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<th>Priority Area</th>
<th>Board</th>
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| **Basic Services** | | ● Continue this average class size  
● Does this average factor in/include TOSAs or certificated staff not teaching directly? **No, this only includes teachers that have role sheets.** |
| Percentage of Teachers with Full Credentials / Percentage of Students with Sufficient Basic Instructional Materials | | ● We all deserve a great big cookie ☺  
● Awesome job on the basic services ☺  
● Great!  
● CHS books in great condition... thanks! ☺ |
| **District Demographics – Ethnic Diversity** | | ● Equity training and culturally responsive teaching are needed based on these percentages. |
| **Student Achievement** | iReady Math 1-6 - Placements Fall to Winter overall | ● I hear many complaints from kids at the elementary level that can’t stand the iReady program. Although I know the teachers like it.  
● Work on PD for staff.  
● Personal goals through iReady.  
● Can iReady be used at M.S. level? **Yes, currently, it is being utilized at El Roble in the intervention classes.**  
● TOSA coordinated RtI program is essential in the Math growth shown here. |
| iReady Reading 1-6 - Placements Fall to Winter overall | | ● Was more focus placed on iReady during virtual learning? How can we continue that? **All schools implemented iReady before virtual learning and continued the use through distance learning. All students continue to be expected to complete the recommended use of 30-45 minutes per subject per week.**  
● Where does CUSD fall in the state? **iReady measures growth against a national norm. In Reading, all grades except Grade 1 outperformed the national median.**  
● TOSAs involvement with coordinated RtI is essential in the reading growth shown here.  
● More PD for iReady to increase motivation. |
| iReady Math 1-6 – Two Year Growth | | ● Why are some circled? **No reference. These were grade levels in which there was a significant decrease.**  
● Do the teaching methods change? **As teachers receive professional development, strategies do change. Do teachers change? Yes, over the two year period, there may have been teacher changes.**  
● Did they become more proficient test takers from distance learning? **We do not have any data to support this. Many teachers felt that there was a greater chance of students having assistance on tests while in distance learning.**  
● How does this data compare to the state? **iReady measures growth against a national norm. In math, grades 1, 2 and 6 outperformed the national norm.**  
● Are teachers utilizing the support lessons from iReady to remediate? Teachers receive professional development and as they learn about support tools, they implement their new learning when necessary.  
● Fourth grade is where math scores tend to drop. **Targeted intervention support here and in grades leading to 4th.** |
| iReady Reading 1-6 – Two Year Growth | | ● This is awesome!  
● Amazing progress!  
● Speaks to student comfort w/iPads for assessment. |
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| iReady Math                   |                                                    | ● Can my child move up a level if he/she is actually above average?  *Within iReady, yes. The program itself is adaptable to the student’s proficiency level works up to standards mastery for 8th grade standards. But, this is only one piece of data.*  
● TOSA coordinated RtI is an essential component of the growth shown here.  
● What did growth look like prior to TOSA intervention support?  *It varies from grade level to grade level and student to student.*  
● Need continued PD to help inform sites on the additional benefits/supports in iReady.  
● Intervention vs. acceleration. How can iReady support?  *iReady does both as it meets each child at their individual instructional level and moves through grade level standards mastery.*  
● What do tiered interventions truly look like to move students up? Are iReady lessons being used for just data?  *It is used as a supplemental curriculum and to inform instruction.* |
| iReady Reading                |                                                    | ● This growth is supported by TOSA run RtI                                                                                                                                                                                                                                                                                                                  |
| EL Reclassification Rate      |                                                    | ● Great job!  
● Great to be above state average! ☺  * (staff)  
● $ from dictionaries over to apps / EL Instructional Materials                                                                                                                                                                                                                                                                                            |
| Demographics                  | Socio-Economically Disadvantaged                   | ● How do IDTs account for this information?  *572 of the 1,905 SED students are IDTs (30%)*  
● How are we supporting the families in addition to the students?  *For families, we are offer:*  
  o A couple of presentations throughout the year regarding community resources that are available for food, housing, job information, etc.  
  o Intentional outreach to send out information on healthcare programs and providers including reduced fee programs for food and utilities.  
  o Provide support to access and complete applications for housing, reduced cost utility bills, Cal fresh and or any other support they need including purchasing groceries and clothing for emergency situations.  
  o Our McKinney-Vento and Foster Youth website has information regarding apps families can use to access resources like The **WIN** app or **211.org**.  
  o Parent workshops on topics like A-G requirements, engaging in school and community partnerships.  
● Continue and add to Family Engagement Nights.  
● So much funding and priorities which are important, but is it equitable among other groups, SPED, etc.?  *Unfortunately, the state and federal funding is complex. There are many funding sources that must be utilized for specific groups. For instance, LCFF Supplemental funds are to be used for SED, FY, and EL; Title 1 must be utilized for SED, etc. Currently, SPED is severely underfunded by both the federal and state government.*  
● As SAHS is the high SED% school in CUSD, can funding take this into consideration for mental health support position?  *Unfortunately, SAHS does not generate enough funding to support a position; however, SAHS students have access to their own on-site medi-cal clinic from TriCity Mental Health. Currently we have a clinician from TriCity Mental Health on campus every Monday to receive referrals and see students for counseling. We also have our district counseling program available to students either by self referral by scanning a QR code, or parent/teacher/admin referral.* |
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<td>EL Primary Language</td>
<td>TOSAs are essential in coordinating &amp; supporting programs for our unduplicated students.</td>
