



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Environmental Academy of Research Technology and Earth Sciences	56 73759 0119396	September 14, 2022	

Purpose and Description

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

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning. EARTHs' (Environmental Academy of Research Technology and Earth Sciences) school mission is to provide an environment where students are actively engaged in comprehensive, inquiry-based classrooms using the lens of environmental studies, where students study the earth, life, and physical strands of science as an integrated, interdisciplinary process rather than as a series of isolated subjects.

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

EC Section 64001 requires the development of the SPSA to include the following:

- * A comprehensive needs assessment (pursuant to ESSA)
- * Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- * May include local data
- * An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey.

88% of parents saying their children enjoy coming to school

92% of parents report that the school creates a positive environment for learning

87% of parents report indicating that they are informed of their students' academic progress.

88% of parents report feeling comfortable on campus and participating in school events

87% of parents report that students' differences were treated with respect.

96% of students feel their teachers care about them

96% of elementary students said they knew who to go to at school if they have a problem;

64% of middle school students and 67% of high school students feel comfortable going to a counselor

89% of middle school students and 84% of high school students report that a counselor is available when needed.

94% of certificated staff know what to look for in students experiencing depression.

92% of certificated staff feel confident that they can meet their students' learning needs.

87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.

81% of certificated staff feel students are engaged and motivated

98% of certificated staff feel capable of incorporating new material about people from different backgrounds into their curriculum.

Classroom Observations

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

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in

instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

At EARTHs, the Principal makes a point to conduct frequent, informal walk-throughs to casually assess the instructional program and culture of each classroom.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, and School Site Council to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

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

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2022-23 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded use of ESGI to include all teachers in grades TK-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to align with the essential standards and curricula for each subject.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

CVUSD Elementary Teachers attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, and updated assessments and record keeping. Teachers in TK-2 were also offered refresher training on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 14-18, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers. During the 2021-22 school year on-going professional learning was provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

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

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

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

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

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

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 School Year, all TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5.

Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

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

CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

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

CVUSD TK-5 Teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring students progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

Tier 1 Intervention: EARTHs believes in "Good first teaching" and will be focusing on the combined focus and best practices of UDL, SEL, and DEI to address the needs of every student as we move through the school year.

Tier 2 Intervention: We have an intervention referral system that determines the students most in need through two different data points as selected by each grade level team. EARTHs believes in early identification so First Grade and Second Grade both have two intervention groups, opposed to only one group for Third, Fourth, and Fifth Grades. Kinder students in need of extra attention in the areas of English-Language Arts are referred for the third trimester session. Once students are referred, our intervention specialist utilizes the DIBELS assessment to hone in on each individual student's needs and meets with them in small grade level groups four days a week.

Tier 3 Intervention: When a student continues to struggle despite our best Tier 1 and 2 efforts, we refer the individual to our school site Student Study Team to determine if there are other strategies we can put into place or if a possible assessment for special education services or a Section 504 Plan would be appropriate.

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

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

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

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

At the elementary level, teachers implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading, IXL and Math IXL. Elementary Academic Specialists support and provide small group instruction for students needing support in identified areas.

Opportunity and Equal Educational Access

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

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff to receive targeted support in essential ELA and Math skills.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's,, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

EARTHs Magnet School has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of EARTHs' SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. EARTHs' parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Funding

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

Categorical Funds in CVUSD:

EIA funds are used to provide additional support and technology in the classroom.

EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.

LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of EIA, EE, and X if Title 1. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

EARTHs thrives on parental involvement in our total school program. In fact, when EARTHs first welcomed students in the fall of 2009, a program was created whereby parents are asked to agree to volunteer three hours per family each month of the school year. Parent can volunteer their time in any number of ways. We encourage our families to be actively involved in the SPSA process, as well. The SPSA is discussed in onsite PTA, ELAC, GATE, and SSC meetings often and all stakeholders are asked often to contribute thoughts and ideas when discussing goals and budget expenditures.

Work on this particular document began in early in the 2021-2022 year. Our teaching staff, GATE, ELAC, and SSC members were actively involved in goal writing in meetings that took place in the winter and spring of 2021-22. The Principal, Jeff Rickert, gave grade level teams in Kindergarten, First, and Second Grade a breakdown of every standard on their respective grade level report cards. The data included the total number of 1's (Insufficient progress toward District-level standards), 2's (Approaching District grade-level standards), and 3's (Meets or exceeds grade level standards) from all trimesters. From that information, teachers determined the greatest area of need for student improvement. Armed with that knowledge, teachers crafted goals to inform, guide, and improve their instruction for the 2022-23 school year. Similarly, grade level teams of teachers in Third, Fourth, and Fifth Grade were benchmark information to go through the same process to determine their students' greatest area of need to also inform, guide, and improve their instruction for the 2022-23 school year.

The process was shared with parents through our ELAC, GATE, SSC, and PTA and an opportunity was given to review and give feedback on each goal. Input was then gathered from the parents and shared with teachers. Goals were then entered into the SPSA document and approved by our EARTHs SSC for the 2022-23 school year.

It has been explained in a variety of settings that our SPSA document is never "finished" and that we will always have ongoing discussions and opportunities to adjust goals and any items related to our goals, including many budgetary expenditures. Our SSC will meet monthly and the topic of "SPSA" is on the agenda under "Old Business" each and every month for any staff or parent member to ask questions or open a dialogue on any topic related to the plan itself. Our SSC meetings are held on the last Wednesday of every month and are always open to the public.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	88	88	82
Grade 1	88	88	77
Grade 2	88	88	77
Grade3	88	89	82
Grade 4	94	96	82
Grade 5	95	93	88
Total Enrollment	541	542	488

Conclusions based on this data:

1. While EARTHs' enrollment numbers overall don't change due to our status as a 100% School Choice program, COVID affected our numbers for the first time in the 2021-22 school year for the first time since EARTHs opened. However, the enrollment at EARTHs Magnet School in the 2022-23 is back up to 541, three students shy of capacity (544).
2. The population of Hispanic/Latino students has been increasing consistently over the last few years but really dropped in the 2021-22 school year. My conclusion is that it was more difficult for non-English speakers to access the necessary information pertaining to the school choice process due to COVID, opposed to any dissatisfaction with the school itself.
3. Our population of white students has not changed much over the years but also decreased last school year. My conclusion is that more of this particular group of students' parents chose other remote or home school options due to the pandemic, opposed to any dissatisfaction with the school program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	79	82	78	14.6%	15.1%	16.0%
Fluent English Proficient (FEP)	58	65	56	10.7%	12.0%	11.5%
Reclassified Fluent English Proficient (RFEP)	29	10	8	28.4%	12.7%	9.8%

Conclusions based on this data:

1. The total number of all EL students (including FEP and RFEP) has not changed much in terms of overall percentage over the last few years.
2. We have always have a very high reclassification rate. However, COVID affected the process and our numbers dropped two years in a row. We will need to examine recalssification this school year now that all students are back on campus.
3. The steady rise in EL numbers in the past showed our efforts to inform the community of our EARTHs program. We may need to review what has been successful in the past.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3		80	87		0	77		0	77		0.0	89
Grade 4		79	91		0	85		0	85		0.0	93
Grade 5		88	86		0	81		0	81		0.0	94
All		247	264		0	243		0	243		0.0	92

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2479.			42.86			29.87			19.48			7.79
Grade 4			2506.			37.65			31.76			20.00			10.59
Grade 5			2564.			46.91			32.10			12.35			8.64
All Grades	N/A	N/A	N/A			42.39			31.28			17.28			9.05

Conclusions based on this data:

1. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. We therefore do not have disaggregated data for that particular year because we used local assessments instead of CAASPP. Comparisons to the previous year must be taken lightly because they are different data points.
2. While it is hard to compare the data from last spring to our local assessments in the previous year, our site has been pleased with the number of students who met or exceeded the standards on the ELA and Math CAASPP taken in spring.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3		80	87		0	78		0	78		0.0	90
Grade 4		79	91		0	88		0	88		0.0	97
Grade 5		88	86		0	81		0	81		0.0	94
All		247	264		0	247		0	247		0.0	94

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2481.			41.03			32.05			17.95			8.97
Grade 4			2537.			42.05			30.68			17.05			10.23
Grade 5			2533.			34.54			22.22			22.22			20.99
All Grades	N/A	N/A	N/A			39.27			28.34			19.03			13.36

Conclusions based on this data:

1. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. We therefore do not have disaggregated data for that particular year because we used local assessments instead of CAASPP. Comparisons to the previous year must be taken lightly because they are different data points.
2. While it is hard to compare the data from last spring to our local assessments in the previous year, our site has been pleased with the number of students who met or exceeded the standards on the ELA and Math CAASPP taken in spring.

