scien	8:55-9:45Kang Library		9-9:40 Topham Scie
9:15-9:45			9:20-10:10Kinder PLC					9:20-10:10Bitanga PE		
9:45-10:15				9-10:35Taku Scie	am Library10:30-11:20C		9:40-10:35Taku Scien	nson Library10:30-1		8:55-9:456th PLC
10:15-10:45	Library10:30-11:20Yarr		9-10:35Taku Scie			5-11:15Ahmed & Non		9-10:35Tunison Scie	Library10:25-11:	9-10:35Tunison Scie
10:45-11:15		25-11:15Hayward	10:30-11:20rst Grade PLC				5-11:15Ahmed & Non			5-11:153rd Grade
11:15-11:45	20-12:05Hayward Libra	15-12:05Nguyen	0-12:16Danna Scie	11:20-12:164th Grade PLC	0-12:16Danna Scie	20-12:05Tunison Libra	11:15-12:05Yarra PE	20-12:16Danna Scien	20-12:05Ngo Libra	12:05Yarra & Hayward	20-12:16Patner Scien	20-12:05Bitanga Lil	15-12:05Gardner	20-12:16Patner Scien
11:45-12:15										
12:15-12:50					LUNCH					
12:50-1:20	2:50-1:40Patner Library	2:50-1:40Ngo PE	55-1:50Kang Scie	12:50-1:402nd Grade PLC		55-1:50Kang Scien	0-1:40Aymami & Rosa Lil	50-1:40Ngo & Nieva	2:55-1:50Kang Scien	50-1:40Truong Libra	2:50-1:40Gardner PE	55-1:50Karnes Scien	0-1:405th Grade	50-1:40Nguyen	55-1:50Karnes Scien
1:20-1:50										
1:50-2:20	:40-2:30Danna Library		40-2:30Nieva PE	2:45Truong Scie	0-2:30Nono Libr	0-2:30Aymami & Rose	2:45Truong Scie	0-2:30Ms. Nguyen Libra	2:30Aymami & Ros	50-2:45Truong Scien	2:30Quasarano Lib	1:40-2:30Andon PE	2:45Hutchinson Scie		40-2:30Andon P	2:45Hutchinson Scie
2:20-2:45										

Week B

Week B	Monday		Tuesday	Wednesday		Thursday		Friday	
8:45 - 9:15	8:55-9:45Ahmed Library	9-9:45SDC PE	9-9:40 Brasil Scie	9-9:40 Brasil Scie	8:55-9:45Taku Library	9:45-9:35Quasarano P	9-9:40 Topham Scie	8:55-9:45Kang Library		9-9:40 Topham Scie
9:15-9:45			9:20-10:10Kinder PLC					9:20-10:10Bitanga PE		
9:45-10:15	Library10:30-11:20Yarr		9-10:35Taku Scie	9-10:35Taku Scie	am Library10:30-11:20C		9-10:35Tunison Scie	nson Library10:30-1		8:55-9:456th PLC
10:15-10:45		25-11:15Hayward				5-11:15Ahmed & Non	9-10:35Tunison Scie	5-11:15Ahmed & Non	Library10:30-11:	9-10:35Tunison Scie
10:45-11:15			10:30-11:20rst Grade PLC							5-11:153rd Grade
11:15-11:45	20-12:05Hayward Libra	15-12:05Nguyen	0-12:16Danna Scie	11:20-12:164th Grade PLC	0-12:16Danna Scie	20-12:05Tunison Libra	11:15-12:05Yarra PE	20-12:16Patner Scien	20-12:05Ngo Libra	12:05Yarra & Hayward	20-12:16Patner Scien	20-12:05Bitanga Lil	15-12:05Gardner	20-12:16Patner Scien
11:45-12:15										
12:15-12:50					LUNCH					
12:50-1:20	2:50-1:40Patner Library	2:50-1:40Ngo PE	55-1:50Kang Scie	12:50-1:402nd Grade PLC		55-1:50Kang Scien	0-1:40Aymami & Rosa Lil	50-1:40Ngo & Nieva	55-1:50Karnes Scien	50-1:40Truong Libra	2:50-1:40Gardner PE	55-1:50Karnes Scien	0-1:405th Grade	50-1:40Nguyen	55-1:50Karnes Scien
1:20-1:50										
1:50-2:20	:40-2:30Danna Library		40-2:30Nieva PE	2:45Truong Scie	0-2:30Nono Libr	0-2:30Aymami & Rose	2:45Truong Scie	0-2:30Ms. Nguyen Libra	2:30Aymami & Ros	2:45Hutchinson Scie	2:30Quasarano Lib	1:40-2:30Andon PE	2:45Hutchinson Scie		40-2:30Andon P	2:45Hutchinson Scie
2:20-2:45										

