

# Comprehensive School Safety Plan

## 2024-2025 School Year

**School:** Captain Raymond Collins  
**CDS Code:** School 19648736021380  
**District:** Paramount Unified  
**Address:** 6125 Coke St.  
 Long Beach CA 90805-3925




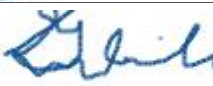
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**Approved by:**

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## **Comprehensive School Safety Plan Purpose**

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334, approved in 1999, perpetuated SB187.

The Comprehensive School Safety Plan contains the following elements:

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan is reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the school's main office.

## **Safety Plan Vision**

Captain Raymond Collins uses a comprehensive approach to support our student's physical, mental, and emotional well-being and create a safe welcoming school environment in which all students feel safe to learn. Collins' CSSP focuses on the use of intervention for students with attendance or discipline issues and looks at data from a variety of resources to gain feedback and a better understanding of how our students feel and how staff can support them on campus. Collins' CSSP also focuses on logistical details for a safe school environment including ingress, egress, disaster plans, and more.

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

## Components of the Comprehensive School Safety Plan (EC 32281)

### Captain Raymond Collins School Safety Committee

#### Assessment of School Safety

A review of Collins Elementary School indicates that the students, parents, and staff of Collins are safe on campus, off campus at school-sponsored events, and traveling directly to and from school. To ensure this, Collins has adopted policies and procedures pertaining to campus environment and security, investment in behavioral management and intervention, encouraged participation of community members, and the improvement and maintenance of the physical school environment.

Collins performs regular practice emergency drills which include: fire drills, drop and cover drills, lockdown, earthquake drills, evacuation drills, active shooter drills, etc. Collins participates in the annual "Great California Shake Out" and is constantly seeking feedback to improve our earthquake and emergency preparedness. Collins works closely with the PUSD Safety and Security Department to strengthen our disaster preparedness through supplies, drills, and meetings.

Visitors (when allowed on campus) are required to sign-in/out in the school office and Collins utilizes the RAPTOR visitor check-in system. Appropriate signs are posted following all necessary protocols and guidelines. Emergency exit routes are posted in all the rooms.

Collins School strives to create a safe school environment. The school implements programs and practices to address bullying that are aligned to Board Policy 5131.2 Bullying (Revised September 11, 2024)

Employees are required to complete mandated training annually. Training modules include:

California Mandated Reporter: Child Abuse and Neglect

Students experiencing Homelessness: Awareness and Understanding

Workplace Violence: Awareness and Prevention

Youth Suicide: Awareness, Prevention and Postvention

Bullying and CyberBullying: Recognition and Response

Diversity for Employees

Opioid Overdose Response Awareness

Sexual Harassment and Discrimination

Pesticide Use: For specific information, please see Board Administrative Regulation 3514.2 Integrated Pest Management.

#### Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Alternate means of correction are employed to address discipline infractions prior to suspension for lower-level Education Code violations. As a preventative measure, all TK-12 schools have implemented Safe & Civil Schools Positive Behavior Support program, which focuses on teaching our students about behavioral expectations and providing positive feedback. Restorative practices are being utilized across the district to ensure a comprehensive approach to discipline and behavior interventions.

Paramount Unified School District (PUSD) utilizes Synergy reporting to track our student attendance and monitor concerns with chronic absenteeism. There is a process for sites to follow when there is a concern regarding absenteeism and truancy. All schools have a School Attendance Review Team (SART) to collaborate and consult on how to provide intervention to the students and families with identified attendance issues. The District also holds Student Attendance Review Board (SARB) hearings for cases that are not resolved at the site level and need further intervention. The most current 2024 data is indicated below.

Attendance and Suspension Data for Captain Raymond Collins Elementary School:

Students in the SARB Process:                      2023-2024 school year   2  
2022-2023 school year   5

Percentage of Chronically Absent Students:   2023-2024 school year   36%

2022-2023 school year 44%

Suspension Percentage:  
2022-2023 school year 1.95%

2023-2024 school year 1.48%

PUSD takes a holistic approach to student mental health and support throughout our TK-12 programs. Our school employs both a counselor and a social worker to assist students in need of intervention and crisis support.

A variety of interventions and means of correction are used as a part of a progressive discipline model including reflective assignments, peer mediation, restorative practices, student check-in check-out, individualized incentive programs, school-based counseling, and more.

**(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators and directors; licensees, administrators, and employees of a licensed day care facility; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reportable Offenses A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166) "Reasonable suspicion" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, "reasonable suspicion" does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166) Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167) Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288) Responsibility for Reporting The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166) When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166) No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166) Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166) Reporting Procedures 1. Initial Telephone Report Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to the Department of Child and Family Services (DCFS) (800) 540-4000. When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. 2. Written Report Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and electronically transmit a written follow-up report to DCFS: <https://mandreptla.org/cars.web/> (BCI 8572). (Penal Code 11166, 11168) Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167) a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter. b. The child's name and address, present location, and, where applicable, school, grade, and class c. The names, addresses, and telephone numbers of the child's parents/guardians d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child. e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167) The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167) 3. Internal Reporting The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166) However, employees reporting child abuse or neglect to an appropriate agency must notify the principal as soon as possible after the initial telephone report to the appropriate agency. The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166) Training Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee provides training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7) The training includes identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7) The Superintendent or designee obtains and retains proof of each mandated reporter's completion of the training. (Education Code 44691) Victim Interviews by Social Services Whenever DCFS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal



Code 11174.3) A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3) 1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible. 2. The selected person shall not participate in the interview. 3. The selected person shall not discuss the facts or circumstances of the case with the child. 4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3) Release of Child to Peace Officer When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906) For additional details, refer to Paramount Unified School District Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting.

### **Opioid Prevention and Life-Saving Response Procedures**

All PUSD employees are required to complete mandated Opioid Overdose Response Awareness training annually. Narcan administration training is provided annually for district nurses, school health office technicians, campus safety officers, and school staff volunteers. In responding to a suspected opioid incident, the responder will check the individual for responsiveness and signs of an opioid overdose, which may include unconsciousness, slow or absent breathing, pinpoint pupils, bluish skin, a limp body, or snoring and gurgling sounds. Utilizing personal protective equipment (PPE) such as gloves and masks, if available. They will then call emergency services. If naloxone (Narcan) is available, the responder will administer it according to the instructions and monitor the individual's breathing and responsiveness. If there is no response after 2-3 minutes, another dose of naloxone can be given. The responder will remain with the individual until help arrives, keeping them safe and as alert as possible. When emergency responders arrive, they will be provided with all relevant information. California Education Code 49414, protects employees or volunteers acting in good faith to provide emergency.

PUSD's Board Policy and Administrative Regulation 5141 addresses Health Care and Emergencies and Board Policy and Administrative Regulation 5141.21 explains protocols for Administering Medication and Monitoring Health Conditions.

# Help Save a Life

## What is the Opioid Epidemic?

Opioids are medications that are used to reduce pain but are at high risk for abuse. Opioids can impact the body's ability to breathe, leading to death. The rise in overdoses can be attributed to illicitly manufactured opioids, particularly fentanyl. Per the Drug Enforcement Administration (DEA): "Brightly colored pills, dubbed 'rainbow fentanyl', is a new trend used by drug cartels to sell highly addictive and potentially deadly fentanyl made to look like candy to children and young people. It has been seized in multiple forms, including pills, powder, and blocks that resemble sidewalk chalk." According to the CDC, 107,622 Americans died of drug overdoses in 2021, with 66% of those deaths related to synthetic opioids like fentanyl.

## Opioid Reversal - Naloxone (NARCAN)



### Signs of an Opioid Overdose



### What Drugs Does Naloxone (NARCAN) Reverse?

- |                   |                     |
|-------------------|---------------------|
| <b>Effective:</b> | <b>Ineffective:</b> |
| -Heroin           | -Alcohol            |
| -Morphine         | -Valium             |
| -Dilaudid         | -Ativan             |
| -Oxycodone        | -Xanax              |
| -Fentanyl         | -Ambien             |
| -Codeine          | -Antidepressants    |
| -Methadone        | -Marijuana          |
|                   | -Other medications  |

### How to Administer Naloxone (NARCAN)



Each nasal spray device is **SINGLE DOSE**. A **SECOND DOSE** can be given in **OPPOSITE** nostril with a **NEW DEVICE**, if no improvement after **2-3 MINUTES**. (2 Doses per Box)

### State and District Protections for Responders

Per Ed Code Section 49414, employee volunteers are protected by the District against any and all civil liability from their actions when serving as a volunteer.

Administering Naloxone (NARCAN) will not harm a person who is not having an overdose.

## Paramount USD District Plan

### Steps of the plan

- Evaluate for signs of overdose
- Administer Naloxone (NARCAN)
- Call 911 & Site Administration
- Support the Person's Breathing (1 breath every 5 seconds)
- Monitor the Person's Response

## Responder's Safety

### Steps to protect responder's safety

- Wear nitrile gloves
- Use CPR mask if CPR is performed
- Perform hand hygiene
- If suspected exposure, call 911



### (E) Sexual Harassment Policies (EC 212.6 [b])

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.  
**Reporting Process and Complaint Investigation and Resolution**

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

#### **Confidentiality**

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

#### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's Uniform Complaint procedures specified in AR 1312.3. (BP 5131.2).

#### **Examples of Prohibited Conduct**

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the District include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email, posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

#### Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in District schools, including the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

#### Student Instruction

Students are provided with instruction that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Students are educated about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

To discourage cyberbullying, students are advised to be cautious about sharing passwords, personal data, or private photos online and consider the consequences of making negative comments about others online.

#### Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

#### Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

#### Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in another program as appropriate. (EC 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, Superintendent or designee, the site principal or principal's designee shall, as appropriate, implement District intervention protocols which may include, but are not limited to, referral to District or community mental health services, other health professionals, and/or law enforcement. (AR 5131.2).

Employees are required to complete mandated training regarding Recognition and Response of Bullying and CyberBullying annually.

#### **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Board Policy 5132.1 requires students at K-8 schools to wear a specific uniform, as follows:

Boys

Girls

White shirt, long or short sleeves, with a collar

White blouse, long or short sleeves, with a collar

Navy blue pants or shorts

Navy blue jumper, skirt, skort, shorts, culottes, or pants

Appropriate shoes

Appropriate shoes

Navy blue sweater, sweatshirt, or jacket - a uniform shirt must be worn underneath

Navy blue sweater, sweatshirt, or jacket - a uniform blouse must be worn underneath

## **Captain Raymond Collins School**

The Governing Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Schools throughout Paramount Unified School District have positive and proactive schoolwide discipline plans. Data is used to inform decisions on developing and implementing effective behavior management and positive behavior support of all students (Safe & Civil Schools).

Student Referrals are made for incidents that require immediate attention or administrative support.

Other means of correction will be implemented upon failure to comply with behavior expectations including, but not limited to, conflict resolution, restorative practices, counseling, parent conference, detention, suspension, expulsion recommendation (EC 48900 & 48915, BP 5144.1, AR 5144.1, AR 5144.2).

## **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

### **H. Policies Regarding Suspension and/or Expulsion**

In accordance with Board Policy 5144.1 and Administrative Regulations 5144.1 & 5144.2, suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including a student with previously identified exceptional needs, may be suspended from school for not more than five consecutive school days for any of the reasons in the Education Code Section 48900, upon first offense, if the principal determines the student has committed any of the acts enumerated in Education Code Section 48900 (a-q) or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process (Education Code 48900.5)

Prior to suspending a student, a school conference is held with the student and an administrator to discuss the student's offense except in cases when the student is not available. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student.

Offenses that result in mandatory suspension and referral for expulsion with the principal having the ability to make an exception if appropriate include:

1. Caused serious physical injury to another person, except in self-defense.
2. Possessed any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
4. Robbery or extortion
5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code, on any school employee.

Offenses that result in mandatory suspension and referral for expulsion, with the principal having no ability to make an exception include:

1. Possession/selling/furnishing a firearm at school or at a school activity.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053 of Division 10 of the Health and Safety Code.)
4. Committing/attempting to commit a sexual assault/battery as defined in Education Code 48900 (n).

## **(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of each student who has engaged in suspendable acts pursuant to Education Code 48900 (except subdivision h), 48900.2, 48900.3, 48900.4 or 48900.7. The information provided shall be from the previous three years. Paramount Unified School District has incorporated this notification into the student profile screen in the Synergy Student Information system. Teachers who would like additional information about the suspensions may review the student's discipline file in the school office. All information regarding suspension and expulsion is confidential and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

## **Response Procedures for Dangerous, Violent, or Unlawful Activity**

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulation 3515 Campus Security (Revised May 9, 2023), BP/AR 3515.2 Disruptions (Revised September 14, 2020), BP/AR 3516 Emergencies And Disaster

Preparedness Plan (Revised September 14, 2020), AR 3516.2 Bomb Threats (Revised September 14, 2020), and BP/AR 5131.7 Weapons And Dangerous Instruments (Revised September 14, 2020).

### **(I) Hate Crime Reporting Procedures and Policies**

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. The following measures are implemented to prevent discrimination, harassment, intimidation, and bullying of students at District schools or in school activities and to ensure equal access of all students to the educational program :

1. Provide to employees, volunteers, and parents/guardians information regarding the District's nondiscrimination policy; what constitutes prohibited discrimination, harassment, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information includes guidelines for addressing issues related to transgender and gender-nonconforming students.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the District's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the school principal whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the principal shall meet with the student and/or parent/guardian to determine how best to accommodate the student.
4. Publicize the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site. br/>
5. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so.

#### **Process for Initiating and Responding to Complaints**

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the principal whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall immediately report the incident to the principal whether or not the victim files a complaint.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the principal shall immediately investigate the complaint in accordance with the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. (BP 5145.3).

#### **Safety Plan Review, Evaluation and Amendment Procedures**

The Comprehensive School Safety Plan was reviewed and approved by the School Site Council in a public meeting. Input was elicited regarding, but not limited to, school data, the school disaster & emergency plan, ingress and egress, and discipline policies. (BP 0450).

## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Incident Command Team Responsibilities**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

### **Disaster Plan (See Appendix C-F)**

Collins Elementary School (Collins) Emergency Plan provides faculty, staff, parent volunteers and students with site-specific emergency instructions during an emergency crisis or disaster. The Plan delineates the responsibilities of all Collins' employees and is organized according to the Standardized Emergency Management System (SEMS). Collins' personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures and system. Training and exercises are ongoing components of the Plan.

The Plan is reviewed and updated annually by the principal, staff, and district personnel. Drills and exercises are conducted annually. Copies of the Plan and staff roles are distributed to Collins employees, the district office, and other entities as appropriate.

There is always the possibility that an emergency or disaster may occur when classes are not in session or when Collins Elementary School is being used for extended before/after school activities. While the structure of the plan remains the same, the management system may expand or contract depending on the emergency and availability of personnel.



Collins' employees understand that the school's primary role in an emergency is to care for the safety and welfare of children for the duration of the emergency. Staff recognizes that the school site may be on its own (without outside resources) for up to 72 hours. Should an emergency/disaster occur during school hours, Collins' will shelter students who are not picked up by parents or authorized persons listed on the Emergency Information Card for up to 72 hours. This is district policy. There is also the possibility that the American Red Cross may use Collins as a community shelter. Collins will keep students in the safest location on the school campus until they can be safely reunited with their families. The Principal will relocate students to an alternate site when required by law enforcement or when it is unsafe to remain on campus.

A disaster container with some emergency food, water, supplies, and equipment are located on campus. Contents are inventoried and replenished as necessary by the Safety and Security Department.

The principal and faculty will inform students about emergency procedures. All employees will make every effort to use appropriate procedures while providing students with direction and guidance, which emphasize their physical and psychological well-being.

Parents will be informed of the Collins' Emergency Plan annually. A copy of the Plan will remain in the administrative offices.

#### Plan Activation:

The principal or designee will activate the Plan in an emergency or when a threat exists that may impact the safety and well-being of students, employees, and the community. When the Plan is activated, employees will follow an Incident Command System (ICS) to ensure centralized direction and coordination. Under ICS, one person (the Incident Commander, ICO) is in charge at the school site. The principal or designee will serve as Incident Commander. Depending on the nature and scope of emergency, the Incident Commander may appoint section chiefs to oversee other functions (Planning, Operations, Logistics and Finance and Administration). If the situation warrants, the ICO can perform any or all five functions. The principal or designee will also be responsible for deactivating the plan. District and other Agencies:

Collins will communicate with the district by phone, email, short-wave radio, or runner. Emergency information, status reports, and resource requests will go directly to the Paramount Unified School District (PUSD) Assistant Superintendent of Business Services. Collins may also contact the City of Paramount.

#### Collins Internal Communications Protocol:

Collins will utilize a variety of communication sources, including student messengers, walkie-talkies, landlines, cell phones, and the ParentSquare web-based communication system.

All district faculty and staff have received active shooter training called Run- Hide-Fight.

All District school sites have implemented a Visitor Management System called Raptor, to increase safety and security measures on campus. The Raptor Visitor Management school security system screens for sex offenders, alerts staff of custody violations, and provides districtwide reporting for all visitors.

All District school sites have a tactical response plan in place. Special consideration has been given to emergency procedures with regard to students with disabilities.

The District works collaboratively with local fire, police, sheriff, EMS and the City of Paramount to ensure the safety of staff and students. All fire alarm systems undergo a full system test annually.

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulations 3516 Emergencies and Disaster Preparedness Plan.

#### **Adaptations for Students with Disabilities**

Designated staff members will assist students who use wheelchairs or have difficulty walking. This includes pushing wheelchairs or guiding them to safe areas. Ensure all evacuation routes are wheelchair-friendly, with ramps and doorways wide enough to accommodate wheelchairs. Evacuation drills will be practiced regularly with students who have cognitive impairments, focusing on repetition to build familiarity and confidence in the process.

## **Public Agency Use of School Buildings for Emergency Shelters**

In accordance with Education Code 32282, the District shall allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

## **(J) Procedures to Prepare for Active Shooters**

### **DURING INSTRUCTIONAL TIME**

Upon the sound of gunfire or the presence of an intruder possessing a gun, the Administrator in charge will order a lockdown and call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat..."

If classes are in session, teachers will be instructed to lock their doors and drop to the ground to be protected from the gunfire. Students will be kept in the classrooms until the danger has passed. School personnel will use good judgment at all times in order to keep themselves and students as safe as possible until help arrives.

2. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.

3. Teachers, Supervisors, CSP's, Admin are to adhere to the following procedures:

- a. Lock classroom doors using push lock.
- b. Keep all students inside and away from doors and windows.
- c. Duck and cover and turn off the lights
- d. No student may be permitted to leave the classroom. This includes bathroom breaks.
- e. Make sure internal and secondary doors are operable.
- f. Keep the phone lines clear unless there is an emergency.

4. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "all clear."

5. DO NOT OPEN YOUR DOOR FOR ANYONE.

6. DO NOT RELEASE STUDENTS EVEN IF EVEN INSTRUCTED TO DO SO OVER THE INTERCOM

7. DO NOT EXIT THE CLASSROOM IF A FIRE DRILL IS PULLED, UNLESS THERE IS A FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.

WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

### **DURING NON-INSTRUCTIONAL TIME**

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat Noon Duty Aides, CSP's, and Administration move all students to classrooms or nearest building.

2. The Administrator in charge will call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.

3. Teachers, Noon Duty Aides, CSP's, and Administration are to adhere to the following procedures:

- a. Lock classroom doors using push lock.
- b. Keep all students inside and away from doors and windows.
- c. Duck, cover, and turn off the lights
- d. No student may be permitted to leave the classroom. This includes bathroom breaks.
- e. Make sure internal and secondary doors are operable.
- f. Keep the phone lines clear unless there is an emergency.

4. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.

5. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "All Clear."

6. DO NOT OPEN YOUR DOOR FOR ANYONE.

7. DO NOT RELEASE STUDENTS UNLESS INSTRUCTED TO DO SO BY LAW ENFORCEMENT

8. DO NOT EXIT THE CLASSROOM IF A FIREDRILL ALARM IS PULLED, UNLESS THERE IS AN ACTIVE FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.
9. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

**Emergency Contact Numbers**

**Utilities, Responders and Communication Resources**

Type	Vendor	Number	Comments
	Fire/Paramedics	911	Contact the District Office
	Long Beach Police Department – North Division	(562) 570-9800	Contact the District Office
	Lakewood Sheriff Station	(562) 623-3500	Contact the District Office
	Bellflower Sheriff Sub Station	(562) 925-0124	Contact the District Office
	Gas Company	(562) 570-2140	Contact the District Office
	Electric Company	(800) 655-4555	Contact the District Office
	Long Beach Water Department	(562) 570-2390	Contact the District Office
	Paramount Water Company	(562) 220-2018	Contact the District Office
	City of Paramount	(562) 220-2000	

**Instructional Continuity Plan**

Senate Bill 153 is an instructional continuity plan to establish communication with students and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency pursuant to Section 41422 or subdivision (a) of Section 46392. The plan shall include:

- (i) Procedures for pupil engagement, as soon as practicable. Communication will be sent from each school principal to students and their families no later than five calendar days following the emergency via ParentSquare. ParentSquare is a two-way communication tool with students and their families. This communication will include how students will access academic, social-emotional and mental health support.
- (ii) Access to in-person instruction or remote instruction no later than 10 instructional days following the emergency, as practicable. The plan may include support to students and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school. For purposes of this paragraph, "temporarily reassigned" means temporarily reassigned to another local educational agency outside of the school district in which the pupil's parent or guardian resides. Notwithstanding Section 48200 or any other law, a pupil who is temporarily reassigned shall be deemed to have complied with the residency requirements for attendance in the local educational agency that is temporarily serving the pupil pursuant to this section.
- (ii) Notwithstanding Section 48200 or any other law, a school district, county office of education, or charter school may continue to enroll a pupil who is temporarily reassigned to another school district, county office of education, or charter school pursuant to this section in order to facilitate the timely reentry of the pupil i their prior school after the emergency event has ended.