School and Student Performance Data

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1458.8	1458.9	1445.1	1466.6	1458.2	1455.6	1440.1	1460.1	1420.6	19	18	14
1	1476.9	1504.0	1465.8	1462.4	1509.8	1471.1	1490.9	1497.8	1459.9	17	17	17
2	*	1500.2	1524.6	*	1508.7	1508.1	*	1491.4	1540.7	*	15	18
3	1532.0	*	1505.0	1527.7	*	1520.8	1535.6	*	1488.8	13	7	12
4	*	*	1503.8	*	*	1504.8	*	*	1502.2	*	8	13
5	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										68	68	79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	68.42	27.78	14.29	*	38.89	35.71	*	33.33	42.86	*	0.00	7.14	19	18	14
1	*	35.29	29.41	*	58.82	11.76	*	0.00	41.18	*	5.88	17.65	17	17	17
2	*	26.67	27.78	*	46.67	61.11		26.67	11.11		0.00	0.00	*	15	18
3	*	*	25.00	*	*	41.67	*	*	33.33		*	0.00	13	*	12
4	*	*	0.00	*	*	61.54	*	*	38.46		*	0.00	*	*	13
5	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	47.06	29.41	22.78	32.35	47.06	40.51	*	22.06	31.65	*	1.47	5.06	68	68	79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	63.16	22.22	28.57	*	55.56	28.57	*	22.22	35.71	*	0.00	7.14	19	18	14
1	*	58.82	35.29	*	35.29	23.53	*	5.88	29.41	*	0.00	11.76	17	17	17
2	*	33.33	27.78	*	46.67	44.44	*	20.00	27.78		0.00	0.00	*	15	18
3	*	*	41.67	*	*	58.33	*	*	0.00		*	0.00	13	*	12
4	*	*	23.08	*	*	61.54		*	15.38		*	0.00	*	*	13
5	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	52.94	42.65	34.18	32.35	42.65	40.51	*	13.24	21.52	*	1.47	3.80	68	68	79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	33.33	21.43	*	11.11	28.57	*	55.56	42.86	*	0.00	7.14	19	18	14
1	*	29.41	17.65	*	41.18	17.65	*	23.53	35.29	*	5.88	29.41	17	17	17
2	*	6.67	33.33	*	60.00	50.00	*	20.00	16.67		13.33	0.00	*	15	18
3	*	*	8.33	*	*	16.67	*	*	58.33	*	*	16.67	13	*	12
4	*	*	0.00	*	*	15.38	*	*	69.23	*	*	15.38	*	*	13
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	45.59	20.59	18.99	22.06	33.82	26.58	23.53	39.71	40.51	*	5.88	13.92	68	68	79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	73.68	27.78	14.29	*	72.22	71.43	*	0.00	14.29	19	18	14
1	*	82.35	47.06	*	17.65	41.18	*	0.00	11.76	17	17	17
2	*	53.33	33.33	*	46.67	66.67		0.00	0.00	*	15	18
3	*	*	33.33	*	*	66.67	*	*	0.00	13	*	12
4	*	*	30.77	*	*	69.23		*	0.00	*	*	13
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	60.29	47.06	34.18	32.35	52.94	60.76	*	0.00	5.06	68	68	79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	63.16	27.78	21.43	*	72.22	64.29	*	0.00	14.29	19	18	14
1	*	17.65	17.65	*	82.35	70.59	*	0.00	11.76	17	17	17
2	*	40.00	38.89	*	60.00	61.11		0.00	0.00	*	15	18
3	84.62	*	75.00	*	*	25.00		*	0.00	13	*	12
4	*	*	46.15	*	*	53.85		*	0.00	*	*	13
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	57.35	38.24	41.77	38.24	60.29	53.16	*	1.47	5.06	68	68	79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	22.22	7.14	*	77.78	57.14	*	0.00	35.71	19	18	14
1	*	47.06	29.41	*	47.06	17.65	*	5.88	52.94	17	17	17
2	*	0.00	38.89	*	86.67	55.56		13.33	5.56	*	15	18
3	*	*	0.00	*	*	66.67	*	*	33.33	13	*	12
4	*	*	7.69	*	*	69.23	*	*	23.08	*	*	13
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	42.65	20.59	20.25	42.65	66.18	50.63	*	13.24	29.11	68	68	79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	57.89	44.44	50.00	*	38.89	50.00	*	16.67	0.00	19	18	14
1	*	23.53	23.53	*	70.59	58.82		5.88	17.65	17	17	17
2	*	20.00	50.00	*	73.33	44.44		6.67	5.56	*	15	18
3	*	*	8.33	*	*	83.33		*	8.33	13	*	12
4	*	*	0.00	*	*	100.00		*	0.00	*	*	13
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	47.06	30.88	27.85	48.53	61.76	65.82	*	7.35	6.33	68	68	79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The vast majority of our EL students have scored at Levels 3 and 4, though the area of "Written Language" seems to be the lowest for our EL students..
2. The percentage of students by "Domain Performance Level for All Students" in the area of "Writing" was 48.53% in the "Somewhat/Moderately" developed span, which was the highest percentage.
3. More work with our EL students is needed in the area of writing. Our school-wide focus of Writing by our Impact Teams this year will hopefully help to address this issue.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
488	22.1	16.0	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	78	16.0
Foster Youth		
Homeless	2	0.4
Socioeconomically Disadvantaged	108	22.1
Students with Disabilities	34	7.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.4
American Indian or Alaska Native	3	0.6
Asian	83	17.0
Filipino	2	0.4
Hispanic	143	29.3
Two or More Races	36	7.4
Native Hawaiian or Pacific Islander		
White	214	43.9

Conclusions based on this data:

1. Our number of EL students (including RFEP students who are still being monitored) is over 100 students, which means we have nearly 20% of our student population coming to us with English as their second language. The high number underscores the importance of focusing on our EL integration model as well as the urgency in continuing to develop the work our EL Paraprofessionals do with our students each day for 30 minutes.
2. The number of SED students at EARTHs is over 20%. Students in this particular category do not seem to get as much benefit from intervention and other services due to the sensitivity of the data. We are working to improve how we serve our SED students while maintaining appropriate confidentiality.
3. While we do not have any foster students and only have two Homeless students, it is important to make sure all McKinney-Vento procedures are followed and that the students are being served appropriately in a variety of ways.

School and Student Performance Data





Overall Performance

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2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We need to work on our procedures in dealing with students with multiple absences to prevent them from becoming chronically absentees.
2. We are extremely pleased with these results but need to continue working hard with all students to maintain our high scores and improve how we serve all students at EARTHs.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

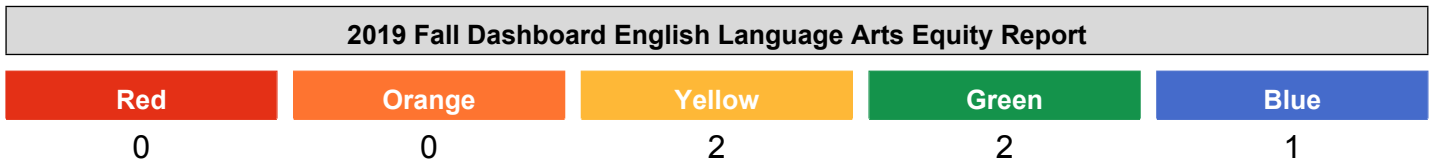
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Blue 57.7 points above standard Maintained -1 points 258	<p>English Learners</p> Green 15.1 points above standard Declined -7.6 points 51	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Yellow 8.1 points below standard Increased ++5.5 points 58	<p>Students with Disabilities</p> No Performance Color 24.2 points above standard Increased ++12.6 points 27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 Green 103.7 points above standard Declined -4.2 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.1 points above standard Maintained ++1 points 67	 No Performance Color 104.4 points above standard Increased Significantly ++21.0 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 72.1 points above standard Increased ++4.5 points 138

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88 points below standard Declined Significantly -42.5 points 15	57.5 points above standard Maintained -1.6 points 36	66.6 points above standard Maintained ++1.1 points 199

Conclusions based on this data:

- Overall, our CA School Dashboard is looking very good. However, scores for our current EL student subgroup were 88 points below standard but our RFEPs were nearly 58 points above standard. We will continue to work on meeting the needs of our EL students to ensure continued improvement.
- Scores for our reclassified EL students were 57.5 points above standard. While we don't want to see our EL scores so much lower, the data shows our reclassification system seems to be working well.

