



School Plan for Student Achievement (SPSA)

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 11, 2024	

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

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

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

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

This plan is being used by Environmental Academy of Research Technology and Earth Sciences for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Environmental Academy of Research Technology and Earth Sciences for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 include the 2021-22, 2022-23, and 2023-24 CAASPP data as an important reference, and they will also include local data from the 2023-24 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council and English Learner Advisory 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.

Educational Partner Involvement

How, when, and with whom did Environmental Academy of Research Technology and Earth Sciences 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 late spring of the 2023-2024 year and continued into the start of this current school 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 2023-24 and will continue to be involved with all aspects of the SPSA throughout this 2024-25 school year. 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 in the 2024-25 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 2024-25 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 2024-25 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 Thursday of every month and are always open to the public.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

None

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

None

Other Needs

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

None

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.38%	0.19%	%	2	1	0
African American	1.33%	0.74%	0.55%	7	4	3
Asian	16.67%	15.77%	16.08%	88	85	87
Filipino	0.38%	0.74%	1.11%	2	4	6
Hispanic/Latino	29.73%	29.31%	30.13%	157	158	163
Pacific Islander	%	0.19%	0.18%	0	1	1
White	44.70%	46.2%	43.99%	236	249	238
Multiple/No Response	6.82%	6.86%	7.95%	36	37	43
Total Enrollment				528	539	541

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	88	87	88
Grade 1	88	88	88
Grade 2	85	88	86
Grade3	88	87	87
Grade 4	91	95	96
Grade 5	88	94	96
Total Enrollment	528	539	541

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 and for the first time since EARTHs opened. However, the enrollment at EARTHs Magnet School in the 2022-23 was back up to 539, five students shy of capacity (544). Since 2023-24, attendance has been back to full capacity.
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. Our enrollment numbers of Hispanic/Latino students has since steadily increased each year.

3. Our population of white students has not changed much over the years but also decreased during the COVID school years. 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

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	94	75	62	16.0%	17.8%	11.5%
Fluent English Proficient (FEP)	46	62	86	11.5%	8.7%	15.9%
Reclassified Fluent English Proficient (RFEP)				10.3%		

Conclusions based on this data:

1. The total number of EL students has decreased but that is mostly due to high numbers of Reclassification.
2. We have always have a very high reclassification rate but it has been increasing steadily. However, our school grade level teams will need to examine Reclassification this school year to ensure our EL students are fully ready.
3. The steady rise in EL numbers in the primary grades over the past two years has shown our efforts to inform the community of our EARTHs program.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	87	86	87	77	86	84	77	86	84	88.5	100.0	96.6
Grade 4	91	94	96	85	91	95	85	91	95	93.4	96.8	99.0
Grade 5	86	93	96	81	90	89	81	90	89	94.2	96.8	92.7
All Grades	264	273	279	243	267	268	243	267	268	92.0	97.8	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2479.	2485.	2485	42.86	54.65	52.4	29.87	16.28	23.8	19.48	16.28	8.8	7.79	12.79	9.5
Grade 4	2506.	2516.	2512	37.65	41.76	32.3	31.76	27.47	29.9	20.00	13.19	13.1	10.59	17.58	16.8
Grade 5	2564.	2599.	2578	46.91	67.78	50.4	32.10	17.78	31.5	12.35	5.56	6.3	8.64	8.89	10.1
All Grades	N/A	N/A	N/A	42.39	54.68	49.3	31.28	20.60	27.6	17.28	11.61	10.8	9.05	13.11	12.3

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.36	31.40		58.44	59.30		5.19	9.30	
Grade 4	34.12	36.26		61.18	56.04		4.71	7.69	
Grade 5	38.27	50.00		51.85	47.78		9.88	2.22	
All Grades	36.21	39.33		57.20	54.31		6.58	6.37	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37.66	41.86		53.25	48.84		9.09	9.30	
Grade 4	21.18	29.67		68.24	54.95		10.59	15.38	
Grade 5	37.04	55.56		56.79	38.89		6.17	5.56	
All Grades	31.69	42.32		59.67	47.57		8.64	10.11	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.08	24.42		71.43	65.12		6.49	10.47	
Grade 4	30.59	27.47		57.65	65.93		11.76	6.59	
Grade 5	18.52	26.67		74.07	70.00		7.41	3.33	
All Grades	23.87	26.22		67.49	67.04		8.64	6.74	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	33.77	37.21		55.84	50.00		10.39	12.79	
Grade 4	22.35	23.08		67.06	72.53		10.59	4.40	
Grade 5	32.10	51.11		61.73	43.33		6.17	5.56	
All Grades	29.22	37.08		61.73	55.43		9.05	7.49	

