THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT CURIE ELEMENTARY SCHOOL

2020-21

37-68338-6039440
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Smith-Ough, Cynthia
Contact Person: Smith-Ough, Cynthia
Position: Principal
Telephone Number: 858/453-4184;
Address: 4080 Governor Dr, Curie Elementary, San Diego, CA, 92122-2523,
E-mail Address: csmith-ough@sandi.net

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Evaluation of LCFF Funded Actions and Activities
- ☒ Parent & Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *12/15/2020*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Curie Elementary

DUE: October 5, 2020

SITE CONTACT PERSON: Cynthia Smith-Ough

PHONE: (858) 453-4184 **FAX:** (858) 546-3972 **E-MAIL ADDRESS:** csmith-ough@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

☐ **Title 1 Schoolwide Programs (SWP)** ☐ **CSI School**

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

☒ English Learner Advisory Committee (ELAC)	Date of presentation: September 30, 2020
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation:
☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation:
☒ Site Governance Team (SGT)	Date of presentation: September 30, 2020
☐ Other (list): _____	Date of presentation:

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: September 30, 2020

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Cynthia Smith-Ough Type/Print Name of School Principal	/Cynthia Smith-Ough/ 9/30/2020 Signature of School Principal / Date
Christine Rodriguez Type/Print Name of SSC Chairperson	/Christine Rodriguez/ 9/30/2020 Signature of SSC Chairperson / Date
Ely Martinez Type/Print Name of ELAC Chairperson	/Ely Martinez/ 9/30/2020 Signature of ELAC Chairperson / Date
Lamont Jackson Type/Print Name of Area Superintendent	10/6/20 Signature of Area Superintendent / Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3126**

TABLE OF CONTENTS

1. Introduction

2. Executive Summary

3. SPSA Template

4. Appendix

    A. Budget Summary

    B. Parent & Family Engagement Policy

    C. School Parent Compact

    D. Data Reports

    E. 2019-20 SPSA Evaluation of LCFF Funded Actions and Activities

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a non-Title I school.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

At Curie Elementary, our school community engaged in a collaborative process in the development of the Student Plan for Student Achievement. Involving all stakeholder groups is essential to create a culture of learning and collaboration that is student-centered and focused on results; therefore, Curie Elementary offered multiple opportunities for stakeholder groups to contribute and offer feedback in the development of the 2020-2021 development process aligned to the SPSA. The following School Site Council and School Governance meetings were held to review, discuss, and analyze student achievement progress in order to develop appropriate goals and strategies for the 2020-2021 School Plan for Student Achievement:
- September 26, 2019 SSC/SGT
- October 17, 2019 SSC/SGT
- December 2, 2019 SSC/SGT
- January 27, 2020 SSC/SGT
- February 24, 2020 SSC/SGT
- March 11, 2020 ELAC
- September 28, 2020 ELAC
- September 30, 2020 SSC

RESOURCE INEQUITIES

Overall student achievement data for Curie Elementary in the areas of English Language Arts and Math resulted in the highest level performance band, blue. Curie's "very high" level status was achieved and calculated utilizing the average distance from standard met (level 3) and from the change/growth in the average distance from standard. The average distance from standard in ELA increased by 5.6 points resulting in an average of

73.5 points above standard. The average distance from standard in Math increased by 8.3 points resulting in an average of 67.6 points above standard. Although Curie's overall academic achievement rated in the highest performance levels, there is a discrepancy in the performance levels of our English learner student group, Hispanic, and for our students with disabilities. In ELA, although our students with disabilities increased by 27.3 points, the average DFS falls 20.8 points below standard. Our Hispanic student group declined by 10.8 points resulting in 29.3 points above average. Our English learner student group increased by 7 points with a DFS of 55.5 points above standard; however, the distance from standard is significantly lower than our White (DFS 75 points above standard), Asian (103 points above standard), and Two More Races (87.3 points above standard) student groups.

The root cause analysis to determine resource inequities involved careful analysis of student achievement results and teaching practices with an in depth reflection using the "5 Why" protocol. Based on our analysis, resource inequities involved inconsistent use of student data from informal assessments to inform instruction and teachers' limited skill level on how to analyze student work and plan next steps accordingly in order to target specific skills and strategies within small group instruction. Therefore, the consistent implementation of focused small group instruction across all classrooms that is responsive and timely to meet the diverse needs of students and accelerate their learning and achievement is essential to close the achievement gap and critical to support all students enter and remain in the sphere of success.

Proposed countermeasures in response to resource inequities include:
- Building teacher capacity through on site professional development
    - Participation in professional collaboration that is student-centered and focused on results
    - understanding phases and progression of English language development (emerging, expanding, bridging)
    - using student work and informal assessment to differentiate instruction and effectively monitor progress
    - Improving Tier 1 instruction
    - Improving clarity of instruction through the development and use of quality learning intentions and clearly identified student success criteria
    - Providing collaboration opportunities between general education teachers and education specialists.

Evidence based strategies to support staff with the consistent implementation of focused small group instruction across all classrooms that is responsive and timely to meet the diverse needs of students and accelerate their learning and achievement include:
- Release days for professional development and coaching provided to lift the level of expertise in using formative assessments (running records, anecdotal notes, student work, and use of other embedded assessments and student evidence of learning) to target students′ needs in small group instruction in a timely and responsive manner.
- Release days for instructional rounds to increase collective capacity around instruction.
- Participation in staff led professional learning opportunities such as an onsite "mini-versity" or virtual academy in which educators may share their areas of expertise and learn new techniques and strategies from each other.

In addition to the academic inequities for our Hispanic student group, we found inequities in the area of suspension rate (orange performance level). Our Hispanic student group increased the rate of suspension by 1.2%. Therefore, focused attention and professional development related to other means of correction, positive behavior interventions and supports, and attending to the social-emotional needs of our Hispanic population is an area of need.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Heather Walker	Classroom Teacher
Christine Rodriguez	Classroom Teacher
Laura Gingras	Classroom Teacher
Cynthia Smith-Ough	Principal
Penny Cavanagh	Other Staff Personnel/Alternate
Jenni Owen	Parent
Julie Dennis	Parent
Zdravko Lukic	Parent
Amit Sharma	Parent
Denise White	Parent
Kristen Berryhill	Parent/Alternate
Heather Ray	Other School Staff Personnel

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Creating a safe, collaborative, and inclusive culture at Curie Elementary in which all stakeholders feel valued and heard is at the heart of our work. Although we were not able to complete the California Healthy Kids Survey as planned due to the emergency school closures because of COVID-19, significant improvements have been made in the outreach efforts to include a wider representation of diverse families concerning providing input and feedback around important school decisions. For example, Curie launched a newly formed English Learner Advisory Council (ELAC) to invite feedback and specialized support for our families acquiring English as a second language. In addition, we invited all new families to our school for a school orientation and welcome meeting to establish parent connections and avenues of communication. School tours were also provided for incoming families. Weekly updates and school newsletter were consistently delivered to all families on a weekly basis. According to feedback given by SSC, PTA, and staff, the weekly school principal updates and Curie newsletter were of great support and well-received by our families.

***Major Differences**

Because of the Covid-19 pandemic inducing unexpected emergency school closures in March 2019, we were unable to administer the California Healthy Kids Survey and the California Schools Parent Survey for the 2019-2020 school year. Additionally, we do not have an accurate data of chronic absenteeism data due to emergency school closures. Despite school closures, however, Curie was able to distribute close to 350 student Chromebooks to support students with participation access to online learning.

***Changes**

We believe in developing trusting partnerships with our families and value parent participation; therefore, Curie will administer site specific surveys to all families during online learning to obtain parent feedback and input around important school decisions, online learning experiences, and ways to improve school communication.

Student participation will be carefully monitored during online learning. Daily outreach to families will occur to all students that are absent in order to provide support and resources and to show that we care.