LIBRARY REGULAR SCHEDULE 2019 - 2020

	MONDAY	TUESDAY	WEDNESDA	THURSDAY	FRIDAY
8:55 - 9:45	Ms. Ahmed	K PLC (9:20-	Ms. Taku		6th PLC
9:45 - 10:25	Mrs. Karnes		Mr. Topham	Ms.	Ms. Brasil
10:30 - 11:20	Yarra &	1st PLC	Mrs. Gardner	Mrs. Nieva	3rd PLC
11:20 - 12:05	Mrs. Hayward	4th PLC			Mrs. Bitanga
12:15 - 12:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:50 - 1:40	Mrs. Patner	12:50-1:40	Aymami &	Mrs. Truong	12:55-1:455th
1:40 - 2:30	Mrs. Danna	Mrs. Nono	Ms. Chi	Mr.	
2:30 - 3:00	Interventions	Interventions	Interventions	Interventions	Interventions

MINIMUM DAY SCHEDULE

	MONDAY	TUESDAY	WEDNESDA	THURSDAY	FRIDAY
8:45 - 9:25	Ms. Ahmed	Kinder PLC	Ms. Taku	Mrs. Kang	6th PLC
9:25 - 10:00	Mrs. Karnes		Mr. Topham	Mrs.	Ms. Brasi
10:00- 10:35	Mrs, Yarra		Mrs. Tunison	Ms. Ngo	Mrs. Bitanga
10:35 - 11:10	Ms. Andon	1st PLC	Ms. C Nguyen	Mrs. Nieva	3rd PLC
11:10 - 11:45	Mrs. Hayward	4th PLC	Mrs. Gardner		
11:45 - 12:20	Mrs. Patner	2nd PLC	Mr. Aymami	Mr.	
12:20 - 1:05	Mrs.Danna	Mrs. Nono	Mrs. Rosa	Mrs. Truong	5th PLC

			REGULAR DAY		

Regular Day	Mon	Tue		Wed.	Thurs.
9:20-10:10	*SDC PE 9:00-9:45*	**K PLC**		*SDC PE 8:45-9:35*	Bitanga
10:10-10:25	**Prim Recess**				
10:25-11:15	Hayward	**1st PLC**		Nono	Nono
11:15-12:05	Nguyen	**4th PLC (11:25 -12:16)**		Yarra	Yarra Hayward
12:05-12:50	**Lunch**				
12:50-1:40	Ngo	**2nd PLC**		Ngo Nieva	Gardner
1:40-2:30	Nieva	Aymami Rosa		Aymami Rosa	Andon

			MINIMUM DAY		

Day	Mon.	Tue.		Wed.	Thurs.
9:20-9:58	SDC PE 9:00-9:45	**K PLC**		SDC PE 8:45-9:35	Bitanga
10:02-10:40	Hayward	**1st PLC**		Nono	Nono
10:40-11:10	**Lunch & Recess 1- 6**				
11:10-11:48	Nguyen	**4th PLC**		Yarra	Yarra Hayward
11:48-12:26	Ngo	**2nd PLC**		Ngo Nieva	Gardner
12:27-1:05	Nieva	Aymami Rosa		Aymami Rosa	Andon

Fri		Min
*8:55-9:45 Due to	Bitanga	50
3rd PLC		50
	Gardner	50
5th PLC & SDC	Nguyen	50
	Andon	50

Fri.		Min
6th PLC	Bitanga	38
3rd PLC		38
	Gardner	38
5th PLC & SDC	Nguyen	38
	Andon	38

When you have a sub on a day you have PLC:

coaches.

time since PE requirements are met. Send sub to STEAM.

coaches.

have sub stay to support.