**(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

Safety routes (ingress and egress):

Collins School has multiple access points to the campus. Morning drop-off is conducted on Coke Ave (in front of the school) for students walking or being dropped off and on Allington St. (south side of the school) for students arriving by bus.

School dismissal is conducted similarly with TK and kindergarten students exiting through the gates in the Coke Ave. parking lot, 1st-3rd grade students exiting from the front of the school on Coke Ave. and 4th and 5th graders, as well as bus riders exiting through the Allington gates.

PUSD Busses drop off and pick up students to and from Allington St. Students can easily and safely enter campus through the Allington St. gates.

Procedure for Visitor Check-In:

There are signs posted on campus indicating that all visitors must report to the main office. Visitors (when allowed during school hours) are required to check in at the main office and get a visitor's badge using the RAPTOR check-in system.

**(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

**Component:**

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

**Element:**

Metrics:

Cumulative attendance  
(PUSD Dashboard)

Outcomes:

91.0% EOY 2023-2024

Chronic absenteeism in grades TK  
through 5th grade  
(CA Dashboard)

46%

Yellow Status  
CA School Dashboard 2023

SARB Cases 2022-2023: 3

SARB Cases 2023-2024: 4

**Opportunity for Improvement:**

Expected Outcomes:

Improve cumulative attendance to 95% by the end of the 2024- 2025 school year through increased family engagement, targeted interventions for at-risk students, and improved communication about the importance of regular attendance.

Reduce chronic absenteeism by 10% by the end of the school year.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Identified Need: The review of dashboard and local data from 2023 highlights key areas for improvement. Cumulative attendance is measured at 91%, with a target of reaching 95% by increasing family engagement and interventions for at-risk students. Chronic absenteeism stands at 46%, with the aim of reducing it by 10% through targeted support. These goals will be achieved through strategies like use of social emotional learning programs, stronger anti-bullying policies, and expanded extracurricular activities to foster a more engaged and supportive school environment.</p>	<p>CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.</p>	<p>District Funded</p>	<p>Administrators</p>	<p>Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures.</p> <p>Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices.</p> <p>Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols.</p> <p>Monitor training completion rates to ensure that all CSAs are adequately prepared.</p> <p>Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.</p>
	<p>School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.</p>	<p>District Funded</p>	<p>Administrators</p>	<p>SEL data (attendance, behavior, etc.)</p> <p>Student grades</p> <p>Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)</p>

	Hold assemblies and events that promote a sense of safety and healthy well-being of students including but not limited to Safe and Civil, Anti Bullying, and the importance of daily attendance.	3,000 Title I Part A: Allocation	Administrators, Support Staff	Student, parent, and teacher surveys after assemblies and events, throughout the year
	Extra Hours: Support staff will create and provide parent education opportunities to address what research has revealed regarding the impact of inconsistent attendance on student performance and remove barriers families may encounter that affect student attendance.	1,000 Title I Part A: Allocation	Administrators, Support Staff	Support staff will create engaging presentations for parents on the importance of regular school attendance, its impact on academic success, and practical strategies for ensuring consistency. These presentations will include visuals and interactive discussions. After each event, a survey will assess the impact on parents' attitudes and behaviors regarding attendance.
	Implement enhanced behavior management training for staff to establish positive reinforcement systems, and ensure clear communication of behavioral expectations. Increase engagement through extracurricular activities, and utilize restorative practices that focus on repairing harm. Encourage parental involvement, utilize data driven decision-making to identify trends, and provide access to mental health resources.	District Funded Safe and Civil School Program	Administrators, Faculty, & Support Staff	To establish positive reinforcement systems and clear behavioral expectations in school, professional development focused on creating a unified set of behavioral standards. Diverse extracurricular activities that enhance student engagement and promote positive behaviors as outlined in Foundations for Safe and Civil Schools to reinforce desirable conduct, and recognition programs to celebrate student achievements.

	<p>Provide funding for supplies, materials, and resources that teach students how to demonstrate empathy toward others' feelings and circumstances, while encouraging reflection on how they contribute to a diverse and inclusive environment. The school will host assemblies and opportunities to recognize students who show resilience, perseverance, and grit, overcoming challenges and refusing to be limited by their circumstances (Student of the Month).</p>	<p>District Funded Capturing Kids Hearts/Climate, Culture and Equity Office</p> <p>500</p> <p>Title I Part A: Allocation</p>	<p>Administrators, Faculty, &amp; Support Staff</p>	<p>Track the purchases of empathy-focused materials to ensure alignment with Collins Guidelines for Success (Collins Colts are Cooperative Outstanding Learners Training for Success) and teach empathy, promote diversity, and recognize student resilience.</p> <p>Record the number of workshops using the new materials and collect feedback through student surveys that also gather data on student impact.</p> <p>Document students honored for resilience and analyze trends in recognition.</p> <p>Reflections from students on empathy and inclusivity, assessing shifts in school culture.</p>
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	<p>Playworks Program: By promoting organized play, this program aims to reduce behavioral issues, supports social-emotional learning, and increases physical activity. Playworks helps students learn conflict resolution skills, teamwork, and cooperation, leading to smoother transitions back to class and enhancing overall school climate. Additionally, it offers training for staff and student leaders to reinforce these positive behaviors throughout the school, fostering a safe, supportive space for all students to grow academically and socially.</p>	<p>District Funded</p>	<p>Administrators</p>	<p>Class Game Time Schedule</p> <p>Meetings with CSAs</p> <p>Junior Coach Program and Meetings</p> <p>Monitor Behavior Referrals During Unstructured Times</p>
	<p>Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.</p>	<p>District Funded</p>	<p>Administrators</p>	<p>Synergy SEL and student information/counseling data</p>



**Component:**

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

**Element:**

Metric:	Outcomes:
Suspension Rate Indicator. (CA School Dashboard) CA School Dashboard Fall 2023	3.8% Orange Status

CHKS Student-Caring adults in school (5th) A6.4	5th: 73%
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CHKS Student-Feel safe at school (5th) A8.1	5th: 78%
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CHKS Student School Connectedness. (5th)	5th: 69%
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**Opportunity for Improvement:**

Expected Outcomes:

Decrease the suspension rate to 2.8% or lower through enhanced behavioral support programs and positive reinforcement strategies.

Increase the percentage of students who feel they have caring adults at school to 78% for 5th grade through increased adult-student engagement opportunities.

Improve the percentage of students who feel safe at school to 81% by strengthening anti-bullying policies and consistently enforcing school rules to create a safer, more respectful school culture.

Boost the sense of connectedness among students to 74% for 5th grade.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>The review of dashboard and local data from 2023 highlights key areas for improvement. The suspension rate is at 3.8%, with a goal to reduce it to 2.8% through enhanced behavioral support programs and positive reinforcement. The CHKS survey shows that 73% of 5th-grade students feel they have caring adults at school, with a target of 78%; 78% feel safe, with a goal of reaching 81%; and 69% feel connected to the school, with a target of 74%.</p> <p>These goals will be achieved through strategies like use of social emotional learning programs, stronger anti-bullying policies, and expanded extracurricular activities to foster a more engaged and supportive school environment.</p>				

Objectives	Action Steps	Resources	Lead Person	Evaluation
	<p>BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.</p>	District Funded	Administrators	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)
	<p>School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.</p>	District Funded	Administrators	<p>SEL data (attendance, behavior, etc.)</p> <p>Student grades</p> <p>Log entries into Synergy of students working with counselor (academic, SEL, or college and</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
	<p>Hold assemblies and events that promote a sense of safety and healthy well-being of students including but not limited to Safe and Civil, Anti Bullying, and the importance of daily attendance.</p>	<p>3,000 Title I Part A: Allocation</p>	<p>Administrators, Support Staff</p>	<p>Student, parent, and teacher surveys after assemblies and events, throughout the year</p>
	<p>Implement enhanced behavior management training for staff to establish positive reinforcement systems, and ensure clear communication of behavioral expectations. Increase engagement through extracurricular activities, and utilize restorative practices that focus on repairing harm. Encourage parental involvement, utilize data driven decision-making to identify trends, and provide access to mental health resources.</p>	<p>District Funded Safe and Civil School Program</p>	<p>Administrators, Faculty, &amp; Support Staff</p>	<p>To establish positive reinforcement systems and clear behavioral expectations in school, professional development focused on creating a unified set of behavioral standards.</p> <p>Diverse extracurricular activities that enhance student engagement and promote positive behaviors as outlined in Foundations for Safe and Civil Schools to reinforce desirable conduct, and recognition programs to celebrate student achievements.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
	<p>Provide funding for supplies, materials, and resources that teach students how to demonstrate empathy toward others' feelings and circumstances, while encouraging reflection on how they contribute to a diverse and inclusive environment. The school will host assemblies and opportunities to recognize students who show resilience, perseverance, and grit, overcoming challenges and refusing to be limited by their circumstances (Student of the Month).</p>	<p>District Funded Capturing Kids Hearts/Climate, Culture and Equity Office</p> <p>500 Title I Part A: Allocation</p>	<p>Administrators, Faculty, &amp; Support Staff</p>	<p>Track the purchases of empathy-focused materials to ensure alignment with Collins Guidelines for Success (Collins Colts are Cooperative Outstanding Learners Training for Success) and teach empathy, promote diversity, and recognize student resilience.</p> <p>Record the number of workshops using the new materials and collect feedback through student surveys that also gather data on student impact.</p> <p>Document students honored for resilience and analyze trends in recognition.</p> <p>Reflections from students on empathy and inclusivity, assessing shifts in school culture.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
	<p>Playworks Program: By promoting organized play, this program aims to reduce behavioral issues, supports social emotional learning, and increases physical activity. Playworks helps students learn conflict resolution skills, teamwork, and cooperation, leading to smoother transitions back to class and enhancing overall school climate. Additionally, it offers training for staff and student leaders to reinforce these positive behaviors throughout the school, fostering a safe, supportive space for all students to grow academically and socially.</p>	<p>District Funded</p>	<p>Administrators</p>	<p>Class Game Time Schedule</p> <p>Meetings with CSAs</p> <p>Junior Coach Program and Meetings</p> <p>Monitor Behavior Referrals During Unstructured Times</p>
	<p>Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.</p>	<p>District Funded</p>	<p>SPED Program Administrator/ Administrators</p>	<p>Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals.</p> <p>Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health.</p> <p>Participation/leading parent meetings with staff to support their child's IEP.</p>

# Captain Raymond Collins School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Captain Raymond Collins School
<b>Street</b>	6125 Coke St.
<b>City, State, Zip</b>	Long Beach CA 90805-3925
<b>Phone Number</b>	(562) 602-8008
<b>Principal</b>	Margie A. Domino
<b>Email Address</b>	mdomino@paramount.k12.ca.us
<b>School Website</b>	<a href="https://collins.pusdschools.net/">https://collins.pusdschools.net/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	19648736021380

### 2024-25 District Contact Information

<b>District Name</b>	Paramount Unified
<b>Phone Number</b>	(562) 602-6000
<b>Superintendent</b>	Dr. Joshua Lightle
<b>Email Address</b>	JLightle@paramount.k12.ca.us
<b>District Website</b>	www.paramount.k12.ca.us

### 2024-25 School Description and Mission Statement

Captain Raymond Collins Elementary School serves preschool through 5th grade students and is located in Long Beach. We cater to families from Long Beach, Lakewood, Bellflower, and Paramount, and are one of 11 elementary schools in the Paramount Unified School District. Our diverse student population reflects a variety of socio-economic and cultural backgrounds.

Our ongoing mission is to enhance our school community by working collaboratively improving student achievement. We focus on social and emotional development through programs such as the Safe and Civil Program, Capturing Kids' Hearts, and the



## 2024-25 School Description and Mission Statement

Second Step social-emotional learning initiative.

Operating on a traditional school calendar, Collins also functions as a Special Education hub within the district, providing services for identified special needs students in preschool through 5th grade through our Resource Specialist Program (RSP) and Special Day Classes.

### Mission & Vision:

We believe that all students are entitled to a safe learning environment in which they are provided rigorous, standards-based instruction. Through high expectations for all, we envision a college and career ready student body who exemplify the attributes of good citizenship. We seek to create a school environment that achieves equity for all and ensures that each student is a successful learner, encompassing the whole child: social, emotional, and academic. Captain Raymond Collins Elementary School is committed to guiding, teaching, and providing opportunities for the growth of all students in order to ensure their learning and success.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	80
Grade 2	77
Grade 3	91
Grade 4	85
Grade 5	84
<b>Total Enrollment</b>	<b>527</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.2
Asian	3.8
Black or African American	36.4
Filipino	0.9
Hispanic or Latino	52.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.9
White	1.1
English Learners	14.6
Foster Youth	1.1
Homeless	4.4
Socioeconomically Disadvantaged	94.7
Students with Disabilities	14

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.00	92.31	548.70	85.85	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.30	0.37	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.85	18.00	2.83	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.30	2.25	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	3.85	55.50	8.69	18854.30	6.86
<b>Total Teaching Positions</b>	26.00	100.00	639.10	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.50	92.98	571.00	87.04	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.31	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	19.90	3.04	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	15.80	2.41	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	2.00	7.02	47.20	7.20	15831.90	5.67
<b>Total Teaching Positions</b>	28.50	100.00	656.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.00	92.31	542.80	88.08	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.90	0.48	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	7.69	15.30	2.50	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	17.50	2.84	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	37.50	6.10	14303.80	5.15
<b>Total Teaching Positions</b>	26.00	100.00	616.30	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.00	0.00	2
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.00	0.00	2

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.80	0	8.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

The 4 Quarterly Reports for Uniform Complaints for 2023-2024 can be accessed from the following website link:

<https://www.paramount.k12.ca.us/pdf/4> Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	(Frog Street Press) Grade TK-K Frog Street Pre-K English Teacher's Edition Set / 2023 (McGraw Hill) Grade K Kinder Wonders Reading Writing Workshop: Start Smart / 2016 (McGraw Hill) Grade K Kinder Wonder Reading Writing Workshop: Unit 1-10 / 2016 (McGraw Hill) Grade 1 1st Gr Wonders Reading Writing Workshop: Unit 1-4 / 2016 (McGraw Hill) Grade 1 1st Gr Wonders Literature Anthology: Unit 1-4 / 2016 (McGraw Hill) Grade 2 2nd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 2 2nd Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 3 3rd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 3 3rd Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 4 4th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 4 4th Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 5 5th Gr Wonders Reading Writing Workshop / 2016	Yes	0%

	(McGraw Hill) Grade 5 5th Gr Wonders Literature Anthology / 2016		
<b>Mathematics</b>	(McGraw Hill) Grade K My Math Grade K Vol 1-2 / 2014 (McGraw Hill) Grade 1 My Math Grade 1 Vol 1-2 / 2014 (McGraw Hill) Grade 2 My Math Grade 2 Vol 1-2 / 2014 (McGraw Hill) Grade 3 My Math Grade 3 Vol 1-2 / 2014 (McGraw Hill) Grade 4 My Math Grade 4 Vol 1-2 / 2014 (McGraw Hill) Grade 5 My Math Grade 5 Vol 1-2 / 2014	Yes	0%
<b>Science</b>	(Twig Science) Grade K Kinder Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 1 1st Grade Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 2 2nd Grade Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 3 3rd Grade Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 4 4th Grade Student TwigBook: Module 1-5 / 2020 (Twig Science) Grade 5 5th Grade Student TwigBook: Module 1-4 / 2020	Yes	0%
<b>History-Social Science</b>	(Savvas) Grade K CA myWorld Interactive Worktext K / 2022 (Savvas) Grade 1 CA myWorld Interactive Worktext 1 / 2022 (Savvas) Grade 2 CA myWorld Interactive Worktext 2 / 2022 (Savvas) Grade 3 CA myWorld Interactive Worktext 3 / 2022 (Savvas) Grade 4 CA myWorld Interactive Worktext 4 / 2022 (Savvas) Grade 5 CA myWorld Interactive Worktext 5 / 2022	Yes	0%

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

School Facility is in very good condition

**Year and month of the most recent FIT report**

October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Merv 16 filter installed in all HVAC- DONE
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			new electrical panels
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b>	X			New Large shade structure, new asphalt

## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/  
Doors/Gates/Fences

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	24	26	39	40	46	47
<b>Mathematics</b> (grades 3-8 and 11)	18	18	21	22	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	265	260	98.11	1.89	25.77
<b>Female</b>	133	130	97.74	2.26	31.54
<b>Male</b>	131	129	98.47	1.53	20.16
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	11	91.67	8.33	45.45
<b>Black or African American</b>	98	97	98.98	1.02	16.49
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	131	128	97.71	2.29	32.03
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	15.38



<b>White</b>	--	--	--	--	--
<b>English Learners</b>	33	30	90.91	9.09	6.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	249	245	98.39	1.61	24.08
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	42	100.00	0.00	7.14

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	265	262	98.87	1.13	18.32
<b>Female</b>	133	132	99.25	0.75	18.94
<b>Male</b>	131	129	98.47	1.53	17.83
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	11	91.67	8.33	54.55
<b>Black or African American</b>	98	96	97.96	2.04	8.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	131	131	100.00	0.00	24.43
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	0.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	33	33	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	249	247	99.20	0.80	16.60
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	42	100.00	0.00	2.38

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	8.65	8.33	17.61	17.78	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	84	84	100.00	0.00	8.33
<b>Female</b>	41	41	100.00	0.00	12.20
<b>Male</b>	43	43	100.00	0.00	4.65
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	34	34	100.00	0.00	0.00
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	42	42	100.00	0.00	14.29
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	81	81	100.00	0.00	8.64
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	13	100.00	0.00	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92.94%	96.47%	92.94%	97.65%	94.12%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Parents are encouraged to engage in their child's education and are welcome to meet with staff to enhance the learning experience. Each Spring, the school surveys parents about the effectiveness of its programs and uses their feedback to make improvements.

There are several ways for parents to get involved, including participation in the Parent Teacher Association (PTA), serving as elected members of the School Site Council (SSC) or the English Language Advisory Committee (ELAC), and attending SSC, ELAC, and PTA meetings. The School Site Council is a team of elected parents, teachers, and staff working collaboratively to enhance the school's educational programs, while the ELAC provides recommendations for programs supporting students who speak a second language. Parents are also encouraged to attend Back to School Night, Open House, and school wide events throughout the school year.

Once parents complete the district-wide volunteer clearance process, they are welcome to assist on campus through the PTA or in their child's classroom, working with small groups or individual students, completing tasks assigned by the teacher and attending field trips. The application for school based volunteering can be found on the Paramount Unified District website.

Additionally, Collins School offers Parent Workshops and family engagement events throughout the year, available both in the morning and evening in virtual and in-person formats. Topics covered include attendance, collaborating with teachers to support academic success, ways to get involved with the school, and character development.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	596	569	193	33.9
Female	287	276	84	30.4
Male	309	293	109	37.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	20	5	25.0
Black or African American	223	211	87	41.2
Filipino	--	--	--	--
Hispanic or Latino	295	287	75	26.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	29	29	15	51.7
White	--	--	--	--
English Learners	88	84	21	25.0
Foster Youth	--	--	--	--
Homeless	49	40	20	50.0
Socioeconomically Disadvantaged	569	542	188	34.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	97	92	34	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.88	3.8	3.36	1.86	3.39	2.92	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.16	0	0.04	0.04	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.36	0.00
Female	1.05	0.00
Male	5.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.62	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.02	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.14	0.00
Foster Youth	0.00	0.00
Homeless	2.04	0.00
Socioeconomically Disadvantaged	3.51	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.12	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Collins School Safety Plan is continually updated throughout the year and annually revisited at the beginning of the academic school year. The key elements of the plan involve policy, procedure and education code on the following issues:

- Mandated Costs

## 2024-25 School Safety Plan

- Child Abuse Reporting
- Parent Liability
- Employee Discipline
- Student Discipline
- Keeping a Drug, Tobacco and Alcohol-Free Campus
- Dress Code Issues
- Sexual Harassment
- Disaster Preparedness

In August 2024, the school's safety plan was reviewed with Collins School staff, following the District's Standard Response Protocol. The plan received approval from the School Site Council on November 5, 2024.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	5		
1	21	4	1	
2	21	1	3	
3	19	4	1	
4	28		3	
5	29		3	
Other	18	3	1	1

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	20	3	1	
2	20	3	1	
3	21		4	
4	25		3	
5	30		3	
Other	13	2		

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	24		3	
2	24		3	
3	21	1	3	
4	28		3	
5	27		3	
Other	11	2		

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	527



## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,158.29	1,782.71	9,375.58	85,672.11
District	N/A	N/A	14,399.09	126,813.75
Percent Difference - School Site and District	N/A	N/A	-42.3	-38.7
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-13.9	-13.2

## Fiscal Year 2023-24 Types of Services Funded

The district receives additional funds for a number of special services and programs. Among the special services offered are the following:

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II - A federal program designed to ensure teacher and principal quality.