Teachers will administer student interest surveys during online learning to improve student engagement and meaningful participation.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease the percentage of chronic absenteeism	4.9%	3.0%	Chronic Absenteeism	Annually
June 2021	5	Improve students' engagement by creating conditions for meaningful participation	14%	50%	CAL-SCHLS (CHKS)	Annually
June 2021	TK-5	Improve parent communication and participation with regards to important decisions about the school	23%	55%	CAL-SCHLS (CSPS)	Annually

***Identified Need**

According to the 2019 California Dashboard School Performance Overview, for the indicator of Academic Engagement: Chronic Absenteeism Curie is at the Green Performance Level due to a decline in chronic absences, our Socioeconomically Disadvantaged students had the highest level of chronic absences among all student groups. We have no student groups in the Red or the Orange Performance Levels. Curie's chronic absenteeism for our White student group maintained with a -0.2% decrease, which resulted in receiving a Yellow Performance Level. In addition, our Socioeconomically Disadvantaged students had 8.5% of students chronically absent.

On the 2019 CA Dashboard indicator for Conditions and Climate: Suspension Rate, Curie is overall in the Blue Performance level at 0.3% of our total student population suspended at least once. We have no student groups in the Red and only one student group at the Orange Performance Level: Hispanic.

We want to prioritize putting preventative measure in place to encourage daily attendance and decrease chronic absenteeism.

Based on a review of the CAL-SCHLS survey, of 45% of 5th grade students that completed the California Healthy Kids Survey, only 14% of those 5th graders indicated that they had opportunities for meaningful participation; therefore, providing students with many opportunities to engage around meaningful and purposeful tasks and discussions is an identified area of need. Furthermore, the California Schools Parent Survey indicated 23% of Curie families believed that the school actively seeks the input of parents before making important decisions. This was the lowest subcategory under Parental Involvement by at least 50% or more; therefore, explicitly engaging families and actively seeking their input around key decisions is a critical need.

***Online Learning Implications**

-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
-SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism	8.5%	5%	Chronic Absenteeism	Annually
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism	6.5%	4%	Chronic Absenteeism	Annually
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	8.5%	5%	Chronic Absenteeism	Annually
June 2021	TK-5	Black or African American	Maintain rate of chronic absenteeism	0%	0%	Chronic Absenteeism	Annually
June 2021	TK-5	English Learners	Decrease chronic absenteeism	2.4%	0%	Chronic Absenteeism	Annually
June 2021	TK-5	Hispanic or Latino	Decrease suspension rate	1.2%	0%	Suspension	Annually
June 2021	TK-5	White	Decrease chronic absenteeism	5.3%	2%	Chronic Absenteeism	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will benefit from the strategy/activity in the area of chronic absenteeism, specifically Socioeconomically Disadvantaged, students with disabilities, and Hispanic/Latino student groups.

***Strategy/Activity - Description**

To accomplish this goal, the principal will meet bi-weekly with the school clerk to review attendance reports and closely monitor students that may be reaching the threshold of truancy. Our aim is for early intervention by reaching out to families to offer support and to establish caring connections with

students to positively impact their overall school experience. The office staff will reach out regularly to parents/guardians to provide families with support in efforts to improve attendance. Principal will conference with parent/guardians that need a layer of additional support and/or resources, for example an attendance contract including specific, measurable, and attainable goals will be used to support families improve attendance outcomes. A monthly log will record parent outreach and conferences. We will also do monthly student recognition for improved attendance. There will be a focus on the importance of student attendance at Coffee with the Principal meetings, in weekly principal updates, parent/teacher conferences

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Analysis of 2018-2019 SPSA goals revealed that although 82.9% of students met or exceeded standards, Curie Elementary needs to focus on increasing the distance from standard met in English Language Arts for all students groups, specifically English learners, Hispanic/Latino, and students with disabilities in order provide each student with focused instruction aimed at growth. Grade-level teams were able to meet during assigned PLC days; however, teams lacked clear measurable objectives and differentiated learning goals and strategies to meet the needs of all learners. For example, Hispanic/Latino student group decreased 3.2% in the percentage of students meeting or exceeding standards from 73.9% in 2018 to 70.7% in 2019.

Additionally, staff lacked cohesion in the collaboration between special education and general education staff to provide systematic intervention to support students in their areas of need. Although the percentage of students with disabilities meeting or exceeding standards significantly increased by 14.6% from 31.6% in 2018 to 46.2% in 2019, students with disabilities performed 47.3 points below standard overall.

Furthermore, after a close analysis of this data, the staff concluded that greater attention is needed in the area of balanced literacy. This will help to ensure that all students receive instruction with both decoding and comprehension skills and strategies to help them make meaning of text within a gradual release of responsibility model to ensure a balance between student input and output of information as teachers gradually release the level of scaffolds. In addition, students need targeted small group instruction within their zone of proximal development to help students advance to higher levels of reading proficiency and help students get closer to level 3 (standard met) Smarter Balanced performance level.

***Major Differences**

All teachers did not implement daily differentiated small group instruction within a balanced literacy framework consistently. In addition, grade-level collaboration focused more on teaching "activities" rather than targeted learning intentions and outcomes.

***Changes**

Staff will receive differentiated professional learning on data analysis and goal setting to support effective implementation of small group instruction. Staff will also receive professional learning on the effective use of formative assessments to help them appropriately plan and adjust instruction to fill in students' learning gaps and improve student achievement. In addition, principal will conduct instructional walk-throughs and provide teachers with specific feedback on balanced literacy approaches and strategies to support all students. These changes will be seen in the overall strategies of this goal.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meet or exceed standard	82.9	93	CAASPP ELA	annually
June 2021	3-5	Increase the average distance from standard (level 3) by 5 points	73.5 points above standard	78.3 points above standard	CAASPP ELA	annually

***Identified Need**

Based on 2018-2019 CAASPP results, 17.2% of students in grades 3-5 did not meet standards in English Language Arts. This equates to 47 kids. In addition, our Hispanic student group demonstrated a decline in the average distance from standard by 10.8 points and our socioeconomically disadvantaged students declined in the average distance from standard met by 4.2 points. Our students with disabilities demonstrated an increase in the distance from standard met by 27.3 points. Our English learner student group demonstrated an increase of 7 points in the distance from standard met. The distance from standard (DFS) measures how far, on average, students are from the lowest possible score for Standard Met. The overall expectation at Curie Elementary is for 100% of all students to be equipped at their grade level with the knowledge and skills necessary to be on track for college and career readiness.

***Online Learning Implications**

-Flexibility for teachers to provide both whole group, small group and individual instruction
-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Hispanic or Latino	Increase percentage of students who met or exceeded standard	70.7	81	CAASPP ELA	annually
June 2021	3-5	Students with Disabilities	Increase percentage of students who met or exceeded standard	46	56	CAASPP ELA	annually
June 2021	3-5	English Learner	Increase the percentage of students reaching level 4 language proficiency	47.5	57	Summative ELPAC	annually
June 2021	3-5	Black or African American	Increase percentage of students who met or exceeded standard	*small group size	+10%	CAASPP ELA	annually

Professional Development

***Students to be served by this Strategy/Activity**

Unduplicated students/All students

***Strategy/Activity - Description**

A commitment to student and teacher learning is an expectation at Curie. The fundamental belief that every child can learn and will rise or fall to the level of our expectations is the driving force of our work. Therefore, all professional learning will be centered around three big ideas: a focus on student learning, a culture of collaboration, and a focus on results. Grade level teams will deepen their knowledge on student-centered analysis of data and goal setting with special attention to setting clear learning targets and outcomes, being clear on the indicators of success, and to being responsive to the learning needs and future goals of every student.