Ideal Reading Time

	Library	Steam	PE	Art	Library
Block	**Library**	**Steam**	**PE**	**Art**	**Library**
Kinder PLC		**8/20**			
1st PLC 10:30-	Phung	Nguyen	Fedalizo	Tam	Nguyen
4th 11:25-	Hayward	Yarra	Bitanga	Andon	Yarra
2nd PLC	Patner	Hutchinson	Thompson	Tunison	Hutchinson
	Gardner	Nguyen	Ngo	Nieva	Nguyen
		Contact Name	**Grade Served**	**Email**	
Library		Chau Pham	All	cpham@musd.org	
		Sameer Rydhan	1,2,4	rydhan@gmail.com	
ART		Kapadia	K	dtasneem@gmail.com	
STEAM		Caroline Younan	All	cyounan@musd.org	
PE		Amanda Arena	All	aarena@musd.org	

Steam	PE	Art	Library	Steam	PE
8/27			9/3		
Fedalizo	Tam	Phung	Fedalizo	Tam	Phung
Bitanga	Andon	Hayward	Bitanga	Andon	Hayward
Thompson	Tunison	Patner	Thompson	Tunison	Patner
Ngo	Nieva	Gardner	Ngo	Nieva	Gardner

Art	Library	Steam	PE	Art	Library
	9/10				
Nguyen	Tam	Phung	Nguyen	Fedalizo	Phung
Yarra	Andon	Hayward	Yarra	Bitanga	Hayward
Hutchinson	Tunison	Patner	Hutchinson	Thompson	Patner
Nguyen	Nieva	Gardner	Nguyen	Ngo	Gardner

Steam	PE	Art	Library	Steam	PE
9/17			9/24		
Nguyen	Fedalizo	Tam	Nguyen	Fedalizo	Tam
Yarra	Bitanga	Andon	Yarra	Bitanga	Andon
Hutchinson	Thompson	Tunison	Hutchinson	Thompson	Tunison
Nguyen	Ngo	Nieva	Nguyen	Ngo	Nieva

Art	Library	Steam	PE	Art	Library
	10/1				
Phung	Fedalizo	Tam	Phung	Nguyen	Tam
Hayward	Bitanga	Andon	Hayward	Yarra	Andon
Patner	Thompson	Tunison	Patner	Hutchinson	Tunison
Gardner	Ngo	Nieva	Gardner	Nguyen	Nieva

Steam	PE	Art	Library	Steam	PE
10/8			10/15		
Phung	Nguyen	Fedalizo	Phung	Nguyen	Fedalizo
Hayward	Yarra	Bitanga	Hayward	Yarra	Bitanga
Patner	Hutchinson	Thompson	Patner	Hutchinson	Thompson
Gardner	Nguyen	Ngo	Gardner	Nguyen	Ngo

Art	Library	Steam	PE	Art	Library
	10/22				
Tam	Nguyen	Fedalizo	Tam	Phung	Fedalizo
Mr. Bui Covering	Yarra	Bitanga	Andon	Martinez	Bitanga
hisonMr. Bui Cover	Hutchinson	Thompson	Tunison	Martinez	Thompson
Mr. Bui Covering	Nguyen	Ngo	Nieva	Mrs.Martinez	Ngo

Steam	PE	Art	Library	Steam	PE
10/29			11/5		
Tam	Phung	Nguyen	Tam	Phung	Nguyen
Andon	Hayward	Yarra	Andon	Hayward	Yarra
Tunison	Patner	Hutchinson	Tunison	Patner	Hutchinson
Nieva	Gardner	Nguyen	Nieva	Gardner	Nguyen