Title III - A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.

Title IV - A federal program designed to ensure students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra

## Fiscal Year 2023-24 Types of Services Funded

funding for students with greater challenges.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$67,485	\$59,551
<b>Mid-Range Teacher Salary</b>	\$97,077	\$93,855
<b>Highest Teacher Salary</b>	\$127,968	\$120,219
<b>Average Principal Salary (Elementary)</b>	\$168,593	\$151,525
<b>Average Principal Salary (Middle)</b>	\$172,610	\$158,215
<b>Average Principal Salary (High)</b>	\$187,581	\$171,087
<b>Superintendent Salary</b>	\$334,586	\$300,043
<b>Percent of Budget for Teacher Salaries</b>	30.21	31
<b>Percent of Budget for Administrative Salaries</b>	4.22	4.91

## Professional Development

Ongoing professional learning is embedded in the school day and offered after hours. All staff are encouraged to attend these sessions as they relate to professional duties and continuous growth. The chart below reflects the full days dedicated to districtwide professional learning for all certificated and classified staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	0	0	2

# Escuela Captain Raymond Collins

## Informe de Responsabilidad Escolar para 2023-2024 (Publicado Durante el Ciclo Escolar 2024-2025)



### Información General sobre el Informe de Responsabilidad Escolar (SARC)

#### Sobre el SARC



La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en <https://www.cde.ca.gov/ta/ac/sa/>
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en <https://www.cde.ca.gov/fg/aa/lc/>
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

Una copia física del Informe de Responsabilidad Escolar está disponible en su Oficina Escolar, bajo petición.

#### DataQuest



*DataQuest* es una herramienta en línea ubicada en el sitio web *DataQuest* de CDE en <https://dq.cde.ca.gov/dataquest/> que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, *DataQuest* es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

#### Interfaz (Dashboard) Escolar de California



La Interfaz (*Dashboard*) Escolar de California <https://www.caschooldashboard.org/> refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

<b>Acceso al Internet</b>	Acceso al Internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p.ej., la Biblioteca Estatal de California). Acceso al Internet en bibliotecas y otras ubicaciones públicas es generalmente proporcionado a base de orden de llegada. Otras restricciones de uso pueden incluir el horario de operación, el plazo de tiempo que se puede usar una estación de trabajo (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una estación de trabajo y la habilidad de poder imprimir documentos.
<b>Requisitos de Admisión a la Universidad de California (UC, por sus siglas en inglés)</b>	Requisitos de admisión para UC se adhieren a pautas establecidas en el Plan Maestro, que requiere que .8° superior de los alumnos graduados de escuela preparatoria del estado, así como aquellos alumnos que trasladan y han exitosamente completado especificado cursado universitario, sean elegible para admisión a UC. Estos requisitos son diseñados para garantizar que todos los alumnos elegibles estén adecuadamente preparados trabajo de nivel universitario. Para requisitos sobre admisión general, favor de visitar el sitio web de Información sobre Admisión UC en <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Requisitos de Admisión a la Universidad Estatal de California (CSU, por sus siglas en inglés)</b>	Elegibilidad para admisión a CSU es determinado por tres factores: (1) Cursos específicos de escuela preparatoria, (2) Calificaciones en cursos especificados y puntuaciones en pruebas y (3) Graduación de escuela preparatoria. Algunos planteles tienen estándares más exigentes para enfoques particulares o alumnos que viven fuera del área del plantel local. Debido a la cantidad de alumnos que solicitan, un par de planteles tiene estándares más exigentes (criterio suplementario para admisión) para todos los solicitantes. La mayoría de los planteles CSU cuentan con políticas que garantizan admisión local a los alumnos que se gradúan o trasladan de escuelas preparatorias y universidades que son históricamente brindadas servicios por un plantel CSU en esa región. Para información sobre admisión, solicitud y cuota, consulte el sitio web CSU en <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## Información de Contacto Escolar para 2024-25

<b>Nombre de la Escuela</b>	Escuela Captain Raymond Collins
<b>Dirección</b>	6125 Coke St.
<b>Ciudad, Estado, Código Postal</b>	Long Beach CA 90805-3925
<b>Número Telefónico</b>	(562) 602-8008
<b>Director/a</b>	Margie A. Domino
<b>Dirección de Correo Electrónico</b>	mdomino@paramount.k12.ca.us
<b>Sitio Web Escolar</b>	<a href="https://collins.pusdschools.net/">https://collins.pusdschools.net/</a>
<b>Niveles de Grado</b>	K-5
<b>Código del Condado-Distrito-Escuela (CDS)</b>	19648736021380

## Información de Contacto Distrital para 2024-25

<b>Nombre del Distrito</b>	Distrito Escolar Unificado de Paramount
<b>Número Telefónico</b>	(562) 602-6000
<b>Superintendente</b>	Dr. Joshua Lightle

<b>Dirección de Correo Electrónico</b>	JLightle@paramount.k12.ca.us
<b>Dirección del Sitio Web Distrital</b>	www.paramount.k12.ca.us

## Descripción Escolar y Declaración de la Misión para 2024-25

La Escuela Primaria Captain Raymond Collins atiende a alumnos de preescolar hasta 5.º grado y se encuentra en Long Beach. Atendemos a familias de Long Beach, Lakewood, Bellflower y Paramount, y somos una de las once escuelas primarias en el Distrito Escolar Unificado de Paramount. La diversa población estudiantil refleja diversos orígenes socioeconómicos y culturales.

Nuestra misión continua es mejorar la comunidad escolar trabajando en colaboración para potenciar los logros estudiantiles. Nos enfocamos en el desarrollo socioemocional a través de programas como el programa “Safe and Civil” (Cívico y Seguro), “Capturing Kids Hearts” (Capturar los corazones de los niños) y la iniciativa de aprendizaje socioemocional, “Second Step” (Segundo Paso).

Collins, que funciona con un calendario escolar tradicional, también desempeña la función de centro de Educación Especial dentro del distrito, prestando servicios a los alumnos con necesidades especiales detectadas desde preescolar hasta 5.º grado a través de nuestro “Resource Specialist Program” (Programa Especialista en Recursos) (RSP, por sus siglas en inglés) y las Clases Especiales Diurnas.

### Misión y visión:

Creemos que todos los alumnos tienen derecho a estar en un entorno de aprendizaje seguro donde reciban una instrucción rigurosa basada en normas de contenido. A través de unas altas expectativas para todos, visualizamos unos alumnos preparados para la universidad y la carrera que ejemplifican los rasgos de la buena ciudadanía. Nuestro objetivo es crear un ambiente escolar que logre la equidad para todos y que garantice que cada alumno tenga éxito a nivel social, emocional y académica. La Escuela Primaria Captain Raymond Collins está comprometida a orientar, enseñar y brindar oportunidades para el crecimiento de todos los alumnos a fin de garantizar su aprendizaje y éxito.

## Sobre esta Escuela

### Inscripción Estudiantil por Nivel de Año para 2023-24

Nivel de Año	Cantidad de Alumnos
<b>Kínder</b>	110
<b>1º Grado</b>	80
<b>2º Grado</b>	77
<b>3º Grado</b>	91
<b>4º Grado</b>	85
<b>5º Grado</b>	84
<b>Inscripción Total</b>	527

## Inscripción Estudiantil por Grupo para 2023-24

Grupo Estudiantil	Porcentaje de Inscripción Total
Femenino	49.7
Masculino	50.3
Nativo Americano o Nativo de Alaska	0.2
Asiático	3.8
Afroamericano	36.4
Filipino	0.9
Hispano o Latino	52.2
Nativo de Hawái o Isleño del Pacífico	0.4
Dos o Más Orígenes Étnicos	4.9
Blanco	1.1
Estudiantes del Inglés	14.6
Jóvenes de Crianza Temporal	1.1
Indigentes	4.4
De Escasos Recursos Económicos	94.7
Alumnos con Discapacidades	14

### A. Condiciones de Aprendizaje

#### Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

## Preparación y Colocación Docente para 2020-21

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
<b>Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)</b>	24.00	92.31	548.70	85.85	228366.10	83.12
<b>Practicantes Contando con Acreditación Correctamente Asignados</b>	0.00	0.00	2.30	0.37	4205.90	1.53
<b>Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)</b>	1.00	3.85	18.00	2.83	11216.70	4.08
<b>Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)</b>	0.00	0.00	14.30	2.25	12115.80	4.41
<b>Desconocido/Incompleto/NA</b>	1.00	3.85	55.50	8.69	18854.30	6.86
<b>Cantidad Total de Cargos Docentes</b>	26.00	100.00	639.10	100.00	274759.10	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

## Preparación y Colocación Docente para 2021-22

Autorización/A signación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
<b>Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)</b>	26.50	92.98	571.00	87.04	234405.20	84.00
<b>Practicantes Contando con Acreditación Correctamente Asignados</b>	0.00	0.00	2.00	0.31	4853.00	1.74
<b>Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)</b>	0.00	0.00	19.90	3.04	12001.50	4.30
<b>Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)</b>	0.00	0.00	15.80	2.41	11953.10	4.28
<b>Desconocido/Incompleto/NA</b>	2.00	7.02	47.20	7.20	15831.90	5.67
<b>Cantidad Total de Cargos Docentes</b>	28.50	100.00	656.10	100.00	279044.80	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.



## Preparación y Colocación Docente para 2022-23

Autorización/A signación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
<b>Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)</b>	24.00	92.31	542.80	88.08	231142.40	100.00
<b>Practicantes Contando con Acreditación Correctamente Asignados</b>	0.00	0.00	2.90	0.48	5566.40	2.00
<b>Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)</b>	2.00	7.69	15.30	2.50	14938.30	5.38
<b>Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)</b>	0.00	0.00	17.50	2.84	11746.90	4.23
<b>Desconocido/Incompleto/NA</b>	0.00	0.00	37.50	6.10	14303.80	5.15
<b>Cantidad Total de Cargos Docentes</b>	26.00	100.00	616.30	100.00	277698	100

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

### Maestros sin Acreditación y Asignaciones Incorrectas (considerados inefectivos “ineffective” bajo ESSA)

Autorización/Asignación	2020-21	2021-22	2022-23
<b>Permisos y Exenciones</b>	0.00	0.00	0
<b>Asignaciones</b>	1.00	0.00	2
<b>Puestos con Vacante</b>	0.00	0.00	0
<b>Cantidad Total de</b>	1.00	0.00	2

## Maestros Acreditados Asignados No En Su Rama (considerados no en su rama “out-of-field” bajo ESSA)

Indicador	2020-21	2021-22	2022-23
Maestros Acreditados Autorizados con un Permiso o una Exención	0.00	0.00	0
Opciones de Asignación Local	0.00	0.00	0
Cantidad Total de Maestros No En Su Rama	0.00	0.00	0

## Asignaciones de Clases

Indicador	2020-21	2021-22	2022-23
<b>Asignaciones para Estudiantes del Inglés</b> (un porcentaje de todas las clases con estudiantes del inglés impartidas por maestros con asignación incorrecta)	3.80	0	8.3
<b>Sin acreditación, permiso o autorización para enseñar</b> (un porcentaje de todas las clases impartidas por maestros sin registro de una autorización para enseñar)	0.00	0	0

Nota: Para más información, consulte la página web Definiciones Actualizadas sobre Equidad Docente (*Updated Teacher Equity Definitions*) en <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## Calidad, Vigencia y Disponibilidad de Libros de Texto y Otros Materiales Instructivos para 2024-25

El Distrito Escolar Unificado de Paramount ha establecido Procedimientos uniformes de queja (UCP, por sus siglas en inglés) para abordar las denuncias por discriminación ilegal, acoso, intimidación y hostigamiento, así como las quejas que alegan la infracción de las leyes estatales o federales que rigen los programas educativos, el cobro ilegal de cuotas estudiantiles y el incumplimiento del “Local Control and Accountability Plan” (Plan de Contabilidad y Control Local) (LCAP, por sus siglas en inglés).

Se puede acceder a los cuatro informes trimestrales sobre quejas uniformes para 2023-2024 desde el siguiente enlace del sitio web:

<https://www.paramount.k12.ca.us/pdf/4> Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

**Año y mes en los cuales se recopilaron los datos**

Septiembre de 2024

Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿Los libros de texto son de la adopción	Porcentaje de alumnos a quienes no se les asignaron sus propios libros de texto
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		más reciente?	
<b>Lectura/Artes Lingüísticas</b>	(Frog Street Press) Kínder de Transición (TK, por sus siglas en inglés) a kínder Frog Street Pre-K Colección English Teacher's Edition / 2023 (McGraw Hill) Año de Kínder Kinder Wonders Reading Writing Workshop: Start Smart / 2016 (McGraw Hill) Año de Kínder Kinder Wonder Reading Writing Workshop: Unidad 1-10 / 2016 (McGraw Hill) 1° año 1st Gr Wonders Reading Writing Workshop: Unidad 1-4 / 2016 (McGraw Hill) 1° año 1st Gr Wonders Literature Anthology: Unidad 1-4 / 2016 (McGraw Hill) 2° año 2nd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 2° año 2nd Gr Wonders Literature Anthology / 2016 (McGraw Hill) 3° año 3rd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 3° año 3rd Gr Wonders Literature Anthology / 2016 (McGraw Hill) 4° año 4th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 4° año 4th Gr Wonders Literature Anthology / 2016 (McGraw Hill) 5° año 5th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 5° año 5th Gr Wonders Literature Anthology / 2016	Sí	0%
<b>Matemáticas</b>	(McGraw Hill) Año de kínder My Math Grade K Volumen 1-2 / 2014 (McGraw Hill) 1° año My Math Grade 1 Volumen 1-2 / 2014 (McGraw Hill) 2° año My Math Grade 2 Volumen 1-2 / 2014 (McGraw Hill) 3° año My Math Grade 3 Volumen 1-2 / 2014 (McGraw Hill) 4° año My Math Grade 4 Volumen 1-2 / 2014 (McGraw Hill) 5° año My Math Grade 5 Volumen 1-2 / 2014	Sí	0%
<b>Ciencias</b>	(Twig Science) Año de kínder Kinder Student TwigBook: Módulo 1-4 / 2020 (Twig Science) 1° año 1st Grade Student TwigBook: Módulo 1-4 / 2020 (Twig Science) 2° año 2nd Grade Student TwigBook: Módulo 1-4 / 2020 (Twig Science) 3° año 3rd Grade Student TwigBook: Módulo 1-4 / 2020 (Twig Science) 4° año 4th Grade Student TwigBook: Módulo 1-5 / 2020 (Twig Science) 5° año 5th Grade Student TwigBook: Módulo 1-4 / 2020	Sí	0%
<b>Historia-Ciencias Sociales</b>	(Savvas) Año de kínder CA myWorld Interactive Worktext K / 2022 (Savvas) 1° año CA myWorld Interactive Worktext 1 / 2022 (Savvas) 2° año CA myWorld Interactive Worktext 2 / 2022 (Savvas) 3° año CA myWorld Interactive Worktext 3 / 2022 (Savvas) 4° año CA myWorld Interactive Worktext 4 / 2022 (Savvas) 5° año CA myWorld Interactive Worktext 5 / 2022	Sí	0%

## Condiciones de Instalación Escolar y Mejoradas Planeadas

La instalación escolar está en buen estado.

Año y mes del más reciente informe FIT

Octubre de 2024

Sistema Inspeccionado	Clasificar Bueno	Clasificar Adecuado	Clasificar Malo	Reparación Necesaria y Acción Tomada o Planeada
<b>Sistemas:</b> Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	X			Filtro de Merv 16 (Valor mínimo de informe de eficiencia [Merv, por sus siglas en inglés]) instalado en todos los sistemas de climatización (HVAC, por sus siglas en inglés)-REALIZADO
<b>Interior:</b> Superficies Interiores	X			
<b>Limpieza:</b> Limpieza General, Invasión de Insectos/Plagas	X			
<b>Eléctrico</b>	X			nuevos paneles eléctricos
<b>Baños/Bebederos:</b> Baños, Lavamanos/Bebederos	X			
<b>Seguridad:</b> Seguridad Contra Incendios, Materiales Peligrosos	X			
<b>Estructural:</b> Daños Estructurales, Techos	X			
<b>Exterior:</b> Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	X			Estructura para sombra nueva, asfalto nuevo

## Tasa General de Instalación

Ejemplar	Bueno	Adecuado	Malo
X			

## B. Resultados Estudiantiles

### Prioridad Estatal: Rendimiento Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

#### Evaluaciones a Nivel Estatal

(p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas).

El Sistema CAASPP abarca las siguientes evaluaciones y requisitos de participación estudiantil:

1. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para ELA** en tercero a octavo grado y onceavo grado.
2. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Matemáticas** en tercero a octavo grado y onceavo grado.
3. **Prueba de Ciencia de California (CAST, por sus siglas en inglés) Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Ciencia** en quinto y octavo grado y al estar en la escuela preparatoria (es decir, décimo, onceavo o doceavo grado).

#### Preparación Universitaria y Vocacional

El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para ingreso a la Universidad de California y la Universidad Estatal de California o secuencias de educación de carrera técnica o programa de estudio.

## Porcentaje de Alumnos Cumpliendo o Superando la Norma Estatal para CAASPP

Esta tabla exhibe los resultados de la prueba CAASPP para ELA y matemáticas para todos los alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administrada por el estado.

Porcentaje no son calculados cuando la cantidad de alumnos realizando la prueba es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger privacidad estudiantil.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
<b>Artes Lingüísticas del Inglés/Lectoe escritura</b> (3°-8° y 11° grado)	24	26	39	40	46	47
<b>Matemáticas</b> (3°-8° y 11° grado)	18	18	21	22	34	35

## Resultados de la Prueba CAASPP para ELA por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
<b>Todos los Alumnos</b>	265	260	98.11	1.89	25.77
<b>Femeninas</b>	133	130	97.74	2.26	31.54
<b>Masculinos</b>	131	129	98.47	1.53	20.16
<b>Nativos Americanos o Nativos de Alaska</b>	--	--	--	--	--
<b>Asiáticos</b>	12	11	91.67	8.33	45.45

<b>Afroamericano</b>	98	97	98.98	1.02	16.49
<b>Filipinos</b>	--	--	--	--	--
<b>Hispanos o Latinos</b>	131	128	97.71	2.29	32.03
<b>Nativos de Hawái o Isleños del Pacífico</b>	--	--	--	--	--
<b>Dos o Más Orígenes Étnicos</b>	13	13	100.00	0.00	15.38
<b>Blancos</b>	--	--	--	--	--
<b>Estudiantes del Inglés</b>	33	30	90.91	9.09	6.67
<b>Jóvenes de Crianza Temporal</b>	--	--	--	--	--
<b>Indigentes</b>	--	--	--	--	--
<b>Militares</b>	0	0	0	0	0
<b>De Escasos Recursos Económicos</b>	249	245	98.39	1.61	24.08
<b>Alumnos Recibiendo Servicios de Educación Migrante</b>	0	0	0	0	0
<b>Alumnos con Discapacidades</b>	42	42	100.00	0.00	7.14

## Resultados de la Prueba CAASPP para Matemáticas por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
<b>Todos los Alumnos</b>	265	262	98.87	1.13	18.32

<b>Femeninas</b>	133	132	99.25	0.75	18.94
<b>Masculinos</b>	131	129	98.47	1.53	17.83
<b>Nativos Americanos o Nativos de Alaska</b>	--	--	--	--	--
<b>Asiáticos</b>	12	11	91.67	8.33	54.55
<b>Afroamericanos</b>	98	96	97.96	2.04	8.33
<b>Filipinos</b>	--	--	--	--	--
<b>Hispanos o Latinos</b>	131	131	100.00	0.00	24.43
<b>Nativos de Hawái o Isleños del Pacífico</b>	--	--	--	--	--
<b>Dos o Más Orígenes Étnicos</b>	13	13	100.00	0.00	0.00
<b>Blancos</b>	--	--	--	--	--
<b>Estudiantes del Inglés</b>	33	33	100.00	0.00	0.00
<b>Jóvenes de Crianza Temporal</b>	--	--	--	--	--
<b>Indigentes</b>	--	--	--	--	--
<b>Militares</b>	0	0	0	0	0
<b>De Escasos Recursos Económicos</b>	249	247	99.20	0.80	16.60
<b>Alumnos Recibiendo Servicios de Educación Migrante</b>	0	0	0	0	0
<b>Alumnos con Discapacidades</b>	42	42	100.00	0.00	2.38



## Resultados de la Prueba CAASPP de Ciencia para Todos los Alumnos

Esta tabla exhibe el porcentaje de todos los alumnos de quinto y octavo grado y Escuela Preparatoria cumpliendo o superando la Norma Estatal.

Los resultados de la prueba de ciencia incluyen CAST y CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en CAST más la cantidad total de alumnos que cumplieron la norma (es decir, lograron Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes de nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
Ciencia (5° y 8° grado y escuela preparatoria)	8.65	8.33	17.61	17.78	30.29	30.73

## Resultados de la Prueba CAASPP en Ciencia por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP en Ciencia por grupo estudiantil para alumnos en quinto y octavo grado y escuela preparatoria. Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger la privacidad estudiantil.

