

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT CURIE ELEMENTARY SCHOOL

**2022-23**

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:** Duren, Ashley

**Contact Person:** Duren, Ashley

**Position:**

**Telephone Number:** 858/221-5500;

**Address:** 4080 Governor Dr, Curie Elementary, San Diego, CA, 92122-2523,

**E-mail Address:** aduren@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

**Board Approval:** *January 24, 2023*

**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.*



2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Curie Elementary PHONE: 858-221-5500 FAX: 858-456-3972  
SITE CONTACT PERSON: Ashley Duren E-MAIL ADDRESS: aduren@sandi.net

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

- Title I Schoolwide Programs (SWP)  CSI School  ATSI 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 composed correctly, and 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: 9-21-22  
 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: 9-21-22  
 Other (list): \_\_\_\_\_ Date of presentation: \_\_\_\_\_

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9-21-22

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.

Ashley Duren  
Type/Print Name of School Principal  
Marlo Walker  
Type/Print Name of SSC Chairperson  
Yoshie Yoshinaga  
Type/Print Name of ELAC Representative  
Steve Elizondo  
Type/Print Name of Area Superintendent

[Signature] 9-21-22  
Signature of School Principal / Date  
Marlo Walker 9/21/22  
Signature of SSC Chairperson / Date  
Yoshie Yoshinaga 9/21/22  
Signature of ELAC Representative / Date  
[Signature] 1/5/23  
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures  
Strategic Planning for Student Achievement Department  
Eugene Brucker Education Center, Room 3126

one October 7th 2022

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a non- Title 1 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: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

**ENGAGING EDUCATIONAL PARTNERS**

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 2022-2023 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 2022-2023 School Plan for Student Achievement:

- September 21, 2021 SSC/SGT
- October 18, 2021 SSC/SGT
- January 13, 2022 SSC/SGT
- March 3, 2022 SSC/SGT
- May 25, 2022 SSC/SGT
- September 21, 2022

**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 on how our values and belief systems as a school are aligned with our actions and practices schoolwide. Based on our analysis, resource inequities involved inconsistent use of student data from common formative assessments to inform instruction and inconsistencies in teachers' 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.

Proposed countermeasures in response to resource inequities include:

- Building teacher capacity through professional development
  - participation in professional collaboration that is student-centered and focused on results
  - participation in professional development to build capacity in using student formative assessment to support instructional planning
  - 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 and/or opportunities for extra hourly pay 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" 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.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Ashley Duren	Principal
Marlo Walker	Classroom Teacher
Jeannette Monastero	Classroom Teacher
Christine Rodriguez	Classroom Teacher
Penny Cavanagh	Other School Representative
Catherine Yetman	Parent
Rachel Tait	Parent
Candilee Russell	Parent
Mimika Koletsou	Parent
Shirley Miranda	Parent

**GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**

**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District**

**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.

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2021-22**

**\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

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. Since the return to in-school instruction for the 2021-22 school year, significant improvements have been made in the outreach efforts to include a wider representation of diverse families with regards to 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 meet and greet /orientation with our new Principal Duren in July 2022 to make them feel welcome, know the face and name of the new principal, and to establish parent connections with one another. School virtual tours and small group in-person tours were also provided for incoming families and students. Weekly updates and school newsletter were consistently delivered to all families on a weekly basis. Principal videos and presentations were also created to support and families and encourage school spirit. According to feedback given by SSC, PTA, ELAC and staff, the weekly school principal updates and Curie newsletter were of great support and well-received by our families.

The 2021-22 school year was a period of re-building. Our chronically absent students skyrocketed from an average of 4.9% in previous years to 16% in 2021-22. Teachers reported that students were not trained for the classroom, as expected from so much time with online learning, and so regular routines took longer than expected, student behaviors increased, and social interactions between students needed to be explicitly taught. The time out of physical school, and then the return to in-person instruction but with masks, social distancing, and limited activities, took a mental and emotional toll on students, parents, and teachers alike. Families and teachers also reported feeling separated from one another, and all look forward to reconnecting during the 2022-

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23 school year. Now that there aren't any Covid parameters or mandates, we are returning to all pre-pandemic activities, and have already seen a dramatic turn-out at the early school events this year. Parents and children are showing up in large groups to playdates, orientations and Back-to-School Night, which had an attendance of over 600 parents, according to class sign-in sheet counts. Our PTA has also planned to bring back all traditions and events of Curie, and we hope to see an increase of parent volunteer involvement, in addition to donations raised.

Community-building is our focus for the 2022-23 school year. This entails community-building between the school and its parents and community organizations; community-building between our teachers; community-building within our cluster schools, and community-building in the classroom, both teacher-to-student and student-to-student. The principal plays an instrumental role in this coming to fruition, and is dedicated to being present and visible, supporting parent and school events any way possible, and bringing enthusiasm to the school culture, modeling the welcoming climate we hope to promote.

### **\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

For 2022-23, all activities on-site are resuming to normal, pre-pandemic. As a result of the Covid-19 pandemic, schools were not open to the public and instruction was conducted online only through April of 2021. April -June 2021 was our phase 2 reopening hybrid model with 85% of our students participating in on campus learning 4 days per week. For the 2021-22 school year, students resumed their first complete year of in-person instruction post-pandemic.

### **\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

For the 2022-23 school year, the district's initial projection of students to be enrolled (excluding UTK) was 476 students. In the two weeks prior to the start of the school year, we saw a dramatic increase in enrollment from this projection, and as of Sept. 2022, have a total enrollment of 507 students (excluding UTK). We attribute this increase to new families moving to the neighborhood, and the acquisition of families who have elected to leave charter and private schools, as there are no longer any district wide Covid mandates in effect.

As a result of this increase, we were allocated an additional teacher (1.0 FTE) the Friday before school began, who was placed in the lower grades, and we believe we will qualify for an additional teacher for our upper grades once the district surveys the school's enrollment on the third Friday of September. We anticipate these smaller class sizes to support teacher instruction in meeting our students' needs, and to help us meet our goals for our 2022-23 SPSA.