Art	Library	Steam	PE	Art	Library
	11/12				
Fedalizo	Phung	Nguyen	Fedalizo	Tam	Nguyen
Bitanga	Hayward	Yarra	Bitanga	Andon	Yarra
Thompson	Patner	Hutchinson	Thompson	Tunison	Hutchinson
Ngo	Gardner	Nguyen	Ngo	Nieva	Nguyen

Steam	PE	Art	Library	Steam	PE
11/19			11/26		
Fedalizo	Tam	Phung	Fedalizo	Tam	Phung
Bitanga	Andon	Hayward	Bitanga	Andon	Hayward
Thompson	Tunison	Patner	Thompson	Tunison	Patner
Ngo	Nieva	Gardner	Ngo	Nieva	Gardner

Art	Library	Steam	PE	Art	Library
	12/3				
Nguyen	Tam	Phung	Nguyen	Fedalizo	Phung
Yarra	Andon	Hayward	Yarra	Bitanga	Hayward
Hutchinson	Tunison	Patner	Hutchinson	Thompson	Patner
Nguyen	Nieva	Gardner	Nguyen	Ngo	Gardner

Steam	PE	Art	Library	Steam	PE
12/10			12/17		
Nguyen	Fedalizo	Tam	Nguyen	Fedalizo	Tam
Yarra	Bitanga	Andon	Yarra	Bitanga	Andon
Hutchinson	Thompson	Tunison	Hutchinson	Thompson	Tunison
Nguyen	Ngo	Nieva	Nguyen	Ngo	Nieva

Art	Library	Steam	PE	Art	Library
	1/7				
Phung	Fedalizo	Tam	Phung	Nguyen	Tam
Hayward	Bitanga	Andon	Hayward	Yarra	Andon
Patner	Thompson	Tunison	Patner	Hutchinson	Tunison
Gardner	Ngo	Nieva	Gardner	Nguyen	Nieva

Steam	PE	Art	Library	Steam	PE
1/14			1/21		
Phung	Nguyen	Fedalizo	Phung	Nguyen	Fedalizo
Hayward	Yarra	Bitanga	Hayward	Yarra	Bitanga
Patner	Hutchinson	Thompson	Patner	Hutchinson	Thompson
Gardner	Nguyen	Ngo	Gardner	Nguyen	Ngo

Art	Library	Steam	PE	Art	Library
	1/28				
Tam	Nguyen	Fedalizo	Tam	Phung	Fedalizo
Andon	Yarra	Bitanga	Andon	Hayward	Bitanga
Tunison	Hutchinson	Thompson	Tunison	Patner	Thompson
Nieva	Nguyen	Ngo	Nieva	Gardner	Ngo

Steam	PE	Art	Library	Steam	PE
2/4			2/11		
Tam	Phung	Nguyen	Tam	Phung	Nguyen
Andon	Hayward	Yarra	Andon	Hayward	Yarra
Tunison	Patner	Hutchinson	Tunison	Patner	Hutchinson
Nieva	Gardner	Nguyen	Nieva	Gardner	Nguyen

Art	Library	Steam	PE	Art	Library
	2/25				
Fedalizo	Phung	Nguyen	Fedalizo	Tam	Nguyen
Bitanga	Hayward	Yarra	Bitanga	Andon	Yarra
Thompson	Patner	Hutchinson	Thompson	Tunison	Hutchinson
Ngo	Gardner	Nguyen	Ngo	Nieva	Nguyen

Steam	PE	Art	Library	Steam	PE
3/3			3/10		
Fedalizo	Tam	Phung	Fedalizo	Tam	Phung
Bitanga	Andon	Hayward	Bitanga	Andon	Hayward
Thompson	Tunison	Patner	Thompson	Tunison	Patner
Ngo	Nieva	Gardner	Ngo	Nieva	Gardner