<td>Data seems very low for English Learners. Yes, only 4.9% of our students are EL Need continued support for dually identified kids. Check out SPED/EL connection.</td>
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<tr>
<td>Language Proficiency</td>
<td>Great data to show that 20% of our students are multi-lingual.</td>
<td></td>
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<tr>
<td>Foster Youth</td>
<td>FC education rights needs to be respected &amp; protected. FC need transportation please.</td>
<td></td>
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<tr>
<td>Course Access</td>
<td>EIMP Participant Rate</td>
<td>Where does $ come from? How many employees in this area? This program is funded out of the general fund and donations. A small amount of supplemental funds is utilized to provide instruments to students who cannot afford to rent or purchase. The district has one certificated teacher and 4 consultants who provide these services to our students. Music – why the drop in participants? This program has been online up until the recently. Participation decreased as students did not want to learn how to play an instrument through a computer. These low numbers are really hurting the music programs at El Roble and CHS. (Staff) This program is needed for an amazing mental health Music should be implemented in elementary curriculum as a standard. Our music program changes depending on the teacher. Teacher changes every few years. Maybe because stipend is so low. And it is a part-time job. We are fortunate to have 4 out of our 5 instructors who have worked for the program for multiple years. Our one new addition this year has been a great fit.</td>
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<td>IB Results</td>
<td>Would like district to provide info on website about the differences between IB, AP, &amp; honors &amp; which is right for the student. Will do!</td>
<td>… Love the above suggestion! (staff)</td>
</tr>
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<td>Other IB Data</td>
<td>Did not get enough info re: IB You can find more info here: IB Diploma Program: <a href="https://chs-claremont-ca.schoolloop.com/pf4/cms2/view_page?d=x&amp;groupId=1388823894998&amp;vdid=i21gb1s8boehuz">https://chs-claremont-ca.schoolloop.com/pf4/cms2/view_page?d=x&amp;groupId=1388823894998&amp;vdid=i21gb1s8boehuz</a> IB Middle Years Program: <a href="https://www.cusd.claremont.edu/myp">https://www.cusd.claremont.edu/myp</a></td>
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<td>% of 4yr grads completing UC A-G Requirements</td>
<td>This is great! This is amazing! Wow! Good percentage! Amazing! Do we have data on what the other 33% are doing? This data only shows that 67% of the seniors were eligible to attend a CSU or UC school, it doesn’t mean they did. Many of our students that were not eligible attend private schools, junior colleges, military or trade schools. We do receive data each year from Citrus College on CUSD students enrolled in their program.</td>
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<td>ACT Results</td>
<td>Great! Awesome job!</td>
<td></td>
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<td>CA Seal of Biliteracy</td>
<td>Excellent!</td>
<td></td>
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| School Climate | Suspension/Expulsion Rate by student group | ● Is this a covid lockdown reason? Yes, but the number of suspensions before the March closure was below previous years.  
● SPED students being suspended & expelled is surprising vs. changing placement/services, etc. Services and additional interventions are used and are reflected in a three year decrease.  
● 2020 impacted by distance learning? Yes  
● Once they are suspended, what services are provided to help them? The supports put in place after a suspension depend on the circumstances of the incident. Is there a mental health assessment? This would depend on the incident that led to the suspension and the needs of the student.  
● SAHS – How will mental health needs be met should students need it? Will a class/program be provided or established on how to recognize? SAHS students have access to their own on-site medi-cal clinic from TriCity Mental Health. Currently we have a clinician from TriCity Mental Health on campus every Monday to receive referrals and see students for counseling. We also have our district counseling program available to students either by self referral by scanning a QR code, or parent/teacher/admin referral.  
● Restorative justice? Yes, we will be rolling out PD in this area.  
● More SEL programs needed  
● What have we done to train staff on restorative practices? We have offered sessions on our annual PD Day, and several employees have attended out of district trainings. However, we will be taking more of a systematic approach in 2022-23.  
● Restorative practice training and ownership needed. |
| Suspension and Expulsion Rates | ● Why on the rise in previous years? One reason was that students were being suspended for marijuana use. Currently, the district has utilized other means of intervention for first time users.  
● I would say 19-20 is pretty realistic though school ended on March 13 (staff)  
● All admin in CHS are looking for effective alternatives to suspension (staff)  
● Is this data looking so great because kids were not in school most of the year? More than likely, yes  
● Is this truly a reduction in disruptive behavior or are teachers discouraged from sending students out? We do not have data on that  
● Do community members understand how/why students are suspended? I do not think that most community members have full understanding of how or why students are suspended.  
● Are we keeping dangerous students on campus just to lower suspension/expulsion rates? Interventions and alternative school placements are done when a student is a danger to others or himself.  
● Alternative options in lieu of suspension.  
● TOSAs are essential in the success of the PBIS program that helps rates decline |
| Survey Results/Feedback | Parent and Community | Claremont HS  
● Calculus students did not have tutors with knowledge at the library.  
● Supervising restrooms is difficult at CHS. Many students go into stalls and lock them up. (staff)  
● Next year, CHS is starting a behavioral mental health pathway and sports medicine pathway. (staff)  
San Antonio High School  
● There is a lack of elective classes for our kids. It would be nice if the kids had options like the kids at CHS. A great example is Citrus coming and teaching History of Rock and Roll. They offer it at CHS, so why not give the kids at SAHS the same opportunity. Citrus has a minimum number of students that must be enrolled in a course. Agreed, unfortunately, staffing is based on student enrollment. However, we are currently looking at other options. |
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|                |                                                                       | ● The staff that is at SAHS is fantastic! They really truly care about each and every kid. It would be great if there were more teachers/staff. This would allow for more classes.  
● Will there be more classes offered for next year and or years to come along with teacher support? **Staffing and section allocation is based on student enrollment.** However, we are currently looking at other options.  