### \*Identified Need

According to the district's Hoonuit program, during 2021-22 school year Curie's chronically absent rate was 16%, with 35% of kindergartners exhibiting this behavior, the highest percentage of any grade. The exceptionally high absence rate was likely due to Covid fears. We hope to see this drop dramatically to 6% for the 2022-23 school year as the pandemic falls further behind us. Therefore, putting preventative measure in place to encourage daily attendance and decrease chronic absenteeism is an area in need of improvement. For ethnicity, 23% of our Hispanic students exhibited chronic absenteeism; 27% of our socioeconomically disadvantaged students were chronically absent; and our students with disabilities mirrored that of the rest of the overall school population. For the 2022-23 school year, we want all of our groups to have the same goal- to reduce our chronic absenteeism to 6%, the goal for our overall population. While we realize that the fear of Covid is still present and families will likely still keep their children home over the coming months more so than pre-pandemic, we also hope to see a dramatic decrease in chronic absenteeism, as it is accepted that Covid is here to stay. Our small sample size of African American students do not exhibit chronic absenteeism, so we want to keep that goal at 0%.

In addition, of the 33% of 5th grade students that completed the California Healthy Kids Survey for 2021-22, only 59% of those 5th graders indicated that they had opportunities for meaningful participation; therefore, providing students with ample opportunities to engage around meaningful and purposeful tasks and discussions is an identified area of need. Furthermore, the California Schools Parent Survey indicated 22% of Curie families of the sample size of 133 believed that the school actively seeks the input of parents before making important decisions. This is the same percentage as before. This remains the lowest subcategory under Parental Involvement each year; therefore, explicitly engaging families and actively seeking their input around key decisions is an area requiring improvement. While the low parent association to school in recent years may be attributed to Covid, there are also families that are revealing we must do more to actively engage their involvement at our school.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease the percentage of chronic absenteeism	16%	6.0%	Chronic Absenteeism	Annually
June 2023	5	Improve students' engagement by creating conditions for meaningful participation	59%	70%	CAL-SCHLS (CHKS)	Annually
June 2023	TK-5	Improve parent communication and participation with regards to important decisions about the school	22%	48%	CAL-SCHLS (CSPS)	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Hispanic or Latino	Decrease chronic absenteeism	23%	6%	Chronic Absenteeism	Annually
June 2023	TK-5	Students with Disabilities	Decrease chronic absenteeism	17%	6%	Chronic Absenteeism	Annually
June 2023	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	27%	6%	Chronic Absenteeism	Annually
June 2023	TK-5	Black or African American	Increase Daily Average Attendance	small sample size	0%	Attendance	Annually

**Supporting Black Youth - Additional Goals**

1. Curie Elementary’s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
2. The staff diversity goal at Curie Elementary is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Curie Elementary’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
3. In the 2022-23 school year, Curie Elementary will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
4. Curie Elementary will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
5. Curie Elementary’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
6. Curie Elementary will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
7. Curie Elementary will increase access to advanced classes--gate, seminar, advanced placement for black youth.
8. Curie Elementary will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

**Monthly Monitoring**

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

With the monthly reporting of chronic absenteeism by our attendance clerk, and phone calls to families exhibiting this behavior, we hope to see the decrease of absences. We also hope the return to normal school activities will encourage students to attend regularly, as they find excitement being on the campus. All students will benefit from the strategy/activity in the area of chronic absenteeism, specifically Socioeconomically Disadvantaged, students with disabilities, Hispanic/Latino, and Black Youth student groups. Our school will also receive formal district training in restorative practices, which we hope will build strong classroom and campus behaviors to promote an inclusive environment in which all and families students feel welcome. All of our classes are GATE classes, as our teachers employ GATE strategies within their instruction, teaching to the highest level and scaffolding as needed.

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**\*Strategy/Activity - Description**

To accomplish this goal, the principal will meet monthly 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. The principal/counselor will conference with parents/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.

To support this goal, the Second Step socio-emotional software program will be purchased from LCFF funds.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0077-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N00772C	The Second Step program is an SEL program that is meant to support the needs of all our students in order to build the confidence and independent skills necessary to thrive.

## **LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All**

### **Call to Action Belief Statements**

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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**

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

**Annual Review of This Goal: SPSA Reviewed 2021-22****\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

For the analysis of the 2022 spring SBAC English Language Arts, data revealed that although 80% of students met or exceeded standards, in ELA, and 78% in math, 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. Greater attention to clear measurable objectives and differentiated learning goals and strategies to meet the needs of our diverse learners in an area of need. For example, the students with disabilities student group demonstrated 40% in the percentage of students meeting or exceeding standards in ELA, and just 40% in math.

Furthermore, after a close analysis of this data, staff concludes that greater attention is needed in the area of balanced literacy 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.

Since student assessment results averaged at 67.6 points above standard, Curie remains in the blue performance indicator. We do find significant gaps in achievement with our students with disabilities, Hispanic, and Socioeconomically Disadvantaged (SED) student groups. The average distance from standard for students 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 classroom observations and collaborative discussions with various stakeholder groups, engaging students in mathematical inquiry through the use of number talks, collaborative problem solving around authentic tasks, along with the use of a variety of alternative algorithms and strategies require closer attention and consistent implementation throughout all classrooms moving forward. For the 2022-23 school year, our staff will focus in PLCs on how to close the achievement gap for all students, and not just accept the overall school's strong performance marks as "good enough".

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Daily differentiated small group instruction within a balanced literacy framework was not implemented consistently by all teachers in 2021-22. The planned strategies from the previous year will be implemented in the 2022-2023 to support the district's Literacy Acceleration Plan. ILT will meet monthly to determine manageable steps for each month's PLC meetings in meeting our goals.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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 walkthroughs 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. For 2022-23, ILT will meet monthly to discuss staff progression, and determine next best steps for PLCs to implement.