In addition, staff members will continue to deepen their knowledge base and skills through professional learning and collaboration opportunities aimed at implementing rigorous standards-based instruction that is responsive to individual needs and instills a love of learning for all students. Engaging students in learning experiences that empower them to stretch their thinking in ways that are more complex and to become creators, innovators, and problem solvers as opposed to just consumers of information is a focus for Curie. All lessons will be aligned to CA State Standards and follow the gradual release of responsibility model to create and cultivate thinking-intensive readers, writers, listeners, and speakers across all content areas.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N00777O	Prof&Curriclm Dev Vist Tchr	$6,000.00	$7,337.40	0077-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Professional development release days and/or extra pay for teachers to engage in professional learning, data analysis, professional collaboration, student-centered instructional planning using research-based strategies

***Additional Supports for this Strategy/Activity**

Differentiated coaching support for teachers by principal
Instructional Leadership Team collaboration to support grade-level teams in PLC
UC Cluster Triad collaboration to provide leadership with coaching support to strengthen professional development

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

According to 2018-2019 data, 82% (250 out of 278 students tested) met or exceeded standards in mathematics. Curie increased the average distance from standard by 8.3 points above standard as represented on the California Dashboard. Since student assessment results averaged at 67.6 points above standard, Curie was in the blue performance indicator. While there was improvement overall, we find significant gaps in achievement with our students with disabilities, Hispanic, and Socioeconomically Disadvantaged (SED) student groups. Although all student groups demonstrated increases, the average distance from standard for student with disabilities was 6.3 points below standard, Hispanic DFS was 28.6 points above standard, and distance from standard for SED was 13.9 points above standard. This leads us to the strong conclusion that students need well-planned instruction that is explicitly structured to develop their procedural skills and conceptual understanding with ample opportunities for guided practice, complex problem solving and modeling, and time for discussion through the implementation of daily number talks with practice in communicating their reasoning orally and in writing. Furthermore, understanding the meaning behind the mathematical operations and procedures is crucial along with plenty of opportunity for guided and independent practice to meet the needs of all students. Therefore, based upon my observations as the leader at Curie and collaborative discussions with various stakeholder groups, engaging students in mathematical inquiry through the use of number talks, collaborative problem solving around authentic tasks, and the use of a variety of alternative algorithms and strategies were not fully implemented across all classrooms and require closer attention moving forward.

***Major Differences**

Grade-level teams focused primarily on traditional algorithms and paper/pencil computational fluency. Students did not have adequate experiences in solving complex problems and having to demonstrate their conceptual understanding of the mathematics using multiple representations and explaining their thinking in writing. This leads us to the conclusion that students need explicit instruction and support in using appropriate tools and strategies to solve real world and mathematical problems. In addition, teachers need more professional development and coaching with planning and teaching student-centered math lessons aligned to mathematical practices and state standards.

***Changes**

Strengthening Tier 1 instruction and the effective use of daily informal and formative assessments to advance student learning and achievement from their point of need is a required change moving forward. This will require building teachers' depth of knowledge of mathematical practices and strategies to help students make connections among mathematical concepts and relate it to real world applications.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting or exceeding standards	79.9%	90%	CAASPP Math	annually
June 2021	3-5	Increase the average distance from standard	67.6 points above standard	72 points above standard	CAASPP Math	annually

***Identified Need**

Based on 2018-2019 CAASPP results, 20.1% of students in grades 3-5 did not meet standards in Math. This equates to 56 students. In addition, although our Hispanic and socioeconomically disadvantaged student groups demonstrated an increase in the average distance from standard by 2.8 points and 2.7 points respectively, we see a significant gap in the overall achievement of grade level standards compared to predominate student groups at Curie. Our students with disabilities demonstrated an increase in the distance from standard met by 33.3 points; however, this student group reflects an overall DFS of 6.3 points below standard. Our English learner student group demonstrated an increase of 11.7 points in the distance from standard met. The distance from standard (DFS) measures how far, on average, students are from the lowest possible score for Standard Met. The expectation at Curie Elementary is for 100% of all students to be equipped at their grade level with the mathematical knowledge and skills necessary to be on track for college and career readiness.

***Online Learning Implications**

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeding standard	46%	58%	CAASPP Math	annually
June 2021	3-5	Hispanic or Latino	Increase percentage of students meeting or exceeding standards	62%	75%	CAASPP Math	annually
June 2021	3-5	English Learner	Increase percentage of students meeting or exceeding standards in the CAASPP Math testing domain of communicating mathematical reasoning	20%	50%	CAASPP Math	annually
June 2021	3-5	Black or African American	Increase the percentage of students meeting or exceeding standard	*small group size	+10%	CAASPP Math	annually

Cognitive Guided Student-Centered Instruction

***Students to be served by this Strategy/Activity**

Unduplicated students/All students

***Strategy/Activity - Description**

Teachers will develop their knowledge of mathematical instruction focused on cognitive guided instruction strategies through professional development and student-centered collaboration. In addition, teachers will deepen their knowledge of key mathematical shifts that create greater focus and help students gain a strong foundation and solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside of the classroom.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0077-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N00777O	Professional release days and/or extra pay for teachers to engage in professional learning and collaboration, data analysis and goal setting, student-centered instructional planning using research-based strategies

***Additional Supports for this Strategy/Activity**

Differentiated coaching and feedback from principal
UC Cluster Triad leadership support
Instructional Leadership Team goal setting and support for PLC

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Approximately 68 students, 11.5%, are acquiring English as a second language at Curie Elementary school wide according to 2018 student population data. Based on the ELPAC (English Language Proficiency Assessment for California), our English learner students are achieving predominately in the emerging and expanding levels of English language proficiency (18% at level 1-beginning stage, 8.2% at Level 2-somewhat developed, and 26.2% at level 3-moderately developed).

Less than half of our English learners (47.5%) placed at Level 4-English proficiency. In addition, Curie did not meet its goal 80% potential reclassification status for English learner students. Therefore, teachers need further focused and targeted professional learning and coaching in systematic English language development in both integrated and designated methods to enable students to apply the advanced level language skills necessary to perform at high levels of proficiency in English and move towards bridging their English language skills into academic application.

***Major Differences**

The major differences in this plan is that instructional practices will be directly connected to key English Development Standards in support of students' access to academic curriculum. Targeted instructional supports and scaffolds will be aimed at providing students with opportunities for meaningful interactions around rigorous content by engaging students in dialogue with others, a focus on learning about how English works, and using foundational literacy skills integrated across the content areas within a balanced literacy framework.

***Changes**

Focusing on English language proficiency growth according to ELPAC and purposefully targeting language development within instructional context and based on the form and function of the language required. Teachers to provide many opportunities for differentiated language practice to support oral and written expression to support students to move towards higher levels of English proficiency.

***Integrated English Language Development**

- Professional development designed focused on key ELD standards and language objectives in support of learning targets across the content areas.
- Classroom walkthroughs using observation tool designed to capture evidence-based practices for English learners in a variety of learning contexts throughout the instructional day.
- Collaboration with Office of Language Acquisition (OLA) and English Language Resource Teacher to provide specialized professional development and coaching to classroom teachers and principal

***Designated English Language Development**

- Professional development aimed at deepening the level of understanding of English language development progress indicators for beginning, expanding, and bridging stages of English proficiency and understanding the criteria of success to advance through levels.
- Classroom walkthroughs designed to capture evidence-based practices for English learners
- Collaboration with Office of Language Acquisition (OLA) English Language Resource Teacher to provide specialized professional development and coaching to classroom teachers and principal
- Implementation of language targets to support students'
    - oral and written communication
    - structural composition of English
    - foundational literacy skills

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students who progress at least one ELPI level	59.2%	67%	Summative ELPAC	annually
June 2021	3-5	LTEL	All LTEL will move their EL status a minimum of one level	varies per student	1 performance level increase	Summative ELPAC	annually
June 2021	3-5	English Learner	Increase the percentage of students reaching level 4 language proficiency	47.5	57	Summative ELPAC	annually

June 2021	3-5	English Learner	Increase percentage of students meeting or exceeding standards in the CAASPP Math testing domain of communicating mathematical reasoning	20%	50%	CAASPP Math	annually

***Identified Need**

The English learner student population at Curie has a significant gap in achievement compared to the predominate student group (White) at Curie based on CAASPP data results. In addition, current English learners are 2nd in line to having the furthest average distance from standard in ELA (-18.7 points below standard) and in Math (-15.9 points below standard).

The 2019 CA Dashboard English Learner Progress Indicator shows that 70.4% of Curie's ELs are making progress towards English language proficiency. This is considered a Very High Performance Level. 59.2% of ELs progressed at least one ELPI Level, 11.1% maintained ELPI Level 4, 14.8% maintained ELPI Levels 1, 2L, 2H, 3L, and 3H, and 14.8% of ELs decreased at least one ELPI level.