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

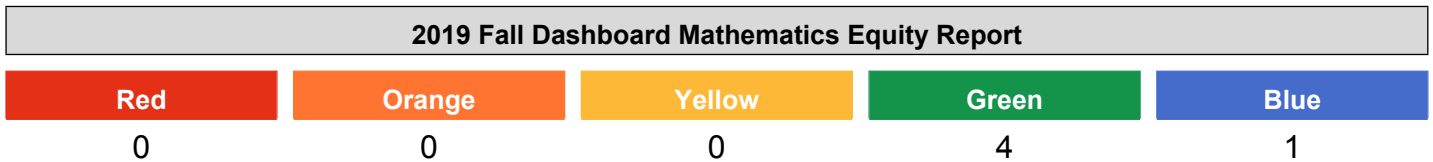
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 41.4 points above standard Maintained -1.4 points 266	<p>English Learners</p>  Green 8.5 points above standard Declined -10 points 53	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Green 12.4 points below standard Increased ++10 points 60	<p>Students with Disabilities</p>  No Performance Color 13.8 points below standard Declined -7 points 35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 Green 102.4 points above standard Declined -3.4 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.9 points below standard Increased ++4.1 points 69	 No Performance Color 75.3 points above standard Increased Significantly ++22.1 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 49.8 points above standard Maintained ++2.3 points 144

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
60.2 points below standard Declined -14.3 points 17	41 points above standard Declined -14.1 points 36	46.9 points above standard Maintained ++0.5 points 205

Conclusions based on this data:

1. Our SED students have historically scored low so we need to continue to focus on improvement with our SED students and have a goal specifically aimed at SED improvement.
2. Our SWD scored nearly 14 points below standard, so we have developed more of a focus and particular goals for this school year to close the achievement gap for our SWD.
3. As with ELA, there is a large gap between our current EL students and our RFEP students. While a gap is expected due to the very nature of EL students vs. RFEP students, we do not want to see a 100 point gap. We need to address goals towards our current EL students and focus in on what we are doing for them in the classroom and with our paraprofessionals who work directly with them.

School and Student Performance Data

Academic Performance English Learner Progress

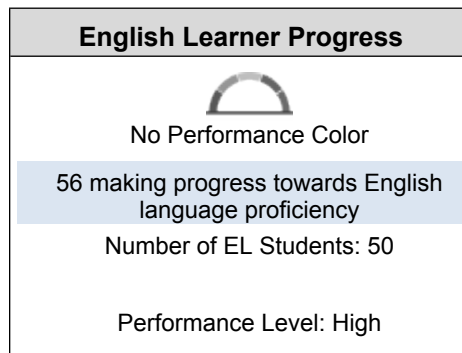
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 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.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1. We are happy only 8 out of 50 of our 3rd - 5th EL students decreased one level but we do not want any students to be decreasing at all. We will need to look at what we are doing for them and review our EL program.
2. Goals will be set within this year's SPSA to focus in on our EL students.
3. We are happy nearly half our EL students increased by one level but we want all EL students to increase by one level every year.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

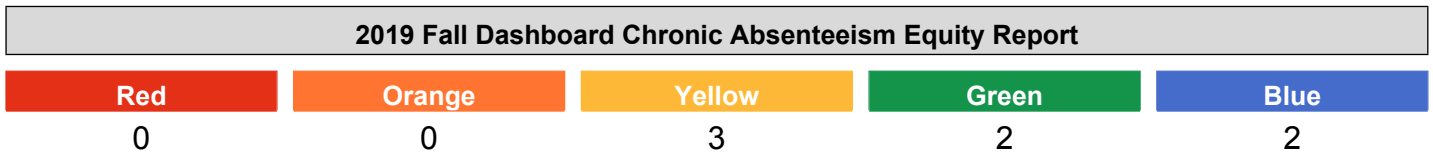
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 3 Increased +0.5 541	<p>English Learners</p>  Yellow 3.8 Increased +3.8 79	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p>  Yellow 5.6 Maintained -0.3 124	<p>Students with Disabilities</p>  Yellow 7.8 Maintained 0 51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 0 Maintained 0 69	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 2 Increased +1.3 150	 Blue 0 Declined -3.2 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 4.4 Maintained +0.3 271

Conclusions based on this data:

1. We are disappointed by the numbers of chronically absent students this past year. The issue of Chronic Absenteeism is specifically addressed in this year's SPSA as part of a focused goal for improvement.
2. EL students, SED, and SWD are the students who have been chronically absent the most. We will work directly with the families of our chronically absent students to change the patterns that exist.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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

Lowest Performance



Red



Orange



Yellow



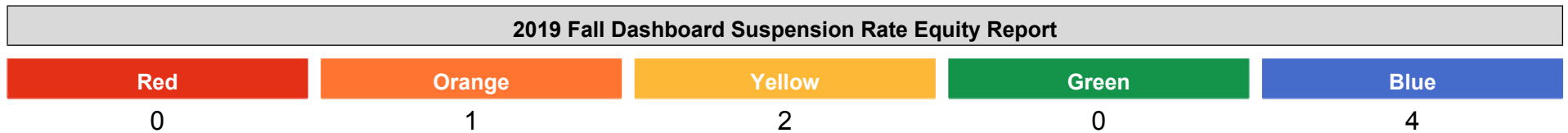
Green



Blue

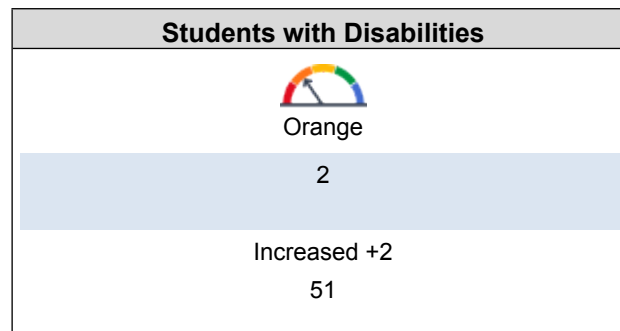
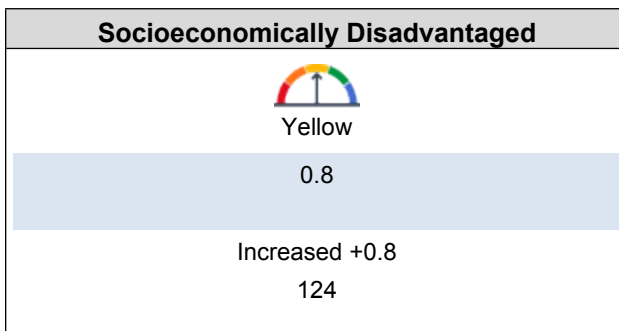
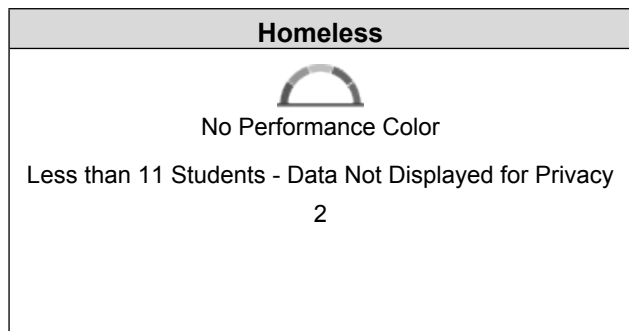
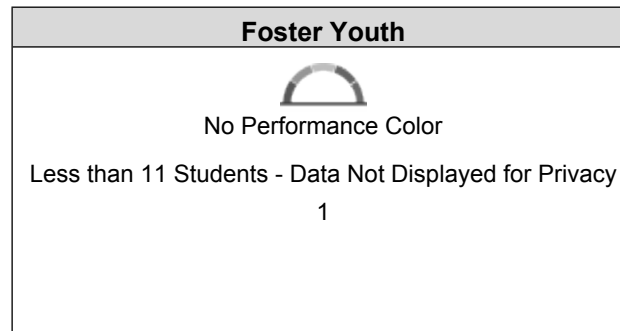
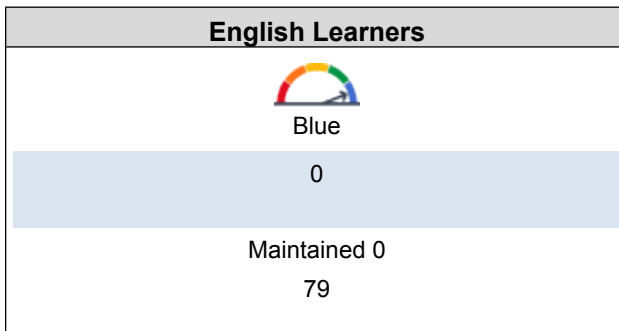
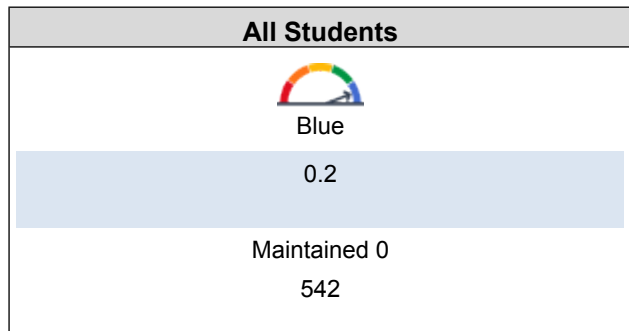
Highest Performance

This section provides number of student groups in each color.