Conclusions based on this data:

1. Initial data shows the overall scores for our students in ELA has increased. Unfortunately, scores for our EL students decreased.
2. Our site has been pleased with the number of students who met or exceeded the standards on the ELA section of the CAASPP taken last spring. However, we will continue to analyze CAASPP data to find ways and areas in which to improve teacher and raise scores even higher.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	87	86	87	78	86	84	78	86	84	89.7	100.0	96.6
Grade 4	91	94	96	88	91	95	88	91	95	96.7	96.8	99.0
Grade 5	86	93	96	81	91	89	81	91	89	94.2	97.8	92.7
All Grades	264	273	279	247	268	268	247	268	268	93.6	98.2	96.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2481.	2478.	2487	41.03	38.37	41.7	32.05	38.37	40.5	17.95	13.95	13.1	8.97	9.30	4.8
Grade 4	2527.	2535.	2517	42.05	45.05	35.8	30.68	27.47	30.5	17.05	19.78	24.2	10.23	7.69	9.5
Grade 5	2533.	2565.	2570	34.57	47.25	46.1	22.22	24.18	25.8	22.22	17.58	18.0	20.99	10.99	10.1
All Grades	N/A	N/A	N/A	39.27	43.66	41.0	28.34	29.85	32.1	19.03	17.16	18.7	13.36	9.33	8.2

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48.72	51.16		43.59	39.53		7.69	9.30	
Grade 4	51.14	49.45		38.64	38.46		10.23	12.09	
Grade 5	25.93	39.56		46.91	51.65		27.16	8.79	
All Grades	42.11	46.64		42.91	43.28		14.98	10.07	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	46.15	41.86		42.31	44.19		11.54	13.95	
Grade 4	35.23	45.05		47.73	41.76		17.05	13.19	
Grade 5	33.33	43.96		46.91	45.05		19.75	10.99	
All Grades	38.06	43.66		45.75	43.66		16.19	12.69	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	33.33	37.21		58.97	53.49		7.69	9.30	
Grade 4	40.91	46.15		52.27	50.55		6.82	3.30	
Grade 5	22.22	34.07		64.20	57.14		13.58	8.79	
All Grades	32.39	39.18		58.30	53.73		9.31	7.09	

Conclusions based on this data:

- Initial data shows the overall scores for our students in Math has increased. Unfortunately, scores for our EL students decreased.
- Our site has been pleased with the number of students who met or exceeded the standards on the Math section of the CAASPP taken last spring. However, we will continue to analyze CAASPP data to find ways and areas in which to improve teacher and raise scores even higher.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1445.1	1474.4	1539.9	1455.6	1474.9	1506.4	1420.6	1473.0	1618.2	14	12	14
1	1465.8	1482.7	*	1471.1	1489.2	*	1459.9	1475.5	*	17	15	8
2	1524.6	1502.8	1513.3	1508.1	1495.5	1527.3	1540.7	1509.6	1498.8	18	15	12
3	1505.0	1512.8	1507.8	1520.8	1513.7	1519.6	1488.8	1511.3	1495.8	12	16	13
4	1503.8	*	1556.7	1504.8	*	1571.9	1502.2	*	1541.4	13	8	11
5	*	1540.1	*	*	1533.6	*	*	1546.2	*	5	13	8
All Grades										79	79	66