***Online Learning Implications**

-The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
-Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
-Online professional development modules with iELD (integrated English Language)

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students eligible for reclassification to reclassify	40.3%	95%	Summative ELPAC	annually

Professional Learning

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically English learner students

***Strategy/Activity - Description**

We plan to provide teachers with focused and targeted professional learning and coaching in systematic English language development. By using both integrated and designated methods, teachers will be able to enable students to apply the advanced level language skills necessary to perform at high

levels of proficiency in English and move towards bridging their English language skills into academic application is a an essential strategy to help achieve our English learner goals.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N00773E	Prof&Curriclm Dev Vist Tchr	$2,439.00	$2,982.66	0077-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Teacher release and/or extra pay for professional development, data analysis, professional planning on designated and integrated English language development strategies and supports
N00777L	Prof&Curriclm Dev Vist Tchr	$4,309.00	$5,269.48	0077-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners	Assessing English Language Proficiency to monitor progress of our English learner students

***Additional Supports for this Strategy/Activity**

- Classroom walkthroughs designed to capture evidence-based practices for English learners
- Collaboration with Office of Language Acquisition (OLA) English Language Resource Teacher to provide specialized professional development and coaching to classroom teachers and principal

Supplemental Materials for English Learners

***Students to be served by this Strategy/Activity**

English learner students

***Strategy/Activity - Description**

Providing our English learner students with supplemental instructional materials to accelerate and support their advancement in English proficiency is an area of need.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N00777P	Supplies	$2,000.00	0077-00000-00-4301-1000-1110-01000-0000	Discretionary Alloc	[no data]	Supplemental instructional materials/software to accelerate and support English learner proficiency

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

· Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
· Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
· Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Although our students with disabilities demonstrated a 27.2-point increase in the distance from standard met in English Language Arts according to the 2018-2019 California Dashboard School Performance Overview, students with disabilities performed 20.8 points below standard. Providing students with specialized services that target individual goals based with clear success criteria was effective in helping to improve student performance and production. Supporting students in transferring their knowledge and strategies learned to their independent work and across all content areas remains an area of focus. This requires continuous professional learning and collaboration with all staff to support students with disabilities access the instructional content in the classroom in meaningful ways with the consistent use of research based strategies and techniques within Tier 1 instruction.

***Major Differences**

Due to COVID-19 pandemic and school closure, special education supports and services were limited to what could be provided online.

***Changes**

Staff will receive professional development on clarity of organization, learning intentions, and success criteria to ensure alignment of instruction, student-centered tasks, and assessment. In this way, teachers and students have clear measurable goals that are linked with intended outcomes. Teachers and students will engage in reflective processes that evaluate progress in order to make the adjustments as required to course correct and achieve desired results. In addition, staff will support families at home with consultation how to provide students with the accommodations and supports for a successful online learning experience during school closures.

*Goal 5- Students with Disabilities						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3-5	Increase the average distance from standard (level 3) in ELA by 20 points as reflected in CAASPP data	20.8 points below standard	10 points below standard	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the average distance from standard (level 3) in Math by 20 points as reflected in CAASPP data	6.3 points below Standard	5 points above standard	Other (Describe in Objective)	Annually

***Identified Need**

Students with disabilities student group has the most significant gap in the distance from standard met compared to all other student groups.

***Online Learning Implications**

-Implementation of IEP Services in Online Learning Setting
-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).
-All staff will be working as a team to support all students to accelerate their learning.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting standard in ELA according to CAASPP	31.6%	41.6%	Other (Describe in Objective)	annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting standard in Math according to CAASPP	46%	58%	Other (Describe in Objective)	annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Students with disabilities

***Strategy/Activity - Description**

General and special education will effectively collaborate and ensure instruction is in direct alignment with student need and that targeted intervention with the appropriate supports and scaffolds are implemented with fidelity. PLCs will include data analysis, goal setting, and ongoing monitoring of student progress to plan and execute necessary modifications to instruction.

***Additional Supports for this Strategy/Activity**

Regular Specialist team meetings to support the progress and achievement of our students with disabilities.
Administrative walkthroughs, coaching, and feedback

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	Black Youth	Increase reading level	DRA reading level varies by student	Increase DRA level by 2 levels from baseline for each student	Grades	Annually
June 2021	K-5	Black Youth	Decrease school and classroom suspension	*small group size	0%	Suspensions (Classroom and School)	Annually

***Goal 6 Supporting Black Youth - Additional Goals**

✓ 1. Beginning in the Fall of 2020, Curie Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.

✓ 2. In 2020-21 school year, Curie Elementary will develop and implement a site-specific system for tracking classroom referrals.

✓ 3. Curie Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.

✓ 4. Curie Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.

✓ 5. In the 2020-21 school year, Curie Elementary will develop and implement a site-specific system for tracking school police detainments.

✓ 6. The staff diversity goal at Curie Elementary is to maintain or increase the percentage of diverse educators from current year to the following year.

***Identified Need**

Black Youth at Curie comprise a very small student group population at Curie; therefore, ensuring that every student feels valued with a sense of belonging is essential. In addition, developing awareness of implicit biases to develop a culture of deep trust in the common pursuit of educational freedom for every child is an ongoing area of focus and need.

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Professional Development/Equity

***Students to be served by this Strategy/Activity**

All students will be served, specifically our Black Youth

***Strategy/Activity - Description**

Staff will engage in professional learning to build self-awareness and understanding of implicit bias and how it influences their work around equity within our organization. Change can only begin by first looking within and getting to know ourselves. Self-awareness is the first step in our work in order to begin to make the necessary changes in our instructional practices and to disrupt institutional racism that negatively affects student achievement.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Providing parents/guardians with information regarding academic and citizenship progress of their children was a goal for Curie in order to strengthen parent involvement and engagement. All parents received consistent progress reports via teacher website, email, face-to-face conferences, or take home reports.

***Major Differences**

Although communicating information regarding students' academic and citizenship progress is important, parent involvement and community engagement goals need to be focused on providing a variety of high interest, engaging, and meaningful school community events, activities, and workshops to strengthen the home-school connection, provide opportunities for shared decision-making, and increase parent/community attendance and participation in school.

***Changes**

Utilizing specific metrics using the California Schools Parent Survey
Developing interest and feedback surveys during online learning to provide parents/families with just right support to meet diverse needs

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the percentage of parents/guardian who perceive the school actively seeks the input of parents before making important decisions	23%	50%	CAL - SCHLS (CSPS)

***Identified Need**

Based on qualitative data gathered through conversations and observations, identified needs in the area of parent engagement and participation need to extend beyond the select persons on the PTA Board in order to support and cultivate high academic achievement and success of all students.

***Online Learning Implications**

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
-District is also supplying families with training on SEL, Wellness, Health and Safety.
    -These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
    -These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.
-Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Weekly school update/news from the principal to all families to strengthen the home-school connection	0	100%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the number of parents/community members attending Coffee with Principal Meetings	5-10 persons in attendance	20-25 persons in attendance	Meeting Attendance

Strategy/Activity 1

***Families to be served by this Strategy/Activity**

All families

***Strategy/Activity - Description**

Principal will provide information on topics of interest during Coffee with the Principal meetings
Principal will send weekly updates in a variety of formats (email, phone call, video) to engage and connect with all families in meaningful ways
Utilization of informal surveys, conferences, and outreach to solicit parent feedback and input on school related issues and decisions

*Additional Supports for this Strategy/Activity
Teacher communication via teacher webpages Updated Parent Resource tab to include pertinent school information on Curie website

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Goals were based on students in 3rd and 5th grades meeting or exceeding instructional reading levels of 38 and 44 respectively using DRA reading assessment. DRA measures students' reading fluency, rate, and comprehension of nonfiction and/or fiction text to support teachers in targeted reading instruction and intervention. Based on an analysis of this data, inconsistent implementation of reading assessments were performed limiting an in depth analysis of the data.

***Major Differences**

End of year DRA assessments were not documented in Illuminate.
No expenditures were assigned to this goal; therefore, there were no major differences in expenditures to report.

***Changes**

Changes that will made to this goal will focus on the percent of students above standards in claim performance score levels for reading in English Language according to the Smarter Balanced Performance Summary for grades 3 and 5.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students above standard in reading claim performance level	62%	72%	Grade 3 ELA Reading	annually

June 2021	5	Increase the percentage of students above standard in reading claim performance level	51%	61%	Grade 5 ELA Reading	annually

***Identified Need**

After an analysis of the data, an identified need at Curie is to ensure a student-centered culture of learning by engaging all students at high levels of cognition in reading around meaningful tasks that support their acquisition of advanced literacy skills.