Art	Library	Steam	PE	Art	Library
	3/17				
Nguyen	Tam	Phung	Nguyen	Fedalizo	Phung
Yarra	Andon	Hayward	Yarra	Bitanga	Hayward
Hutchinson	Tunison	Patner	Hutchinson	Thompson	Patner
Nguyen	Nieva	Gardner	Nguyen	Ngo	Gardner

Steam	PE	Art	Library	Steam	PE
3/24			3/31		
Nguyen	Fedalizo	Tam	Nguyen	Fedalizo	Tam
Yarra	Bitanga	Andon	Yarra	Bitanga	Andon
Hutchinson	Thompson	Tunison	Hutchinson	Thompson	Tunison
Nguyen	Ngo	Nieva	Nguyen	Ngo	Nieva

Art	Library	Steam	PE	Art	Library
	4/7				
Phung	Fedalizo	Tam	Phung	Nguyen	Tam
Hayward	Bitanga	Andon	Hayward	Yarra	Andon
Patner	Thompson	Tunison	Patner	Hutchinson	Tunison
Gardner	Ngo	Nieva	Gardner	Nguyen	Nieva

Steam	PE	Art	Library	Steam	PE
4/21			4/28		
Phung	Nguyen	Fedalizo	Phung	Nguyen	Fedalizo
Hayward	Yarra	Bitanga	Hayward	Yarra	Bitanga
Patner	Hutchinson	Thompson	Patner	Hutchinson	Thompson
Gardner	Nguyen	Ngo	Gardner	Nguyen	Ngo

Art	Library	Steam	PE	Art	Library
	5/5				
Tam	Nguyen	Fedalizo	Tam	Phung	Fedalizo
Andon	Yarra	Bitanga	Andon	Hayward	Bitanga
Tunison	Hutchinson	Thompson	Tunison	Patner	Thompson
Nieva	Nguyen	Ngo	Nieva	Gardner	Ngo

Steam	PE	Art	Library	Steam	PE
5/12			5/19		
Tam	Phung	Nguyen	Tam	Phung	Nguyen
Andon	Hayward	Yarra	Andon	Hayward	Yarra
Tunison	Patner	Hutchinson	Tunison	Patner	Hutchinson
Nieva	Gardner	Nguyen	Nieva	Gardner	Nguyen

Art	Library	Steam	PE	Art	Library
	5/26				
Fedalizo	Phung	Nguyen	Fedalizo	Tam	Nguyen
Bitanga	Hayward	Yarra	Bitanga	Andon	Yarra
Thompson	Patner	Hutchinson	Thompson	Tunison	Hutchinson
Ngo	Gardner	Nguyen	Ngo	Nieva	Nguyen

Steam	PE	Art
6/2		
Fedalizo	Tam	Phung
Bitanga	Andon	Hayward
Thompson	Tunison	Patner
Ngo	Nieva	Gardner

	Library	Steam	PE	Art	Library
Block	8/23	
6th PLC 8:55-	Kang		Truong	Danna	
3rd PLC 10:25-	Ahmed	Aymami	Nono	Rosa	Aymami
5th PLC &	Taku	Brasil	Quasarano	Topham	Brasil
		Contact Name	Grade Served	Email	
	Library	Chau Pham	All	cpham@musd.org	
		Sameer Rydhan	3rd	rydhan@gmail.com	
	ART	Tuan Bui	5&6	t1bui@yahoo.com	
	STEAM	Caroline Younan	All	cyounan@musd.org	
	PE	Amanda Arena	All	aarena@musd.org	

Steam	PE	Art	Library	Steam	PE
8/30			9/6		
Truong	Danna	Kang	Truong	Danna	Kang
Nono	Rosa	Ahmed	Nono	Rosa	Ahmed
Quasarano	Topham	Taku	Quasarano	Topham	Taku

Art	Library	Steam	PE	Art	Library
			9/13		
	Danna	Kang		Truong	Kang
Aymami	Rosa	Ahmed	Aymami	Nono	Ahmed
Brasil	Topham	Taku	Brasil	Quasarano	Taku