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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 13	 No Performance Color Less than 11 Students - Data Not 2	 Blue 0 Maintained 0 70	 No Performance Color Less than 11 Students - Data Not 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.7 Increased +0.7 150	 Blue 0 Maintained 0 33	 No Performance Color Less than 11 Students - Data Not 2	 Blue 0 Declined -0.4 271

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.2

Conclusions based on this data:

1. We are very disappointed with our Suspension Rate for SWD and believe changes in our discipline system and CHAMPS program will help in this area.
2. We are also unhappy that the SED student subgroup has seen an increase in suspension. A goal has been created to decrease suspension rates for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Student Access and Achievement in English Language Arts

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 1

The following grade level goals are set to be achieved by June, 2023:

Kindergarten: 72% of kindergarten students will meet the district benchmark of reading 85% of the Kindergarten High Frequency Words

First Grade: 75% of first grade children will be able to read 3-4 letter words.

Second Grade: 90% of all second grade students can read 90 words per minute on a grade-level passage.

Third Grade: 75% of third grade students will reach a Lexile score of 740 or above.

Fourth Grade: 70% of fourth grade students will reach a Lexile score of 840 or above (a decrease of 5% from the previous year).

Fifth Grade: 75% of all fifth grade students will reach a Lexile score of 1000 or above.

The percent of 3rd - 5th grade students in target populations (SED, EL, GATE, and SWD) scoring At or Above grade level (70%) on ELA Benchmarks will increase by a minimum of 10 percent.

It is important to note that staff and our SSC will be reviewing progress towards this goal at the end of the 2nd and 3rd trimesters.

Identified Need

All K - 5 teachers were given various forms of data to analyze in grade level groups. The purpose was to look at the information and determine areas of strength as well as areas for growth. Teachers were then asked to examine the areas for growth in order to identify a specific area of need to focus on and turn into a grade level SPSA goal. Grades K - 2 mostly looked at data from Report Cards because our CVUSD Report Cards are directly tied to State Standards. K - 2 teachers then analyzed the areas where large numbers of students were not meeting standards. Grades 3 - 5 mostly looked at CVUSD Benchmark data to see where students were struggling the most. The following areas are the identified areas of need for improvement as determined by each grade level team:

- Kindergarten: High Frequency Words
- First Grade: Reading Fluency
- Second Grade: Phonics and Fluency
- Third Grade: Reading Comprehension
- Fourth Grade: Reading Comprehension
- Fifth Grade: Reading Comprehension

In looking at the data, teachers identified an additional area of need when it was noted that scores for our targeted populations were much lower in comparison to the overall population. An additional area of need was determined to be for staff to also focus specifically on improved access to the ELA curriculum and increase achievement for EL, SWD, GATE, and SED students with a focus on the use of DEI and SEL principles.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten: CVUSD Fluency Assessment First Grade: CVUSD ELA Benchmark Assessments Second Grade: CVUSD Basic Phonics Skills Test Third Grade: Scholastic Reading Inventory Fourth Grade: Scholastic Reading Inventory Fifth Grade: Scholastic Reading Inventory	Kindergarten: 66% First Grade: 64% Second Grade: 85% Third Grade: 55% Fourth Grade: 54% Fifth Grade: 65%	Kindergarten: 72% First Grade: 75% Second Grade: 90% Third Grade: 75% Fourth Grade: 70% Fifth Grade: 75%
Previous Tri. 3 Benchmark Scores in ELA CAASPP Scores Report Card Standards	EL Students: 10% SWD Students: 64% SED Students: 51%	EL Students: 20% SWD Students: 74% SED Students: 61%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Release - Assessment Release Teachers are given three 1/2 days throughout the school year - one at the end of each trimester - to either assess their students in a one-on-one setting and/or to review data for ongoing progress monitoring.	2022-23 School Year	Teachers	16 teachers x 1.5 x \$214.46 6 teachers x 1 x \$214.46	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	0010 0010	1,715.66 429.00
Collaboration to identify students and programs to be assigned to intervention specialists, while tracking and monitoring data to gauge success and effectiveness other Tier 1 teaching practices.	2022-23 school year	Teachers, Principal, Elda Sullivan (MTSS Intervention Specialist)	21 days x 5.0 hrs x \$32.40 Includes salary & benefits	2000-2999: Classified Personnel Salaries	OTRM	1,701.00
Purchase any necessary instructional supplies and/or materials to support the goal of student improvement and making learning more accessible for all students with a specific focus on SED, EL, SWD, and GATE students with consideration of DEI and SEL principles.	2022-23 school year	Principal, Teachers	Materials and supplies	4000-4999: Books And Supplies None Specified	0010	500.00
Generation Genius: A software program that has highly engaging Science lessons and activities for students in grades K - 5.	2022-23 school year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	397.50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Brainpop: A software program that presents quick, easy to understand lessons and then gives interactive quizzes to motivate students and check for understanding.	2022-23 school year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	3,515.00
Nearpod - Flocabulary: An interactive online library of songs, videos, and activities for a variety of subject areas for students in grades K - 5.	2022-23 school year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	2,990.00
Edmentum - Reading Eggs - Grades K and 1: An interactive beginning reader software program that is highly motivational for our youngest students.	2022-23 school year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	704.00
Implement small group instruction with differentiated curriculum for SWD in addition to services offered under the IEP to help make learning more accessible for SWD.	2022-23 school year	Teachers	No cost associated	None Specified	None Specified	
Learning A - Z: A software program that provides meaningful online reading practice and encourages close reading skills. Connections are made between reading and writing through interactive tools and constructed response quiz questions.	2022-23 school year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	912.00
Targeted professional learning activities will be provided in the areas of technology, such as Smarty Ants, Imagine Learning, SeeSaw, Canvas, and other online platforms for remote/virtual learning as well as content-specific strategies for meeting the needs of SWD, EL, GATE, and SED students with consideration of DEI and SEL principals to	2022-23 school year	Principal, District Office, and/or VCOE	No cost associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
minimize learning loss.						
Teacher Release for editing FOSS Curriculum: Teachers spend ongoing time rewriting the EARTHs curriculum to integrate NGSS standards throughout the ELA curriculum. teachers at each grade level team will get one day at the end of every trimester to review what they have taught and refine & make adjustments to lessons/units as needed.	2022-23 School Year	Teachers	22 Teachers x 3 days x \$214.46 Includes salary & benefits	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	7,077.26
Implement small group instruction with differentiated curriculum for students of all academic levels and abilities to make learning more accessible for all students.	2022-23 school year	Teachers, Principal	No cost Associated	None Specified	None Specified	
FOSS Integration Model Training: Four teachers will train new and returning staff on the Science Integration Model from FOSS and the Lawrence Hall of Science at UC Berkeley, which is the basis of EARTHs' instructional program.	2022-23 school year	Teacher, Principal	4 Teachers x 4 Hrs. x Est. Hrly Rate	1000-1999: Certificated Personnel Salaries		
Starfall: A software program that emphasizes exploration, play, and positive reinforcement encouraging students to become confident and intrinsically motivated while learning English Language Arts and other skills.	2022-23 School Year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	355.00
Ongoing, weekly P.E. release time provided for teachers for collaboration and work towards creating a UDL campus and making learning more accessible for all students with a specific focus on SED, EL, GATE, and SWD with consideration of DEI and SEL principles.	2022-23 school year	Principal, Teachers, PE Specialists	24 hrs/wk x 34 wks x \$21.44 (salary and benefits) 9/6/22 - 5/25/23	2000-2999: Classified Personnel Salaries	0010	8,747.50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
New Teacher Planning Days: Teachers at various grade levels were provided with stipends to meet and plan together on a number of days before the school year to train new teachers to our EARTHs campus as well as teachers who were new to their grade level.	2022-23 school year	Teachers, Principal	Stipends 15 teachers x \$245.10 (includes benefits)	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	1,225.50
Supplies for instructional supplements and remediation materials.	2022-23 school year	Teachers, Principal	Materials and Supplies	4000-4999: Books And Supplies	0010	7016.11
Staff will use UDL, SEL, and DEI strategies meant to recognize and remove barriers to learning to make learning more accessible for all students, but with a specific focus on SED, EL, GATE, and SWD in an effort to minimize learning loss.	2022-23 school year	Teachers, Principal	No costs associated	None Specified	None Specified	
Future app purchases to help with ELA instruction and learning	2022-23 school year	Teachers, Principal	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	2,953.00

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

While our school staff is pleased with many areas of growth, there continues to be an achievement gap between several groups of learners that must be addressed in the 2022-23 school year.