**\*Identified Need - English Language Arts**

Based on 2021-22 CAASPP results, 20% of students in grades 3-5 did not meet standards in English Language Arts. This equates to 49 kids. From the last comparison of CAASPP, the 2018-19 school year, 17.3% of students did not meet standards, so we saw a decrease in overall achievement of almost 3%. The 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.

**\*Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Meet or exceed standard	80%	86%	CAASPP ELA	annually
June 2023	3-5	Increase average distance from standard	68.3 points above standard	5 points	CAASPP ELA	annually
June 2023	3-5	Meet or exceed standard	86	92	FAST aReading	annually

**\*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Hispanic or Latino	Meet or exceed standard	83%	90%	CAASPP ELA	annually
June 2023	3-5	Students with Disabilities	Meet or exceed standard	40	46	CAASPP ELA	annually
June 2023	3-5	English Learner	Increase the percentage of students reaching level 4 language proficiency	33%	40%	Other (Describe in Objective)	annually
June 2023	3-5	Black or African American	Meet or exceed standard	small sample size	100%	FAST aReading	annually

### \*Identified Need - Math

Based on 2021-2022 CAASPP results, 22% of students in grades 3-5 did not meet standards in Math. This equates to 52 students. 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. When compared to 2018-19 CAASPP results, this is a 2% decrease in student achievement.

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. The planned strategies from the previous year will be implemented in the 2022-2023.

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 2023	3-5	Increase the percentage of students meeting or exceeding standards	78%	84%	CAASPP Math	annually
June 2023	3-5	Increase the average distance from standard	67.6 points above standard	72 points above standard	CAASPP Math	annually
June 2023	3-5	DEMI: Focus Domain KNOWLEDGE: Increase the percentage of students meeting or exceeding standards	91%	100%	DEMI	annually
June 2023	3-5	DEMI: Focus Domain APPLICATION: Increase the percentage of students meeting or exceeding standards	92%	100%	DEMI	annually
June 2023	3-5	DEMI: Focus Domain COMMUNICATION: Increase the percentage of students meeting or exceeding standards	79%	85%	DEMI	annually

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<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Math</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	increase the percentage of students meeting or exceeding standard	40%	46%	CAASPP Math	annually
June 2023	3-5	Hispanic or Latino	increase percentage of students meeting or exceeding standards	73%	80%	CAASPP Math	annually
June 2023	3-5	English Learner	increase percentage of students meeting or exceeding standards in the area of communicating mathematical reasoning	33%	40%	CAASPP Math	annually
June 2023	3-5	Black or African American	increase the percentage of students meeting or exceeding standards	small sample size	100%	CAASPP Math	annually
<b>*Identified Need - English Learners</b>							
<p>The English learner student population at Curie has a significant gap in achievements 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).</p> <p>According to district Hoonuit, approximately 42% of Curie's English Learners are well-developed, 37% are moderately developed, and 21% are somewhat developed. While our data is encouraging, it is about closing the achievement gap for all of our students, and seeing our English Learners perform as well as our native speakers on assessments. We want to see our English Learners advance a proficiency level each year, and for all students to reclassify by the time the promote to middle school as proficient English speakers.</p>							
<b>*Goal 4 - English Learners</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students from Well Developed to Reclassified	42%	100%	Summative ELPAC	Annually
June 2023	3-5	English Learner	Increase the students from Moderately Developed to Well Developed	37%	100%	Summative ELPAC	Annually
June 2023	3-5	English Learner	Increase the percentage of students from Somewhat Developed to Moderately Developed	21%	100%	Summative ELPAC	Summative
<b>*Identified Need - Graduation/Promotion Rate</b>							
<p>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. We expect 100% of our students to promote to 6th grade.</p>							



<b>*Goal 5- Graduation/Promotion Rate</b>							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3	Increase the percentage of students above standard in reading claim performance level	62%	72%	Grade 3 ELA Reading	annually	
June 2023	5	Increase the percentage of students above standard in reading claim performance level	51%	61%	Grade 5 ELA Reading	annually	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	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
<b>Professional Development</b>							
<b>*Students to be served by this Strategy/Activity</b>							
<p>Based on our site's data, we want to make sure we are closing the achievement gap for all of our students. Based on the data, our English Learners and students with disabilities are in need of the most support. Our staff is determining our PLC focus for the year to support our students who are struggling, as well as our students who are meeting and exceeding standards to push to the next level as well. To do this, our staff will use release days to undergo professional development and observation of one another to further their learning. Supporting the district's literacy acceleration plan is one of our top goals.</p> <p>We will use LCFF funds of \$5,000 for the 2022-23 school year.</p>							
<b>*Strategy/Activity - Description</b>							
<p>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.</p> <p>No LCFF funds required for this strategy, as this will occur on one minimum day professional development meeting per month.</p>							

## Curie Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0077O	Prof&Curriclm Dev Vist Tchr		\$5,000.00	\$6,190.50	0077-00000-00- 1192-1000-1110- 01000-0000	Discretionary Alloc			Release days for professional development
<b>*Additional Supports for this Strategy/Activity</b>									
<p>Differentiated coaching support for teachers by principal</p> <p>Instructional Leadership Team collaboration to support grade-level teams in PLC</p> <p>Monthly whole-staff professional development with a focus on balanced literacy, small group instruction, and knowing our learners as readers and writers</p> <p>UC Cluster Triad collaboration to provide leadership with coaching support to strengthen professional development</p> <p>Collaboration between SPED and general education teachers to support the academic, emotional, and behavioral needs of our students with disabilities</p>									
<b>Cognitive Guided Student-Centered Instruction</b>									
<b>*Students to be served by this Strategy/Activity</b>									
<p>For our PLC focus this year, our teachers will include student-centered learning and provide enrichment activities for all of our students. Students need to be engaged in order to find the learning meaningful. To accomplish this, students need to be offered choices, have opportunities to collaborate with one another, and see themselves in their learning. This benefits all our students and promotes life-long learning. We already have several resources available to accomplish this goal, such as learning in our community garden; enrichment time with PTA- sponsored music, art, and pe teachers; teachers who employ GATE strategies; after-school community organizations that teach our students a variety of skills; and an enthusiasm from our parents and community to bring further enrichment activities to our school, to include assemblies, field trips, a STEAM program, and other ideas currently in discussion.</p> <p>Items in this strategy are funded by our PTA.</p>									
<b>*Strategy/Activity - Description</b>									
<p>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.</p> <p>\$5,000 in LCFF funds to be used for professional development.</p>									