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
<b>Todos los Alumnos</b>	84	84	100.00	0.00	8.33
<b>Femeninas</b>	41	41	100.00	0.00	12.20
<b>Masculinos</b>	43	43	100.00	0.00	4.65
<b>Nativos Americanos o Nativos de Alaska</b>	0	0	0	0	0
<b>Asiáticos</b>	--	--	--	--	--
<b>Afroamericano</b>	34	34	100.00	0.00	0.00
<b>Filipinos</b>	0	0	0	0	0
<b>Hispanos o Latinos</b>	42	42	100.00	0.00	14.29
<b>Nativos de Hawái o Isleños del Pacífico</b>	--	--	--	--	--
<b>Dos o Más Orígenes Étnicos</b>	--	--	--	--	--
<b>Blancos</b>	--	--	--	--	--
<b>Estudiantes del Inglés</b>	--	--	--	--	--
<b>Jóvenes de Crianza Temporal</b>	--	--	--	--	--
<b>Indigentes</b>	--	--	--	--	--
<b>Militares</b>	0	0	0	0	0
<b>De Escasos Recursos Económicos</b>	81	81	100.00	0.00	8.64
<b>Alumnos Recibiendo Servicios de Educación Migrante</b>	0	0	0	0	0
<b>Alumnos con Discapacidades</b>	13	13	100.00	0.00	0.00

## B. Resultados Estudiantiles

### Prioridad Estatal: Otros Resultados Estudiantiles

El SARC proporciona la siguiente información relevante a la prioridad estatal: Otros Resultados Estudiantiles (Prioridad 8): Resultados estudiantiles en la materia de educación física.

#### Resultados de la Prueba de Condición Física de California para 2023-24

Esta tabla muestra el porcentaje de alumnos participando en cada uno de los cinco componentes de los Resultados de la Prueba de Condición Física de California. La administración de la Prueba de Condición Física (PFT, por sus siglas en inglés) requiere solo resultados de participación para estas cinco áreas de condición física. Los porcentajes no son calculados y doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger la privacidad estudiantil

Nivel de Año	Componente 1: Capacidad Aeróbica	Componente 2: Fuerza Abdominal y Resistencia	Componente 3: Extensor del Torsor y Flexibilidad	Componente 4: Fuerza del Torsor y Resistencia	Componente 5: Flexibilidad
5° Grado	92.94%	96.47%	92.94%	97.65%	94.12%

## C. Participación

### Prioridad Estatal: Participación Parental

El SARC proporciona la siguiente información relevante a la prioridad estatal: Participación Parental (Prioridad 3): Esfuerzos que hace el distrito escolar para solicitar el aporte parental en toma de decisiones relacionadas al distrito escolar y en cada sitio escolar.

#### Oportunidades para Participación Parental del 2024-25

Se motiva a los padres para que participen en la educación de sus hijos y se los invita a reunirse con el personal para mejorar la experiencia de aprendizaje. Cada primavera, la escuela encuesta a los padres sobre la eficacia de sus programas y utiliza sus comentarios para hacer mejoras.

Hay varias maneras para que los padres se involucren, como, por ejemplo, con su participación en la Parent Teacher Association (Asociación de Padres y Maestros) (PTA, por sus siglas en inglés), desempeñándose como miembros electos del Consejo de Sitio Escolar (SSC, por sus siglas en inglés) o del Comité Asesor para el Idioma Inglés (ELAC, por sus siglas en inglés), y asistiendo a las reuniones de SSC, ELAC y PTA. El Consejo de Sitio Escolar es un equipo de padres, maestros y personal electos que trabajan en colaboración para mejorar los programas educativos de la escuela, mientras que el ELAC ofrece recomendaciones para los programas de apoyo a los alumnos que hablan un segundo idioma. También, se motiva a los padres para que asistan a una Noche de Regreso a Clases, una visita escolar y eventos a nivel escolar a lo largo del ciclo escolar.

Una vez que los padres finalicen el proceso de autorización de voluntarios a nivel del distrito, son bienvenidos a ayudar en el plantel a través de la PTA o en el salón de clase de sus hijos, trabajando con grupos pequeños o alumnos individuales, finalizando las tareas asignadas por el maestro y asistiendo a los viajes de estudio. La solicitud de voluntariado escolar se puede encontrar en el sitio web del Distrito Unificado de Paramount.

Además, la Escuela Collins ofrece talleres para padres y eventos de participación familiar a lo largo del año, que están disponibles tanto por la mañana como por la noche en formatos virtuales y presenciales. Los temas cubiertos incluyen asistencia, colaboración con maestros para apoyar el éxito académico, formas de involucrarse con la escuela y desarrollo del carácter.

## Ausentismo Crónico por Grupo Estudiantil para 2023-24

Grupo Estudiantil	Inscripción Acumulativa	Ausentismo Crónico Inscripción Elegible	Cuenta para Ausentismo Crónico	Tasa de Ausentismo Crónico
<b>Todos los Alumnos</b>	596	569	193	33.9
<b>Femeninas</b>	287	276	84	30.4
<b>Masculinos</b>	309	293	109	37.2
<b>Nativos Americanos o Nativos de Alaska</b>	--	--	--	--
<b>Asiáticos</b>	--	--	--	--
<b>Afroamericanos</b>	22	20	5	25.0
<b>Filipinos</b>	223	211	87	41.2
<b>Hispanos o Latinos</b>	--	--	--	--
<b>Nativos de Hawái o Isleños del Pacífico</b>	295	287	75	26.1
<b>Dos o Más Orígenes Étnicos</b>	--	--	--	--
<b>Blancos</b>	29	29	15	51.7
<b>Estudiantes del Inglés</b>	--	--	--	--
<b>Jóvenes de Crianza Temporal</b>	88	84	21	25.0
<b>Indigentes</b>	--	--	--	--
<b>De Escasos Recursos Económicos</b>	49	40	20	50.0
<b>Alumnos Recibiendo Servicios de Educación Migrante</b>	569	542	188	34.7
<b>Alumnos con Discapacidades</b>	--	--	--	--

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

### C. Participación

#### Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal: Ambiente Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales del sentido de seguridad

## Suspensiones y Expulsiones

Esta tabla exhibe datos de suspensiones y expulsiones.

Tem a	Escuela 2021-22	Escuela 2022-23	Escuela 2023-24	Distrito 2021-22	Distrito 2022-23	Distrito 2023-24	Estado 2021-22	Estado 2022-23	Estado 2023-24
Susp ensi ones	1.88	3.8	3.36	1.86	3.39	2.92	3.17	3.6	3.28
Expu lsion es	0	0.16	0	0.04	0.04	0	0.07	0.08	0.07

## Suspensiones y Expulsiones por Grupo Estudiantil para 2023-24

Grupo Estudiantil	Tasa de Suspensiones	Tasa de Expulsiones
Todos los Alumnos	3.36	0.00
Femeninas	1.05	0.00
Masculinos	5.50	0.00
No Binarios	0.00	0.00
Nativos Americanos o Nativos de Alaska	0.00	0.00
Asiáticos	0.00	0.00
Afroamericanos	7.62	0.00
Filipinos	0.00	0.00
Hispanos o Latinos	1.02	0.00
Nativos de Hawái o Isleños del Pacífico	0.00	0.00
Dos o Más Orígenes Étnicos	0.00	0.00
Blancos	0.00	0.00
Estudiantes del Inglés	1.14	0.00
Jóvenes de Crianza Temporal	0.00	0.00
Indigentes	2.04	0.00
De Escasos Recursos Económicos	3.51	0.00
Alumnos Recibiendo Servicios de Educación Migrante	0.00	0.00
Alumnos con Discapacidades	4.12	0.00

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

## Plan de Seguridad Escolar para 2024-25

El Plan de Seguridad Escolar de Collins se actualiza continuamente a lo largo del año y se repasa anualmente al inicio del año escolar. Los elementos

clave del plan sobre política, procedimiento y el código de educación sobre los asuntos siguientes:

- Costos obligatorios.
- Reporte de casos de abusos de niños.

## Plan de Seguridad Escolar para 2024-25

- Responsabilidad de los padres.
- Disciplina de empleados.
- Disciplina de alumnos
- Mantener un Plantel libro de Drogas, Tabaco y Alcohol.
- Asuntos relacionados con el Código de Vestimenta.
- Acoso sexual.
- Preparación ante desastres.

En agosto de 2024, el School Safety Plan (Plan de Seguridad Escolar) se analizó con el personal de la Escuela Collins, siguiendo el Protocolo de Respuesta Estándar del distrito. El plan recibió la aprobación del Consejo de Sitio Escolar el 5 de noviembre de 2024.

### D. Otra Información del SARC Información Requerida en el SARC

La información en esta sección es requerida ser parte del SARC pero no es incluida en las prioridades estatales para LCFF.

### Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2021-22

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2020-21. Las columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	16	5		
1° Grado	21	4	1	
2° Grado	21	1	3	
3° Grado	19	4	1	
4° Grado	28		3	
5° Grado	29		3	
Otro	18	3	1	1

## Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2022-23

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2022-23. Las columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	22	1	4	
1° Grado	20	3	1	
2° Grado	20	3	1	
3° Grado	21		4	
4° Grado	25		3	
5° Grado	30		3	
Otro	13	2		

## Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2023-24

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2023-24. Las columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	21	1	3	
1° Grado	24		3	
2° Grado	24		3	
3° Grado	21	1	3	
4° Grado	28		3	
5° Grado	27		3	
Otro	11	2		

## Tasa de Alumnos por Orientador Académico para 2023-24

Esta tabla exhibe la tasa de alumnos por Orientador Académico. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Tasa
Alumnos por Orientador Académico	527

## Personal de Servicios de Apoyo Estudiantil para 2023-24

Esta tabla exhibe la cantidad de personal auxiliar FTE asignado a esta escuela. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Cantidad de FTE Asignado a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	1
Maestro/a de Medios Bibliotecarios (Bibliotecario)	
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	1.5
Trabajador/a Social	1
Enfermera/o	
Especialista en Problemas de Audición/Lenguaje/Habla	
Especialista de Recursos (no docente)	
Otro	

## Gastos por Alumno y Salarios de Maestros del Sitio Escolar para 2022-23

Esta tabla exhibe los gastos por alumno y salario promedio de maestros para esta escuela en 2022-23. Celdas con valores "N/A" no requieren datos.

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Salario Promedio De Maestros
Sitio Escolar	11,158.29	1,782.71	9,375.58	85,672.11
Distrito	N/A	N/A	14,399.09	126,813.75
Porcentaje de Diferencia – Sitio Escolar y Distrito	N/A	N/A	-42.3	-38.7
Estado	N/A	N/A	\$10,771	\$97,756
Porcentaje de Diferencia – Sitio Escolar y Estado	N/A	N/A	-13.9	-13.2



## Tipo de Servicios Financiados para Año Fiscal 2023-24

El distrito recibe fondos adicionales para una serie de servicios y programas especiales. Entre los servicios especiales que se ofrecen, se encuentran los siguientes:

Título I - se trata de un programa federal diseñado para garantizar que todos los niños tengan una oportunidad justa, igualitaria y relevante de obtener una educación de alta calidad y alcanzar, como mínimo, nivel de competencia en las exigentes normas académicas estatales de rendimiento académico y en las evaluaciones académicas del estado.

Título II - se trata de un programa federal diseñado para garantizar la calidad profesional de los maestros y directores.

Título III - se trata de un programa federal diseñado para garantizar que los alumnos clasificados como Estudiantes de Inglés tengan el acceso a una educación de alta calidad.

Título IV - se trata de un programa federal diseñado para garantizar que los alumnos tengan acceso a una educación completa; mejorar las condiciones escolares para el aprendizaje de los alumnos; y mejorar el uso de tecnología para mejorar el rendimiento académico y los conocimientos digitales de todos los alumnos.

Fórmula de Financiamiento y Control Local (LCFF, por sus siglas en inglés) - se trata de una fórmula de financiamiento estatal que está diseñada para ayudar a todos los alumnos a tener éxito y proporciona financiamiento adicional para los alumnos con más dificultades.

## Sueldos Docentes y Administrativos para 2022-23

Esta tabla exhibe los sueldos Docentes y Administrativos para 2022-23. Para información más detallada sobre sueldos, consulte la página web del CDE sobre Sueldos y Beneficios de Certificación en <http://www.cde.ca.gov/ds/fd/cs/>.

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
<b>Sueldo de Maestro Principiante</b>	\$67,485	\$59,551
<b>Sueldo de Maestro en el Nivel Intermedio</b>	\$97,077	\$93,855
<b>Sueldo de Maestro en el Nivel Superior</b>	\$127,968	\$120,219
<b>Sueldo Promedio de Director (Primaria)</b>	\$168,593	\$151,525
<b>Sueldo Promedio de Director (Secundaria)</b>	\$172,610	\$158,215
<b>Sueldo Promedio de Director (Preparatoria)</b>	\$187,581	\$171,087
<b>Sueldo del Superintendente</b>	\$334,586	\$300,043
<b>Porcentaje del Presupuesto para Sueldo de Maestros</b>	30.21	31
<b>Porcentaje del Presupuesto para Sueldos Administrativos</b>	4.22	4.91

## Formación Profesional

El aprendizaje profesional continuo está integrado en la jornada escolar y se ofrece fuera del horario laboral. Se motiva a todo el personal para que asista a estas sesiones, ya que se relacionan con las obligaciones profesionales y el crecimiento continuo. La tabla a continuación refleja los días completos dedicados al aprendizaje profesional en todo el distrito para todo el personal clasificado y certificado.

Esta tabla exhibe la cantidad de días escolares dedicado a la formación del personal y continuo mejoramiento.

Materia	2022-23	2023-24	2024-25
<b>Cantidad de días escolares dedicados a la Formación del Personal y Continuo Mejoramiento</b>	0	0	2

## Input Section 2: 2024-25 School Contact Information



School Name	Captain Raymond Collins School
Street	6125 Coke St.
City, State, Zip	Long Beach CA 90805-3925
Phone Number	(562) 602-8008
Principal	Margie A. Domino
Email Address	mdomino@paramount.k12.ca.us
School Website	<a href="https://collins.pusdschools.net/">https://collins.pusdschools.net/</a>
County-District-School (CDS) Code	19648736021380

## Input Section 4: 2024-25 School Overview

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

Captain Raymond Collins Elementary School serves preschool through 5th grade students and is located in Long Beach. We cater to families from Long Beach, Lakewood, Bellflower, and Paramount, and are one of 11 elementary schools in the

## Input Section 4: 2024-25 School Overview

Paramount Unified School District. Our diverse student population reflects a variety of socio-economic and cultural backgrounds.

Our ongoing mission is to enhance our school community by working collaboratively improving student achievement. We focus on social and emotional development through programs such as the Safe and Civil Program, Capturing Kids' Hearts, and the Second Step social-emotional learning initiative.

Operating on a traditional school calendar, Collins also functions as a Special Education hub within the district, providing services for identified special needs students in preschool through 5th grade through our Resource Specialist Program (RSP) and Special Day Classes.

### Mission & Vision:

We believe that all students are entitled to a safe learning environment in which they are provided rigorous, standards-based instruction. Through high expectations for all, we envision a college and career ready student body who exemplify the attributes of good citizenship. We seek to create a school environment that achieves equity for all and ensures that each student is a successful learner, encompassing the whole child: social, emotional, and academic. Captain Raymond Collins Elementary School is committed to guiding, teaching, and providing opportunities for the growth of all students in order to ensure their learning and success.

## Input Section 5: 2024-25 Opportunities for Parental Involvement

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

Parents are encouraged to engage in their child's education and are welcome to meet with staff to enhance the learning experience. Each Spring, the school surveys parents about the effectiveness of its programs and uses their feedback to make improvements.

There are several ways for parents to get involved, including participation in the Parent Teacher Association (PTA), serving as elected members of the School Site Council (SSC) or the English Language Advisory Committee (ELAC), and attending SSC, ELAC, and PTA meetings. The School Site Council is a team of elected parents, teachers, and staff working collaboratively to enhance the school's educational programs, while the ELAC provides recommendations for programs supporting students who speak a second language. Parents are also encouraged to attend Back to School Night, Open House, and school wide events throughout the school year.

Once parents complete the district-wide volunteer clearance process, they are welcome to assist on campus through the PTA or in their child's classroom, working with small groups or individual students, completing tasks assigned by the teacher and attending field trips. The application for school based volunteering can be found on the Paramount Unified District website.

Additionally, Collins School offers Parent Workshops and family engagement events throughout the year, available both in the morning and evening in virtual and in-person formats. Topics covered include attendance, collaborating with teachers to support academic success, ways to get involved with the school, and character development.

## Input Section 6: 2024-25 School Safety Plan

**This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.**

**Note:**

**This section should include information about the school's Comprehensive School Safety Plan (CSSP), including the dates on which the safety plan was last annually reviewed, updated, board approved and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field).**

Collins School Safety Plan is continually updated throughout the year and annually revisited at the beginning of the academic school year. The key elements of the plan involve policy, procedure and education code on the following issues:

- Mandated Costs
- Child Abuse Reporting
- Parent Liability
- Employee Discipline
- Student Discipline
- Keeping a Drug, Tobacco and Alcohol-Free Campus
- Dress Code Issues
- Sexual Harassment
- Disaster Preparedness

In August 2024, the school's safety plan was reviewed with Collins School staff, following the District's Standard Response Protocol. The plan received approval from the School Site Council on November 5, 2024.



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Captain Raymond Collins School	19648736021380	December 3, 2024	

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Captain Raymond Collins School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Captain Raymond Collins School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

This comprehensive school plan for student achievement is designed to enhance learning in accordance with the Every Student Succeeds Act (ESSA). At its core, the plan prioritizes high-quality Tier 1 instruction, ensuring that all students receive differentiated and engaging teaching that meets their diverse learning needs within the general and special education classroom. Regularly scheduled biweekly collaboration among teachers and staff facilitates discussions about student progress, sharing of best practices, addressing challenges and gains, fostering a sense of community and encouraging innovative strategies.

Daily integrated and designated English Language Development (ELD) instruction is also a key component, providing essential support for English learners to achieve proficiency. Instructional leadership teams, comprised of grade level teacher teams, and Academic Coach, and administrators, are established to analyze student data, implement best practices, facilitate collaboration meetings, and drive instructional improvements, particularly for struggling students. Ongoing professional development opportunities focus on evidence-based practices, culturally responsive teaching, and differentiated instruction, with embedded support for real-time reflection and improvement.

The plan is aligned with Paramount Unified School District's five primary goals to guide its efforts to meeting the LCAP:

**Goal 1: Elevate Deeper Learning and College, Career, and Life Readiness-** This goal aims to foster critical thinking, problem-solving, and skills necessary for success beyond school, ensuring that students are well-prepared for their future endeavors.

**Goal 2: Implement Comprehensive Professional Learning, Leading to Effective Change-** This goal emphasizes the importance of ongoing professional development for educators, equipping them with the tools and strategies needed to drive meaningful changes in their teaching practices.

**Goal 3: Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety-** This goal focuses on creating a supportive school culture where students feel valued, respected, and emotionally secure, which is essential for their overall well-being and academic success.

**Goal 4: Enhance Family and Community Engagement-** This goal seeks to build strong partnerships with families and community stakeholders through workshops, events, and consistent communication, creating a supportive network that enhances student learning.

**Goal 5: Build an Inclusive and Equitable School District-** This goal emphasizes the commitment to ensuring that all students, regardless of their background or abilities, have access to equitable resources, opportunities, and support within the school district. It aims to create an environment where diversity is celebrated, and every student can thrive.

Additionally, targeted interventions will be implemented to improve academic outcomes for all student groups, with regular monitoring to ensure timely assistance for those underperforming. Strategies to reduce chronic absenteeism involve engaging families and providing resources to overcome attendance barriers, such as outreach programs and community partnerships. Lastly, the plan includes initiatives aimed at continuous improvement of school culture, promoting a positive climate through social-emotional learning programs, conflict resolution training, and student recognition systems. By continuously assessing and refining these strategies, the school aims to create an environment where every student can thrive academically and personally.



# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC):

April 16, 2024- Council discussed outcomes of the Title 1/LCAP 2024 Parent Survey and iReady Spring Reading and Math assessment results and progress toward related goals in the school plan.

May 21, 2024- Council reviewed the 2023-24 SPSA Goals 1-3, along with associated actions and data points. The data was examined to assess progress towards the goals and their targets. While most areas demonstrated improvement, some goals remained in progress.

October 8, 2024- The Council revisited the data discussed during the end-of-year meeting for 2023-24 and addressed the information that was not available at that time, specifically regarding the SBA and ELPAC. Additionally, the principal informed the Council about the new SPSA goals for 2024-25, which are aligned with the LCAP. SBA ELA and Math goals were both not met. An additional meeting to address development of the SPSA was added to the meeting calendar.

October 22, 2024- The meeting primarily focused on developing the draft School Plan, particularly goals one through five and their actions for 2024-25. Key topics included various aspects of school planning and improvement, such as academic goals, professional development, and student support initiatives. Conversations centered on fostering a positive school culture, strengthening family engagement, and ensuring equitable access to educational opportunities. The team also highlighted the importance of monitoring progress and effectively allocating resources to meet the school's objectives. The ELAC had no comments or suggestions for the SSC, and SSC members present expressed no questions or further input on the draft plan, agreeing with the proposed actions. The meeting concluded with a discussion of upcoming school events and a decision to reconvene on November 5, 2024.