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

There should not be 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.

Our goals are far more targeted now than in the past and include a specific focus for SWD, EL, and SED students. These changes can be found in the Goal, Identified Area of Need, and the Annual Measureable Outcomes sections. We will continue with implementation and evaluation of progress throughout the year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Student Access and Achievement in Mathematics

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 2

The following grade level goals are set to be achieved by June, 2023:

Kindergarten: 75% of kindergarten students will master fluency of all number combinations to 5.

First Grade: 75% of first grade children will be able to solve and explain math reasoning on the District Trimester assessments.

Second Grade: 90% of all second grade students will accurately add and subtract 2 and 3 digit numbers.

Third Grade: 75% of third grade students will demonstrate proficiency in multiplication facts 0-9.

Fourth Grade: 80% of 4th grade students will achieve 100% facts fluency in multiplication and division (a decrease of 5% from the previous year).

Fifth Grade: 80% of all 5th grade students will meet or exceed grade level standards.

The percent of 3rd-5th grade students in target populations (SED, EL, GATE, and SWD) scoring At or Above Standards on the CVUSD Tri. 3 Benchmark assessment in Mathematics will increase by a minimum of 10 percent.

The percentage of time our SWD spend in the General Education setting will increase from 8 students under 90% to 4 students as described in the Annual Measureable Outcomes.

It is important to note that staff and our SSC will be reviewing progress towards this goal at the end of the 2nd and 3rd trimesters.

Identified Need

All K - 5 teachers were given various forms of data to analyze in grade level groups. The purpose was to look at the information and determine areas of strength as well as areas for growth. Teachers were then asked to examine the areas for growth in order to identify a specific area of need to focus on and turn into a grade level SPSA goal. Grades K - 2 mostly looked at data from Report Cards because our CVUSD Report Cards are directly tied to State Standards. K - 2 teachers then analyzed the areas where large numbers of students were not meeting standards. Grades 3 - 5 mostly looked at CVUSD Benchmark data to see where students were struggling the most. The following areas are the identified areas of need for improvement as determined by each grade level team:

Kindergarten: Number Combinations to 5
 First Grade: Math Reasoning
 Second Grade: Adding/Subtracting 2 and 3 Digit Numbers
 Third Grade: Multiplication Fact Families 0 - 9
 Fourth Grade: Multiplication/Division Fact Fluency
 Fifth Grade: Overall Math Standards Improvement

In looking at the data, teachers identified an additional area of need when it was noted that scores for our targeted populations were much lower in comparison to the overall population. An additional area of need was determined to be for staff to also focus specifically on improved access to the Mathematics curriculum and increase achievement for EL, SWD, GATE, and SED students with consideration of DEI and SEL principles. We will also be looking at LRE data with regard to the percentage of time SWD will be spending in the general education classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten: CVUSD Benchmark Assessment First Grade: CVUSD Benchmark Assessment Second Grade: Grade Level Math Assessment Third Grade: Math Facts Timed Assessment Fourth Grade: Reflex Math Software Program Assessment	Kindergarten: 70% First Grade: 61% Second Grade: 78% Third Grade: 65% Fourth Grade: 68% Fifth Grade: 70%	Kindergarten: 75% First Grade: 75% Second Grade: 90% Third Grade: 75% Fourth Grade: 80% (a decrease of 5% from the previous year) Fifth Grade: 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fifth Grade: CAASPP Assessment in Math and/or CVUSD Math Benchmark Assessment		
CVUSD Benchmark Assessment Scores for Mathematics CAASPP Scores Report Card Standards	EL Students: 23% SWD Students: 46% SED Students: 53%	EL Students: 33% SWD Students: 56% SED Students: 63%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement small group instruction with differentiated curriculum for students of all academic levels and abilities to make learning more accessible for all students with consideration of DEI and SEL principles.	2022-23 school year	Teachers, Principal	No cost associated	None Specified	None Specified	
Purchase any necessary instructional supplies and/or materials to support the goal of student improvement and making learning more accessible for all students with a specific focus on SED, EL, GATE, and SWD with consideration of DEI and SEL principles in an effort to minimize learning loss.	2022-23 school year	Principal, Teachers	Materials and Supplies	4000-4999: Books And Supplies	0010	7,016.11
FOSS Integration Model Training: Four teachers will train new and returning staff on the Science Integration Model from FOSS and the Lawrence Hall of Science at UC Berkeley, which is the basis of EARTHs' instructional program.	2022-23 school year	Teachers		1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration to identify students and programs to be assigned to intervention specialists, while tracking and monitoring data to gauge success and effectiveness of Tier 1 teaching practices.	2022-23 school year	Teachers, Principal, Elda Sullivan (MTSS Intervention Specialist)	21 days x 5.0 hrs. x \$32.40 salary and benefits	2000-2999: Classified Personnel Salaries	OTRM	1,701.00
Teacher Release for editing FOSS Curriculum: Teachers spend ongoing time rewriting the EARTHs curriculum to integrate NGSS standards throughout the ELA curriculum. teachers at each grade level team will get one day at the end of every trimester to review what they have taught and refine & make adjustments to lessons/units as needed.	2022-23 school year	Teachers	22 Teachers x 3 days x 214.46 (inc salary/benefits)	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	7,077.26
Ongoing, weekly P.E. release time provided for teachers for collaboration and work towards creating a UDL campus and making learning more accessible for all students with a specific focus on SED, EL, GATE, and SWD with consideration of DEI and SEL principles.	2022-23 school year	Principal, Teachers, PE Specialists	24 hrs/wk x 34 wks x \$21.44 9/6/22 - 5/25/23 Salary and benefits	2000-2999: Classified Personnel Salaries	0010	8,747.50
Explore Learning - Reflex Site License: Reflex is a computer software program that gives students extra practice on their math facts in a highly-engaging manner that students enjoy. The program can be worked very nicely in teachers' and students' classroom routines.	2022-23 school year	Principal, Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	1,647.50
Teacher Release - Assessment Release Days: Teachers are given three 1/2 days throughout the school year - one at the end of each trimester - to either assess their students in a one-on-one setting and/or to review data for	2022-23 school year	Teachers, Principal	16 teachers x 1.5 x \$214.46 6 teachers x 1 x \$214.46	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	0010 0010	1,715.66 429.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ongoing progress monitoring.			Salary and benefits			
New Teacher Planning Days: Teachers at various grade levels were provided with stipends to meet and plan together on a number of days before the school year to train new teachers to our EARTHs campus as well as teachers who were new to their grade level.	2022-23 school year	Teachers, Principal	Stipends/Teacher Training 15 teacher x \$245.10 inc salary and benefits	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	1,225.50
Math Intervention Specialist: EARTHs has relied on classroom-based Tier 1 and Tier 2 interventions for students who need extra help with their math skills. New funding will allow our school to have an Intervention Specialist dedicated to helping students in the area of mathematics.	2022-23 school year	Principal, Intervention Specialist	Schedule/Pay Rate to be Determined	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	10,000
Implement small group instruction with differentiated curriculum using DEI and SEL principles for students of all academic levels and abilities to make curriculum and learning more accessible for students in an effort to minimize learning loss.	2022-23 school year	Teachers	No cost associated	None Specified	None Specified	
Protocol Binder Compilation	2022-23 School year	Teachers	2 Teachers x 2 days x \$200 stipend salary + benefits	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	980.40
Targeted professional learning activities will be provided in the areas of technology, such as Smarty Ants, Imagine Learning, SeeSaw, Canvas, and other online platforms as well as content-specific strategies for meeting the needs of SWD, EL,	2022-23 school year	Principal, District Office, and/or VCOE	No cost associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
GATE, and SED students to minimize learning loss.						
Materials to supplement the new Math Intervention Program	2022-23	Principal and Intervention Specialist	Materials and Supplies	4000-4999: Books And Supplies	ESSER III - Learning Loss	1,141
Implement small group instruction with differentiated curriculum for SWD in addition to services offered under each student's IEP to help make learning more accessible for SWD and to minimize learning loss.	2022-23 school year	Teachers, Principal	No costs associated	None Specified	None Specified	
Staff will use UDL strategies meant to recognize and remove barriers to learning to make learning more accessible for all students, but with a specific focus on SED, EL, GATE, and SWD utilizing DEI and SEL principles in an effort to minimize learning loss.	2022-23 school year	Teacher, Principal	No costs associated	None Specified	None Specified	

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

While our school staff is pleased with many areas of growth, there continues to be an achievement gap between several groups of learners that must be addressed in the 2022-23 school year.