## Curie Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Currielm Dev Vist Tchr				0077-00000-00- 1192-1000- 1110-01000- 0000	Discretionary Alloc		LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0077O	Professional development for our teachers with release days
*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									
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									
<p>Providing teachers with 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 is an essential strategy to help achieve our English learner goals. To support this goal, we will also purchase the software programs of Brainpop for English Learners, Reading A-Z for 3rd grade, and Lexia language arts for all students grades 3-5. (Our Brainpop license is in the middle of its three-year subscription, so no funds need to be used this year for this program.)</p> <p>Funding for software license A-Z is a two-year license at \$5,000 and will be paid for with line item 5841 for software license.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00773V	Software License		\$5,000.00	\$5,000.00	0077-00000-00- 5841-1000-1110- 01000-0000	Discretionary Alloc			Program to support the learning of our English learners. A-Z software license

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

- Classroom walkthroughs designed to capture evidence-based practices for English learners  
 - Principal observational support of class instruction to script which kids are talking, what they are saying, and analysis with the teacher of what their talk reveals.

**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 English proficiency and support their social-emotional learning is an area of need.  
 To support our English learners, we will also use the software program of Brainpop for English Learners. We also will use Lexia Language Arts for all students grades 3-5.  
 Funding to come from LCFF budget.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00772C	Software License		\$7,494.00	\$7,494.00	0077-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners		To support the learning of our English learners. Purchase of software Brainpop planned.

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

Use of line item 09800, \$5,000, to determine newly enrolled students' initial English proficiency Sept. 2022, and to test in spring 2023 for students' English proficiency progress and possible reclassification. Budget to pay for support teacher to come to Curie to conduct both test administrations.

**ELPAC Testing**

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

English Learners

**\*Strategy/Activity - Description**

One- on- one ELPAC student testing to gather student English language proficiency data and progress on goals in the areas on listening, speaking, reading, and writing. Data used to inform instructional decisions to support student achievement.

## Curie Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N007750	Retired NonClstrm Tchr Hrly		\$5,000.00	\$6,190.50	0077-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Support the administration of ELPAC testing

### Collaboration

#### \*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. Collaboration times between SPED teachers and general education teachers built into minimum day meetings for talk on how to support our students' academic, emotional, and behavioral needs on an individual level.

Documentation of student progress monitored by teams. The purchase of the software Brainpop, Learning A-Z, and Lexia to support the learning of our students with disabilities. In addition, our students who do not have access to technology on a regular basis will have the opportunity to interact with the software that is designed to meet them where they are in their learning.

Funds to come from LCFF.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0077-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N00772C	The software purchased to be used as instructional support for our students with disabilities and students who do not have access to technology at home. Planned software includes Brainpop, Lexia, Learning A-Z

#### \*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

No funds required.

**Professional Development/Equity**

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

All students will be served, specifically our Black Youth. Belonging is essential. 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 each and every child is an ongoing area of focus and need. Currently, our African American student are all meeting or exceeding standards.

**\*Strategy/Activity - Description**

Staff will engage in professional learning to build self-awareness and understanding of implicit bias and how it impacts our 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 impacts student achievement. Defining what equity means, what it looks like on campus, and how we will take the necessary steps to achieve this vision will be a focus for staff professional development. This will mean a culture of inclusiveness and community inside the classrooms as well as on the general campus at all times, and extends beyond our student body to include our staff, our families, and all community partnerships. We are also partnering with the district's restorative justice department to train our staff in equity-minded practices to create an school environment to support this focus. No LCFF funds used for this strategy; district-supported.

**Guided Reading**

**\*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
- No funds used to support this strategy.

**LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools**

**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 2021-22**

**\*Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

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**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Now that we can hold large gatherings again, Curie is committed to providing all pre-pandemic family and student engagements on-campus again. We believe that school is the hub of family and community activity, and our parents are so eager to be present and volunteer their time to create the strongest, and most fun, educational experiences we can for our students.

We hosted two Back-to-School Nights this September; one for our UTK/ kinder parents, and the other as a whole-school event. We had a combined parent attendance of over 600 parents, as documented by teacher sign-in sheets. We are very proud of our family and community involvement, and for the 2022-23 school year, dedicated to promoting attendance at our many school events.

<b>*Identified Need</b>					
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.					
<b>*Goal 6- Family Engagement</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>
June 2023	Other (Describe in Objective)	Increase the percentage of parents/guardian who perceive the school actively seeks the input of parents before making important decisions	22%	48%	CAL - SCHLS (CSPS)
<b>*Annual Measurable Outcomes</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>
June 2023	Other (Describe in Objective)	Increase the number of parents/community members attending various committee/parent meetings such as PTA, UC Cluster, ELAC, Coffee with the Principal	10-15 persons in attendance	20-25 persons in attendance	Meeting Attendance
<b>Communication</b>					
<b>*Families to be served by this Strategy/Activity</b>					
All families					
<b>*Strategy/Activity - Description</b>					
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 No LCFF funds will be used to support this strategy this year.					
<b>*Additional Supports for this Strategy/Activity</b>					
Teacher communication via teacher webpages Updated Parent Resource tab to include pertinent school information on Curie website					



## **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 Elementary 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)	\$ 13,685

## 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)	\$ 13,685
[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): \$ 13,685

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 13,685

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Curie Elementary	09800 LCFF Intervention Support	(blank)	1986 Retired NonClstrm Tchr Hrly	Retired NonClstrm Tchr Hrly	5,000.00	0	\$5,000.00
Curie Elementary			3000 Benefits			0	\$1,190.50
Curie Elementary			5841 Software License	Software License	7,494.00	0	\$7,494.00
Curie Elementary		(blank) Total				0	\$13,684.50
Curie Elementary	09800 LCFF Intervention Support Total					0	\$13,684.50