November 5, 2024- Council continued developing the draft of the SPSA. The discussion included the preliminary budget for the school year including the carryover from 23- 24. The expected outcomes for each goal associated strategies, and allocations were discussed. It was shared that the ELAC had no comments or suggestions for the SSC, and SSC members present expressed no questions or further input on the draft plan, agreeing with the proposed actions. Due to district level strategies not being in the draft SPSA at the time of the meeting and revised timelines, the SSC meeting schedule was adjusted to add a meeting for December 3, 2024 to review the final draft of the SPSA.

December 3, 2024- The Council met to continue the discussion and final revision of the SPSA for the 2024-25 school year. All district level actions for each goal were shared and explained to the members present. Mrs. Domino shared that the exact amount of each goal added by the District is not included, but community members could access the district LCAP to get more details. Each goal and the Title 1 allocation associated with it was discussed. It was noted that some actions overlapped or repeated with other goals, and that the budget for those goals was funded by Title 1 allocations in the initial action. Mrs. Domino shared that a member of ELAC asked if a nurse was assigned to Collins to which she replied nurses support multiple schools and a nurse visits Collins daily. It was also shared that ELAC had no advisory comments or suggestions for SSC. Even though after each goal, actions, and allocations were discussed, council was asked for questions, suggestions, or comments, no questions or suggestions were raised during the meeting regarding the school plan. The 2024-25 SPSA was approved by the council during the meeting.

English Learner Advisory Committee (ELAC):

April 16, 2024- The committee reviewed the outcomes of the Title 1/LCAP 2024 Parent Survey, as well as the results from the iReady Spring Reading and Math assessments, and discussed progress toward the related goals in the school plan.

May 21, 2024- The committee reviewed the 2023-24 SPSA Goals 1-3, along with the related actions and data points. They analyzed the data to evaluate progress toward the goals and their targets, with a particular focus on attendance. While most areas showed improvement, some goals were still in progress.

October 22, 2024- On October 22, 2024, the committee reviewed the school's annual goals, emphasizing four primary areas. The first goal focused on improving attendance, with planned actions including attendance incentives and enhanced communication with families. The second goal aimed to boost student engagement, proposing increased opportunities for students to join clubs and activities and enhancing the school's website and social media presence. The third goal targeted improving student achievement, with initiatives such as expanded professional development for

teachers and an upgraded data tracking system. The fourth goal emphasized building an inclusive and equitable school district, including actions like offering art instruction to all students during the school day and ensuring equitable access to the Advanced Visual and Performing Arts (VAPA) program.

Throughout the discussion, the committee stressed the importance of additional support for students, particularly English learners and students with disabilities, through targeted interventions and close attendance monitoring. After reviewing each goal and its associated actions, the committee was invited to share questions or feedback but had no additional input.

November 5, 2024- The council met to continue the discussion of the draft school plan, which included budget allocations for various goals related to student achievement, professional development, school climate, parent engagement, and equity as it relates to English Learners. The difference between LCAP and Title 1 funds and how they are allocated was discussed. As each goal, accompanying strategy, and allocation was shared, committee members were given the opportunity to provide suggestions, ask questions, or provide a comment. There were no comments provided to share with the SSC.

December 3, 2024- The committee met to continue the discussion of the 2024-2025 school plan. Mrs. Domino outlined the school plan, emphasizing the district's funding allocations and the school's Title 1 funding for each goal. She reviewed the goals and associated actions, detailing how funds are allocated for academic coaches, PE and music teachers, Project Lead The Way educators, Language Assessment Assistants, etc. She also highlighted the addition of a library technician and extended hours for universal access planning. Mrs. Domino expanded on the district's actions for each goal, covering funding for CSAs, BCBAs, school counselors, and social workers, as well as nurses. A community member asked if there was a nurse assigned to Collins. Mrs. Domino informed her that there is a nurse assigned to Collins and she visits the school daily, but she also supports other school sites. The discussion concluded with an overview of the total Title 1 funding included in the plan. Throughout the discussion, the committee was asked for questions or feedback but had no comments or suggestions for SSC.

#### Title 1 Parent Meetings:

On August 27 and 29, 2024, there were parent meetings: a virtual meeting on the morning of August 27 and an in-person gathering during Back to School Night on August 29. The principal, assisted by a translator, shared the following information:

- Title 1 Overview
- How Title 1 Funds Are Utilized
- Parent Compact
- Parent and Family Engagement Policy—District and Collins School
- Parent Rights Under Title 1
- Curriculum and Assessments
- Ways to Support Education at Home
- How to Communicate with the School and Teachers
- Opportunities for Parents to Provide Feedback on the School Plan for Student Achievement (SPSA) and the Parent Engagement Policy

#### Collins Leadership Team:

January 16, 2024- The Leadership Team met to analyze and compare the outcomes of Assessment #2 from the iReady assessments.

February 13, 2024- The Leadership Team convened to discuss the SBA and projected results based on iReady data. The team also reviewed the goals and progress toward them as outlined in the SPSA.

May 28, 2024- The Leadership Team reviewed of the School Plan for Student Achievement (SPSA) focusing on evaluating the 2023-24 strategies and anticipated outcomes. Data available was shared with the understanding that the plan would have to be revisited and evaluated further when SBA outcomes are released in the Fall. Discussions included the preliminary budget allocations for the 2024-25 school year. Differences in the way school would be funded and changes in personnel were discussed.

#### Staff Meetings:

January 18, 2024- During a staff meeting, teachers analyzed and responded to student growth and performance data following the second iReady Diagnostic. They reviewed Diagnostic growth, performance, and Personalized Instruction data to address key questions, set priorities, and plan instructional next steps, reinforcing data-driven practices and a strong data culture.

April 11, 2024- During a staff meeting, teachers and admin conducted a detailed analysis of iReady and FRS data to assess student progress in Reading and Math, identifying trends and key areas where additional support may enhance achievement.

August 13, 2024- During the staff meeting, teachers and admin reviewed key components of the 2023-24 schoolwide data. Attendance data focused on chronic absenteeism and notable patterns within the school population. Behavior data was also discussed, specifically examining who is being suspended and identifying trends. The CAASPP data for grades 3-5 in both ELA and Math was analyzed, along with grade-level performance insights to highlight specific areas of growth and need. Additionally, iReady data in Reading and Math was reviewed, including key observations on student progress. This comprehensive data review aimed to inform our next steps for targeted support and improvement across the school.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The 2023 indicators from the California School Dashboard were used, as the 2024 indicators are not yet available. English Language Arts and Mathematics under Academic Performance, along with the Suspension Rate under Conditions & Climate, are in the Orange category for overall performance. These areas have been identified as needing improvement due to their lower performance levels.

To address these areas, Collins will be implementing targeted small-group instruction in literacy and math during the school day, along with professional development for teachers to enhance instructional strategies implemented during Tier 1 instruction. Professional development will be carried out through biweekly collaboration meetings facilitated by the Instructional Leadership Team member, site staff meetings, and district professional development days for all teachers and staff focused on identified needs. Additionally, adjustments to the curriculum have been made to better support foundational skills. To improve the Suspension Rate, the school will continue to implement the Safe and Civil School (SACS) Program coupled with Capturing Kids Hearts (CKH) and Positive Behavior Intervention Systems (PBIS) as well as use of restorative practices to reduce disciplinary incidents, along with increasing access to counseling services to address behavioral needs proactively. Additionally, the school counselor will be providing regular social emotional learning and character trait lessons to students at all grade levels using the Second Step, Ripple Effects Programs, and Capturing Kids Hearts programs.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The 2023 indicators from the California School Dashboard were used, as the 2024 data is not yet available. Several indicators reveal that performance for certain student groups is two or more levels below the performance of All Students, highlighting key areas of concern and potential opportunities for improvement.

In English Language Arts, while the All Students group is rated Orange, the Socioeconomically Disadvantaged and African American student groups are rated Red indicating a significant performance gap. To address these disparities, Collins will be implementing targeted small-group instruction focused on literacy during the school day, making curriculum adjustments, and providing professional development in culturally responsive teaching practices to enhance literacy outcomes for these underperforming groups.

In Mathematics, the All Students group is also rated Orange, while African American students are rated Red, demonstrating a similar two-level gap. Collins will respond to these gaps with a small group math intervention program

during the school day utilizing small-group instruction, and focused teacher training in math instruction to better support struggling students.

Regarding the Suspension Rate indicator, where All Students are rated Orange, Students with Disabilities and African American students are rated Red, showing a concerning discrepancy. To improve suspension rates, the school will continue to implement the Safe and Civil School (SACS) Program coupled with Capturing Kids Hearts (CKH) and Positive Behavior Intervention Systems (PBIS) as well as use of restorative practices to reduce disciplinary incidents, along with increasing access to counseling services to address behavioral needs proactively.

Finally, in Chronic Absenteeism, All Students are rated Yellow, while Homeless students fall into the Red category, with Students with Disabilities rated Orange. Addressing these absenteeism challenges will involve outreach and support for attendance, family engagement strategies, and partnerships with community organizations to provide resources for at-risk students, particularly those facing homelessness.

Each of these steps represents ongoing efforts to close performance gaps, reduce disparities, and support all students in achieving their academic and behavioral goals.

## **Other Needs**

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to utilizing Dashboard data, Collins also identifies student needs through locally collected data, including iReady assessments, benchmark assessments, and common formative assessments. These tools provide valuable insights into pupil outcomes, enabling us to tailor instructional strategies and support services to address specific areas of need effectively. This comprehensive approach ensures that our decisions are informed by both state and locally generated data for a well-rounded understanding of student progress and achievement.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Captain Raymond Collins School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.18%	0.19%	0	1	1
African American	32.06%	35.12%	36.43%	201	190	192
Asian	3.03%	3.51%	3.80%	19	19	20
Filipino	1.28%	1.29%	0.95%	8	7	5
Hispanic/Latino	58.69%	54.71%	52.18%	368	296	275
Pacific Islander	0.80%	0.55%	0.38%	5	3	2
White	0.64%	0.55%	1.14%	4	3	6
Multiple	3.51%	4.07%	4.93%	22	22	26
<b>Total Enrollment</b>				627	541	527

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	87	108	82
Grade 1	111	83	80
Grade 2	109	85	77
Grade 3	102	88	91
Grade 4	100	80	85
Grade 5	118	97	84
<b>Total Enrollment</b>	627	541	527

#### Conclusions based on this data:

- Grades 3 to 5 show a minor decrease in enrollment over the years. For instance, Grade 5 dropped from 118 students in 21-22 to 85 in 23-24. This trend may suggest a shift in enrollment patterns as students advance through the upper elementary levels.
- African American students have maintained steady enrollment, slightly increasing from 32.06% in 21-22 to 36.43% in 23-24. This group remains the second-largest racial/ethnic group in the school.

3. Hispanic/Latino students represent the majority of the student body, although their percentage has decreased slightly over the past three years, from 58.69% in 21-22 to 52.18% in 23-24. This trend suggests a shift in the school's demographic composition, though Hispanic/Latino students still form the largest student group.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	133	104	77	19.6%	21.2%	14.6%
Fluent English Proficient (FEP)	46	28	41	8.6%	7.3%	7.8%
Reclassified Fluent English Proficient (RFEP)	22	10	20	5.3%	3.5%	3.8%

### Conclusions based on this data:

1. The percentage of English Learners has steadily decreased over the past three years, from 19.6% in 21-22 to 14.6% in 23-24.
2. The percentage of students classified as Fluent English Proficient (FEP) has remained relatively stable, with a minor increase from 7.3% in 22-23 to 7.8% in 23-24. This stability indicates consistent support for English proficiency among students who have already achieved fluency.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	98	90	93	98	90	90	98	90	90	100.0	100.0	96.8
Grade 4	104	82	88	101	82	86	100	82	86	97.1	100.0	97.7
Grade 5	116	105	84	113	103	84	113	103	84	97.4	98.1	100
Grade 11												
All Grades	318	277	265	312	275	260	311	275	260	98.1	99.3	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2375.	2377.	2375.	12.24	12.22	14.44	14.29	26.67	15.56	23.47	13.33	25.56	50.00	47.78	44.44
Grade 4	2397.	2403.	2415.	7.00	1.22	13.95	14.00	15.85	16.28	26.00	31.71	16.28	53.00	51.22	53.49
Grade 5	2451.	2403.	2429.	6.19	3.88	3.57	23.01	11.65	13.10	30.09	22.33	27.38	40.71	62.14	55.95
Grade 11															
All Grades	N/A	N/A	N/A	8.36	5.82	10.77	17.36	17.82	15.00	26.69	22.18	23.08	47.59	54.18	51.15

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24



<b>Grade 3</b>	10.20	10.00	7.78	61.22	65.56	57.78	28.57	24.44	34.44
<b>Grade 4</b>	6.00	4.88	12.79	60.00	62.20	52.33	34.00	32.93	34.88
<b>Grade 5</b>	3.54	0.97	4.76	72.57	50.49	60.71	23.89	48.54	34.52
<b>Grade 11</b>									
<b>All Grades</b>	6.43	5.09	8.46	64.95	58.91	56.92	28.62	36.00	34.62

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	7.22	4.49	11.11	50.52	53.93	46.67	42.27	41.57	42.22
<b>Grade 4</b>	4.00	4.88	6.98	50.00	59.76	51.16	46.00	35.37	41.86
<b>Grade 5</b>	7.08	3.88	2.38	56.64	44.66	54.76	36.28	51.46	42.86
<b>Grade 11</b>									
<b>All Grades</b>	6.13	4.38	6.92	52.58	52.19	50.77	41.29	43.43	42.31

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	5.10	7.78	8.89	70.41	68.89	66.67	24.49	23.33	24.44
<b>Grade 4</b>	4.00	6.10	5.81	65.00	64.63	65.12	31.00	29.27	29.07
<b>Grade 5</b>	6.19	1.94	7.14	67.26	62.14	67.86	26.55	35.92	25.00
<b>Grade 11</b>									
<b>All Grades</b>	5.14	5.09	7.31	67.52	65.09	66.54	27.33	29.82	26.15

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.08	3.33	13.33	58.16	61.11	56.67	37.76	35.56	30.00
Grade 4	5.00	4.88	8.14	67.00	63.41	59.30	28.00	31.71	32.56
Grade 5	5.31	2.91	2.38	61.95	53.40	60.71	32.74	43.69	36.90
Grade 11									
All Grades	4.82	3.64	8.08	62.38	58.91	58.85	32.80	37.45	33.08

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**Conclusions based on this data:**

1. The data reveals that a large proportion of students fall into the "Standard Nearly Met" and "Standard Not Met" categories across multiple grade levels. This indicates an area of concern, as the majority of students are not reaching grade-level expectations in ELA, which highlights the need for targeted support in literacy.
2. The % Standard Exceeded category remains low across all grades, showing only a small fraction of students performing above grade level in ELA. This pattern shows that few students are excelling in literacy, pointing to a need for enrichment programs or advanced literacy resources for high-performing students.
3. Consistent Performance Across Grades: The overall Mean Scale Score in English Language Arts remains relatively stable across grades and years, with minor fluctuations. This stability suggests that there have been no significant changes in ELA performance trends across grade levels.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	98	90	93	98	90	90	98	90	90	100.0	100.0	96.8
Grade 4	104	82	88	99	80	88	99	80	88	95.2	97.6	100
Grade 5	116	105	84	111	103	84	111	103	84	95.7	98.1	100
All Grades	318	277	265	308	273	262	308	273	262	96.9	98.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2382.	2381.	2366.	7.14	12.22	4.44	16.33	17.78	18.89	30.61	23.33	22.22	45.92	46.67	54.44
Grade 4	2396.	2417.	2416.	6.06	2.50	3.41	11.11	15.00	19.32	24.24	40.00	29.55	58.59	42.50	47.73
Grade 5	2413.	2402.	2422.	0.90	0.97	1.19	5.41	5.83	7.14	23.42	10.68	28.57	70.27	82.52	63.10
All Grades	N/A	N/A	N/A	4.55	5.13	3.05	10.71	12.45	15.27	25.97	23.44	26.72	58.77	58.97	54.96

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.22	15.56	7.78	39.80	34.44	44.44	48.98	50.00	47.78
Grade 4	5.05	7.50	5.68	32.32	41.25	43.18	62.63	51.25	51.14
Grade 5	2.70	2.91	1.19	26.13	20.39	41.67	71.17	76.70	57.14
All Grades	6.17	8.42	4.96	32.47	31.14	43.13	61.36	60.44	51.91

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.24	13.33	6.67	45.92	40.00	44.44	41.84	46.67	48.89
Grade 4	6.06	2.50	9.09	36.36	46.25	42.05	57.58	51.25	48.86
Grade 5	0.00	0.00	0.00	43.24	33.01	53.57	56.76	66.99	46.43
All Grades	5.84	5.13	5.34	41.88	39.19	46.56	52.27	55.68	48.09

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.22	18.89	6.67	56.12	46.67	54.44	32.65	34.44	38.89
Grade 4	5.05	3.75	4.55	43.43	62.50	53.41	51.52	33.75	42.05
Grade 5	0.90	0.97	0.00	50.45	46.60	54.76	48.65	52.43	45.24
All Grades	5.52	7.69	3.82	50.00	51.28	54.20	44.48	41.03	41.98

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. The data shows that a substantial percentage of students fall into the "Standard Nearly Met" and "Standard Not Met" categories across grades, with more than half of students in these categories each year. This trend suggests that most students are not meeting grade-level proficiency standards in mathematics, highlighting a need for enhanced support in math instruction.
2. The percentage of students in the "Standard Exceeded" category remains very low across all grades and years, indicating that only a small fraction of students are excelling in mathematics.
3. Stable but Low Mean Scale Scores: The Mean Scale Scores for mathematics remain relatively consistent across grades and years, with minimal variation.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1360.4	1417.8	1390.9	1370.2	1431.2	1398.1	1337.3	1386.7	1373.8	18	25	22
<b>1</b>	1422.9	1447.2	1427.5	1450.2	1471.5	1421.5	1395.1	1422.2	1433.1	17	13	11
<b>2</b>	1457.6	1476.5	1476.3	1472.5	1482.3	1496.1	1442.2	1470.4	1455.8	19	13	16
<b>3</b>	1485.9	1471.3	1475.2	1501.3	1463.1	1474.6	1470.0	1479.3	1475.3	24	12	13
<b>4</b>	1524.0	1540.6	1477.2	1539.0	1542.2	1473.2	1508.6	1538.6	1480.6	21	19	11
<b>5</b>	1523.9	1541.8	*	1539.0	1541.9	*	1508.2	1541.6	*	29	12	9
<b>All Grades</b>										128	94	82

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	0.00	13.64	33.33	40.00	9.09	16.67	52.00	36.36	50.00	8.00	40.91	18	25	22
<b>1</b>	0.00	0.00	0.00	35.29	46.15	27.27	17.65	38.46	63.64	47.06	15.38	9.09	17	13	11
<b>2</b>	10.53	15.38	12.50	31.58	30.77	56.25	31.58	46.15	18.75	26.32	7.69	12.50	19	13	16
<b>3</b>	8.33	8.33	7.69	50.00	33.33	46.15	12.50	33.33	15.38	29.17	25.00	30.77	24	12	13
<b>4</b>	28.57	52.63	18.18	38.10	21.05	27.27	19.05	21.05	18.18	14.29	5.26	36.36	21	19	11
<b>5</b>	20.69	41.67	*	44.83	33.33	*	24.14	16.67	*	10.34	8.33	*	29	12	*
<b>All Grades</b>	12.50	19.15	12.20	39.84	34.04	30.49	20.31	36.17	31.71	27.34	10.64	25.61	128	94	82

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	12.00	13.64	27.78	40.00	13.64	22.22	36.00	31.82	50.00	12.00	40.91	18	25	22
<b>1</b>	23.53	46.15	0.00	23.53	15.38	45.45	41.18	30.77	45.45	11.76	7.69	9.09	17	13	11
<b>2</b>	31.58	15.38	43.75	15.79	46.15	25.00	42.11	30.77	18.75	10.53	7.69	12.50	19	13	16
<b>3</b>	41.67	25.00	38.46	33.33	33.33	23.08	12.50	25.00	7.69	12.50	16.67	30.77	24	12	13
<b>4</b>	61.90	57.89	36.36	19.05	36.84	27.27	9.52	5.26	0.00	9.52	0.00	36.36	21	19	11
<b>5</b>	37.93	75.00	*	48.28	16.67	*	10.34	0.00	*	3.45	8.33	*	29	12	*
<b>All Grades</b>	34.38	36.17	26.83	29.69	32.98	28.05	21.09	22.34	19.51	14.84	8.51	25.61	128	94	82

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	0.00	9.09	16.67	24.00	13.64	38.89	68.00	45.45	44.44	8.00	31.82	18	25	22
<b>1</b>	0.00	0.00	0.00	29.41	7.69	27.27	11.76	53.85	54.55	58.82	38.46	18.18	17	13	11
<b>2</b>	0.00	7.69	0.00	47.37	23.08	31.25	21.05	53.85	50.00	31.58	15.38	18.75	19	13	16
<b>3</b>	0.00	8.33	7.69	12.50	33.33	15.38	58.33	16.67	38.46	29.17	41.67	38.46	24	12	13
<b>4</b>	9.52	31.58	0.00	38.10	36.84	45.45	19.05	5.26	9.09	33.33	26.32	45.45	21	19	11
<b>5</b>	0.00	25.00	*	27.59	41.67	*	41.38	8.33	*	31.03	25.00	*	29	12	*
<b>All Grades</b>	1.56	11.70	4.88	28.13	27.66	23.17	33.59	37.23	41.46	36.72	23.40	30.49	128	94	82