● It would be great if SAHS provided a salad bar for the students. **The self-serve aspect of salad bars makes managing contamination very difficult. Moving to a “served” salad bar is not financially feasible at this time.**  
● Salad Shakers – please bring back fresh salads. As we continue to transition back to normal food service operations, we will be surveying students on their desire for pre-packaged salads.  
● Restrooms seem to be a theme here. **What can be done to fix this problem?** District administration will brainstorm with site admin teams and collaborate with site staff.  
● Can the survey be differentiated between elementary, middle, and high school? **(ditto)** Yes, we shared the overall results; however, we can disaggregate the data by school(s).  
● Talk tables during lunch could be a good idea.  
● What specifically do students want to see? **Is it therapy that they want? Maybe we can get at this through student focus groups.**  
● Students frequently request for salad bar to be back post-COVID. **Self-serve salad bars are most likely a thing of the past. However, pre-packaged individual salads will continue to be an option.**  
● Better lunch – more options please!  
● Have parents been informed about the new SEL survey teachers are administering to students? **Can parents opt out?** A notification went home to all families sharing the use of the PASS Survey this year. Parents have the option of opting-out of the survey should they choose to.  
● Community day school… opportunity to bring back? **Schools need enrollment in order to serve. We have not had enough CDS students to run a school.**  
● CDS or opportunity options for ER? **There is currently an LCAP action to explore options at ER.**                                                                                          |
|                |                                                                       | **Student Focus**  
**Group Feedback**                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                |                                                                       | ● Assess teachers’ mental health please.  
● Most teachers are doing a great job.  
● Can we hire more counselors for mental health? **It seems the high school counselors are bogged down with academic needs. Currently, CUSD has a lower counselor to student ratio than surrounding “like” districts.**  
● Mental health professionals available at all of these places.  
● Definitely, students appreciate when teachers try to connect with them.  
● My child has benefited greatly from the smaller class size.  
● Why are there youth at El Roble after school? **For how long? Do they need programming?** **These students are attending the Tracks Activity Center (TAC) program through the City of Claremont.**  
● Love this! **(staff regarding the quote)**  
● SEL integrated in classroom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
<p>|                |                                                                       | <strong>Student Survey Results Grades 4-6</strong>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |</p>
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<th>Board</th>
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|              |       | ● Can you put the survey in email without an attachment? We are having terrible trouble opening them. The survey was administered by teachers through a link on their iPad. It was also accessible from the CUSD website. Next year, we are also going to do a QR code.  
● What about structured opportunities during instructional times (sports, clubs, etc.)  
● Real world experience needed |
| Staff Survey Results |       |  
● What is being done regarding mental/socio-emotional support for teachers and staff? EASE; EAP; Care Solace; Teacher Strong Newsletter; Christy Jones Mindfulness workshops; TriCity Mental Health self-care focussed webinars; Permission to Feel book club facilitated by Dr. Taylor.  
● 100% agree more SEL supports at an early age with actionable items students can use.  
● Recurring themes: Competitive salaries – This hopefully will change nationwide.  
● PD in order of importance: What is being done here? The curriculum and instruction team will create a three year PD plan based on this feedback.  
● Due to staff shortages, can more PD days be scheduled into the school calendar? Yes, if there was funding to do so. This would also require additional workdays for employees which would need to be negotiated and Board approved.  
● Could SEL workshops be taught at the districtwide PD Day? We have always offered SEL sessions at our August PD Days.  
● What is being done to support mental health of teachers? What are their stressors? Are they being addressed? The District has offered many resources to our staff. EASE; EAP; Care Solace; Teacher Strong Newsletter; Christy Jones Mindfulness workshops; TriCity Mental Health self-care focussed webinars; Permission to Feel book club facilitated by Dr. Taylor. All aspects of the pandemic have affected our staff both personally and professionally.  
● It would be great to have PD for office staff from TOSAs regarding computer programs, becoming more proficient, and learning how to streamline. Teaching us to become better computer users.  
● It has been a long time since we went through PBIS training & calibration. Many new teachers and quarantine kids may require revisiting this training. |
| Student Survey Results Grades 7-12 |       |  
● Are students encouraged to take survey in class? Students geared toward academics would be biased to taking survey. Yes, unfortunately, the only way we can get participation is by administering it in the classroom.  
● Were CHS staff trained to teach block scheduling? No, it is definitely needed.  
● What is it about school they don’t enjoy? That is a good question. Maybe we can get at that data through focus groups.  
● DEI – Highly valued by staff, students’ & community. Should be a focus.  
● Nutrition – Parents/Community and students are unsatisfied with the food. We need to make it a bigger priority.  
● Has the food quality deteriorated because of the universal lunches? See below  
● Agree… food quality has deteriorated. Supply chain difficulties, staffing shortages, limiting food selections to only those that can be individually wrapped, along with other limiting parameters (see below) have all affected food quality and selection.  
● Maybe asking students for food suggestions? Surveys, the annual food faire, and informal input from students are all methods that have been used pre-pandemic to address food preferences. We expect to transition back to gathering this type of input.  
● What is being done about food quality? Is this being talked about? See prior responses as well as response below. |
Regarding the food comments:
  Meal components are extremely limited due to requirements by law as to what we can serve… low fat, low sugar, low carb, no sweeteners, low salt, milk, etc. Meals that meet these parameters but still taste good are expensive to make or purchase. A commitment to tastier food requires a commitment to funding far above the amount provided by the state & federal government for meals.