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

There should not be 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.

Our goals are far more targeted now than in the past and include a specific focus for SWD, EL, and SED students. These changes can be found in the Goal, Identified Area of Need, and the Annual Measureable Outcomes sections. We will continue with implementation and evaluation of progress throughout the year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Minimize Learning Loss for all Student Groups

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 3

The following goals for closing the achievement gap are set to be achieved by June, 2023:

The percent of 3rd - 5th grade EL, SWD, GATE, and SED students scoring At or Above Standards on the CAASPP in both ELA and Math will increase by a minimum of 10 percent, or on CVUSD Benchmark Assessments.

The percentage of EL students reclassified will increase by 10% from the previous school year.

The percentage of SED students served in our MTSS intervention program will increase by 10%.

It is important to note that staff and our SSC will be reviewing progress towards this goal at the end of the 2nd and 3rd trimesters.

All MTSS intervention students will advance by a minimum of three levels.

Identified Need

Last year, grade level teams examined data in both ELA and Math and our teams noticed many members of specific subgroups of students scored lower than the average of their peers. The subgroups that saw noticeably lower scores than the school averages were EL, SWD, and SED students. We then recognized the identified subgroups needed a goal of their own to focus attention and

effort for improvement and increased access to the curricula. Our staff will therefore work to close the achievement gap between our school average of scores on the CAASPP and other assessments in English Language Arts and Mathematics and those of EL, SWD, GATE, and SED students utilizing DEI and SEL principles and in the additional ways noted below in order to minimize learning loss.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL, SWD, GATE, and SED student scores on the SBAC in Math as well as Smarty Ants data, Imagine Learning data, Lexia levels, and CVUSD Benchmark scores. EL, SWD, GATE, and SED student scores on the SBAC in ELA as well as Smarty Ants data, Imagine Learning data, Lexia levels, and CVUSD Benchmark scores.	<p>Overall Average Score At/Above Standard for Math = 73%</p> <p>Overall Average Score At/Above Standard for ELA = 80%</p> <p>Average EL student SBAC scores in Math: 23%</p> <p>Average EL student SBAC scores in ELA: 10%</p> <p>Average SWD student SBAC scores in Math: 46%</p> <p>Average SWD student SBAC scores in ELA: 64%</p> <p>Average SED student SBAC scores in Math: 53%</p> <p>Average SED student SBAC scores in ELA: 51%</p>	<p>Average EL student SBAC scores in Math: 33%</p> <p>Average EL student SBAC scores in ELA: 20%</p> <p>Average SWD student SBAC scores in Math: 56%</p> <p>Average SWD student SBAC scores in ELA: 74%</p> <p>Average SED student SBAC scores in Math: 63%</p> <p>Average SED student SBAC scores in ELA: 61%</p>
Reclassification Data for EL students	Number of EL students reclassified in the 2020-21 school year: 29	Target number of EL students reclassified in the 2021-22 school year: 31

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In staff meeting and/or grade level PLCs, teachers will discuss productive partnering, academic	2022-23 school year	Principal, Teachers	No cost associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
language strategies, and how to integrate and implement them in the remote and blended learning model settings.						
Staff will focus on training meant to recognize and remove barriers to learning to make learning more accessible for all students with a specific focus on SWD, EL, GATE, and SED students with consideration of SEL and DEI principles.	2022-23 school year	Teachers, Principal	Costs associated with District PD	None Specified	District Funded	
Generation Genius: A software program that has highly engaging Science lessons and activities for students in grades K - 5.	2022-23 school year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	397.50
Continue collaboration to identify students and programs to be assigned to an intervention specialist, while tracking and monitoring data to gauge success and effectiveness of Tier 1 teaching practices in an effort to minimize learning loss for targeted students.	2022-23 school year	Elda Sullivan (Academic Specialist)	M-F in Kinder x 5 hrs. x \$32.40 8/24/22 - 9/2/22 salary and benefits	2000-2999: Classified Personnel Salaries	0860	1296.00
			ELAC Mtg. 5 Mtgs x 2 hrs x \$32.40 salary and benefits	2000-2999: Classified Personnel Salaries	0860	324.00
			9/6/22 - 9/20 (M-Th = 9 days) x 5 hrs. x \$32.40 salary and benefits	2000-2999: Classified Personnel Salaries	0860	1,458.00
Para-pro translation of reports cards and ELAC Meetings to help make our school program more accessible for our many Spanish-speaking parents.	2022-23 school year	Para pros	Facilitator ELAC 5 Mtgs. x 2 hrs.	2000-2999: Classified Personnel Salaries	0860	283.70
New Teacher Planning Days: Teachers at various grade levels were provided with stipends to	2022-23 school year	Teachers, Principal	Stipends	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	1,225.50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
meet and plan together on a number of days before the school year to train new teachers to our EARTHs campus as well as teachers who were new to their grade level.			15 teachers x \$245.10 (inc Salary/Benefits)			
Learning A - Z: A software program that provides meaningful online reading practice and encourages close reading skills. Connections are made between reading and writing through interactive tools and constructed response quiz questions.	2022-23 school year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	912.00
Future software purchases to help with ELA instruction and learning	2022-23 school year	Teachers, Principal	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	2,953.00
Teacher Release - Assessment Release Teachers are given three 1/2 days throughout the school year - one at the end of each trimester - to either assess their students in a one-on-one setting and/or to review data for ongoing progress monitoring.	2022-23 school year	Teachers	16 teachers x 1.5 x \$214.46 6 teachers x 1 x \$214.46 Inc Salary and Benefits	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	0010 0010	1,715.66 429.00
Implement small group instruction with differentiated curriculum for SWD in addition to services offered under the IEP to make the curriculum and learning more accessible for SWD to minimize learning loss.	2022-23 school year	Teachers	No cost associated	None Specified	None Specified	
Supplies for instructional supplements and remediation materials	2022-23 school year	Teachers, Principal	Materials and Supplies	4000-4999: Books And Supplies	0010	7,016.10
Targeted professional learning activities will be provided in the	2022-23 school year	Principal, District Office, and/or	No cost associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
areas of technology, such as Smarty Ants, Imagine Learning, SeeSaw, Canvas, and other online platforms for remote/virtual learning as well as content-specific strategies for meeting the needs of SWD, EL, GATE, and SED students to minimize learning loss.		VCOE				
EARTHs MTSS Tier 2/3 Intervention Program: Identified students will be assigned to an intervention specialist through an involved referral system based on various data points. Ongoing progress monitoring will gauge success and effectiveness of UDL, SEL, DEI and Tier 1 teaching practices.	2022-23 school year	Elda Sullivan (MTSS Intervention Specialist)	99 days x 5 hrs. x \$32.40 includes salary and benefits	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	16,038.00
Purchase any necessary instructional supplies and/or materials to support the MTSS program.	2022-23 school year	Elda Sullivan (MTSS Intervention Specialist)	Supplies	4000-4999: Books And Supplies	0860	398.30
Edmentum - Reading Eggs Software Program - Grades K and 1: A highly motivational interactive software program for young beginning readers.	2022-23 school year	Teachers, Principal	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	704.00
Explore Learning - Reflex Site License: Reflex is a computer software program that gives students extra practice on their math facts in a highly-engaging manner that students enjoy. The program can be worked very nicely in teachers' and students' classroom routines.	2022-23 school year	Teachers, Principal	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	1,647.50
Math Intervention Specialist: EARTHs has relied on classroom-based Tier 1 and Tier 2 interventions for students who	2022-23 school year	Principal, Intervention Specialist	Schedule/Pay Rate to be Determined	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
need extra help with their math skills. New funding will allow our school to have an Intervention Specialist dedicated to helping students in the area of mathematics.						
Materials to supplement the new Math Intervention Program	2022-23	Principal, Intervention Specialist	Materials and Supplies	4000-4999: Books And Supplies	ESSER III - Learning Loss	1,141

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

This particular goal will be focused on more than in previous school years with the combined focus of our strategies and knowledge of UDL, SEL, and DEI. This particular analysis will be updated throughout the school year as we assess our progress.