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	4.00	4.55	50.00	88.00	72.73	50.00	8.00	22.73	18	25	22
<b>1</b>	23.53	53.85	18.18	70.59	38.46	63.64	5.88	7.69	18.18	17	13	11
<b>2</b>	10.53	23.08	60.00	73.68	76.92	26.67	15.79	0.00	13.33	19	13	15
<b>3</b>	20.83	8.33	8.33	54.17	41.67	50.00	25.00	50.00	41.67	24	12	12
<b>4</b>	61.90	26.32	18.18	28.57	68.42	54.55	9.52	5.26	27.27	21	19	11
<b>5</b>	10.34	8.33	*	75.86	83.33	*	13.79	8.33	*	29	12	*
<b>All Grades</b>	21.09	19.15	20.25	59.38	69.15	56.96	19.53	11.70	22.78	128	94	79

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	20.00	18.18	50.00	64.00	31.82	50.00	16.00	50.00	18	25	22
<b>1</b>	17.65	23.08	0.00	52.94	61.54	100.00	29.41	15.38	0.00	17	13	10
<b>2</b>	36.84	23.08	43.75	47.37	69.23	43.75	15.79	7.69	12.50	19	13	16
<b>3</b>	66.67	66.67	72.73	20.83	25.00	18.18	12.50	8.33	9.09	24	12	11
<b>4</b>	66.67	89.47	60.00	23.81	10.53	10.00	9.52	0.00	30.00	21	19	10
<b>5</b>	82.76	91.67	*	13.79	0.00	*	3.45	8.33	*	29	12	*
<b>All Grades</b>	50.00	50.00	42.11	32.03	40.43	35.53	17.97	9.57	22.37	128	94	76

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	0.00	0.00	55.56	96.00	77.27	44.44	4.00	22.73	18	25	22
<b>1</b>	5.88	0.00	0.00	35.29	53.85	80.00	58.82	46.15	20.00	17	13	10
<b>2</b>	0.00	7.69	0.00	68.42	61.54	75.00	31.58	30.77	25.00	19	13	16
<b>3</b>	0.00	8.33	0.00	33.33	41.67	25.00	66.67	50.00	75.00	24	12	12
<b>4</b>	9.52	15.79	0.00	42.86	52.63	45.45	47.62	31.58	54.55	21	19	11
<b>5</b>	10.34	25.00	*	44.83	50.00	*	44.83	25.00	*	29	12	*
<b>All Grades</b>	4.69	8.51	1.25	46.09	63.83	60.00	49.22	27.66	38.75	128	94	80

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	11.11	24.00	18.18	33.33	48.00	36.36	55.56	28.00	45.45	18	25	22
<b>1</b>	0.00	0.00	0.00	58.82	84.62	81.82	41.18	15.38	18.18	17	13	11
<b>2</b>	10.53	15.38	28.57	63.16	84.62	57.14	26.32	0.00	14.29	19	13	14
<b>3</b>	12.50	33.33	9.09	75.00	41.67	72.73	12.50	25.00	18.18	24	12	11
<b>4</b>	23.81	63.16	30.00	57.14	21.05	40.00	19.05	15.79	30.00	21	19	10
<b>5</b>	6.90	54.55	*	72.41	27.27	*	20.69	18.18	*	29	11	*
<b>All Grades</b>	10.94	32.26	18.92	61.72	49.46	55.41	27.34	18.28	25.68	128	93	74

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**Conclusions based on this data:**

1. Scores for kindergarten to grade 5 show some fluctuation year over year, with a general upward or stable trend across all subcategories, indicating potential improvements in student language skills over time.
2. The total number of students tested has decreased each year (128 in 2021-22, down to 82 in 2023-24).
3. Across grade levels, Listening consistently shows as a relative strength, with a higher percentage of students achieving higher performance levels, suggesting a solid foundation in receptive language skills. In contrast, Writing appears as a consistent area of weakness, with a sizable portion of students in lower performance levels, indicating an ongoing need for targeted support in language development.



# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>541</b>	<b>91.7</b>	<b>19.2</b>	<b>1.3</b>
Total Number of Students enrolled in Captain Raymond Collins School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	104	19.2
Foster Youth	7	1.3
Homeless	13	2.4
Socioeconomically Disadvantaged	496	91.7
Students with Disabilities	79	14.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	190	35.1
American Indian	1	0.2
Asian	19	3.5
Filipino	7	1.3
Hispanic	296	54.7
Two or More Races	22	4.1
Pacific Islander	3	0.6
White	3	0.6

**Conclusions based on this data:**

1. The vast majority of the student population (91.7%) is classified as socioeconomically disadvantaged.
2. English Learners make up 19.2% of the student body.
3. Hispanic students represent the largest ethnic group at 54.7% of the population, followed by African American students at 35.1%.

# School and Student Performance Data

## Overall Performance






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### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Blue		

#### Conclusions based on this data:

1. Core academic areas of English Language Arts and Mathematics are rated in the Orange performance level, indicating a need for improvement.
2. Chronic Absenteeism is rated in the Yellow range, which reflects moderate performance. This suggests that absenteeism is a concern.

3. English Learner Progress is rated at the Blue level, which represents the highest performance tier, suggesting effective support for English learners.

# School and Student Performance Data

## Academic Performance English Language Arts

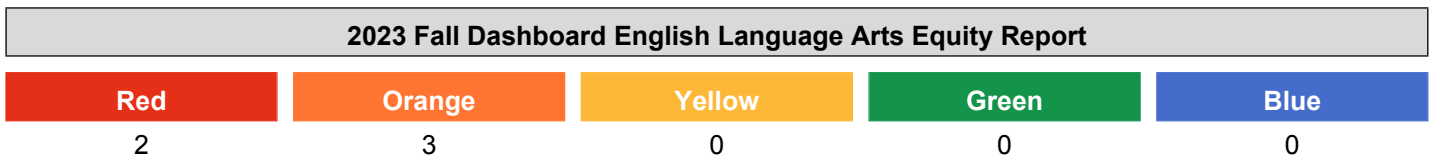
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 69.7 points below standard Decreased -11.6 points 246 Students	<b>English Learners</b>  Orange 68.1 points below standard Maintained -0.1 points 56 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Red 74.1 points below standard Decreased -14.1 points 230 Students	<b>Students with Disabilities</b>  Orange 128.8 points below standard Increased +8.3 points 44 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 94.1 points below standard Decreased Significantly - 28.2 points 96 Students	Less than 11 Students  1 Student	Less than 11 Students  10 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 56.6 points below standard Maintained +2.2 points 129 Students	Less than 11 Students  8 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student

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

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
124.7 points below standard Decreased Significantly -39.6 points 23 Students	28.7 points below standard Decreased -14.6 points 33 Students	74.7 points below standard Decreased Significantly -19.4 points 181 Students

**Conclusions based on this data:**

1. For all students, English Language Arts is rated Orange, with scores averaging 69.7 points below the standard and a decrease of 11.6 points from previous measurements. This indicates a need for improvement across the student population in ELA proficiency.
2. Socioeconomically Disadvantaged and African American students show the greatest need for support in ELA, with Red ratings, scoring 74.1 points and 94.1 points below the standard, respectively. Both groups also show a downward trend, highlighting potential challenges in literacy within these demographics.
3. English Learners overall are in the Orange category with 88.1 points below standard; however, Students with Disabilities in ELA have shown improvement, increasing by 8.3 points though still in the Orange range. This indicates that while challenges persist, there are small gains in specific student groups.

# School and Student Performance Data

## Academic Performance Mathematics

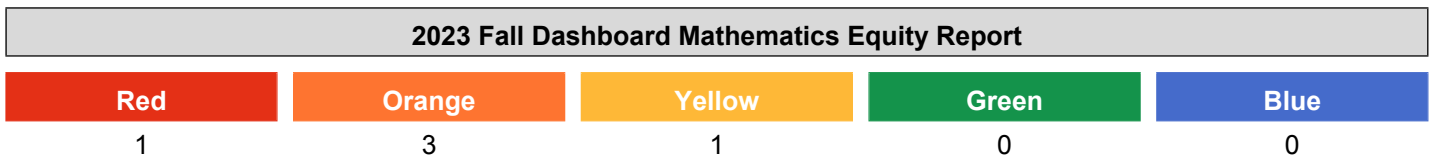
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 82.1 points below standard Maintained -0.5 points 243 Students	<b>English Learners</b>  Orange 88.3 points below standard Maintained +0.7 points 56 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Orange 85.5 points below standard Maintained -2.1 points 227 Students	<b>Students with Disabilities</b>  Orange 121 points below standard Increased Significantly +25.8 points 43 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 103.6 points below standard Decreased -10.4 points 94 Students	Less than 11 Students  1 Student	Less than 11 Students  10 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 71.2 points below standard Increased +7.9 points 128 Students	Less than 11 Students  8 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
119.5 points below standard Decreased Significantly -20.7 points 23 Students	66.5 points below standard Decreased -8 points 33 Students	81.7 points below standard Maintained -2 points 178 Students

#### Conclusions based on this data:

1. All students are in the Orange category for Mathematics, scoring 82.1 points below the standard. This reflects a significant gap in math proficiency across the student body, with no improvement from previous assessments (maintained at -0.5 points).
2. African American students have the lowest performance, rated in the Red category and scoring 103.9 points below standard, with a decrease of 10.4 points from previous scores. Hispanic students, however, are rated Yellow and show some improvement, with an increase of 7.9 points.
3. Both English Learners and Students with Disabilities are rated Orange. English Learners scored 88.3 points below standard, maintaining their previous performance, while Students with Disabilities scored 121 points below standard but showed progress, with an increase of 26.3 points.



# School and Student Performance Data

## Academic Performance English Learner Progress

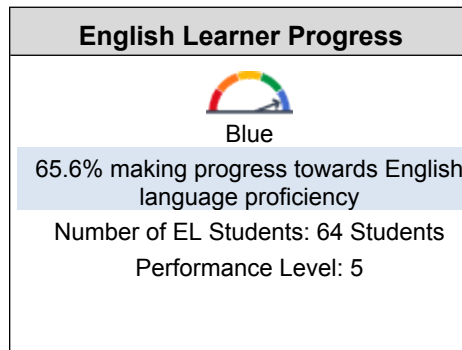
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	16	0	42

#### Conclusions based on this data:

- 65.6% of the 64 English Learner students are making progress towards English language proficiency, as indicated by their placement in the Blue performance category, the highest rating. This positive trend can be attributed to multiple factors including analysis of each student's ELPAC results annually to determine next instructional steps and accompanying appropriate instructional strategies, designated ELD instruction delivered using a small group delivery model allowing for targeted support, and use of curriculum and instructional materials that lead to better language acquisition and proficiency.
- Of these students, 42 have progressed by at least one ELPI level, demonstrating advancement in English language skills.
- Only 6 students experienced a decrease of one ELPI level, indicating that most English Learner students are either improving or maintaining their proficiency.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 46% Chronically Absent Declined Significantly -10.2 594 Students	<b>English Learners</b>  Orange 32.1% Chronically Absent Declined -5.1 109 Students	<b>Foster Youth</b> 41.7% Chronically Absent Declined -19.4 12 Students
<b>Homeless</b> 59.4% Chronically Absent Declined -14 32 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 47.2% Chronically Absent Declined Significantly -10 562 Students	<b>Students with Disabilities</b>  Orange 49.5% Chronically Absent Declined -5.1 97 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 52.5% Chronically Absent Declined Significantly -14.9 221 Students	Less than 11 Students 5 Students	35% Chronically Absent Increased 3.4 20 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 41% Chronically Absent Declined Significantly -9.1 307 Students	50% Chronically Absent Declined -29.2 24 Students	Less than 11 Students 4 Students	Less than 11 Students 6 Students

**Conclusions based on this data:**

- For all students, chronic absenteeism is rated Yellow at 46%, indicating that nearly half of the student population is chronically absent. This rate has declined significantly by 10.2 points compared to previous data, showing some improvement. The decline suggests that efforts to address absenteeism, such as attendance campaigns, improved tracking, home visits, or targeted interventions, may be working.
- Specific groups, such as Homeless (59.4%) and African American (52.5%) students, have higher rates of chronic absenteeism, both in the Yellow category. Although their rates are high, both groups have shown a decline in absenteeism, with Homeless students decreasing by 14 points and African American students by 14.9 points. High absenteeism rates among these groups exacerbate existing achievement gaps, making it harder for these students to catch up with their peers academically. This can lead to long-term negative effects on academic performance and overall well-being. Fostering an inclusive and supportive environment, especially for African American students, by addressing issues such as implicit bias and building strong student-teacher relationships will continue to be a focus at Collins which can help create a sense of belonging and trust, which are critical for improving attendance and engagement, ultimately reducing absenteeism and supporting better academic and social outcomes for these students.
- Socioeconomically disadvantaged students have a chronic absenteeism rate of 47.2% (Yellow), with a decline of 10 points. English Learners are in the Orange category with 32.1% chronic absenteeism, showing a smaller decrease of 5.1 points. The significant 10-point decline suggests that efforts to reduce barriers for SED students—such as meal programs, transportation support, and outreach—are making a difference. A chronic absenteeism rate of English Learners at 32.1% is still a concern, as consistent attendance is essential for English Learners to develop language proficiency and meet academic standards.

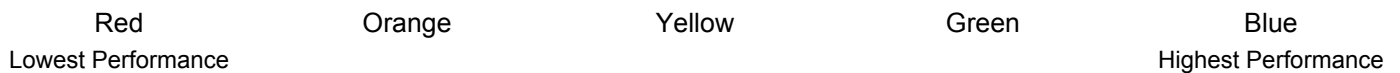
# School and Student Performance Data

## Academic Engagement Graduation Rate

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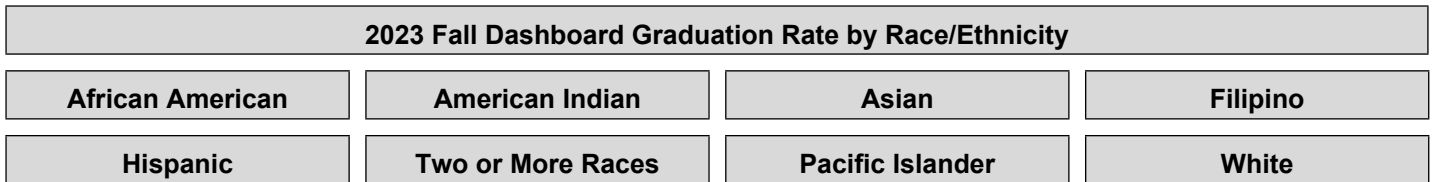
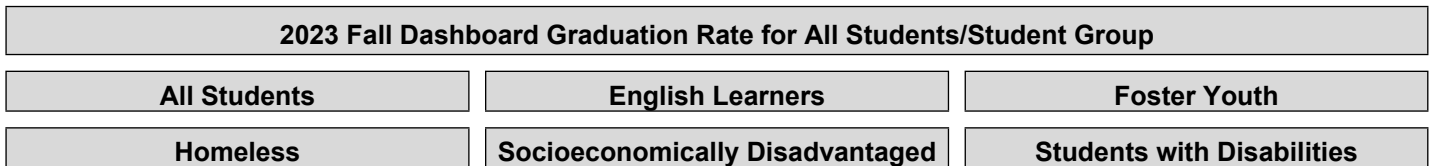
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

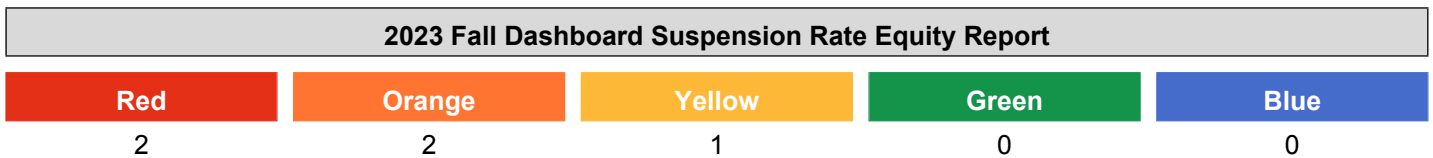
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.8% suspended at least one day</td> </tr> <tr> <td>Increased 1.9 631 Students</td> </tr> </tbody> </table>	All Students	 Orange	3.8% suspended at least one day	Increased 1.9 631 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.8% suspended at least one day</td> </tr> <tr> <td>Increased 1.8 114 Students</td> </tr> </tbody> </table>	English Learners	 Orange	1.8% suspended at least one day	Increased 1.8 114 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">7.1% suspended at least one day</td> </tr> <tr> <td>Declined -5.4 14 Students</td> </tr> </tbody> </table>	Foster Youth	7.1% suspended at least one day	Declined -5.4 14 Students
All Students													
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">2.5% suspended at least one day</td> </tr> <tr> <td>Declined -2.5 40 Students</td> </tr> </tbody> </table>	Homeless	2.5% suspended at least one day	Declined -2.5 40 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.5% suspended at least one day</td> </tr> <tr> <td>Increased 1.5 594 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	3.5% suspended at least one day	Increased 1.5 594 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.9% suspended at least one day</td> </tr> <tr> <td>Increased 1.4 101 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Red	6.9% suspended at least one day	Increased 1.4 101 Students
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## 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 7.3% suspended at least one day Increased Significantly 2.3 245 Students	Less than 11 Students 5 Students	4.8% suspended at least one day Declined -0.5 21 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.9% suspended at least one day Increased 0.9 317 Students	4% suspended at least one day Maintained 0.2 25 Students	Less than 11 Students 4 Students	Less than 11 Students 7 Students

### Conclusions based on this data:

1. The suspension rate for all students is at 3.8%, rated in the Orange category, with an increase of 1.9 percentage points from previous data. This suggests a moderate level of suspensions across the school population, with a recent rise in rates. Socioeconomic challenges, trauma, or other stressors may contribute to behaviors that lead to suspensions.
2. Foster Youth and Students with Disabilities show higher suspension rates at 7.1% and 6.9%, respectively. Foster Youth have shown a significant decline of 5.4 points, while Students with Disabilities have seen an increase of 1.4 points, placing them in the Red category. The 5.4-point decline is a positive development, suggesting that targeted interventions, such as trauma-informed practices or increased support, may be having an impact. Suspensions disproportionately affect Students with Disabilities, leading to lost instructional time and lower academic achievement.
3. African American students have a suspension rate of 7.3%, the highest among racial/ethnic groups, and are rated in the Red category, with an increase of 2.3 points. Hispanic students have a comparatively lower suspension rate at 0.9%, rated in the Yellow category, showing a minimal increase. The 2.3-point increase suggests that existing efforts to address this issue need to be more targeted, equity-focused strategies. In addition, increased suspensions reduce classroom time, contributing to academic underperformance and lower engagement. The relatively low rate suggests that practices applied to Hispanic students may offer insights into strategies that could reduce suspension rates for other groups. Expanding access to counselors and social-emotional learning programs to address underlying issues contributing to behavioral challenges is critical.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The provided data from the 2023 CA Dashboard and local data highlights several key areas in need of improvement across various academic metrics. Notably, the CAASPP scores in English Language Arts (ELA) and Math have baseline levels of 26% and 18%, respectively, with a modest target increase of 3%. These figures suggest that while there is a goal for gradual improvement, additional interventions may be necessary to accelerate progress, especially in math, where performance is relatively low. Similarly, the California Science Test (CAST) reflects a baseline of only 8%, indicating a significant opportunity for improvement. The target increase of 3% reflects an incremental growth goal, but such a low starting point suggests a need for more intensive support in science education to boost foundational skills and understanding in this area.

In terms of language proficiency, the English Learner Proficiency Indicator (ELPI) shows 65.6% of students making progress, which places this metric in the "blue" performance category. While this is positive, there remains room for improvement to ensure consistent advancement in English proficiency. Meeting or exceeding this target would likely involve continuous language support, additional instructional resources, and regular monitoring to sustain progress.

Additionally, the i-Ready growth metrics for Reading and Math reveal baseline scores of 57% in Reading and 45% in Math. The goals set here also aim for a 2% improvement, targeting steady growth in these foundational areas. Given the critical role of reading and math in overall academic success, efforts to meet these targets might include adaptive learning strategies and personalized learning plans to cater to diverse student needs.

Overall, while these improvement goals are modest, they highlight the need for targeted interventions in Math and Science, sustained support for English learners, and focused strategies to drive growth in i-Ready assessments.

Specifically to address the identified needs, academic coaches will assist K-5th grade teachers, including those in general and special education, in working toward district and school goals. They will support teachers with California Content Standards, English Language Development Standards, and Multi-Tiered Systems of Support (MTSS), providing coaching, training, and professional development in Language Arts and Math Common Core Standards. Academic coaches will also gather and analyze data to enhance teaching and support student success.