Steam	PE	Art	Library	Steam	PE
9/20			9/27		
	Truong	Danna		Truong	Danna
Aymami	Nono	Rosa	Aymami	Nono	Rosa
Brasil	Quasarano	Topham	Brasil	Quasarano	Topham

Art	Library	Steam	PE	Art	Library
			10/4		
Kang	Truong	Danna	Kang		Danna
Ahmed	Nono	Rosa	Ahmed	Aymami	Rosa
Taku	Quasarano	Topham	Taku	Brasil	Topham

Steam	PE	Art	Library	Steam	PE
10/11			10/18		
Kang		Truong	Truong	Danna	Bitanga
Ahmed	Aymami	Nono	Ahmed	Aymami	Nono
Taku	Brasil	Quasarano	Taku/Quasarano	Topham	Chi Nguyen

Art	Library	Steam	PE	Art	Library
	10/25				
Kang	Kang	Truong	Bitanga	Danna	Danna
Rosa	Aymami	Nono	Rosa	Ahmed	Nono
Brasil	Brasil	Taku & Quasarano	Chi Nguyen	Topham	Topham

Steam	PE	Art	Library	Steam	PE
11/8			11/15		
Kang	Bitanga	Truong	Truong	Danna	Bitanga
Rosa	Ahmed	Aymami	Rosa	Ahmed	Aymami
Brasil	Chi Nguyen	Taku & Quasarano	Taku & Quasarano	Topham	Chi Nguyen

Art	Library	Steam	PE	Art	Library
	11/22				
Kang	Kang	Truong	Bitanga	Danna	Danna
Nono	Ahmed	Aymami	Nono	Rosa	Aymami
Brasil	Brasil	Taku & Quasarano	Chi Nguyen	Topham	Topham

Steam	PE	Art	Library	Steam	PE
12/6			12/13		
Kang	Bitanga	Truong	Truong	Danna	Bitanga
Nono	Rosa	Ahmed	Nono	Rosa	Ahmed
Brasil	Chi Nguyen	Taku & Quasarano	Taku & Quasarano	Topham	Chi Nguyen

Art	Library	Steam	PE	Art	Library
		12/20			
Kang	Danna	Kang	Bitanga	Truong	Truong
Aymami	Rosa	Ahmed	Aymami	Nono	Ahmed
Brasil	Brasil	Taku & Quasaran	Chi Nguyen	Topham	Topham

Steam	PE	Art	Library	Steam	PE
1/10			1/17		
Danna	Bitanga	Kang	Kang	Truong	Bitanga
Aymami	Nono	Rosa	Aymami	Nono	Rosa
Brasil	Chi Nguyen	Quasarano	Taku & Quasarano	Topham	Chi Nguyen

Art	Library	Steam	PE	Art	Library
	1/31				
Danna	Danna	Kang	Bitanga	Truong	Truong
Ahmed	Nono	Rosa	Ahmed	Aymami	Rosa
Brasil	Brasil	Quasarano	Chi Nguyen	Topham	Topham

Steam	PE	Art	Library	Steam	PE
2/7			2/14		
Danna	Bitanga	Kang	Kang	Truong	Bitanga
Ahmed	Aymami	Nono	Ahmed	Aymami	Nono
Brasil	Chi Nguyen	Taku & Quasaran	Quasarano	Topham	Chi Nguyen

Art	Library	Steam	PE	Art	Library
	2/28				
Danna	Danna	Kang	Bitanga	Truong	Truong
Rosa	Aymami	Nono	Rosa	Ahmed	Nono
Brasil	Brasil	Taku & Quasaran	Chi Nguyen	Topham	Topham

Steam	PE	Art	Library	Steam	PE
3/6			3/13		
Danna	Bitanga	Kang	Kang	Truong	Bitanga
Rosa	Ahmed	Aymami	Rosa	Ahmed	Aymami
Brasil	Chi Nguyen	Quasarano	Taku & Quasaran	Topham	Chi Nguyen