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

This area will be updated as we assess our progress towards meeting the goal throughout the school year.

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.

This area will be updated as we assess our progress towards meeting the goal throughout the school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Creating School-Wide Social-Emotional Learning (SEL) programs to promote an inclusive school climate

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 4

The following goals for improving the SEL component of our students' daily lives at school are set to be achieved by June, 2023:

At least 95% of all 4th and 5th grade students will enjoy being at school.

At least 95% of all 4th and 5th grade students will feel like they have an adult on campus they can go to with a problem.

At least 95% of all 4th and 5th grade students will know what to do when they are frustrated at school.

At least 95% of all 4th and 5th grade students will feel a strong connection to the school community.

At least 95% of all 4th and 5th grade students will feel positive about themselves.

At least 95% of all 4th and 5th grade students will feel positive about other students.

It is important to note that staff and our SSC will be reviewing progress towards this goal in the 3rd trimester.

Identified Need

Last school year, our staff and SSC examined the LCAP Student survey for students in grades 4 and 5. Areas were chosen where we felt there was a need for improvement based on the results. A need was also identified to create a site-based survey for other SEL data we are interested in looking at to guide our programs and improve inclusivity and increase the amount and quality of connection our students feel towards our school community. This goal has also been created with the added importance of UDL, SEL, and DEI practices after the global pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Student Survey Responses Site-specific Student Survey Suspension Rate Chronic Absentee Rate	4th and 5th grade students enjoy being at school: 87% (23 students said no) 4th and 5th grade students feel like they have an adult on campus they can go to with a problem: 87% (23 students said no) 4th and 5th grade students know what to do when they are frustrated at school: 82% (38 students said no) 4th and 5th grade students will feel a strong connection to the school community. (no baseline - new question) 4th and 5th grade students will feel positive about themselves. (no baseline - new question) 4th and 5th grade students will feel positive about other students. (no baseline - new question) Suspension Rate: All = 0.2% Chronic Absentee Rate: All = 2.4%, SWD = 7.8%, SED = 6%	4th and 5th grade students enjoy being at school: 95% or more 4th and 5th grade students feel like they have an adult on campus they can go to with a problem: 95% or more 4th and 5th grade students know what to do when they are frustrated at school: 90% or more 4th and 5th grade students will feel a strong connection to the school community: 90% or more 4th and 5th grade students will feel positive about themselves: 90% or more 4th and 5th grade students will feel positive about other students: 90% or more Suspension Rate: 0% Chronic Absentee Rate: All = 1.5%, SWD = 5%, SED = 3%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Garden Work Day / Master Gardener Stipend: As part of our outdoor learning program, and as a way to foster a deeper love and connection to our school, we hold monthly Garden Work Days where our EARTH families are	2022-23 school year	Teacher, TBD	Stipend - includes salary/benefits	1000-1999: Certificated Personnel Salaries	0010	1,838.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
urged to come out on a Saturday from 9:00 - 12:00 to maintain our many gardens and outdoor classrooms.						
CHAMPS Bucket Ticket Program: An EARTHs program whereby students are recognized for outstanding behavior connected to our monthly "Character Keys" program	2022-23 school year	Teachers, Principal, Campus Safety Assistants, other EARTHs staff	No costs associated	None Specified	None Specified	
Gecko Spirit Rallies: Motivational online/virtual "pep rallies" centered on various themes throughout the year, these activities take place first thing in the morning and only last approx. 15 minutes but the positive effect is felt greatly across the school.	2022-23 school year	Teachers, Principal, other EARTHs staff	No costs associated	None Specified	None Specified	
Big Buddies / Little Buddies "Study Buddy" Program conducted on campus for Blended classes and virtually for Remote classes. This program partners older students (Big Buddies) with younger students (Little Buddies) where they work together to solve engineering challenges, create art projects, and participate in a variety of other activities throughout the school year. 5th graders partner with 2nd graders; 4th graders partner with 1st graders; 3rd graders partner with kindergarteners.	2022-23 school year	Teachers, K - 5 students	No costs associated	None Specified	None Specified	
Character Keys Program: A character education program where one specific character trait - or "key" - is focused on through activities in the classroom. Spirit Awards are held at the end of each trimester to recognize students who embody the various	2022-23 school year	Teachers, Principal, other EARTHs staff	No costs associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Character Keys of each month. Students come on stage and receive the award from the principal in front of their parents and peers.						
<p>Unity Day and Inclusion Celebration:</p> <p>Students and staff celebrate the anti-bullying and kindness themes of Unity Day and the spirit of Inclusion each year with a Rooftop Rally celebration honoring the theme.</p> <p>All students and staff will wear orange all day to show our united front.</p> <p>Students and staff will create "Unity Crowns" to wear with motivational sayings that are self-selected.</p> <p>There will be many other classroom-specific activities chosen by teachers to do with their students.</p>	October	All EARTHs staff and students	No costs associated	None Specified	None Specified	
<p>Inclusive Schools Week:</p> <p>A week-long celebration and focus on the themes of Inclusion, Acceptance, and Kindness</p> <p>Students and staff will paint rocks with positive-themed messages to be placed around the entire school campus.</p> <p>A message board will be created on the walls of the Multi-Purpose Room for students and staff to</p>	December	All EARTHs staff and students	No costs associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>write positive messages on what inclusivity and acceptance means to them.</p> <p>A Gecko Spirit Rally will cap the end of the week whereby students and staff wear colored shirts at each grade level to show "inclusion" with their grade-level peers.</p>						
Targeted professional learning activities provided in the area SEL using the Sanford Harmony program as well as content-specific strategies for meeting the SEL needs of students.	2022-23 school year	Principal, Teachers	No site costs associated	None Specified	District Funded	
Newcomers Group: A series of group counseling sessions designed to give strategies to new students to help them make friends and feel comfortable in their new surroundings.	2022-23 school year	School Counselor, Teachers, Principal	District costs associated with the hiring of our Elementary School Counselor	None Specified	District Funded	
Friendship Group: A series of group counseling sessions designed to help students who might either be struggling with existing friendships or struggling to make friends.	2022-23 school year	School Counselor, Principal, Teachers	District costs associated with the hiring of our Elementary School Counselor	None Specified	District Funded	
We are hoping to continue with Fulcrum's Stand Proud Program for 5th Grade: A phenomenal program created to build self-esteem and teach 5th grade students the value of collaboration, mutual support, and a variety of other related themes.	2022-23 school year	School Counselor, Principal, Teachers, Fulcrum Staff	District costs associated with the Fulcrum program	None Specified	District Funded	
Kindergarten Class Placements / Assessments: Teachers assess their incoming kindergarten students before the start of the school year in order to create	2022-23 school year	Teachers	4 Teachers x 2 days x \$245.10	1000-1999: Certificated Personnel Salaries	0010	1,960.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>balance classrooms.</p> <p>The opportunity also allows kindergarteners and their parents to meet the teachers, principal, and Campus Safety Assistants and see the classrooms, playground, and campus before the first day of school. The program goes a very long way in reducing anxieties and potential tears on the first day of school.</p>						
<p>Student Council: Our Student Council strives to be inclusive of all students and promotes student leadership on campus.</p>	2022-23 School year	Teacher	Stipend Extra Duty Instructional Assignment	1000-1999: Certificated Personnel Salaries	0010	1,685.00
<p>Swank Movie License: Principal organizes grade level movie nights throughout the year as a way to get students on campus in a social setting to promote student connectedness to the campus, along with friendships and positive social settings.</p>	2022-23 school year	Principal	Licensing	5800: Professional/Consulting Services And Operating Expenditures	0010	599.00
<p>GATE Lunch and Learn Activities: We will have lunch time sessions for guest speakers and other activities scheduled between cohorts for students to hear interesting stories from various professionals within the community. GATE students and anyone else interested are invited to this popular monthly event.</p>	2022-23 school year	Principal, GATE Parent Rep., GATE Teacher Advisor, community members	No cost associated	None Specified	None Specified	
<p>Family Night Out: One time per month, a restaurant in the Conejo Valley is chosen for our school community to eat in or take out food based on health regulations in order to build community outside of school, particularly</p>	2022-23 school year	Principal, School Families, PTA	No cost associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
because we are a magnet school and our school families do not see each other outside of school as often as families in most other school communities do being neighbors.						
Purchase any necessary instructional supplies and/or materials to support the goal of student improvement and to support making learning more accessible	2022-23 school year	Teachers	Supplies	4000-4999: Books And Supplies	0010	7,016.10
Pali Institute Science Camp: The culminating highlight of being an EARTHs student. Our K - 5 curriculum is partially based on the Education in the Environment Initiative (EEI) from the California EPA and fosters outdoor learning in partnership with the National Park System Rangers. 5th graders go to Pali Science Camp in Running Springs, CA to extend their knowledge and put all they have learned from K - 5th grade to work. Students and staff attend for two nights / three days.	2022-23 school year	Teachers	3 Teachers x 2 nights x \$245.10 Stipend inc salary/benefits	1000-1999: Certificated Personnel Salaries	0010	1,470.60
Red Ribbon Week Activities: As an elementary school, we take Red Ribbon Week as a time to reinforce the theme of "Making Good Choices" as opposed to staying away from drugs. Our Healthy Choices theme covers everything from getting enough sleep and eating well to making good decisions with friends on the playground. There are themed activities planned for every day of the week.	2022-23 school year	Teachers, Principal, PTA	PTA covers costs of ribbons and Healthy Choices bracelets	None Specified	None Specified	
SEEDS, SPROUTS, SHRUBS Program: EARTHs has a	2022-23 school year	Principal, Teachers, Nat'l.	No costs associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
partnership with the National Park Rangers to work together in the Santa Monica National Recreation Area and on our campus to engage in an outdoor learning program based on State academic content standards and the Education and the Environment Initiative (EEI) curriculum, created by the California Environmental Protection Agency.		Park Rangers				
Extra Green Waste Disposal: We use extra waste bins for our clippings from Garden Work Day and other gardening experiences conducted by individual grade levels.	2022-23 School Year	Office Staff, Principal	\$90/mo extra green waste pick up	5000-5999: Services And Other Operating Expenditures	0010	1,080.00
Family Coding Night: This is an exciting night where students get to show their parents how much they know about coding. Activities are set up around the Multi-Purpose Room and families rotate from one to the next.	2022-23 school year	Principal, Volunteers	No cost associated	None Specified	None Specified	
Star Party: A family event during the evening when it gets dark and the stars come out. We have volunteers from the Ventura County Astronomical Society come to our school with large telescopes for our staff, students, and their parents, to look through. Yet to be determined for the spring.	2022-23 school year	Principal, Volunteers	No cost associated	None Specified	None Specified	
Document Systems: Our photo copy machine contract	2022-23 school year	Principal, Office Staff	Copier Service	5000-5999: Services And Other Operating Expenditures	0010	3,300.00
School Uniform Program: EARTHs Magnet School has a	2022-23 school year	Teachers, Office Staff, Principal,	No costs associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
uniform as part of it's SSC-approved Dress Code. We ask all students to adhere to the specifics outlined in our policy and it helps create a wonderful feeling on campus.		Parents				
CVUSD Copy Center: Grade leves create various types of journals and Science Notebooks that require mass copying at the District center.	2022-23 school year	Office Staff, Principal	Printing Services	5000-5999: Services And Other Operating Expenditures	0010	1,750.00
Field Trip Venue Entrance Fee: Our school program is based on experiential learning. Students go on several field trips every year at every grade level to see and learn in person the topics addressed in our curriculum.	2022-23 school year	Office Staff, Principal	Entrance Fee	5000-5999: Services And Other Operating Expenditures	0010	4,000.00
EARTHs "Helping Hands" Program: A program in which upper grade students are allowed the opportunity to go to primary grade classrooms during their own free recess time to help younger students who need extra assistance as directed by the younger student's teacher. Currently on hold due to COVID restrictions.	2022-23 school year	Teachers, CSAs, Principals, Student Volunteers	No costs associated	None Specified	None Specified	
Trout in the Classroom Program: Through a partnership with California Fish and Wildlife, EARTHs operates under special permit to raise Rainbow Trout as part of an educational program. We receive nearly 200 trout eggs roughly 4 times per year. When the trout fry are approx. 12 weeks old, we invite families to come with us to release the Rainbow	2022-23 school year	Teachers, Principal	No costs associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Trout in pre-approved local watersheds on a Saturday morning. Families are urged to stay for a picnic and learn how to fly fish from local members of the Conejo Fly Fishers Club.						
<p>Parent Volunteer Program: Upon acceptance and registration at EARTHs, parents sign a commitment form to volunteer three hours per month per family to help out at school or at home in some way for our school. We have a unique hands-on learning environment that often requires many adults in classrooms to help with various learning activities.</p> <p>The program involves parents in the routines of classroom learning experiences helps lower the adult-to-student ratio in our classrooms and makes curriculum and learning more accessible for all students.</p>	2022-23 school year	Principal, Teachers, Parents	No costs associated	None Specified	None Specified	
Travel/Conferences: EARTHs has not been able to send teachers to any time of conference (such as CUE) for years because so much of our budget is devoted to teacher release for FOSS Days and Assessment Days. Now that we have these additional ESSER III funds, I want to open the door to staff to attend conferences of all different types to expand our common knowledge.	2022-23 school year	Principal, Teachers		5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	4,508.58
FOSS PD Presentation: Staff met before the start of the school year for a PD on August 17 to review	2022-23 school year	Teachers	18T x \$245.10 stipend	1000-1999: Certificated Personnel Salaries	Other	4,411.80