***Online Learning Implications**

-The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students reaching level 4 in ELPAC Summative Performance Level	11.1%	30%	Other (Describe in Objective)	annually
June 2021	3-5	Black or African American	Increase percentage of students who met or exceeded standard	*small group size	+10%	CAASPP ELA	annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting standard in ELA according to CAASPP	31.6%	41.6%	CAASPP ELA	annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will benefit, specifically students in grades 3 and 5

***Strategy/Activity - Description**

- Differentiated small group instruction (guided reading and strategy groups)
- Daily student reading conferences to include goal setting
- Professional development focusing on targeted mini lessons with explicit teaching points

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

As the leader of Curie Elementary during unprecedented school closures because of a global pandemic, I will integrate the priorities and strategies outlined in this plan by clearly knowing and understanding my leadership values and purpose as a transformational leader and demonstrating my values through my actions. My purpose is to stimulate and inspire others to dream big and achieve extraordinary outcomes in the face of any obstacle or challenge whether in -person or online. I will accomplish this by helping others grow and develop their own leadership capacity and self-efficacy so that they recognize and believe in their abilities to achieve desired goals and make a difference in the world. Therefore, the specific leadership actions I will take to meet or exceed the goals outlined in this Student Plan for Student Achievement are the following:

- Empowering and developing others
  - I will empower and develop others by providing staff with quality, meaningful, and relevant professional development that is connected to staff and student needs and builds on prior knowledge and areas of strength. I will also provide staff with specific feedback that promotes student-centered collaborative discussions to raise the level of engagement and rigor in instructional practices. In addition, I will empower and develop others by establishing clear expectations, criteria for success, and the tools necessary to achieve success in a variety of learning platforms and educational settings.
- Leading by example
  - As the leader, it is crucial that I set the example at all times, especially in these times of uncertainty. By consistently making decisions that puts kids first and holding true to our commitments and focus on students' emotional and academic success at Curie, we will continue to develop a culture of learning and collaboration, whether online or in-person that is student centered and focused on results.
- Embracing a growth mindset
  - Without a growth mindset, it is very difficult to embrace change and make the necessary adjustments that may be required in our practices to produce the results we want to see actualized for every student. Therefore, modeling and teaching a growth mindset throughout all interactions is an essential leadership action to meet our goals.
- Creating caring connections
  - Relationships matter. People that feel cared for and valued are more effective and productive. Therefore, leaders need to focus on the social emotional competencies of developing relationships in addition to the technical strategies required to accomplish goals and raise achievement.

- Fostering a culture of trust
    - Trust is at the heart of transformational leadership. Therefore, the specific leadership actions I will take to foster a culture of trust are communicating clearly and honestly with all stakeholders, establishing clear expectations for all, demonstrating consistency between my words and actions, being vulnerable, and working alongside staff to continuously grow and improve.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

Curie Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 15,589.54

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$0
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $0

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

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$15,589.54
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 15,589.54

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $15,589.54

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Curie Elementary	**09800 LCFF Intervention Support**		**1192**	Prof&Curriclm Dev Vist Tchr		$ 12,748.00
			3000			$ 2,841.54
	09800 LCFF Intervention Support Total					**$ 15,589.54**
Grand Total						**$ 15,589.54**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

Curie Elementary School

2020-2021 School Year

PARENT AND FAMILY ENGAGEMENT POLICY

Curie Elementary has developed a written Non-Title I policy with input from Non-Title I parents during scheduled SSC meetings. SSC members review the Parent Involvement Policy at the beginning of each school year. The Parent Involvement Policy is distributed to all student families at the beginning of each school year. The policy describes the means for carrying out the following Non-Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

 Curie will provide a variety of meetings to allow for parent involvement. These meetings will be scheduled by the school in languages appropriate for the parent groups. Topics covered during the meetings may include:

- improving communication between the school and home;
- discussing current student assessment data and student progress;
- providing information about school and district resources for student academic improvement;
- evaluating the effectiveness of the school's parent involvement policy to increase parent participation in events and activities;
- conferencing with teachers;
- providing training programs to help parents support and work with their children at home and at school;
- advocating for teachers and parents; and
- valuing cultural diversity.

 During parent meetings such as Principal Coffees, SSC meetings, ELAC, etc., opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

 Curie provides parents with an explanation of the curriculum used at school, the assessments used to measure student progress, and the proficiency levels students are expected to meet during Back to School Night, fall and spring parent conferences, New Parent Orientation, as well as other meetings/events throughout the school year.

 Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

 The weekly e-blast, school and PTA websites, e-flyers, marquee and School Messenger (phone/email messages are used to inform parents/community of meetings, activities and events). These communication systems are used to advertise parent meetings and training sessions offered at Curie, the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district.

APPENDIX C

SCHOOL PARENT COMPACT

CURIE ELEMENTARY
San Diego Unified School District

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Curie Elementary distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

Curie Elementary staff value professional learning and collaboration with all stakeholder groups to support the academic and social-emotional success of each child. Curie facilitates and supports staff professional learning, parent participation, and communication in the following ways:

- Monthly staff professional development
- Weekly grade-level collaboration
- Parent access to PowerSchool Parent Portal
- Scheduled Parent/Teacher conferences
- Teacher communication via email, phone, Zoom
- Teacher office hours
- Scheduling mutually agreed upon conferences throughout the school year
- Weekly Principal Updates
- Coffee with the Principal
- UC Cluster meetings
- Curie PTA weekly newsletter
- Room Reps
- PTA Meetings
- Peach-Jar e-flyers

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- Back to School Night parent presentation to assist families in understanding the state's academic content standards, assessments, support throughout the school year.
- Parent/Teacher conferences
- Student progress reports
- Parent outreach practices: phone calls to check on attendance, teacher feedback
- Weekly Updates to keep parents informed
- Welcome Week and Orientation Modules for parents to support online learning
- Parent tutorials and modules

The school provides parents with materials and training to help them work with their children to improve their children's achievement. Materials and training are available through the Ballard Parent Center in Old Town. At school we hold parent nights such as Family Science Night where students engage in Science and take home materials so that families can continue the learning at home.

Here at Curie we value parent contributions and working with parents as equal partners. Parents are informed at the beginning of the school year, and throughout the school year about the variety of opportunities our school offers for volunteering. Parents are informed at the beginning of the year that they are always welcome to call the school and schedule an appointment at least 24 hours in advance to meet with their child's teacher. Additional information can be found in the Parent Handbook which is posted on our school's website, https://www.sandiegounified.org/schools/curie

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members through multiple platforms and modalites: email, videos, phone calls, e-blasts, various school and PTA websites/apps, and flyers to provide families with easy access to information.

This Compact was adopted by Curie Elementary on September 30, 2020, and will be in effect for the period of the 2020-2021 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before the first reporting period (November 2020).

Signature of Authorized Official here:

Cynthia Smith-Ough, Ed.D.

Enter date approved. September 30, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

SCHOOL PERFORMANCE OVERVIEW

Curie Elementary

Explore the performance of Curie Elementary under California's Accountability System.

Chronic Absenteeism

Green

Suspension Rate

Blue

English Learner Progress

No Performance Color

English Language Arts

Blue

Mathematics

Blue

School Details

NAME
Curie Elementary

ADDRESS
4080 Governor Drive
San Diego, CA 92122-2523

WEBSITE
https://curie.sandiegou...

GRADES SERVED
K-5

CURIE ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment

583

Socioeconomically Disadvantaged

9.9%

English Learners

13.4%

Foster Youth

0.2%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

73.5 points above standard

Increased 5.6 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	3 Blue	

LEARN MORE

Mathematics

Blue

67.6 points above standard

Increased 8.3 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	3 Blue	

LEARN MORE

English Learner Progress

70.4% making progress towards English language proficiency

Number of EL Students: 27

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

CURIE ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Green

4.9% chronically absent

Declined 2.1% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
5 Green	1 Blue	

CURIE ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.3% suspended at least once

Declined 0.8% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	1	0
Red	Orange	Yellow

1	5
Green	Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students

Blue

73.5 points above standard

Increased 5.6 Points ▲

Number of Students: 246

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

Hispanic

Blue

English Learners

Two or More Races

White

No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Socioeconomically Disadvantaged

Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

103 points above standard

Increased 24.7 Points ▲

Number of Students: 29

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged

No Performance Color

25.4 points above standard

Declined 4.2 Points ▼

Number of Students: 29

Students with Disabilities

No Performance Color

20.8 points below standard

Increased 27.3 Points ▲

Number of Students: 27

Hispanic

Green

29.3 points above standard

Declined 10.8 Points ▼

Number of Students: 39

English Learners

Blue

55.5 points above standard

Increased 7 Points ▲

Number of Students: 33

Two or More Races

Blue

87.3 points above standard

Increased 16.7 Points ▲

Number of Students: 36

White

Blue

75 points above standard

Maintained 1.6 Points

Number of Students: 135

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	64.8 points above standard	67.9 points above standard	73.5 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
No Data	79.9 points above standard	70.3 points above standard
No Data	Declined 5 Points ▼	Maintained 2.4 Points
Number of Students: 9	Number of Students: 24	Number of Students: 190

Mathematics

All Students

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

All Students

Blue

67.6 points above standard

Increased 8.3 Points ▲

Number of Students: 244

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

Hispanic

Blue

English Learners

Two or More Races

White

No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Socioeconomically Disadvantaged

Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

93.6 points above standard

Increased 14.3 Points ▲

Number of Students: 29

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged

No Performance Color

13.9 points above standard

Maintained 2.7 Points

Number of Students: 28

Students with Disabilities

No Performance Color

6.3 points below standard

Increased 33.2 Points ▲

Number of Students: 25

Hispanic

Green

28.6 points above standard

Maintained 2.8 Points

Number of Students: 38

English Learners

Blue

47.3 points above standard

Increased 11.7 Points ▲

Number of Students: 32

Two or More Races

Blue

80.4 points above standard

Increased 12.6 Points ▲

Number of Students: 36

White

Blue

68.7 points above standard

Increased 5.6 Points ▲

Number of Students: 134

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	59 points above standard	59.4 points above standard	67.6 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

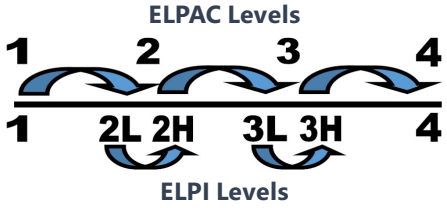
Current English Learners	Reclassified English Learners	English Only
No Data	68.8 points above standard	65.8 points above standard
No Data	Maintained 0.8 Points	Increased 6.4 Points ▲
Number of Students: 8	Number of Students: 24	Number of Students: 189

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress

70.4% making progress towards English language proficiency

Number of EL Students: 27

Performance Level

Very High

Student English Language Acquisition Results

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.

ELs Who Decreased at Least One ELPI Level	14.8%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	14.8%
ELs who Maintained ELPI Level 4	11.1%
ELs Who Progressed at Least One ELPI Level	59.2%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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.

All Students

Green

4.9% chronically absent

Declined 2.1% ▼

Number of Students: 595

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

No Students

Yellow

White

Green

- Asian
- Students with Disabilities
- Hispanic
- Socioeconomically Disadvantaged
- Two or More Races

Blue

- English Learners

No Performance Color

- American Indian
- African American
- Filipino
- Foster Youth
- Homeless
- Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

African American

No Performance Color

0% chronically absent

No Data

Number of Students: 12

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

White

Yellow

5.3% chronically absent

Maintained -0.2%

Number of Students: 304

Asian

Green

4.5% chronically absent

Declined 2.4% ▼

Number of Students: 112

Students with Disabilities

Green

6.5% chronically absent

Declined 5.6% ▼

Number of Students: 62

Hispanic

Green

6% chronically absent

Declined 7.3% ▼

Number of Students: 84

Socioeconomically Disadvantaged

Green

8.5% chronically absent

Declined 4.6% ▼

Number of Students: 71

Two or More Races

Green

3.9% chronically absent

Declined 1.1% ▼

Number of Students: 76

English Learners

Blue

2.4% chronically absent

Declined 11.6% ▼

Number of Students: 84

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore 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.

All Students

Blue

0.3% suspended at least once

Declined 0.8% ▼

Number of Students: 601

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

Hispanic

Yellow

No Students

Green

Students with Disabilities

Blue

- Asian
- English Learners
- Two or More Races
- Socioeconomically Disadvantaged
- White

No Performance Color

- African American
- American Indian
- Filipino
- Foster Youth
- Homeless

African American

No Performance Color

0% suspended at least once

No Data

Number of Students: 12

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic

Orange

1.2% suspended at least once

Increased 1.2% ▲

Number of Students: 86

Students with Disabilities

Green

1.6% suspended at least once

Declined 8.7% ▼

Number of Students: 62

Asian

Blue

0% suspended at least once

Declined 0.8% ▼

Number of Students: 114

English Learners

Blue

0% suspended at least once

Declined 1% ▼

Number of Students: 85

Two or More Races

Blue

0% suspended at least once

Declined 1.3% ▼

Number of Students: 78

Socioeconomically Disadvantaged

Blue

0% suspended at least once

Declined 2.2% ▼

Number of Students: 73

White

Blue

0.3% suspended at least once

Declined 1.3% ▼

Number of Students: 304

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	0.2%	1.1%	0.3%

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Curie
All Grades Combined

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	270	79.6	271	84.9	294	82.3	274	82.8	252	82.9	3.3	0.1	271	77.1	274	81.0	293	79.9	278	79.9	250	82.4	5.3	2.5
Female	130	85.4	138	86.2	145	86.2	131	84.7	118	83.1	-2.3	-1.6	132	78.0	140	81.4	145	77.9	135	75.6	118	79.7	1.7	4.1
Male	140	74.3	133	83.5	149	78.5	143	81.1	134	82.8	8.5	1.7	139	76.3	134	80.6	148	81.8	143	83.9	132	84.8	8.5	0.9
African American	1	-	4	-	3	-	4	-	4	-	-	-	1	-	4	-	3	-	4	-	4	-	-	-
Asian**	21	57.1	21	85.7	39	87.2	36	88.9	30	93.3	-	-	21	85.7	24	95.8	40	85.0	38	81.6	31	96.8	-	-
Filipino	2	-	0	-	1	-	1	-	4	-	-	-	2	-	0	-	1	-	1	-	4	-	-	-
Hispanic	41	70.7	42	71.4	40	65.0	46	73.9	41	70.7	0.0	-3.2	42	50.0	42	59.5	40	65.0	47	68.1	40	62.5	12.5	-5.6
Indochinese**	7	-	4	-	3	-	5	-	-	-	-	-	7	-	4	-	3	-	5	-	-	-	-	-
Native American	1	-	1	-	2	-	1	-	1	-	-	-	1	-	1	-	2	-	1	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	165	86.7	164	87.8	159	87.4	142	83.1	136	83.8	-2.9	0.7	165	85.5	164	85.4	157	82.8	143	81.8	134	85.8	0.3	4.0
Multiracial	32	68.8	35	85.7	47	76.6	39	87.2	36	86.1	17.3	-1.1	32	71.9	35	80.0	47	76.6	39	84.6	36	83.3	11.4	-1.3
English Learner	27	44.4	13	46.2	15	26.7	16	31.3	10	60.0	15.6	28.7	29	58.6	16	68.8	16	37.5	20	40.0	10	70.0	11.4	30.0
English-Speaking	243	83.5	258	86.8	279	85.3	258	86.0	242	83.9	0.4	-2.1	242	79.3	258	81.8	277	82.3	258	82.9	240	82.9	3.6	0.0
Reclassified†	17	76.5	23	95.7	30	90.0	27	96.3	24	91.7	15.2	-4.6	17	64.7	23	82.6	30	86.7	27	88.9	24	79.2	14.5	-9.7
Initially Eng. Speaking	226	84.1	235	86.0	249	84.7	231	84.8	218	83.0	-1.1	-1.8	225	80.4	235	81.7	247	81.8	231	82.3	216	83.3	2.9	1.0
Econ. Disadv.*	49	67.3	51	72.5	52	65.4	42	66.7	33	54.5	-12.8	-12.2	51	56.9	52	65.4	53	56.6	44	68.2	32	53.1	-3.8	-15.1
Non-Econ. Disadv.	221	82.4	220	87.7	242	86.0	232	85.8	219	87.2	4.8	1.4	220	81.8	222	84.7	240	85.0	234	82.1	218	86.7	4.9	4.6
Gifted	157	88.5	156	94.2	127	93.7	79	94.9	77	97.4	8.9	2.5	156	90.4	156	89.1	126	92.9	79	92.4	77	96.1	5.7	3.7
Not Gifted	113	67.3	115	72.2	167	73.7	195	77.9	175	76.6	9.3	-1.3	115	59.1	118	70.3	167	70.1	199	74.9	173	76.3	17.2	1.4
With Disabilities	17	47.1	13	61.5	21	42.9	19	31.6	26	46.2	-0.9	14.6	17	47.1	13	46.2	21	42.9	21	19.0	24	45.8	-1.3	26.8
WO Disabilities	253	81.8	258	86.0	273	85.3	255	86.7	226	87.2	5.4	0.5	254	79.1	261	82.8	272	82.7	257	84.8	226	86.3	7.2	1.5
Homeless	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Military	3	-	5	-	5	-	5	-	4	-	-	-	3	-	5	-	5	-	5	-	4	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Curie
Grade 3