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	25.00	78.57	35.71	50.00	7.14	42.86	25.00	14.29	7.14	0.00	0.00	14	12	14
1	29.41	20.00	*	11.76	40.00	*	41.18	40.00	*	17.65	0.00	*	17	15	*
2	27.78	13.33	33.33	61.11	60.00	66.67	11.11	26.67	0.00	0.00	0.00	0.00	18	15	12
3	25.00	31.25	15.38	41.67	37.50	53.85	33.33	31.25	30.77	0.00	0.00	0.00	12	16	13
4	0.00	*	54.55	61.54	*	36.36	38.46	*	9.09	0.00	*	0.00	13	*	11
5	*	30.77	*	*	46.15	*	*	23.08	*	*	0.00	*	*	13	*
All Grades	22.78	22.78	37.88	40.51	49.37	46.97	31.65	27.85	15.15	5.06	0.00	0.00	79	79	66

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.57	25.00	71.43	28.57	66.67	14.29	35.71	8.33	14.29	7.14	0.00	0.00	14	12	14
1	35.29	33.33	*	23.53	46.67	*	29.41	20.00	*	11.76	0.00	*	17	15	*
2	27.78	40.00	50.00	44.44	46.67	50.00	27.78	13.33	0.00	0.00	0.00	0.00	18	15	12
3	41.67	43.75	61.54	58.33	43.75	30.77	0.00	12.50	7.69	0.00	0.00	0.00	12	16	13
4	23.08	*	90.91	61.54	*	9.09	15.38	*	0.00	0.00	*	0.00	13	*	11
5	*	30.77	*	*	53.85	*	*	15.38	*	*	0.00	*	*	13	*
All Grades	34.18	37.97	63.64	40.51	49.37	30.30	21.52	12.66	6.06	3.80	0.00	0.00	79	79	66

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	25.00	71.43	28.57	33.33	7.14	42.86	33.33	21.43	7.14	8.33	0.00	14	12	14
1	17.65	20.00	*	17.65	40.00	*	35.29	20.00	*	29.41	20.00	*	17	15	*
2	33.33	6.67	8.33	50.00	66.67	66.67	16.67	26.67	16.67	0.00	0.00	8.33	18	15	12
3	8.33	12.50	0.00	16.67	43.75	30.77	58.33	37.50	61.54	16.67	6.25	7.69	12	16	13
4	0.00	*	18.18	15.38	*	54.55	69.23	*	18.18	15.38	*	9.09	13	*	11
5	*	15.38	*	*	30.77	*	*	53.85	*	*	0.00	*	*	13	*
All Grades	18.99	13.92	19.70	26.58	39.24	40.91	40.51	35.44	30.30	13.92	11.39	9.09	79	79	66

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	16.67	71.43	71.43	83.33	21.43	14.29	0.00	7.14	14	12	14
1	47.06	60.00	*	41.18	40.00	*	11.76	0.00	*	17	15	*
2	33.33	26.67	41.67	66.67	73.33	58.33	0.00	0.00	0.00	18	15	12
3	33.33	37.50	38.46	66.67	62.50	46.15	0.00	0.00	15.38	12	16	13
4	30.77	*	54.55	69.23	*	45.45	0.00	*	0.00	13	*	11
5	*	15.38	*	*	76.92	*	*	7.69	*	*	13	*
All Grades	34.18	36.71	48.48	60.76	62.03	46.97	5.06	1.27	4.55	79	79	66

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	25.00	57.14	64.29	75.00	42.86	14.29	0.00	0.00	14	12	14
1	17.65	20.00	*	70.59	80.00	*	11.76	0.00	*	17	15	*
2	38.89	40.00	75.00	61.11	60.00	25.00	0.00	0.00	0.00	18	15	12
3	75.00	75.00	84.62	25.00	25.00	15.38	0.00	0.00	0.00	12	16	13
4	46.15	*	100.00	53.85	*	0.00	0.00	*	0.00	13	*	11
5	*	84.62	*	*	15.38	*	*	0.00	*	*	13	*
All Grades	41.77	51.90	72.73	53.16	48.10	27.27	5.06	0.00	0.00	79	79	66