Additionally, classes will be provided additional classroom resources to enhance Literacy, ELD, Math, Science, SPED, and AVID/WICOR instructional strategies. MTSS programs will bring families and teachers together through progress monitoring meetings to develop next steps for support of struggling students. Study trips with provided transportation will give students hands-on learning experiences.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 26% School Year 2023-2024	Increase to 29% (aiming for a 3% improvement) School Year 2024- 2025
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 18% School Year 2023-2024	Increase to 21% (targeting a 3% improvement) School Year 2024- 2025
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 8% School Year 2023-2024	Increase to 11% (aiming for a 3% improvement) School Year 2024- 2025
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	65.6% making progress Blue Status CA School Dashboard Fall 2023	Increase by 2% to reach 67.6% making progress Maintain Blue Status CA School Dashboard Fall 2024
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 52% achieving typical growth goal Diagnostic 3 School Year 2023-2024	Increase to 54% (targeting a 2% improvement) Diagnostic 3 School Year 2024- 2025
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 45% achieving typical growth goal Diagnostic 3 School Year 2023-2024	Increase to 47% (aiming for a 2% improvement) Diagnostic 3 School Year 2024- 2025

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
1.1	Academic Coaches: support Pre-K-12 staff, both general and special education, in the implementation of district and school site goals for Common Core ELA and Math and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.	All Students	Bi-weekly meetings with principal and school collab teams.	District Funded



1.2	Elementary PE Teachers provide physical education to students based on their grade level standards	All Students	Class activities and student participation per the school/grade level schedule for PE	District Funded
1.3	Elementary Music Teachers providing vocal or instrumental instruction to students	All Students	Class activities and student participation per the school/grade level schedule for music	District Funded
1.4	PLTW Teachers supporting STEM education with elementary students	All Students	PLTW Class activities and student participation per the school/grade level schedule	District Funded
1.5	Language Assessment Assistant (LAA's) perform a variety of duties involved in the receipt, compilation, preparation, verification, distribution, collection and processing of testing materials for State-mandated language assessment tests; administer, score and monitor students during language assessment tests.	ELD Students	<ul style="list-style-type: none"> <li>• ELPAC Assessment</li> <li>• SIPPS</li> <li>• DELD instructional time</li> <li>• IELD instruction</li> </ul>	District Funded
1.6	Library Techs support literacy instruction and support services.	All Students	i-Ready ELA data College and Career Indicator Student Grades CAASPP scores	District Funded
1.8	Identify and implement professional development (PD) opportunities to enhance and support Universal Access (UA) time, including targeted training in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and math instruction, allocation of substitutes to release teachers for planning, and fund additional hours for collaboration to ensure effective strategies are in place for both literacy and math interventions.	All Students	<p>Evaluate the effectiveness of SIPPS and math PD and identify support needs.</p> <p>Review agendas, notes, and agreements from planning sessions focused on SIPPS and math interventions.</p> <p>Monitor the consistent and accurate delivery of SIPPS and math intervention strategies using rubrics or checklists.</p> <p>Schedule sessions to address barriers and refine implementation.</p>	5,000 Title I Part A: Allocation
1.9	Instructional Materials and Supplies: Purchase instructional materials to support reinforcement of concepts in math, enhance language arts/reading, and science instruction as well as	All Students	ILT will identify purchases and provide the rationale for suggested purchases to the principal for	20,000 Title I Part A: Allocation

	support cross-curricular activities, create real-life experiences; Purchase resources to support AVID strategies centered around increasing rigor at all levels of ability through WICOR.		approval. The principal will present purchases to the ELAC and SSC.	
<b>1.10</b>	Intervention and Support Programs: Fund additional hours to extend the school day to offer targeted literacy and math intervention sessions after school led by staff or an outside vendor, along with collaboration time for grade-level teacher planning to address the needs of struggling students, students with disabilities, and English Learners, with the goal of improving academic performance.	K-5th students	Track attendance in intervention sessions to identify student participation and trends over time.  Lessons planned by teams  Contract with outside vendor  Use of individual progress sheets/assessments to monitor students' attainment of academic goals.	8,000 Title I Part A: Allocation
<b>1.11</b>	Field Trips: Provide funding for field trips that reinforce content at each grade level through real-world experiences, enhancing student learning and supporting academic performance.	All Students	Grade levels will submit requests to the principal, along with a rationale explaining how the field trip will support or enhance grade-level instruction. The principal will then present this information to the School Site Council (SSC).	8,000 Title I Part A: Allocation
<b>1.12</b>	Extra Hours for ILT Team members: Fund extra hours for ILT members to meet after school to develop staff presentations and a plan for implementation of agreed upon research based strategies at each grade level. ILT members will deliver the presentations during grade-level collaboration and staff meetings, allowing for further data-driven planning to develop the next instructional steps.	All Students	Develop and deliver professional development to train Collins staff on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success", "Conditions for Success in Team Meetings", "Teacher Team Success", and "Cycles of Professional Learning", facilitated through schoolwide meetings and team-level trainings.	4,000 Title I Part A: Allocation

1.13	Conferences: Provide funding for staff members to attend conferences related to academics and/or climate and culture.	All Students	<p>ILT will identify conferences and provide the rationale for suggested conferences to the principal for approval. The principal will present conferences to the ELAC and SSC.</p> <p>Track attendance in conference sessions</p> <p>Presentations to staff or others educational partners</p>	2,000 Title I Part A: Allocation
1.14	Teacher Release Time: Provide funding for substitute teachers to release grade levels to engage in data analysis, a lesson study, common lesson planning, co-teaching with the instructional coach with the purpose of improving student outcomes	All Students	<p>Documentation- pre-release plan detailing how the time will be used and the expected outcomes.</p> <p>Completed Data Protocol</p> <p>Lesson Plans created</p> <p>Teacher Release Time Minutes and agreements</p>	5,000 Title I Part A: Allocation
1.22	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.	All Students	<p>ILT Professional Development activities and meetings</p> <p>Teacher instructional and collaboration support</p> <p>Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.</p>	District Funded
1.23	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	<p>Use of technology by staff (both classified and certificated)</p> <p>Use of technology by students during classroom lessons</p> <p>Annual data reports used by school administration and teachers</p>	District Funded
1.24	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits	District Funded

			Teacher and student use of technology during daily instruction	District Funded
1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students	District Funded
			Classroom use	
			Tracking of student replacement	District Funded

# Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

N/A, New Goal

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The provided data from the 2023 CA Dashboard and local data highlights several key areas in need of improvement across various academic metrics. Notably, the CAASPP scores in English Language Arts (ELA) and Math have baseline levels of 26% and 18%, respectively, with a modest target increase of 3%. These figures suggest that while there is a goal for gradual improvement, additional interventions may be necessary to accelerate progress, especially in math, where performance is relatively low. Similarly, the California Science Test (CAST) reflects a baseline of only 8%, indicating a significant opportunity for improvement. The target increase of 3% reflects an incremental growth goal, but such a low starting point suggests a need for more intensive support in science education to boost foundational skills and understanding in this area.

In terms of language proficiency, the English Learner Proficiency Indicator (ELPI) shows 65.6% of students making progress, which places this metric in the "blue" performance category. While this is positive, there remains room for improvement to ensure consistent advancement in English proficiency. Meeting or exceeding this target would likely involve continuous language support, additional instructional resources, and regular monitoring to sustain progress.

Additionally, the i-Ready growth metrics for Reading and Math reveal baseline scores of 57% in Reading and 45% in Math. The goals set here also aim for a 2% improvement, targeting steady growth in these foundational areas. Given the critical role of reading and math in overall academic success, efforts to meet these targets might include adaptive learning strategies and personalized learning plans to cater to diverse student needs.

Overall, while these improvement goals are modest, they highlight the need for targeted interventions in Math and Science, sustained support for English learners, and focused strategies to drive growth in i-Ready assessments.

To support these goals and address the areas of need, the implementation of an Instructional Leadership Team (ILT) is important. An ILT can help coordinate targeted interventions, provide data-driven insights, and facilitate professional development that strengthens instructional practices. By leveraging the expertise of an ILT, Collins can more effectively align efforts to improve performance in Literacy, Math, Science, and English learner progress, ensuring that improvement goals are met and/or exceeded through focused and strategic interventions.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ILT	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
ILT Coaching Activities	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
2.1	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.	All Students	Identify Participants by January 1, 2025  Current School Site AVID Plans  Pre-Conference meeting by the end of May 2025  AVID 2025-2026 Site Plan development at the conference	District Funded
2.6	Extra Hours for ILT Team members: Fund extra hours for ILT members to meet after school to develop staff presentations and a plan for implementation of agreed upon research based strategies at each grade level. ILT members will deliver the presentations during grade-level collaboration and staff meetings, allowing for further data-driven planning to develop the next instructional steps	All Students	Develop and deliver professional development to train Collins staff on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success", "Conditions for Success in Team Meetings", "Teacher Team Success", and "Cycles of Professional Learning", facilitated through schoolwide meetings and team-level trainings.	0 Title I Part A: Allocation  Goal 1, Strategy #1.12
2.7	Conference Attendance: Provide funding for staff members to attend conferences related to academics and/or climate and culture	All Students	ILT will identify conferences and provide the rationale for suggested conferences to the principal for approval. The principal will present conference to the SSC and ELAC.  Track attendance in conference sessions.  Presentations to staff or others educational partners.	0 Title I Part A: Allocation  Goal 1, Strategy #1.13

2.8	MTSS: Provide funding for training and extra hours for teachers and support staff centered around Student Study Team meetings for academics and behavior.	All Students	Track registration and attendance to conference sessions  Presentations to staff or other educational partners  Student Study Team meeting schedule and signed participant notes with agreed upon next steps  Completion of MTSS modules	21,190 District Funded  MTSS Site Allocation

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

N/A, New Goal

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The review of dashboard and local data from 2023 highlights key areas for improvement. The suspension rate is at 3.8%, with a goal to reduce it to 2.8% through enhanced behavioral support programs and positive reinforcement. Cumulative attendance is measured at 91%, with a target of reaching 95% by increasing family engagement and interventions for at-risk students. Chronic absenteeism stands at 46%, with the aim of reducing it by 10% through targeted support. The CHKS survey shows that 73% of 5th-grade students feel they have caring adults at school, with a target of 78%; 78% feel safe, with a goal of reaching 81%; and 69% feel connected to the school, with a target of 74%. These goals will be achieved through strategies like use of social emotional learning programs, stronger anti-bullying policies, and expanded extracurricular activities to foster a more engaged and supportive school environment.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Indicator (CA School Dashboard)	3.8% Orange status CA School Dashboard Fall 2023	Decrease the suspension rate to 2.8% or lower through enhanced behavioral support programs and positive reinforcement strategies.
Cumulative attendance (PUSD Dashboard)	91.0% EOY 2023-2024	Improve cumulative attendance to 95% by the end of the 2024- 2025 school year through increased family engagement, targeted interventions for at-risk students, and improved communication about the importance of regular attendance.
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	46% Yellow status CA School Dashboard Fall 2023	Reduce chronic absenteeism by 10% by the end of the school year.
CHKS Student-Caring adults in school (5th) A6.4	5th: 73%	Increase the percentage of students who feel they have caring adults at school to 78% for 5th grade through increased adult-student engagement opportunities.
CHKS Student-Feel safe at school (5th) A8.1	5th: 78%	Improve the percentage of students who feel safe at school to 81% by strengthening anti-bullying policies and consistently enforcing school rules to create a safer, more respectful school culture.
CHKS Student School Connectedness (5th)	5th: 69%	Boost the sense of connectedness among students to 74% for 5th grade,



A6.4 /A6.3		through expanded extracurricular activities, school events, and community-building efforts, as well as promoting inclusive behavior and adherence to respectful conduct policies.
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**Strategies/Activities**

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
3.1	CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.	All Students	<p>Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices.</p> <p>Track CSAs’ attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared.</p> <p>Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.</p>	District Funded
3.2	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the	All Students	SEL Data (monthly/weekly attendance,	District Funded

	<p>science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.</p>		<p>suspension, counseling, etc.)</p>	<p>District Funded</p>
<p><b>3.3</b></p>	<p>School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.</p>	<p>All Students</p>	<p>SEL data (attendance, behavior, etc.)  Student grades  A-G completion  Graduation Rate (HS only)  Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)</p>	<p>District Funded</p>
<p><b>3.4</b></p>	<p>Hold assemblies and events that promote a sense of safety and healthy well-being of students including but not limited to Safe and Civil, Anti-bullying, and the importance of daily attendance.</p>	<p>All Students</p>	<p>ILT will identify assemblies and provide the rationale for suggested assemblies to the principal for approval. The principal will present purchases to the ELAC and SSC.</p> <p>Student, parent, and teacher surveys after assemblies and events, throughout the year.</p>	<p>3,000  Title I Part A: Allocation</p>
<p><b>3.5</b></p>	<p>Extra Hours: Support staff will create and provide parent education opportunities to address what research has revealed regarding the impact of inconsistent attendance on student performance and remove barriers families may encounter that affect student attendance.</p>	<p>All Students</p>	<p>Support staff will create engaging presentations for parents on the importance of regular school attendance, its impact on academic success, and practical strategies for ensuring consistency. These</p>	<p>1,000  Title I Part A: Allocation</p>

			presentations will include visuals and interactive discussions. After each event, a survey will assess the impact on parents' attitudes and behaviors regarding attendance. Analyzing the survey results will inform improvements for future sessions.	
<b>3.6</b>	Implement enhanced behavior management training for staff to establish positive reinforcement systems, and ensure clear communication of behavioral expectations. Increase engagement through extracurricular activities, and utilize restorative practices that focus on repairing harm. Encourage parental involvement, utilize data-driven decision-making to identify trends, and provide access to mental health resources.	All Students	To establish positive reinforcement systems and clear behavioral expectations in school, professional development focused on creating a unified set of behavioral standards. Diverse extracurricular activities that enhance student engagement and promote positive behaviors as outlined in Foundations for Safe and Civil Schools to reinforce desirable conduct, and recognition programs to celebrate student achievements.	District Funded Safe and Civil School Program
<b>3.7</b>	Provide funding for supplies, materials, and resources that teach students how to demonstrate empathy toward others' feelings and circumstances, while encouraging reflection on how they contribute to a diverse and inclusive environment. The school will host assemblies and opportunities to recognize students who show resilience, perseverance, and grit, overcoming challenges and refusing to be limited by their circumstances (Student of the Month).	All Students	Track the purchases of empathy-focused materials to ensure alignment with Collins Guidelines for Success (Collins Colts are Cooperative Outstanding Learners Training for Success) and teach empathy, promote diversity, and recognize student resilience  Record the number of workshops using the new materials and collect feedback through student surveys that also gather data on student impact.  Document students honored for resilience and analyze trends in recognition.	District Funded Capturing Kids Hearts Climate, Culture and Equity Office 500 Title I Part A: Allocation

			<p>Reflections from students on empathy and inclusivity, assessing shifts in school culture.</p> <p>Climate and Culture Survey (Panorama 2nd- 5th Grades)</p>	
<b>3.8</b>	Playworks Program	All Students	<p>Class Game Time Schedule</p> <p>Meetings with CSAs</p> <p>Junior Coach Program and Meetings</p> <p>Monitor Behavior Referrals During Unstructured Times</p>	District Funded
<b>3.9</b>	Extra Hours: CSAs will be provided additional hours to participate in professional development related to implementation of the Playworks Program, supervision	All Students	<p>Maintain records of CSA participation in Playworks professional development sessions.</p> <p>Conduct regular observations during recess and other supervised activities to monitor the use of Playworks strategies and effective supervision practices.</p> <p>Use school climate surveys to assess changes in the overall recess environment and student-staff relationships.</p>	3,000 Title I Part A: Allocation
<b>3.10</b>	Social worker will use allocated funds to support Tier II/III students by providing essential items (including school supplies, personal hygiene products, etc.) to provide support in overcoming barriers to participation and engagement in school, promoting academic success and social-emotional well-being.	All Students	Synergy SEL and student information/counseling data	1200 Title I Part A: Allocation
<b>3.22</b>	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure	All Students	Synergy Student Behavior and Suspension Data	District Funded

	student compliance with school and District rules and procedures.			
<b>3.23</b>	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.	Special Education Students	Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	District Funded
<b>3.24</b>	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
<b>3.25</b>	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

N/A, New Goal

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Enhance Family and Community Engagement

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the Title I/LCAP Parent Survey 2023-24 with 332 respondents, several areas for improvement have been identified. Only 68% of families use the Parent Portal (ParentSquare) weekly, and the school aims to raise this to 71% by offering training and promoting its benefits for communication and tracking student progress.

Parental involvement in decision-making is also a focus, with 94% of families agreeing the school seeks their input. The goal is to increase this to 97% by engaging underrepresented groups and offering accessible feedback opportunities.

To boost event attendance to parent meetings by 10%, Collins plans to provide multiple ways to join meetings, (in-person and Zoom options) and offer events at different times during the day, such as mornings and evenings when possible. Additionally, transportation will be provided for families whose children use bus services to attend school-wide events, making participation easier.

Another focus is ensuring a positive school climate through staff training. The school will provide professional development that equips teachers and staff with strategies to build strong relationships and address the needs of the school community effectively. This will help foster a welcoming, inclusive environment where all educational partners feel valued.

In summary, by enhancing outreach, offering flexible engagement options, addressing transportation needs, and providing staff training for a positive school climate, Collins School aims to improve parent engagement, decision-making involvement, and event attendance, while promoting a supportive environment that strengthens the school-family partnership.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	98% School Year 2023-2024	Increase to 99% or maintain
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	68% School Year 2023-2024	Increase to 71% (improvement target of 3%)
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	99% average (4 or 5) as of June 12, 2024	maintain 99%
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	94% School Year 2023-2024	Increase to 97% (improvement target of 3%)

Families report attending events (Title I/LCAP Parent Survey)	217 parents - Open House 217 parents - Back to School Night 30 parents -Parent Education Classes	Increase number of parents attending school events by 10%
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	All Students	Review of School Site Plans  Fall and Spring Site visit with site coordinator and administrator  AVID Site Coordinator Meetings	District Funded
4.2	Extra Hours: Allocate additional hours for CSAs to provide supervision during parent engagement activities, ensuring a safe and supportive environment for students while parents participate in events designed to enhance family involvement in their children's education and support Title I goals	All Students	Document the number and type of parent engagement events supported by CSA supervision.	2,500 Title I Part A: Allocation
4.5	Professional Development: Training staff to create a positive school climate and focus specifically on the development of social-emotional competencies of children and adults and the use of Tier 1 & 2 Multi-Tiered System of Support behavior strategies in the classroom.	All Students	Foundations for Safe and Civil Schools Implementation  Capturing Kids Hearts Implementation  Second Step implementation  Counselor and Social Worker Training and Conferences  ACT/SART/SARB Training and Implementation  MTSS	District Funded  MTSS Site Allocation
4.6	Extra Hours: Allocate additional hours for teachers and support staff to plan and execute family engagement events and training sessions (e.g., Fall Read Night, Math Night, etc.). These initiatives will support parents in enhancing student achievement and promoting their children's social	All Students	Track family engagement events planned and held, along with attendance records to measure participation rates.	21,000 Title I Part A: Allocation

	and emotional health, fostering a positive attitude toward school and learning.		Use survey to gather feedback from families after engagement events to measure changes in understanding, suggestions for improvement, and/or possible topics for upcoming meetings.	
4.7	Transportation: Offer transportation to families who have students who use bus service to attend school wide events.	TK- 5 Bus Riders	Transportation Usage Monitoring: Track the number of families utilizing transportation services for each school-wide event. This will be monitored by maintaining bus sign-up prior to school events.	1,400 Title I Part A: Allocation
4.8	Parent Education: Provide families print materials on a variety of educational topics (e.g., Parent Engagement Policy, CCSS Roadmap for each grade level, Title 1 Parent School compact, importance of attendance, learning activities for home, etc.)	All Students	Track the distribution of each type of material (e.g., Parent Engagement Policy, CCSS Roadmap, Title 1 Parent-School Compact) by creating a checklist for each class or grade level or event.  Track print materials through Print Shop orders  Identify pre printed parent education pamphlets for purchase	2,534 Title I Part A: Parent Involvement

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

N/A, New Goal

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



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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the review of Dashboard and local data from 2023, several areas require significant improvement due to low performance and performance gaps among specific student groups. In English Language Arts (ELA), only 26% of students meet or exceed the standards, with particularly low performance among English Learners (7%), African American students (17%), SPED (7%), and socioeconomically disadvantaged (SED) students (25%). Similarly, Math performance is concerning, with only 18% of students meeting or exceeding the standards. English Learners and SPED students show particularly low results, with 0% and 2% meeting the standards, respectively. The California Science Test (CAST) results also indicate low performance, with only 8% of students meeting or exceeding standards, and significant gaps among student groups such as English Learners, African American, and SPED students, with no representation in the "met or exceeded" category.

Additionally, the English Learner Proficiency Indicator (ELPI) shows that while 65.6% of English Learners are making progress, 9.4% have decreased their proficiency levels, indicating a need for more targeted support. The i-Ready assessment in reading and math also reveal performance gaps, with 52% of students meeting typical growth in reading and 45% in math. SPED students and English Learners are particularly underperforming, with only 46% and 37% meeting typical growth in reading and math, respectively.