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	91	74.7	103	84.5	99	78.8	78	80.8	78	93.6	18.9	12.8	90	81.1	104	89.4	98	80.6	78	89.7	79	92.4	11.3	2.7
Female	45	82.2	52	84.6	47	78.7	34	79.4	38	92.1	9.9	12.7	45	82.2	53	88.7	46	76.1	34	91.2	39	89.7	7.5	-1.5
Male	46	67.4	51	84.3	52	78.8	44	81.8	40	95.0	27.6	13.2	45	80.0	51	90.2	52	84.6	44	88.6	40	95.0	15.0	6.4
African American	1	-	2	-	1	-	2	-	3	-	-	-	1	-	2	-	1	-	2	-	3	-	-	-
Asian**	7	-	14	85.7	18	94.4	9	-	8	-	-	-	7	-	15	93.3	18	100.0	9	-	9	-	-	-
Filipino	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Hispanic	11	72.7	18	61.1	13	61.5	13	76.9	8	-	-	-	11	54.5	18	66.7	13	69.2	13	84.6	8	-	-	-
Indochinese**	2	-	1	-	1	-	1	-	-	-	-	-	2	-	1	-	1	-	1	-	-	-	-	-
Native American	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	54	79.6	55	89.1	50	80.0	43	76.7	43	93.0	13.4	16.3	53	92.5	55	92.7	49	77.6	43	90.7	43	93.0	0.5	2.3
Multiracial	15	60.0	13	92.3	15	73.3	10	100.0	15	100.0	40.0	0.0	15	73.3	13	100.0	15	80.0	10	100.0	15	100.0	26.7	0.0
English Learner	16	68.8	8	-	6	-	6	-	0	-	-	-	16	56.3	9	-	6	-	6	-	1	-	-	-
English-Speaking	75	76.0	95	87.4	93	80.6	72	83.3	78	93.6	17.6	10.3	74	86.5	95	90.5	92	81.5	72	91.7	78	92.3	5.8	0.6
Reclassified†	0	-	3	-	10	100.0	7	-	7	-	-	-	0	-	3	-	10	100.0	7	-	7	-	-	-
Initially Eng. Speaking	75	76.0	92	87.0	83	78.3	65	83.1	71	93.0	17.0	9.9	74	86.5	92	90.2	82	79.3	65	92.3	71	91.5	5.0	-0.8
Econ. Disadv.*	19	68.4	16	62.5	14	57.1	9	-	8	-	-	-	19	57.9	16	81.3	14	64.3	9	-	8	-	-	-
Non-Econ. Disadv.	72	76.4	87	88.5	85	82.4	69	82.6	70	94.3	17.9	11.7	71	87.3	88	90.9	84	83.3	69	89.9	71	93.0	5.7	3.1
Gifted	48	81.3	46	97.8	25	92.0	27	88.9	26	100.0	18.7	11.1	47	93.6	46	97.8	25	96.0	27	96.3	26	96.2	2.6	-0.1
Not Gifted	43	67.4	57	73.7	74	74.3	51	76.5	52	90.4	23.0	13.9	43	67.4	58	82.8	73	75.3	51	86.3	53	90.6	23.2	4.3
With Disabilities	8	-	13	61.5	6	-	8	-	5	-	-	-	8	-	2	-	6	-	8	-	5	-	-	-
WO Disabilities	83	78.3	101	86.1	93	80.6	70	90.0	73	94.5	16.2	4.5	82	84.1	102	91.2	92	82.6	70	97.1	74	93.2	9.1	-3.9
Homeless	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	3	-	3	-	0	-	2	-	-	-	1	-	3	-	3	-	0	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Curie
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	88	81.8	83	81.9	101	88.1	92	83.7	79	88.6	6.8	4.9	88	84.1	85	77.6	100	85.0	94	78.7	77	93.5	9.4	14.8
Female	42	85.7	41	85.4	53	90.6	41	82.9	35	82.9	-2.8	0.0	42	85.7	42	78.6	53	84.9	43	72.1	34	91.2	5.5	19.1
Male	46	78.3	42	78.6	48	85.4	51	84.3	44	93.2	14.9	8.9	46	82.6	43	76.7	47	85.1	51	84.3	43	95.3	12.7	11.0
African American	0	-	2	-	1	-	1	-	0	-	-	-	0	-	2	-	1	-	1	-	0	-	-	-
Asian**	8	-	3	-	15	93.3	13	92.3	7	-	-	-	8	-	5	-	15	93.3	14	85.7	7	-	-	-
Filipino	0	-	0	-	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Hispanic	15	66.7	10	80.0	16	62.5	15	80.0	17	88.2	21.5	8.2	15	53.3	10	70.0	16	75.0	15	73.3	16	81.3	28.0	8.0
Indochinese**	2	-	1	-	1	-	2	-	-	-	-	-	2	-	1	-	1	-	2	-	-	-	-	-
Native American	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	54	94.4	54	81.5	51	96.1	44	81.8	44	86.4	-8.0	4.6	54	90.7	54	81.5	50	88.0	45	77.8	43	95.3	4.6	17.5
Multiracial	9	-	12	83.3	16	81.3	16	87.5	9	-	-	-	9	-	12	66.7	16	75.0	16	81.3	9	-	-	-
English Learner	9	-	2	-	6	-	5	-	5	-	-	-	9	-	4	-	6	-	7	-	4	-	-	-
English-Speaking	79	89.9	81	81.5	95	92.6	87	86.2	74	87.8	-2.1	1.6	79	84.8	81	77.8	94	88.3	87	82.8	73	93.2	8.4	10.4
Reclassified†	9	-	7	-	9	-	11	100.0	6	-	-	-	9	-	7	-	9	-	11	90.9	6	-	-	-
Initially Eng. Speaking	70	91.4	74	81.1	86	91.9	76	84.2	68	86.8	-4.6	2.6	70	85.7	74	77.0	85	87.1	76	81.6	67	94.0	8.3	12.4
Econ. Disadv.*	14	50.0	19	68.4	21	71.4	16	68.8	10	50.0	0.0	-18.8	14	64.3	20	60.0	21	61.9	17	70.6	9	-	-	-
Non-Econ. Disadv.	74	87.8	64	85.9	80	92.5	76	86.8	69	94.2	6.4	7.4	74	87.8	65	83.1	79	91.1	77	80.5	68	98.5	10.7	18.0
Gifted	59	91.5	47	89.4	47	100.0	23	100.0	27	96.3	4.8	-3.7	59	89.8	47	89.4	46	93.5	23	100.0	27	100.0	10.2	0.0
Not Gifted	29	62.1	36	72.2	54	77.8	69	78.3	52	84.6	22.5	6.3	29	72.4	38	63.2	54	77.8	71	71.8	50	90.0	17.6	18.2
With Disabilities	4	-	7	-	21	42.9	7	-	9	-	-	-	4	-	7	-	4	-	8	-	7	-	-	-
WO Disabilities	84	83.3	76	84.2	97	91.8	85	85.9	70	91.4	8.1	5.5	84	84.5	78	80.8	96	87.5	86	83.7	70	97.1	12.6	13.4
Homeless	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	1	-	3	-	0	-	-	-	1	-	1	-	1	-	3	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Curie
Grade 5