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



## Curie Elementary School

2022-2023 School Year

### PARENT AND FAMILY ENGAGEMENT POLICY

Curie Elementary has developed a written Non-Title I parental involvement 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 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 lines of communication between the school and home;
  - discussing current student assessment data and student progress on goals;
  - providing information about school and district resources for student academic improvement;
  - engaging parents in a variety of school community meetings such as PTA & UC Cluster meetings ;
  - conferencing with teachers & staff;
  - providing workshops 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.
- ◇ Curie values the input and feedback from its stakeholders. Parental input from 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

### What is a Home/School Compact?

A *Home/School Compact for Achievement* is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

Effective compacts:

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom
- ALL parents/guardians will have access to opportunities to participate in school events regardless of ethnicity, language barriers, disabilities, etc.
- Communications from school will be accessible to ALL parents/guardians

**Jointly developed by Curie Elementary School Site Council**

**Resource Links:**

**Common Core State Standards**

<https://www.cde.ca.gov/re/cc/>

**Curie Elementary Website**

<https://www.sandiegounified.org/schools/curie>

**Curie PTA**

<https://www.curiepta.org/>

## Home/School Compact

### Activities to Build Partnerships

- Scheduled Parent-Teacher Conference Days
- Various Community Events (i.e., Back to School Night, Family Science Night, Community Fair)
- Coffee with the Principal Meetings
- Parent Workshops
- PTA Meetings
- UC Cluster Meetings

If you would like to *volunteer, participate in, and/or observe a classroom, please check in with our school office and we will be happy to help you.*

### Communication about Student Learning and School Related Events

Our school is committed to regular two-way communication with families about their children's learning and school events. Some of the ways parents and Curie staff communicate all year are:

- Activities to build partnerships (above)
- Classroom Newsletters
- School Messenger
- Phone Calls
- Parent-Teacher conferences
- Arrival and Dismissal greetings
- Teacher webpages
- Email
- Weekly e-blast
- Peach-jar electronic flyers
- PTA newsletter

## Home/School Compact

Curie Elementary School



Home of the Curie Colts!

Curie students will graduate with pride in themselves and their community, with a sense of curiosity and perseverance, and with confidence in their academic and social abilities to meet the challenges of an ever-changing world.



## Our Goals for Student Achievement

### District Goals

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

### School Goals

- Develop proficient, confident, and Curie-ous learners
- Establish a culture that models a growth and innovative mindset in the face of any challenge or obstacle
- Implement a responsive approach to teaching that develops social-emotional and academic competencies for all students

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

If you wish to learn more about Curie Elementary, please visit our school website or contact the school office. We are happy to help.

## Teachers, Parents, Students—Together for Success

### In the Classroom

- **Deliver engaging and challenging lessons that promote student achievement**
- **Provide a safe, positive, and caring learning environment that promotes the development of the whole child**
- **Model a growth mindset and help every child develop a love of learning**
- **Have high expectations and model safe, respectful, and responsible behavior at all times**
- **Set clear, measurable learning goals and monitor progress**
- **Provide students with specific feedback that promotes meta-cognitive and critical thinking skills**
- **Provide interactive opportunities to engage with student learning**

### At Home

- **Ensure that my child attends school and receives adequate sleep and proper nutrition**
- **Communicate the importance of education and learning to my child**
- **Participate in and attend school activities such as Back to School Night and Parent-Teacher conferences**
- **Regularly monitor my child's progress in school**
- **Read to my child and/or encourage a love of reading**
- **Have high expectations and model safe, respectful, and responsible behavior at all times**
- **Read Family Handbook and all school notices/communication**

### Students

- Come to school on time with a positive attitude and ready to learn
- Put forth my best effort and work to my fullest potential
- Demonstrate and model safe, respectful, and responsible behavior in and out of school
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful

Curie Elementary School-San Diego Unified School District

4080 Governor Drive San Diego, CA 92122

P (858) 221-5500 F (858) 546-3972

<https://www.sandiegounified.org/schools/curie>



## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes from [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school) :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Curie**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	271	84.9	294	82.3	274	82.8	252	82.9	247	80.2	-4.7	-2.7	274	81.0	293	79.9	278	79.9	250	82.4	248	78.2	-2.8	-4.2
Female	138	86.2	145	86.2	131	84.7	118	83.1	117	81.2	-5.0	-1.9	140	81.4	145	77.9	135	75.6	118	79.7	118	80.5	-0.9	0.8
Male	133	83.5	149	78.5	143	81.1	134	82.8	130	79.2	-4.3	-3.6	134	80.6	148	81.8	143	83.9	132	84.8	130	76.2	-4.4	-8.6
African American	4	-	3	-	4	-	4	-	6	-	-	-	4	-	3	-	4	-	4	-	6	-	-	-
Asian	21	85.7	39	87.2	36	88.9	30	93.3	49	73.5	-12.2	-19.8	24	95.8	40	85.0	38	81.6	31	96.8	49	79.6	-16.2	-17.2
Filipino	0	-	1	-	1	-	3	-	1	-	-	-	0	-	1	-	1	-	3	-	1	-	-	-
Hispanic	42	71.4	40	65.0	46	73.9	41	70.7	33	72.7	1.3	2.0	42	59.5	40	65.0	47	68.1	40	62.5	33	66.7	7.2	4.2
Native American	1	-	2	-	1	-	1	-	0	-	-	-	1	-	2	-	1	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	164	87.8	159	87.4	142	83.1	136	83.8	132	82.6	-5.2	-1.2	164	85.4	157	82.8	143	81.8	134	85.8	133	79.7	-5.7	-6.1
Multiracial	35	85.7	47	76.6	39	87.2	37	86.5	26	84.6	-1.1	-1.9	35	80.0	47	76.6	39	84.6	37	83.8	26	76.9	-3.1	-6.9
English Learner	13	46.2	15	26.7	16	31.3	10	60.0	10	10.0	-36.2	-50.0	16	68.8	16	37.5	20	40.0	10	70.0	10	10.0	-58.8	-60.0
English-Speaking	258	86.8	279	85.3	258	86.0	242	83.9	237	83.1	-3.7	-0.8	258	81.8	277	82.3	258	82.9	240	82.9	238	81.1	-0.7	-1.8
Reclassified†	23	95.7	30	90.0	27	96.3	24	91.7	32	84.4	-11.3	-7.3	23	82.6	30	86.7	27	88.9	24	79.2	32	84.4	1.8	5.2
Initially Eng. Speaking	235	86.0	249	84.7	231	84.8	218	83.0	205	82.9	-3.1	-0.1	235	81.7	247	81.8	231	82.3	216	83.3	206	80.6	-1.1	-2.7
Econ. Disadv.*	51	72.5	52	65.4	42	66.7	33	54.5	37	56.8	-15.7	2.3	52	65.4	53	56.6	44	68.2	32	53.1	37	51.4	-14.0	-1.7
Non-Econ. Disadv.	220	87.7	242	86.0	232	85.8	219	87.2	210	84.3	-3.4	-2.9	222	84.7	240	85.0	234	82.1	218	86.7	211	82.9	-1.8	-3.8
Gifted	156	94.2	127	93.7	79	94.9	77	97.4	33	100.0	5.8	2.6	156	89.1	126	92.9	79	92.4	77	96.1	33	93.9	4.8	-2.2
Not Gifted	115	72.2	167	73.7	195	77.9	175	76.6	214	77.1	4.9	0.5	118	70.3	167	70.1	199	74.9	173	76.3	215	75.8	5.5	-0.5
With Disabilities	13	61.5	21	42.9	19	31.6	26	46.2	31	48.4	-13.1	2.2	13	46.2	21	42.9	21	19.0	24	45.8	31	48.4	2.2	2.6
WO Disabilities	258	86.0	273	85.3	255	86.7	226	87.2	216	84.7	-1.3	-2.5	261	82.8	272	82.7	257	84.8	226	86.3	217	82.5	-0.3	-3.8
Homeless	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Foster	0	-	0	-	1	-	1	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Military	5	-	5	-	5	-	4	-	3	-	-	-	5	-	5	-	5	-	4	-	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.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Curie**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	103	84.5	99	78.8	78	80.8	0	-	95	84.2	-0.3	-	104	89.4	98	80.6	78	89.7	79	92.4	96	85.4	-4.0	-7.0
Female	52	84.6	47	78.7	34	79.4	0	-	48	79.2	-5.4	-	53	88.7	46	76.1	34	91.2	39	89.7	49	81.6	-7.1	-8.1
Male	51	84.3	52	78.8	44	81.8	0	-	47	89.4	5.1	-	51	90.2	52	84.6	44	88.6	40	95.0	47	89.4	-0.8	-5.6
African American	2	-	1	-	2	-	0	-	3	-	-	-	2	-	1	-	2	-	3	-	3	-	-	-
Asian	14	85.7	18	94.4	9	-	0	-	20	80.0	-5.7	-	15	93.3	18	100.0	9	-	9	-	20	90.0	-3.3	-
Filipino	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Hispanic	18	61.1	13	61.5	13	76.9	0	-	13	84.6	23.5	-	18	66.7	13	69.2	13	84.6	8	-	13	84.6	17.9	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	55	89.1	50	80.0	43	76.7	0	-	46	84.8	-4.3	-	55	92.7	49	77.6	43	90.7	43	93.0	47	83.0	-9.7	-10.0
Multiracial	13	92.3	15	73.3	10	100.0	0	-	12	83.3	-9.0	-	13	100.0	15	80.0	10	100.0	15	100.0	12	83.3	-16.7	-16.7
English Learner	8	-	6	-	6	-	0	-	3	-	-	-	9	-	6	-	6	-	1	-	3	-	-	-
English-Speaking	95	87.4	93	80.6	72	83.3	0	-	92	85.9	-1.5	-	95	90.5	92	81.5	72	91.7	78	92.3	93	87.1	-3.4	-5.2
Reclassified†	3	-	10	100.0	7	-	0	-	9	-	-	-	3	-	10	100.0	7	-	7	-	9	-	-	-
Initially Eng. Speaking	92	87.0	83	78.3	65	83.1	0	-	83	84.3	-2.7	-	92	90.2	82	79.3	65	92.3	71	91.5	84	86.9	-3.3	-4.6
Econ. Disadv.*	16	62.5	14	57.1	9	-	0	-	11	63.6	1.1	-	16	81.3	14	64.3	9	-	8	-	11	54.5	-26.8	-
Non-Econ. Disadv.	87	88.5	85	82.4	69	82.6	0	-	84	86.9	-1.6	-	88	90.9	84	83.3	69	89.9	71	93.0	85	89.4	-1.5	-3.6
Gifted	46	97.8	25	92.0	27	88.9	0	-	33	100.0	2.2	-	46	97.8	25	96.0	27	96.3	26	96.2	33	93.9	-3.9	-2.3
Not Gifted	57	73.7	74	74.3	51	76.5	0	-	95	84.2	10.5	-	58	82.8	73	75.3	51	86.3	53	90.6	96	85.4	2.6	-5.2
With Disabilities	13	61.5	6	-	8	-	0	-	12	50.0	-11.5	-	2	-	6	-	8	-	5	-	12	58.3	-	-
WO Disabilities	101	86.1	93	80.6	70	90.0	0	-	83	89.2	3.1	-	102	91.2	92	82.6	70	97.1	74	93.2	84	89.3	-1.9	-3.9
Homeless	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	3	-	0	-	0	-	0	-	-	-	3	-	3	-	0	-	2	-	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.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Curie**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	83	81.9	101	88.1	92	83.7	0	-	78	88.5	6.6	-	85	77.6	100	85.0	94	78.7	77	93.5	78	89.7	12.1	-3.8
Female	41	85.4	53	90.6	41	82.9	0	-	38	92.1	6.7	-	42	78.6	53	84.9	43	72.1	34	91.2	38	94.7	16.1	3.5
Male	42	78.6	48	85.4	51	84.3	0	-	40	85.0	6.4	-	43	76.7	47	85.1	51	84.3	43	95.3	40	85.0	8.3	-10.3
African American	2	-	1	-	1	-	0	-	1	-	-	-	2	-	1	-	1	-	0	-	1	-	-	-
Asian	3	-	15	93.3	13	92.3	0	-	12	91.7	-	-	5	-	15	93.3	14	85.7	7	-	12	100.0	-	-
Filipino	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	2	-	0	-	-	-
Hispanic	10	80.0	16	62.5	15	80.0	0	-	16	81.3	1.3	-	10	70.0	16	75.0	15	73.3	16	81.3	16	68.8	-1.2	-12.5
Native American	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	54	81.5	51	96.1	44	81.8	0	-	43	88.4	6.9	-	54	81.5	50	88.0	45	77.8	43	95.3	43	93.0	11.5	-2.3
Multiracial	12	83.3	16	81.3	16	87.5	0	-	6	-	-	-	12	66.7	16	75.0	16	81.3	9	-	6	-	-	-
English Learner	2	-	6	-	5	-	0	-	0	-	-	-	4	-	6	-	7	-	4	-	0	-	-	-
English-Speaking	81	81.5	95	92.6	87	86.2	0	-	78	88.5	7.0	-	81	77.8	94	88.3	87	82.8	73	93.2	78	89.7	11.9	-3.5
Reclassified†	7	-	9	-	11	100.0	0	-	11	90.9	-	-	7	-	9	-	11	90.9	6	-	11	100.0	-	-
Initially Eng. Speaking	74	81.1	86	91.9	76	84.2	0	-	67	88.1	7.0	-	74	77.0	85	87.1	76	81.6	67	94.0	67	88.1	11.1	-5.9
Econ. Disadv.*	19	68.4	21	71.4	16	68.8	0	-	12	66.7	-1.7	-	20	60.0	21	61.9	17	70.6	9	-	12	83.3	23.3	-
Non-Econ. Disadv.	64	85.9	80	92.5	76	86.8	0	-	66	92.4	6.5	-	65	83.1	79	91.1	77	80.5	68	98.5	66	90.9	7.8	-7.6
Gifted	47	89.4	47	100.0	23	100.0	0	-	21	100.0	10.6	-	47	89.4	46	93.5	23	100.0	27	100.0	21	100.0	10.6	0.0
Not Gifted	36	72.2	54	77.8	69	78.3	0	-	57	84.2	12.0	-	38	63.2	54	77.8	71	71.8	50	90.0	57	86.0	22.8	-4.0
With Disabilities	7	-	4	-	7	-	0	-	11	63.6	-	-	7	-	4	-	8	-	7	-	11	54.5	-	-
WO Disabilities	76	84.2	97	91.8	85	85.9	0	-	67	92.5	8.3	-	78	80.8	96	87.5	86	83.7	70	97.1	67	95.5	14.7	-1.6
Homeless	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	3	-	0	-	2	-	-	-	1	-	1	-	3	-	0	-	3	-	-	-