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	25.00	71.43	57.14	66.67	28.57	35.71	8.33	0.00	14	12	14
1	29.41	33.33	*	17.65	46.67	*	52.94	20.00	*	17	15	*
2	38.89	20.00	25.00	55.56	80.00	66.67	5.56	0.00	8.33	18	15	12
3	0.00	6.25	15.38	66.67	62.50	38.46	33.33	31.25	46.15	12	16	13
4	7.69	*	9.09	69.23	*	63.64	23.08	*	27.27	13	*	11
5	*	23.08	*	*	61.54	*	*	15.38	*	*	13	*
All Grades	20.25	18.99	25.76	50.63	63.29	51.52	29.11	17.72	22.73	79	79	66

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	50.00	85.71	50.00	50.00	14.29	0.00	0.00	0.00	14	12	14
1	23.53	20.00	*	58.82	73.33	*	17.65	6.67	*	17	15	*
2	50.00	33.33	8.33	44.44	66.67	91.67	5.56	0.00	0.00	18	15	12
3	8.33	25.00	7.69	83.33	75.00	92.31	8.33	0.00	0.00	12	16	13
4	0.00	*	63.64	100.00	*	36.36	0.00	*	0.00	13	*	11
5	*	23.08	*	*	76.92	*	*	0.00	*	*	13	*
All Grades	27.85	27.85	34.85	65.82	69.62	63.64	6.33	2.53	1.52	79	79	66

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 on our complete ELD program this year will hopefully help to address this issue.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
539	17.6	13.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Environmental Academy of Research Technology and Earth Sciences.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	75	13.9
Foster Youth		
Homeless	2	0.4
Socioeconomically Disadvantaged	95	17.6
Students with Disabilities	44	8.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7
American Indian	1	0.2
Asian	85	15.8
Filipino	4	0.7
Hispanic	158	29.3
Two or More Races	37	6.9
Pacific Islander	1	0.2
White	249	46.2

Conclusions based on this data:

1. Our number of EL students (including RFEP students who are still being monitored) is 75 students, which means we have a large percentage 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 as well as our teaching staff do with our students day in and day out.
2. The number of SED students at EARTHs is close to 20%. Students in this particular category do not seem to get as much benefit from intervention and other services. We are working to improve how we serve our SED students.
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 different ways.

School and Student Performance Data

Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students

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

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 chronic 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.

3. Our staff needs to look closely at the progress of our English Learners, as their rate of progress is only "Medium" as indicated in the data above.

School and Student Performance Data

Academic Performance English Language Arts

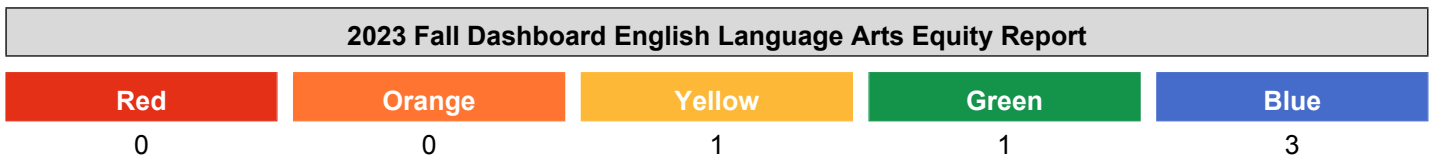
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 65.1 points above standard Increased Significantly +28.3 points 266 Students	English Learners Blue 27.1 points above standard Increased Significantly +28.1 points 57 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Yellow 10.5 points below standard Increased Significantly +15.5 points 56 Students	Students with Disabilities 17 points above standard Increased Significantly +72 points 33 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	 Blue 113.4 points above standard Increased +12.7 points 47 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Green 22.5 points above standard Increased +14.8 points 78 Students	88.1 points above standard Increased Significantly +59.4 points 20 Students	 No Performance Color 0 Students	 Blue 74 points above standard Increased Significantly +48.4 points 117 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
45.4 points below standard Increased Significantly +17.9 points 32 Students	119.9 points above standard Increased Significantly +42.5 points 25 Students	74 points above standard Increased Significantly +39.1 points 188 Students

Conclusions based on this data:

1. Overall, our CA School Dashboard is looking very good. However, scores for our current EL student subgroup were well below standard but our RFEPs increased significantly. We will continue to work on meeting the needs of our EL students to ensure continued improvement.
2. While we don't want to see our EL scores so much lower, the data shows our reclassification system seems to be working well in most cases.
3. Our staff must continue to evaluate how we are meeting the needs of our SED students. Our SED population is scoring 26 points below standard and that must increase. We will be analyzing data in this area in the current school year to seek improvement of our SED students' success rate as measured by a variety of data points.