- Address safety due to bullying, harassment, and fighting: How will/is this being addressed and how can lower grades help prepare students to not bully/harass etc.? We are currently considering the Olweus Bullying Prevention Program. This school-wide comprehensive researched based program dovetails well with PBIS. It involves the entire school community in the form of schoolwide interventions, classroom activities, and individual interventions to reduce bullying. It requires a multiyear commitment and extensive staff development.

- I feel the bathroom problem is one of the longest issues. What can really be done? These are conversations that we continue to brainstorm solutions. Unfortunately, students do not keep the restrooms tidy.

- More support (emotional) to LGBTQ kids in middle school. We currently have a well attended LGBTQ support group on campus at El Roble as well as a group for students who need clinical intervention. LGBTQ students can also scan a QR code for mental health services as well as any student at El Roble.

- Teach students about different cultures – especially the Latino community.

- 69% of students enjoy attending school – Why just this %? That is a good question. Maybe we can get at that data through focus groups.

- Why do students feel like the curriculum is rigorous but not preparing them for anything? That is a good question. Maybe we can get at that data through focus groups.

- SEL to increase feeling of safety

- Lessons with more connections to careers

- Can funding be used for increasing school climate/culture; structured activities at lunch; assemblies; etc. Certain funding resources can.

- We purchase packaged food. Many model food programs have brought back cooking/prep of food on school sites or in central kitchens. Quality ingredients can be more affordable and faster than packaged. The pandemic has limited the type of food that can be sold and the manner of serving it. We do not have a full service Central Kitchen but hope to transition back to more options as restrictions continue to be lifted.