Art	Library	Steam	PE	Art	Library
	3/20				
Danna	Danna	Kang	Bitanga	Truong	Truong
Nono	Ahmed	Aymami	Nono	Rosa	Aymami
Brasil	Brasil	Quasarano	Chi Nguyen	Topham	Topham

Steam	PE	Art	Library	Steam	PE
3/27			4/3		
Danna	Bitanga	Kang	Kang	Truong	Bitanga
Nono	Rosa	Ahmed	Nono	Rosa	Ahmed
Brasil	Chi Nguyen	Taku & Quasaran	Taku	Topham	Chi Nguyen

Art	Library	Steam	PE	Art	Library
	4/10				
Danna	Danna	Kang	Bitanga	Truong	Truong
Aymami	Rosa	Ahmed	Aymami	Nono	Ahmed
Brasil	Brasil	Quasarano & Tak	Chi Nguyen	Topham	Topham

Steam	PE	Art	Library	Steam	PE
4/24			5/1		
Danna	Bitanga	Kang	Kang	Truong	Bitanga
Aymami	Nono	Rosa	Aymami	Nono	Rosa
Brasil	Chi Nguyen	Taku	Quasarano & Tak	Topham	Chi Nguyen

Art	Library	Steam	PE	Art	Library
	5/8				
Danna	Danna	Kang	Btianga	Truong	Truong
Ahmed	Nono	Rosa	Ahmed	Aymami	Rosa
Brasil	Brasil	Taku	Chi Nguyen	Topham	Topham

Steam	PE	Art	Library	Steam	PE
5/15			5/22		
Danna	Bitanga	Kang	Kang	Truong	Bitanga
Ahmed	Aymami	Nono	Ahmed	Aymami	Nono
Brasil	Chi Nguyen	Taku & Quasaran	Quasarano	Topham	Chi Nguyen

Art	Library	Steam	PE	Art	Library
	5/29				
Danna	Danna	Kang	Bitanga	Truong	Truong
Rosa	Aymami	Nono	Rosa	Ahmed	Nono
Brasil	Brasil	Quasarano & Tak	Chi Nguyen	Topham	Topham

Steam	PE	Art
6/8		
Danna	Bitanga	Kang
Rosa	Ahmed	Aymami
Brasil	Chi Nguyen	Taku

2019-2020 Science Class Rotation

Week A

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:40	Brasil - 5	Brasil - 5	Brasil - 5	Topham - 5	Topham - 5
9:40 - 10:35	Taku - 5/6	Taku - 5/6	Taku - 5/6	Tunison - 4/5	Tunison - 4/5
10:35 - 10:50	RECESS				
10:50 - 11:20	Science Prep				
11:20 - 12:16	Danna - 6	Danna - 6	Danna - 6	Patner - 4	Patner - 4
12:16 - 12:55	LUNCH				
12:55 - 1:50	Kang - 6	Kang - 6	Kang - 6	Karnes - 4	Karnes - 4
1:50 - 2:45	Truong - 6	Truong - 6	Truong - 6	Hutchinson - 4	Hutchinson - 4

Week B

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:40	Brasil - 5	Brasil - 5	Topham - 5	Topham - 5	Topham - 5
9:40 - 10:35	Taku - 5/6	Taku - 5/6	Tunison - 4/5	Tunison - 4/5	Tunison - 4/5
10:35 - 10:50	RECESS				
10:50 - 11:20	Science Prep				
11:20 - 12:16	Danna - 6	Danna - 6	Patner - 4	Patner - 4	Patner - 4
12:16 - 12:55	LUNCH				
12:55 - 1:50	Kang - 6	Kang - 6	Karnes - 4	Karnes - 4	Karnes - 4
1:50 - 2:45	Truong - 6	Truong - 6	Hutchinson - 4	Hutchinson - 4	Hutchinson - 4

Note:

Each science period is 55 min. Thus, each teacher has 55min x 5 periods over two weeks = 275 m

No field trip make-up time, please plan accordingly.