To address these gaps, Collins School will implement targeted interventions for underperforming student groups, including small group instruction, differentiated lessons, and additional support programs. Teachers will receive ongoing professional development to better support diverse learners, particularly English Learners and SPED students. Data-driven instruction and frequent assessments will help tailor interventions to individual needs. Supplemental programs focused on reading, math, and science will also be critical in closing these achievement gaps and improving student outcomes across all subgroups.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)</p>	<p>ELA at 26% School Year 2023-2024 English Learners: 7% African American: 17% Hispanic: 32% SPED: 7% Foster Youth: 33% SED: 25%</p>	<p>Increase to 29% for all grades all students (aiming for a 3% improvement) School Year 2024-2025 English Learners: 10% (aiming for a 3% improvement) African American: 20% (aiming from a 3% improvement) Hispanic: 35% (aiming from a 3% improvement) SPED: 10% (aiming from a 3% improvement) Foster Youth: 36% (aiming from a 3% improvement) SED: 28% (aiming from a 3% improvement)</p>
<p>CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)</p>	<p>Math at 18% School Year 2023-2024 English Learners: 0% African American: 8% Hispanic: 24% SPED: 2% Foster Youth: 33% SED: 18%</p>	<p>Increase to 21% for all grades all students (targeting a 3% improvement ) School Year 2024-2025 English Learners: 3% (aiming for a 3% improvement) African American: 11% (aiming from a 3% improvement) Hispanic: 27% (aiming from a 3% improvement) SPED: 4% (aiming from a 3% improvement) Foster Youth: 36% (aiming from a 3% improvement) SED: 21% (aiming from a 3% improvement)</p>
<p>California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)</p>	<p>Science at 8% School Year 2023-2024 English Learners: 0% African American: 0% Hispanic: 14% SPED: 0% Foster Youth: 0% SED: 9%</p>	<p>Science at 11% (aiming for a 3% improvement) School Year 2024- 2025 English Learners: 3% (aiming for a 3% improvement) African American: 3% (aiming for a 3% improvement) Hispanic: 17% (aiming for a 3% improvement) SPED: 3% (aiming for a 3% improvement) Foster Youth: 3% (aiming for a 3% improvement) SED: 12% (aiming for a 3% improvement)</p>
<p>English Learner Proficiency Indicator (ELPI) (CA School Dashboard)</p>	<p>65.6% making progress Blue Status Decreased at Least 1 ELPI Level: 9.4% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 25% Maintained ELPI Level 4: N/A</p>	<p>Increase by 2% to reach 67.6% making progress Maintain Blue Status Decreased at Least 1 ELPI Level: 7.4% (aiming for a decrease of 2%) Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 23% (aiming for a decrease of 2%)</p>

	Progressed at Least 1 ELPI Level: 65.6% CA School Dashboard Fall 2023	Progressed at Least 1 ELPI Level 67.6% (aiming for a 2% increase maintaining Blue Status CA School Dashboard Fall 2024
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 52% Diagnostic 3 School Year 2023-2024 English Learners: 46% African American: 55% Hispanic: 52% SPED: 46%	Increase to 54% (targeting a 2% improvement) Diagnostic 3 School Year 2024- 2025 English Learners: 48% (targeting a 2% improvement) African American: 57% (targeting a 2% improvement) Hispanic: 54% (targeting a 2% improvement) SPED: 48% (targeting a 2% improvement)
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 45% Diagnostic 3 School Year 2023-2024 English Learners: 37% African American: 43% Hispanic: 47% SPED: 39%	Increase to 47% (aiming for a 2% improvement) Diagnostic 3 School Year 2024- 2025 English Learners: 39% (targeting a 2% improvement) African American: 45% (targeting a 2% improvement) Hispanic: 47% (targeting a 2% improvement) SPED: 41% (targeting a 2% improvement)

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
5.1	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending District meetings, trainings, and outside conferences as directed.	All Students	Elementary Master Schedule Performances and activities throughout the year Collaboration agenda	District Funded
5.2	AVID Recruitment: 5th grade teachers and Elementary AVID Coordinators	All Students	Recruitment timeline and process	District Funded

	meet with 6-8 AVID Coordinators to review the recruitment process and timeline. This process includes application, nomination, interviews, and selection of AVID students for the following year.		Review of Criteria and Applications	
<b>5.4</b>	<p>Summer School Program can be structured to offer a range of academic and enrichment opportunities tailored to the needs of diverse learners, including:</p> <p>1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency.</p> <p>2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences.</p> <p>3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps.</p> <p>4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking.</p> <p>5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses.</p>	All Students	<p>Student Grades (Secondary by Quarter, Elementary by Trimester)</p> <p>K-5 i-Ready assessment data</p> <p>ELPAC</p>	<p>District Funded</p> <p>District Funded</p>
<b>5.6</b>	Fund extra hours for after-school academic interventions and collaboration time to plan targeted interventions for students with disabilities (SPED), African American and Hispanic students, socioeconomically disadvantaged students (SED), and English Learners, aimed at improving their academic performance.	All Student Groups	<p>Attendance of students for intervention</p> <p>Lessons planned by teams</p> <p>Student data of progress in intervention</p>	<p>0</p> <p>Title I Part A: Allocation</p> <p>Goal 1, Strategy #1.10</p>
<b>5.7</b>	Purchase manipulatives, materials, and resources to enhance math numeracy, literacy, language acquisition for English Learners, and science concepts, addressing the diverse needs of all identified student groups. This includes trade books and resources to support AVID strategies focused on English language development.	All Student Groups	Purchases and use will be shared with the School Site Council (SSC). ELAC and ILT will identify purchases and provide the rationale for suggested purchases to the principal for approval. The principal will present purchases to the SSC.	<p>0</p> <p>Title I Part A: Allocation</p> <p>Goal #1, Strategy #1.9</p>

5.25	Extra-Curricular programs including after school programs, intramural activities, and athletics.	All Students	Student participation in activities	District Funded
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# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

N/A, New Goal

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

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

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$109,324.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$85,600.00
Title I Part A: Parent Involvement	\$2,534.00

Subtotal of additional federal funds included for this school: \$88,134.00

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

State or Local Programs	Allocation (\$)
District Funded	\$21,190.00

Subtotal of state or local funds included for this school: \$21,190.00

Total of federal, state, and/or local funds for this school: \$109,324.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	2,534	0.00
Title I Part A: Allocation	93,483	7,883.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	21,190.00
Title I Part A: Allocation	85,600.00
Title I Part A: Parent Involvement	2,534.00

## Expenditures by Budget Reference

Budget Reference	Amount
	41,700.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	21,190.00
	Title I Part A: Allocation	85,600.00
	Title I Part A: Parent Involvement	2,534.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,000.00
Goal 2	21,190.00
Goal 3	8,700.00
Goal 4	27,434.00
Goal 5	0.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Margie A Domino	Principal
Gabriela Ochoa	Classroom Teacher
Ashley Rutherford	Classroom Teacher
Priscila Topp	Classroom Teacher
Susie DeLeon	Other School Staff
Latricia Bass-Riedel	Parent or Community Member
Krissta Anguiano	Parent or Community Member
Cynthia Hernandez	Parent or Community Member
Antonio Guerra	Parent or Community Member
Nakeichia Allen	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on December 3, 2024.

Attested:



Principal, Margie A. Domino on December 3, 2024

SSC Chairperson, Leticia Bass- Riedel on December 3, 2024

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary



In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023





## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Captain Raymond Collins School	19648736021380	December 3, 2024	

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Captain Raymond Collins School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
1.1	Academic Coaches: support Pre-K-12 staff, both general and special education, in the implementation of district and school site goals for Common Core ELA and Math and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.	All Students	Bi-weekly meetings with principal and school collab teams.	District Funded
1.2	Elementary PE Teachers provide physical education to students based on their grade level standards	All Students	Class activities and student participation per the school/grade level schedule for PE	District Funded
1.3	Elementary Music Teachers providing vocal or instrumental instruction to students	All Students	Class activities and student participation per the school/grade level schedule for music	District Funded
1.4	PLTW Teachers supporting STEM education with elementary students	All Students	PLTW Class activities and student participation per the school/grade level schedule	District Funded
1.5	Language Assessment Assistant (LAA's) perform a variety of duties involved in the receipt, compilation, preparation, verification, distribution, collection and processing of testing materials for State-mandated language assessment tests; administer, score and monitor students during language assessment tests.	ELD Students	<ul style="list-style-type: none"> <li>• ELPAC Assessment</li> <li>• SIPPS</li> <li>• DELD instructional time</li> <li>• IELD instruction</li> </ul>	District Funded
1.6	Library Techs support literacy instruction and support services.	All Students	i-Ready ELA data	District Funded

			College and Career Indicator Student Grades CAASPP scores	
<b>1.8</b>	Identify and implement professional development (PD) opportunities to enhance and support Universal Access (UA) time, including targeted training in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and math instruction, allocation of substitutes to release teachers for planning, and fund additional hours for collaboration to ensure effective strategies are in place for both literacy and math interventions.	All Students	Evaluate the effectiveness of SIPPS and math PD and identify support needs.  Review agendas, notes, and agreements from planning sessions focused on SIPPS and math interventions.  Monitor the consistent and accurate delivery of SIPPS and math intervention strategies using rubrics or checklists.  Schedule sessions to address barriers and refine implementation.	Title I Part A: Allocation
<b>1.9</b>	Instructional Materials and Supplies: Purchase instructional materials to support reinforcement of concepts in math, enhance language arts/reading, and science instruction as well as support cross-curricular activities, create real-life experiences; Purchase resources to support AVID strategies centered around increasing rigor at all levels of ability through WICOR.	All Students	ILT will identify purchases and provide the rationale for suggested purchases to the principal for approval. The principal will present purchases to the ELAC and SSC.	Title I Part A: Allocation
<b>1.10</b>	Intervention and Support Programs: Fund additional hours to extend the school day to offer targeted literacy and math intervention sessions after school led by staff or an outside vendor, along with collaboration time for grade-level teacher planning to address the needs of struggling students, students with disabilities, and English Learners, with the goal of improving academic performance.	K-5th students	Track attendance in intervention sessions to identify student participation and trends over time.  Lessons planned by teams  Contract with outside vendor  Use of individual progress sheets/assessments to monitor students' attainment of academic goals.	Title I Part A: Allocation
<b>1.11</b>	Field Trips: Provide funding for field trips that reinforce content at each	All Students	Grade levels will submit requests to the	Title I Part A: Allocation

	grade level through real-world experiences, enhancing student learning and supporting academic performance.		principal, along with a rationale explaining how the field trip will support or enhance grade-level instruction. The principal will then present this information to the School Site Council (SSC).	
<b>1.12</b>	Extra Hours for ILT Team members: Fund extra hours for ILT members to meet after school to develop staff presentations and a plan for implementation of agreed upon research based strategies at each grade level. ILT members will deliver the presentations during grade-level collaboration and staff meetings, allowing for further data-driven planning to develop the next instructional steps.	All Students	Develop and deliver professional development to train Collins staff on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success", "Conditions for Success in Team Meetings", "Teacher Team Success", and "Cycles of Professional Learning", facilitated through schoolwide meetings and team-level trainings.	Title I Part A: Allocation
<b>1.13</b>	Conferences: Provide funding for staff members to attend conferences related to academics and/or climate and culture.	All Students	ILT will identify conferences and provide the rationale for suggested conferences to the principal for approval. The principal will present conferences to the ELAC and SSC.  Track attendance in conference sessions  Presentations to staff or others educational partners	Title I Part A: Allocation
<b>1.14</b>	Teacher Release Time: Provide funding for substitute teachers to release grade levels to engage in data analysis, a lesson study, common lesson planning, co-teaching with the instructional coach with the purpose of improving student outcomes	All Students	Documentation- pre-release plan detailing how the time will be used and the expected outcomes.  Completed Data Protocol  Lesson Plans created	Title I Part A: Allocation

			Teacher Release Time Minutes and agreements	
<b>1.22</b>	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.	All Students	ILT Professional Development activities and meetings Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.	District Funded
<b>1.23</b>	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	Use of technology by staff (both classified and certificated)  Use of technology by students during classroom lessons  Annual data reports used by school administration and teachers	District Funded
<b>1.24</b>	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits  Teacher and student use of technology during daily instruction	District Funded
<b>1.25</b>	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students  Classroom use  Tracking of student replacement	District Funded

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
2.1	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.	All Students	Identify Participants by January 1, 2025  Current School Site AVID Plans  Pre-Conference meeting by the end of May 2025  AVID 2025-2026 Site Plan development at the conference	District Funded
2.6	Extra Hours for ILT Team members: Fund extra hours for ILT members to meet after school to develop staff presentations and a plan for implementation of agreed upon research based strategies at each grade level. ILT members will deliver the presentations during grade-level collaboration and staff meetings, allowing for further data-driven planning to develop the next instructional steps	All Students	Develop and deliver professional development to train Collins staff on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success", "Conditions for Success in Team Meetings", "Teacher Team Success", and "Cycles of Professional Learning", facilitated through schoolwide meetings and team-level trainings.	Title I Part A: Allocation
2.7	Conference Attendance: Provide funding for staff members to attend conferences related to academics and/or climate and culture	All Students	ILT will identify conferences and provide the rationale for suggested conferences to the principal for approval. The principal will present conference to the SSC and ELAC.	Title I Part A: Allocation

			<p>Track attendance in conference sessions.</p> <p>Presentations to staff or others educational partners.</p>	
<b>2.8</b>	<p>MTSS: Provide funding for training and extra hours for teachers and support staff centered around Student Study Team meetings for academics and behavior.</p>	All Students	<p>Track registration and attendance to conference sessions</p> <p>Presentations to staff or other educational partners</p> <p>Student Study Team meeting schedule and signed participant notes with agreed upon next steps</p> <p>Completion of MTSS modules</p>	District Funded



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
3.1	CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.	All Students	<p>Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices.</p> <p>Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared.</p> <p>Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.</p>	District Funded
3.2	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the	All Students	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	District Funded

	development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBA's conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.			
<b>3.3</b>	School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	All Students	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	District Funded
<b>3.4</b>	Hold assemblies and events that promote a sense of safety and healthy well-being of students including but not limited to Safe and Civil, Anti-bullying, and the importance of daily attendance.	All Students	ILT will identify assemblies and provide the rationale for suggested assemblies to the principal for approval. The principal will present purchases to the ELAC and SSC.  Student, parent, and teacher surveys after assemblies and events, throughout the year.	Title I Part A: Allocation
<b>3.5</b>	Extra Hours: Support staff will create and provide parent education opportunities to address what research has revealed regarding the impact of inconsistent attendance on student performance and remove barriers families may encounter that affect student attendance.	All Students	Support staff will create engaging presentations for parents on the importance of regular school attendance, its impact on academic success, and practical strategies for ensuring consistency. These presentations will include visuals and	Title I Part A: Allocation

			interactive discussions. After each event, a survey will assess the impact on parents' attitudes and behaviors regarding attendance. Analyzing the survey results will inform improvements for future sessions.	
<b>3.6</b>	Implement enhanced behavior management training for staff to establish positive reinforcement systems, and ensure clear communication of behavioral expectations. Increase engagement through extracurricular activities, and utilize restorative practices that focus on repairing harm. Encourage parental involvement, utilize data-driven decision-making to identify trends, and provide access to mental health resources.	All Students	To establish positive reinforcement systems and clear behavioral expectations in school, professional development focused on creating a unified set of behavioral standards. Diverse extracurricular activities that enhance student engagement and promote positive behaviors as outlined in Foundations for Safe and Civil Schools to reinforce desirable conduct, and recognition programs to celebrate student achievements.	District Funded
<b>3.7</b>	Provide funding for supplies, materials, and resources that teach students how to demonstrate empathy toward others' feelings and circumstances, while encouraging reflection on how they contribute to a diverse and inclusive environment. The school will host assemblies and opportunities to recognize students who show resilience, perseverance, and grit, overcoming challenges and refusing to be limited by their circumstances (Student of the Month).	All Students	Track the purchases of empathy-focused materials to ensure alignment with Collins Guidelines for Success (Collins Colts are Cooperative Outstanding Learners Training for Success) and teach empathy, promote diversity, and recognize student resilience  Record the number of workshops using the new materials and collect feedback through student surveys that also gather data on student impact.  Document students honored for resilience and analyze trends in recognition.	District Funded

			<p>Reflections from students on empathy and inclusivity, assessing shifts in school culture.</p> <p>Climate and Culture Survey (Panorama 2nd- 5th Grades)</p>	
<b>3.8</b>	Playworks Program	All Students	<p>Class Game Time Schedule</p> <p>Meetings with CSAs</p> <p>Junior Coach Program and Meetings</p> <p>Monitor Behavior Referrals During Unstructured Times</p>	District Funded
<b>3.9</b>	Extra Hours: CSAs will be provided additional hours to participate in professional development related to implementation of the Playworks Program, supervision	All Students	<p>Maintain records of CSA participation in Playworks professional development sessions.</p> <p>Conduct regular observations during recess and other supervised activities to monitor the use of Playworks strategies and effective supervision practices.</p> <p>Use school climate surveys to assess changes in the overall recess environment and student-staff relationships.</p>	Title I Part A: Allocation
<b>3.10</b>	Social worker will use allocated funds to support Tier II/III students by providing essential items (including school supplies, personal hygiene products,etc.) to provide support in overcoming barriers to participation and engagement in school, promoting academic success and social-emotional well-being.	All Students	Synergy SEL and student information/counseling data	Title I Part A: Allocation
<b>3.22</b>	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure	All Students	Synergy Student Behavior and Suspension Data	District Funded

	student compliance with school and District rules and procedures.			
<b>3.23</b>	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.	Special Education Students	Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	District Funded
<b>3.24</b>	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
<b>3.25</b>	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	All Students	Review of School Site Plans  Fall and Spring Site visit with site coordinator and administrator  AVID Site Coordinator Meetings	District Funded
4.2	Extra Hours: Allocate additional hours for CSAs to provide supervision during parent engagement activities, ensuring a safe and supportive environment for students while parents participate in events designed to enhance family involvement in their children's education and support Title I goals	All Students	Document the number and type of parent engagement events supported by CSA supervision.	Title I Part A: Allocation
4.5	Professional Development: Training staff to create a positive school climate and focus specifically on the development of social-emotional competencies of children and adults and the use of Tier 1 & 2 Multi-Tiered System of Support behavior strategies in the classroom.	All Students	Foundations for Safe and Civil Schools Implementation  Capturing Kids Hearts Implementation  Second Step implementation  Counselor and Social Worker Training and Conferences  ACT/SART/SARB Training and Implementation  MTSS	District Funded
4.6	Extra Hours: Allocate additional hours for teachers and support staff to plan and execute family engagement events and training sessions (e.g., Fall Read Night, Math Night, etc.). These initiatives will support parents in enhancing student achievement	All Students	Track family engagement events planned and held, along with attendance records to measure participation rates.	Title I Part A: Allocation

	and promoting their children's social and emotional health, fostering a positive attitude toward school and learning.		Use survey to gather feedback from families after engagement events to measure changes in understanding, suggestions for improvement, and/or possible topics for upcoming meetings.	
4.7	Transportation: Offer transportation to families who have students who use bus service to attend school wide events.	TK- 5 Bus Riders	Transportation Usage Monitoring: Track the number of families utilizing transportation services for each school-wide event. This will be monitored by maintaining bus sign-up prior to school events.	Title I Part A: Allocation
4.8	Parent Education: Provide families print materials on a variety of educational topics (e.g., Parent Engagement Policy, CCSS Roadmap for each grade level, Title 1 Parent School compact, importance of attendance, learning activities for home, etc.)	All Students	Track the distribution of each type of material (e.g., Parent Engagement Policy, CCSS Roadmap, Title 1 Parent-School Compact) by creating a checklist for each class or grade level or event.  Track print materials through Print Shop orders  Identify pre printed parent education pamphlets for purchase	Title I Part A: Parent Involvement

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
5.1	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending District meetings, trainings, and outside conferences as directed.	All Students	Elementary Master Schedule Performances and activities throughout the year Collaboration agenda	District Funded
5.2	AVID Recruitment: 5th grade teachers and Elementary AVID Coordinators meet with 6-8 AVID Coordinators to review the recruitment process and timeline. This process includes application, nomination, interviews, and selection of AVID students for the following year.	All Students	Recruitment timeline and process  Review of Criteria and Applications	District Funded
5.4	Summer School Program can be structured to offer a range of academic and enrichment opportunities tailored to the needs of diverse learners, including: 1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency. 2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences. 3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps.	All Students	Student Grades (Secondary by Quarter, Elementary by Trimester)  K-5 i-Ready assessment data  ELPAC	District Funded



	<p>4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking.</p> <p>5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses.</p>			
<b>5.6</b>	<p>Fund extra hours for after-school academic interventions and collaboration time to plan targeted interventions for students with disabilities (SPED), African American and Hispanic students, socioeconomically disadvantaged students (SED), and English Learners, aimed at improving their academic performance.</p>	All Student Groups	<p>Attendance of students for intervention</p> <p>Lessons planned by teams</p> <p>Student data of progress in intervention</p>	Title I Part A: Allocation
<b>5.7</b>	<p>Purchase manipulatives, materials, and resources to enhance math numeracy, literacy, language acquisition for English Learners, and science concepts, addressing the diverse needs of all identified student groups. This includes trade books and resources to support AVID strategies focused on English language development.</p>	All Student Groups	<p>Purchases and use will be shared with the School Site Council (SSC). ELAC and ILT will identify purchases and provide the rationale for suggested purchases to the principal for approval. The principal will present purchases to the SSC.</p>	Title I Part A: Allocation
<b>5.25</b>	<p>Extra-Curricular programs including after school programs, intramural activities, and athletics.</p>	All Students	<p>Student participation in activities</p>	District Funded