School and Student Performance Data

Academic Performance Mathematics

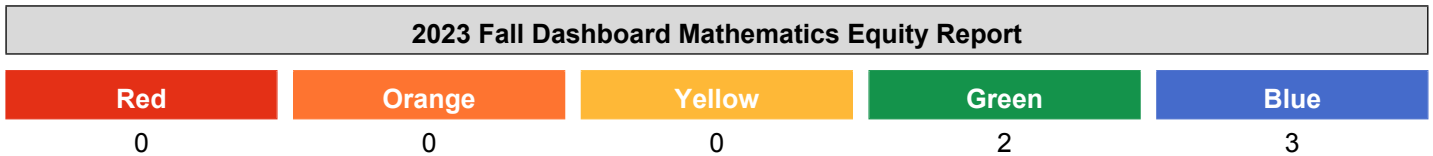
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group															
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">43.2 points above standard</td> </tr> <tr> <td>Increased Significantly +16.3 points</td> </tr> <tr> <td>267 Students</td> </tr> </tbody> </table>	All Students	 Blue	43.2 points above standard	Increased Significantly +16.3 points	267 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">12.9 points above standard</td> </tr> <tr> <td>Increased Significantly +24.3 points</td> </tr> <tr> <td>57 Students</td> </tr> </tbody> </table>	English Learners	 Blue	12.9 points above standard	Increased Significantly +24.3 points	57 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students
All Students															
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>5 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students	5 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">21.3 points below standard</td> </tr> <tr> <td>Increased Significantly +21.2 points</td> </tr> <tr> <td>56 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Green	21.3 points below standard	Increased Significantly +21.2 points	56 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">19.4 points below standard</td> </tr> <tr> <td>Increased Significantly +32.1 points</td> </tr> <tr> <td>33 Students</td> </tr> </tbody> </table>	Students with Disabilities	19.4 points below standard	Increased Significantly +32.1 points	33 Students	
Homeless															
Less than 11 Students															
5 Students															
Socioeconomically Disadvantaged															
 Green															
21.3 points below standard															
Increased Significantly +21.2 points															
56 Students															
Students with Disabilities															
19.4 points below standard															
Increased Significantly +32.1 points															
33 Students															

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	 Blue 104 points above standard Increased Significantly +16 points 47 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Green 2 points below standard Increased +12.3 points 78 Students	44.6 points above standard Increased Significantly +19.6 points 20 Students	 No Performance Color 0 Students	 Blue 50.7 points above standard Increased Significantly +31.6 points 118 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
51.8 points below standard Increased Significantly +21.1 points 32 Students	95.8 points above standard Increased Significantly +29.5 points 25 Students	48.5 points above standard Increased Significantly +20.2 points 189 Students

Conclusions based on this data:

- 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. Scoring so many points below standard - particularly as compared to other student groups - is something our staff must look at and work to improve.
- Our SWD scored nearly several 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.
- 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 such a large discrepancy in the 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

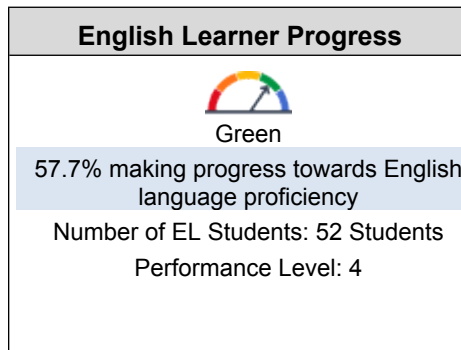
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	12	1	29

Conclusions based on this data:

1. We are happy so many of our EL students progressed at least one ELPI level, but having 10 decrease one ELPI level is something our staff must examine.
2. Goals will be set within this year's SPSA to focus in on our EL students with intentionality.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 7.6% Chronically Absent Maintained -0.1 539 Students	 Orange 12% Chronically Absent Increased 2.5 75 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 8 Students	 Yellow 14.3% Chronically Absent Declined -7.3 105 Students	 Orange 15.3% Chronically Absent Increased 5.3 59 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 1 Student	 Blue 2.4% Chronically Absent Maintained 0.1 85 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.6% Chronically Absent Declined -2.5 158 Students	 Green 2.7% Chronically Absent Maintained -0.1 37 Students	Less than 11 Students 1 Student	 Orange 10% Chronically Absent Increased 1.2 249 Students

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 with extra focus on our SED students.
2. EL students, SED, and SWD are the students who have been chronically absent the most as compared to other student groups. We will work directly with the families of our chronically absent students to change patterns that exist.