\* 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.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Curie**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	85	88.2	94	79.8	104	83.7	0	-	74	66.2	-22.0	-	85	74.1	95	73.7	106	73.6	94	64.9	74	56.8	-17.3	-8.1
Female	45	88.9	45	88.9	56	89.3	0	-	31	71.0	-17.9	-	45	75.6	46	71.7	58	69.0	45	62.2	31	61.3	-14.3	-0.9
Male	40	87.5	49	71.4	48	77.1	0	-	43	62.8	-24.7	-	40	72.5	49	75.5	48	79.2	49	67.3	43	53.5	-19.0	-13.8
African American	0	-	1	-	1	-	0	-	2	-	-	-	0	-	1	-	1	-	1	-	2	-	-	-
Asian	4	-	6	-	14	92.9	0	-	17	52.9	-	-	4	-	7	-	15	80.0	15	93.3	17	52.9	-	-40.4
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	14	78.6	11	72.7	18	66.7	0	-	4	-	-	-	14	42.9	11	45.5	19	52.6	16	31.3	4	-	-	-
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	55	92.7	58	86.2	55	89.1	0	-	43	74.4	-18.3	-	55	81.8	58	82.8	55	78.2	48	70.8	43	62.8	-19.0	-8.0
Multiracial	10	80.0	16	75.0	13	76.9	0	-	8	-	-	-	10	70.0	16	75.0	13	76.9	13	53.8	8	-	-	-
English Learner	3	-	3	-	5	-	0	-	7	-	-	-	3	-	4	-	7	-	5	-	7	-	-	-
English-Speaking	82	91.5	91	82.4	99	87.9	0	-	67	73.1	-18.4	-	82	75.6	91	76.9	99	76.8	89	66.3	67	62.7	-12.9	-3.6
Reclassified†	13	100.0	11	72.7	9	-	0	-	12	66.7	-33.3	-	13	76.9	11	63.6	9	-	11	63.6	12	66.7	-10.2	3.1
Initially Eng. Speaking	69	89.9	80	83.8	90	86.7	0	-	55	74.5	-15.4	-	69	75.4	80	78.8	90	75.6	78	66.7	55	61.8	-13.6	-4.9
Econ. Disadv.*	16	87.5	17	64.7	17	64.7	0	-	14	42.9	-44.6	-	16	56.3	18	44.4	18	55.6	15	33.3	14	21.4	-34.9	-11.9
Non-Econ. Disadv.	69	88.4	77	83.1	87	87.4	0	-	60	71.7	-16.7	-	69	78.3	77	80.5	88	77.3	79	70.9	60	65.0	-13.3	-5.9
Gifted	63	95.2	55	89.1	29	96.6	0	-	12	100.0	4.8	-	63	82.5	55	90.9	29	82.8	24	91.7	12	83.3	0.8	-8.4
Not Gifted	22	68.2	39	66.7	75	78.7	0	-	62	59.7	-8.5	-	22	50.0	40	50.0	77	70.1	70	55.7	62	51.6	1.6	-4.1
With Disabilities	4	-	11	54.5	4	-	0	-	8	-	-	-	4	-	11	45.5	5	-	12	25.0	8	-	-	-
WO Disabilities	81	87.7	83	83.1	100	85.0	0	-	66	71.2	-16.5	-	81	74.1	84	77.4	101	77.2	82	70.7	66	60.6	-13.5	-10.1
Homeless	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	2	-	0	-	1	-	-	-	1	-	1	-	2	-	2	-	1	-	-	-

\* 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.