If you'd like to switch due to conflict event, please first contact other teacher(s) and let me know in
Please be kind to me and considerate as I could teach only two grade levels per day as well as I n

PLC Times
4th PLC - Tues @ 11:15am
5th PLC - Fri @ 12:50pm
6th PLC - Fri @ 9:20am

Possible Intervention Blocks
4th - anytime before 9:40
5th - anytime after recess
6th - anytime before 9:40

ninutes per 2 weeks.

advance.
eed to make preps

Students	Monday				Tuesday				Wednesday				Thursday				Friday			
Time	Carder (RSP)	Louise (RSP)	Trevino (SLP)	Kovac (ELD)	Carder (RSP)	Louise (RSP)	Trevino (SLP)	Kovac (ELD)	Carder (RSP)	Louise (RSP)	Trevino (SLP)	Kovac(ELD)	Carder (RSP)	Louise (RSP)	Trevino (SLP)	Kovac (ELD)	Carder (RSP)	Louise (RSP)	Trevino (SLP)	Kovak(ELD)
8:15 - 8:45	Angelo				Kayla			Dariel	Angelo			Dariel	Kayla				Angelo			Dariel
8:50 - 9:35		Brennalyn-P13	Mr. Nguyen		Emana, Yug &	Brennalyn 8:50-				Brennalyn P13			Emana, Yug &	Brennalyn P13			Josh, & John	Brennalyn P13	Make Ups	
9 - 9:30	Emana, Yug &	Push-In				Abraham P-10		Individual			Individual Isaiah (Nguyen)	9-9:45 Designated ELD Pull-Out								
9:35-10:05	Pull-Out for Valin	Push -In Cecilia	Lucas (Tam)		Noah & Josh	10:30			Emana, Yug &	Cecilia Alejandro	Lukasz(Tam)		& Josh	10:30			Emana, Yug, &	Cecilia &	Mrs. Kang	
10 - 10:30/5		10:30	Mrs. Kang						Josh & Jeremy	10:30								11:00	3rd Grade PLC	
10:30 - 11		11:00	Isaiah							11:00	Xander									
10:35 - 10:50	Guided Reading Group O/P Ishaan				Push-In for Cecilia (Math)	Guided Reading group O/P Ishaan P10, Valin P10, Annabelle Rm14,		Group Seven Nasser	Emana Rm 1/2 Guided Reading Group O/P Ishaan			Group Seven Nasser	Push-In for Cecilia &	Emana Rm1/2 Guided Reading Group O/P Ishaan			Push-In for Azrael (Noah)	Emana Rm 1/2 Group O/P Ishaan		Group Seven Nasser
10:50 - 11:20	Math 11:15-11:45	Josh (Patner)Elvis (Truong)Patrick (Q)Addison (Q)			Math 11:15-11:45					Josh (Patner)Elvis (Truong)Patrick (Q)Addison (Q)							11:15-11:45		Carlos	
11 - 11:30																				
11:20 - 11:50			Noah (Truong)								Noah (Truong)							Push-In		
11:30 - 12																				
11:50 - 12:15																				
1 - 1:30	Alan	Push-In for Emana Yug Rm 1/2 1:05-2:05	Shaurya (Nieva)		Alan				Alan	Push-In for Emma	Owen (Nguyen)		Alan	Push-In for Emma	Tejas (Ngo)		Alan	Push-In for Emma	Tejas (Ngo)	
1:30 - 2:00	Hadasa		Mateo (Nguyen)		Hadasa	Push-In for Emana			Hadasa		Jevin (Mr. Q)		Hadasa		Tien (Phung)		Mariah		Tien (Phung)	
2 - 2:30	Angelo				Angelo			2-2:45 Designated ELD Pull-Out	Angelo		Jacob		Angelo							2-2:45 Designated ELD Pull-Out
2:30 - 3	Organizational																			