School and Student Performance Data

Conditions & Climate Suspension Rate

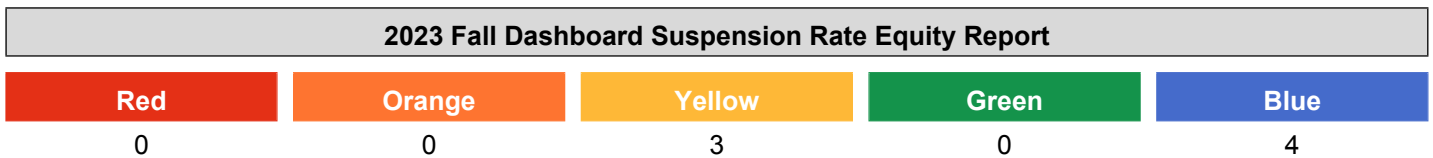
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 0.6% suspended at least one day Increased 0.6 545 Students	English Learners Blue 0% suspended at least one day Maintained 0 75 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged Yellow 0.9% suspended at least one day Increased 0.9 106 Students	Students with Disabilities Blue 0% suspended at least one day Maintained 0 59 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 4 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 87 Students</p>	<p>Less than 11 Students 4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Yellow</p> <p>0.6% suspended at least one day</p> <p>Increased 0.6 159 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 38 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.8 251 Students</p>

Conclusions based on this data:

1. We look at our Suspension Rate each year and believe changes in our discipline system and CHAMPS program will help in this area.
2. We will continue to look at our behavior systems, as well as our positive reinforcement and rewards programs for students to continue to build student connection to the school program and motivate and reward good behaviors and help to deter bad choices.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve Student Access and Achievement in English Language Arts

The following grade level goals are set to be achieved by June, 2025:

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teacher Release - Assessment Release K-3 Teachers are given two 1/2 days throughout the school year to either assess their students in a one-on-one setting and/or to review data for ongoing progress monitoring.		885.33 0010 1000-1999: Certificated Personnel Salaries 16 teachers x \$166

1.2	Explore Learning - Reflex software program - math facts practice		2,746.00 0010 5800: Professional/Consulting Services And Operating Expenditures Licensing
1.3	Future Magnet School Training - Funds reserved for the specific staff training needs of a science and technology-focused magnet school.		
1.4	Generation Genius: A software program that has highly engaging Science lessons and activities for students in grades K - 5.		663.00 0010 5800: Professional/Consulting Services And Operating Expenditures Licensing
1.5	Brainpop: A software program that presents quick, easy to understand lessons and then gives interactive quizzes to motivate students and check for understanding.		2,742.00 0010 5800: Professional/Consulting Services And Operating Expenditures Licensing
1.6	Nearpod - Flocabulary: An interactive online library of songs, videos, and activities for a variety of subject areas for students in grades K - 5.		2,100.00 0010 5800: Professional/Consulting Services And Operating Expenditures Licensing
1.7	Edmentum - Reading Eggs - Grades K and 1: An interactive beginning reader software program that is highly motivational for our youngest students.		750.00 0010 5800: Professional/Consulting Services And Operating Expenditures Licensing
1.8	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.		None Specified None Specified No cost associated
1.9	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.		1,530.00 0010 5800: Professional/Consulting Services And Operating Expenditures Licensing
1.10	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 minimize learning loss.		None Specified None Specified No cost associated
1.11	Teacher Release for editing FOSS Curriculum: Teachers spend ongoing time rewriting the EARTHs curriculum to integrate NGSS standards throughout the ELA curriculum.		4,268.00 0010 1000-1999: Certificated Personnel Salaries 22 Teachers x 2 days x \$194