**APPENDIX E****2021-22 SPSA ASSESSMENT AND EVALUATION**

**Curie Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

**SCHOOL NAME: CURIE ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2021-22**

**Goal 2 - English Language Arts**

**Professional Development**

**\*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 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.



## Curie Elementary

 SPSA EVALUATION OF LCFE FUNDED ACTIONS/ACTIVITIES

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr		\$13,179.10	09800-1192	funding for professional development	PD for the 2021-22 school year was based on district staff development. Staff focused on literacy development with the acceleration plan. Spring SBAC shows our staff was successful, as 80% of students met and exceeded standards. FAST scores also above district average.	40% of our students with disabilities met and exceeded SBAC ELA standards, but 60% did not. ELs also did not perform very well. We need to focus on closing that achievement gap for all students.	We will continue our focus to achieve the achievement gaps. This year we will have the return of PLCs meeting in-person, and our site focus (based on current data) will help our ILT team determine our focus for the year.

**Goal 4- Supporting English Learners**

**Professional Learning**

**\*Strategy/Activity - Description**

Providing teachers with 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 is an essential strategy to help achieve our English learner goals.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	funding for professional development	32% of our English Learners meet or exceed standards on the ELA SBAC, which is higher	68% of our English Learners are not meeting standards, far below the rest of	Building scaffolds into our units of study ahead of time to address the needs of

## Curie Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					than the district average. We believe this is because of targeted instruction	the school's demographics. A concentrated effort in our PLCs' focus this year will be to meet the needs of this population of students.	English Learners; proactive vs. reactive. PLCs held responsible for providing monthly their plan to support ELs in their units
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**Supplemental Materials for English Learners**

**\*Strategy/Activity - Description**

Providing our English learner students with supplemental instructional materials to accelerate English proficiency and support their social-emotional learning is an area of need.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

## Curie Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						<b>monitoring results, etc.).</b>	
Software License		\$1,822.00	09800-5841	funding for classroom and intervention supports	Staff and SSC discussed their preference for the Second Step and A-Z program for our English Learners. The first builds confidence; the latter reading skills	We haven't seen the gains yet we are looking for, but last year was the first year of the program. We have a multi-year license, and so look for continued improvement to meet stated goals in this year's SPSA	No modifications in this area; just keeping the programs utilized long enough to see results

### ELPAC Testing

**\*Strategy/Activity - Description**

One on one ELPAC student testing to gather student English language proficiency data and progress on goals in the areas on listening, speaking, reading, and writing. Data used to inform instructional decisions to support student achievement.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

**Curie Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr		\$1,198.10	09800-1192	funding for ELPAC testing	We were able to test all of our students effectively with the allotted funds	There isn't anything that isn't working; this is a necessary system to ensure testing is completed on time each year	No changes here

**Goal 5 - Supporting Students with Disabilities**

**Strategy/Activity 1**

**\*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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	funding to support professional development	40% of our Students with Disabilities meet or exceed standards on the	60% of our Students with Disabilities are not meeting standards, far	Building scaffolds into our units of study ahead of time to address the needs of our

## Curie Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>ELA SBAC, which is higher than the district average. We believe this is because of targeted instruction</p>	<p>below the rest of the school's demographics. A concentrated effort in our PLCs' focus this year will be to meet the needs of this population of students.</p>	<p>Students with Disabilities; proactive vs. reactive. PLCs held responsible for providing monthly their plan to support SWD in their units</p>
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**Goal 8- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	funding for professional development	Staff PD In literacy acceleration plan to ensure our students all receive GVC,	Some of our students are still not meeting standards, as evidenced by their	PLCs targeting guided reading and writing to close the achievement gap



## Curie Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>ready to meet the demands of middle school. Our PLCs meet together to assess their progress as a team</p>	<p>FAST scores and teacher observations.</p>	<p>for all students. Working with our case managers to help scaffold our units ahead of time. Meeting as teams to discuss results on a monthly basis</p>

**Goal 6 - Supporting Black Youth**

**Professional Development/Equity**

**\*Strategy/Activity - Description**

Staff will engage in professional learning to build self-awareness and understanding of implicit bias and how it impacts our 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 impacts student achievement.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	funding for professional development	Small sample size; 100% of our black youth meet and exceed standards	We have not spent time yet discussing the results of student	Examining the results of student efficacy survey and really using what the data

## Curie Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						SEL responses from last spring	tells us to learn more about our students
<p>What are my leadership strategies in service of the goals?</p> <p>I use data to present to my staff our strengths and areas of weaknesses. To meet the needs of our students, our staff first need to re-build trust together, and with me as a new leader, this year, especially now that we have a return to in-person staff professional development and PLCs. My main strategy is based on gathering staff input on what they see our needs are, based on the data. We all see the same numbers. We also know that we have incredible talent on our teaching staff, and so I want to utilize our collective knowledge and skills by replicating successes from one classroom to another. I am open-minded to their ideas, and willing to provide them the time to work together, both in minimum days and release days, as I believe colleagues need the time to discuss goals, strategies, benchmarks, and evaluations together, and to unit-plan and calibrate grading together, if we want to ensure GVC. I am also flexible, and if after an extended period of time realize we are not making the gains with a certain system, I am open to staff ideas to modify our plan and try what they think might be effective. I trust and value my teachers' expertise, and as a leader, I want them to know that their voices do matter, and we will make decisions together, especially those that drive our instructional course, as a team.</p>							