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
new approaches to teaching the NGSS			(inc. salary/bene)			
FOSS PD Prep and Presentation: Two teachers attended a conference during the 2021-22 school year and agreed to present the new information they learned to staff on August 17 before the start of this school year.	2022-23 school year	Elyse Huff and Jessica Franzen	2T x 16 hrs. x \$36.76 (project rate + bene) Prep	1000-1999: Certificated Personnel Salaries	Other	588.24
			2T x Hourly rate x 6hrs + Bene - Presentation	1000-1999: Certificated Personnel Salaries	Other	1,200.00
Unidentified Magnet Funds	2022-23 school year			4000-4999: Books And Supplies	Other	5,799.96

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We will be taking what we have learned (and continue to learn) through our focus on SEL and DEI principals and reporting out throughout the year on what we feel is the effectiveness of our efforts. "Actions to be Taken to Reach this Goal" will be adjusted and new ones will be created as we progress through the school year.

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

This area will be updated as we progress through the school year.

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.

This area will be updated as we progress through the school year.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$171,066.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
0010	\$70,176.00
0860	\$3,760.00
OTRM	\$23,490.00
ESSER III - Learning Loss	\$38,320.00
ESSER III - Other Allowable Uses	\$23,320.00
Other	\$12,000.00

Subtotal of state or local funds included for this school: \$171,066.00

Total of federal, state, and/or local funds for this school: \$171,066.00

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
Other	12,000.00	0.00
ESSER III - Learning Loss	38,320.00	0.00
0860	3,760.00	0.00
0010	70,176.00	0.00
OTRM	23,490.00	0.00
ESSER III - Other Allowable Uses	23,320.00	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	70,176.00
0860	3,760.00
OTRM	23,490.00
ESSER III - Learning Loss	38,320.00
ESSER III - Other Allowable Uses	23,320.00
Other	12,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	38,399.04
2000-2999: Classified Personnel Salaries	60,296.70
4000-4999: Books And Supplies	37,044.68
5000-5999: Services And Other Operating Expenditures	14,638.58
5800: Professional/Consulting Services And Operating Expenditures	20,687.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	13,387.58
2000-2999: Classified Personnel Salaries	0010	17,495.00
4000-4999: Books And Supplies	0010	28,564.42
5000-5999: Services And Other Operating Expenditures	0010	10,130.00
5800: Professional/Consulting Services And Operating Expenditures	0010	599.00
2000-2999: Classified Personnel Salaries	0860	3,361.70
4000-4999: Books And Supplies	0860	398.30
2000-2999: Classified Personnel Salaries	OTRM	3,402.00
5800: Professional/Consulting Services And Operating Expenditures	OTRM	20,088.00
2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	36,038.00
4000-4999: Books And Supplies	ESSER III - Learning Loss	2,282.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	18,811.42
5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	4,508.58
1000-1999: Certificated Personnel Salaries	Other	6,200.04
4000-4999: Books And Supplies	Other	5,799.96

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,238.53
Goal 2	41,680.93
Goal 3	47,939.26
Goal 4	41,207.28

School Site Council Membership and Assurances

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 (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 current make-up of the SSC is as follows:






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

Name of Members	Role
Jeff Rickert	Principal
Julie Herder	Classroom Teacher
Kaitlyn Drake	Classroom Teacher
Janice Hague	Classroom Teacher
Nicole Goodwin	Other School Staff
Carrie Howard	Parent or Community Member
Nicky White	Parent or Community Member
Katie Sessing	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.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::



Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: School Site Representative

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 September 14, 2022.

Attested:

	Principal, Jeff Rickert on September 14, 2022
	SSC Chairperson, Nicole Goodwin on September 14, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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