1.12	Implement small group instruction with differentiated curriculum for students of all academic levels and abilities to make learning more accessible for all students.		None Specified None Specified No cost Associated
1.13	Purchase of the book, Grading for Equity, for teachers to begin the process of looking at Mastery Grading practices.		
1.14	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.		178.00 0010 5800: Professional/Consulting Services And Operating Expenditures Licensing
1.15	Editing the integrated FOSS curriculum - job share teacher		257.00 0010 1000-1999: Certificated Personnel Salaries 1 Teacher x 2 days x 7 hrs x PD Rate + benefits
1.16	New Teacher Planning Days: Teachers at various grade levels 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.		
1.17	Supplies to support instructional programs		8,949.33 0010 5000-5999: Services And Other Operating Expenditures Office Supplies, Copy paper, laminating film, toner cartridges, health office supplies, custodial supplies and library supplies 250.00 0010 5000-5999: Services And Other Operating Expenditures postage
1.18	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.		None Specified None Specified No costs associated
1.19	Edpuzzle - Ed Puzzle is a software program designed to build engagement of students in a variety of subject areas with interactive video lessons.		1,190.00 0010 5800: Professional/Consulting Services And Operating Expenditures Licensing
1.20	New Teacher Training - Teachers at various grade levels 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.		3,084.00 Other 1000-1999: Certificated Personnel Salaries 12 Teachers x 7 hrs x PD Rate + Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This goal will be analyzed at the end of each trimester and effectiveness will be summarized at the end of the school year with our teaching staff and other stakeholders.

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve Student Access and Achievement in Mathematics

The following grade level goals are set to be achieved by June, 2025:

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 Fifth Grade: CAASPP Assessment in Math and/or CVUSD Math Benchmark 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%
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%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.		None Specified None Specified No cost associated

2.2	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.		0010 4000-4999: Books And Supplies Materials and Supplies
2.3	Editing FOSS Curriculum - job share teacher		257.00 0010 1000-1999: Certificated Personnel Salaries 1 Teacher x 2 days x 7 hrs x PD Rate + benefits
2.4	Teacher Release for editing FOSS Curriculum: Teachers spend ongoing time rewriting the EARTHs curriculum to integrate NGSS standards throughout the ELA curriculum.		4,268 0010 1000-1999: Certificated Personnel Salaries 22 Teachers x 2 days x \$194
2.5	Teacher Release - Assessment Release Days: K-3 teachers are given two 1/2 days throughout the school year to either assess their students in a one-on-one setting and/or to review data for ongoing progress monitoring.		886.00 0010 1000-1999: Certificated Personnel Salaries 16 teachers x 1.0 x \$166
2.6	New Teacher Planning Days: Teachers at various grade levels 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.		
2.7	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.		None Specified None Specified No cost associated
2.8	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, GATE, and SED students to minimize learning loss.		None Specified None Specified No cost associated
2.9	Supplies to support instructional program		8,949.34 0010 4000-4999: Books And Supplies Office Supplies, copy paper, laminating film, toner cartridges, health office supplies, custodial supplies and library supplies
2.10	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.		None Specified None Specified No costs associated
2.11	New Teacher training Magnet Acct - Teachers at various grade levels 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.		Other 1000-1999: Certificated Personnel Salaries

2.12	Future Magnet School Training - Funds reserved for the specific staff training needs of a science and technology-focused magnet school.		1,174.00 Other 1000-1999: Certificated Personnel Salaries
2.13	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.		None Specified None Specified No costs associated

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This goal will be analyzed at the end of each trimester and effectiveness will be summarized at the end of the school year with our teaching staff and other stakeholders.

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve targeted student performance through effective intervention and enrichment through a robust school-wide MTSS program.

The following goals for closing the achievement gap are set to be achieved by June, 2025:

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 according to metrics within our progress monitoring system.