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	91	82.4	85	88.2	94	79.8	104	83.7	95	69.5	-12.9	-14.2	93	66.7	85	74.1	95	73.7	106	73.6	94	64.9	-1.8	-8.7
Female	43	88.4	45	88.9	45	88.9	56	89.3	45	75.6	-12.8	-13.7	45	66.7	45	75.6	46	71.7	58	69.0	45	62.2	-4.5	-6.8
Male	48	77.1	40	87.5	49	71.4	48	77.1	50	64.0	-13.1	-13.1	48	66.7	40	72.5	49	75.5	48	79.2	49	67.3	0.6	-11.9
African American	0	-	0	-	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
Asian**	6	-	4	-	6	-	14	92.9	15	86.7	-	-	6	-	4	-	7	-	15	80.0	15	93.3	-	-
Filipino	2	-	0	-	0	-	0	-	2	-	-	-	2	-	0	-	0	-	0	-	2	-	-	-
Hispanic	15	73.3	14	78.6	11	72.7	18	66.7	16	43.8	-29.5	-22.9	16	43.8	14	42.9	11	45.5	19	52.6	16	31.3	-12.5	-21.3
Indochinese**	3	-	2	-	1	-	2	-	-	-	-	-	3	-	2	-	1	-	2	-	-	-	-	-
Native American	0	-	0	-	1	-	1	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	57	86.0	55	92.7	58	86.2	55	89.1	49	73.5	-12.5	-15.6	58	74.1	55	81.8	58	82.8	55	78.2	48	70.8	-3.3	-7.4
Multiracial	8	-	10	80.0	16	75.0	13	76.9	12	66.7	-	-10.2	8	-	10	70.0	16	75.0	13	76.9	12	50.0	-	-26.9
English Learner	2	-	3	-	3	-	5	-	5	-	-	-	4	-	3	-	4	-	7	-	5	-	-	-
English-Speaking	89	84.3	82	91.5	91	82.4	99	87.9	90	72.2	-12.1	-15.7	89	68.5	82	75.6	91	76.9	99	76.8	89	66.3	-2.2	-10.5
Reclassified†	8	-	13	100.0	11	72.7	9	-	11	81.8	-	-	8	-	13	76.9	11	63.6	9	-	11	63.6	-	-
Initially Eng. Speaking	81	85.2	69	89.9	80	83.8	90	86.7	79	70.9	-14.3	-15.8	81	70.4	69	75.4	80	78.8	90	75.6	78	66.7	-3.7	-8.9
Econ. Disadv.*	16	81.3	16	87.5	17	64.7	17	64.7	15	40.0	-41.3	-24.7	18	50.0	16	56.3	18	44.4	18	55.6	15	33.3	-16.7	-22.3
Non-Econ. Disadv.	75	82.7	69	88.4	77	83.1	87	87.4	80	75.0	-7.7	-12.4	75	70.7	69	78.3	77	80.5	88	77.3	79	70.9	0.2	-6.4
Gifted	50	92.0	63	95.2	55	89.1	29	96.6	24	95.8	3.8	-0.8	50	88.0	63	82.5	55	90.9	29	82.8	24	91.7	3.7	8.9
Not Gifted	41	70.7	22	68.2	39	66.7	75	78.7	71	60.6	-10.1	-18.1	43	41.9	22	50.0	40	50.0	77	70.1	70	55.7	13.8	-14.4
With Disabilities	5	-	4	-	11	54.5	4	-	12	16.7	-	-	5	-	4	-	11	45.5	5	-	12	25.0	-	-
WO Disabilities	86	83.7	81	87.7	83	83.1	100	85.0	83	77.1	-6.6	-7.9	88	69.3	81	74.1	84	77.4	101	77.2	82	70.7	1.4	-6.5
Homeless	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	1	-	2	-	2	-	-	-	1	-	1	-	1	-	2	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF ACTIONS AND ACTIVITIES

Curie Elementary SPSA Evaluation of LCFF Funded Actions/Activities

School Name: Curie Elementary

SPSA Evaluation of LCFF Funded Actions/Activities: 09800

School Year: 2019-20

Goal 2 - English Language Arts

Professional Development

***Strategy/Activity - Description**

The professional development and related classroom and intervention supports described in this strategy are for the primary benefit of Curie's unduplicated students. Curie has an unduplicated pupil percentage of 20.8% and knowing that these students historically struggle in core content areas, we want to provide them with additional supports. We think that all students will benefit from the professional development of their teachers.
A commitment to student and teacher learning is an expectation at Curie. The fundamental belief that every child can learn and will rise or fall to the level of our expectations is the driving force of our work. Therefore, all professional learning will be centered around three big ideas: a focus on student learning, a culture of collaboration, and a focus on results. Grade level teams will deepen their knowledge on student-centered analysis of data and goal setting with special attention to setting clear learning targets and outcomes, being clear on the indicators of success, and to being responsive to the learning needs and future goals of every student. In addition, staff members will continue to deepen their knowledge base and skills through professional learning and collaboration opportunities aimed at implementing rigorous standards-based instruction that is responsive to individual needs and instills a love of learning for all students. Engaging students in learning experiences that empower them to stretch their thinking in more complex ways and to become creators, innovators, and problem solvers as opposed to just consumers of information is a focus for Curie. All lessons will be aligned to CA State Standards and follow the gradual release of responsibility model to create and cultivate thinking-intensive readers, writers, listeners, and speakers across all content areas.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.

Prof&Curriclm Dev Vist Tchr	$15,300.00	09800-1192	Professional development release days for teachers to include data analysis and goal setting, professional collaboration, and student centered instructional planning	Teams have been able to analyze student assessment data and work samples to target students' specific needs more effectively. In addition, teams have been able to develop their content knowledge related to California Content Standards by having time together to engage in professional research and discussion. This allows teachers the opportunity to learn from colleagues, review data at the student level, and problem solve on ways to best support the diverse needs of students. Furthermore, teams feel that having PLC release days helps them unpack the standards and develop	Need additional professional development to continue to raise academic achievement for our students with disabilities and English learner student groups. Although students with disabilities and English learners students groups demonstrated an increase in academic performance in ELA, the average distance from standard reflects an achievement gap when compared to white, Asian, and two or more races student groups.	Professional development will focus on deepening knowledge of differentiated supports and scaffolds in Tier 1 instruction to ensure all students access the curriculum at high levels of engagement.

				appropriate learning targets that support and accelerate student achievement. ELA academic performance on 2019 CAASPP increased in the distance from standard met by 5.6 points as identified on the California Dashboard.		
Supplies	$884.00	09800-4301	supplemental instructional materials	Supports differentiation of instruction to meet the needs of English learners and/or students with disabilities	Limited knowledge base across teams on how to utilize a variety of tools to support diverse learners.	Professional learning and collaboration with education specialists on effective supplemental materials and how to use effectively to support diverse learners

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

The professional development and related classroom and intervention supports described in this strategy are for the primary benefit of Curie's unduplicated students. Curie has an unduplicated pupil percentage of 20.8% and knowing that these students historically struggle in core content areas, we want to provide them with additional supports. We think that all students will benefit from the professional development of their teachers. Teachers will develop their knowledge of mathematical instruction focused on cognitive guided instruction strategies through professional development and student-centered collaboration. In addition, teachers will deepen their knowledge of key mathematical shifts that create greater focus and help students gain a strong foundation and solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside of the classroom.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	[no data]	Teams have been able to analyze student assessment data and work samples to target students' specific needs more effectively. In addition, teams have been able to develop their content knowledge related to California Content Standards	Need additional professional development to continue to raise academic achievement for our students with disabilities and English learner student groups. Although students with disabilities and English learners	Professional development will focus on deepening knowledge of differentiated supports and scaffolds in Tier 1 instruction to ensure all students access the curriculum at high levels of engagement.

				by having time together to engage in professional research and discussion. This allows teachers the opportunity to learn from colleagues, review data at the student level, and problem solve on ways to best support the diverse needs of students. Furthermore, teams feel that having PLC release days helps them unpack the standards and develop appropriate learning targets that support and accelerate student achievement. Math academic performance on 2019 CAASPP increased in the distance from standard met by 8.3 points as identified on the California Dashboard.	students groups demonstrated an increase in academic performance in Math, the average distance from standard reflects an achievement gap when compared to white, Asian, and two or more races student groups.

Supplies	--	--	09800-4301	[no data]	Supports differentiation of instruction to meet the needs of English learners and/or students with disabilities	Limited knowledge base across teams on how to utilize a variety of tools to support diverse learners.	Professional learning and collaboration with education specialists on effective supplemental materials and how to use effectively to support diverse learners

Note/Reminders (optional):
What are my leadership strategies in service of the goals?