LRE Goal: The percentage of SWD in the 80-100% Gen. Ed. Participation Range will increase from 98.3% to 100%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.	Overall Average Score At/Above Standard for Math = 73%	Average EL student SBAC scores in Math: 33%
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.	Overall Average Score At/Above Standard for ELA = 80%	Average EL student SBAC scores in ELA: 20%
	Average EL student SBAC scores in Math: 23%	Average SWD student SBAC scores in Math: 56%
	Average EL student SBAC scores in ELA: 10%	Average SWD student SBAC scores in ELA: 74%
	Average SWD student SBAC scores in Math: 46%	Average SED student SBAC scores in Math: 63%
	Average SWD student SBAC scores in ELA: 64%	Average SED student SBAC scores in ELA: 61%
	Average SED student SBAC scores in Math: 53%	
	Average SED student SBAC scores in ELA: 51%	
Reclassification Data for EL students	Number of EL students reclassified in the 2023-24 school year:	Target number of EL students reclassified in the 2024-25 school year:
LRE Goal: Gen. Ed. Participation Range Percentage Data from the SIRAS data system report.	Current percentage of students in the 80-100% Gen. Ed. Participation Range: 98.3% (58 students)	Target percentage of students in the 80-100% Gen. Ed. Participation Range: 100% (59 students)

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	In staff meeting and/or grade level PLCs, teachers will discuss productive partnering, academic language strategies, and how to integrate and implement them in the remote and blended learning model settings.		None Specified None Specified No cost associated
3.2	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.		District Funded None Specified Costs associated with District PD
3.3	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.		19,656.00 OTRM 2000-2999: Classified Personnel Salaries 120 days x 5 hrs. x \$24 + PERS
3.4	Para-pro translation of report cards and ELAC Meetings to help make our school program more accessible for our many Spanish-speaking parents.		252.00 OTRM 2000-2999: Classified Personnel Salaries Facilitator

			336.00 OTRM 2000-2999: Classified Personnel Salaries ELAC 5 Mtgs. x 2 hrs.
3.5	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.		0010 1000-1999: Certificated Personnel Salaries Stipends
3.6	Future software purchases to help with ELA instruction and learning		5800: Professional/Consulting Services And Operating Expenditures Licensing
3.7	Teacher Release - Assessment Release K - 2 Teachers are given two 1/2 days throughout the school year - to either assess their students in a one-on-one setting and/or to review data for ongoing progress monitoring.		885.00 0010 1000-1999: Certificated Personnel Salaries 16 teachers x 1.0 x \$166 Inc Salary and Benefits
3.8	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.		None Specified None Specified No cost associated
3.9	Supplies for instructional supplements and remediation materials		0010 4000-4999: Books And Supplies Materials and Supplies
3.10	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 to minimize learning loss.		None Specified None Specified No cost associated
3.11	Kindergarten Class Placements/Assessments: Teachers Assess their incoming students		2,056.00 0010 1000-1999: Certificated Personnel Salaries 4 Teachers x 2 days x 7 hrs. x PD RATE = \$1,680 + bene = \$2,056.00
3.12	Materials to supplement the new Math Intervention Program		4000-4999: Books And Supplies Materials and Supplies
3.13	Specialist translation of report cards and ELAC Meetings to help make our school programs more accessible for our many Spanish speaking parents.		330.00 OTRM

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This goal will be analyzed at the end of each trimester and effectiveness will be summarized at the end of the school year with our teaching staff and other stakeholders.

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

The following goals for improving the SEL component of our students' daily lives at school are set to be achieved by June, 2025:

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	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 EARTHs families are urged to come out on a Saturday from 9:00 - 12:00 to maintain our many gardens and outdoor classrooms.		1,835.00 0010 1000-1999: Certificated Personnel Salaries 5 hrs./mo. (Sept-June) x \$30 (PD Rate) + STRS
4.2	CHAMPS Bucket Ticket Program: An EARTHs program whereby students are recognized for outstanding behavior connected to our monthly "Character Keys" program		None Specified None Specified No costs associated
4.3	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.		None Specified None Specified No costs associated
4.4	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.		None Specified None Specified No costs associated

4.5	<p>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 Character Keys of each month. Students come on stage and receive the award from the principal in front of their parents and peers.</p>		<p>None Specified None Specified No costs associated</p>
4.6	<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>		<p>None Specified None Specified No costs associated</p>
4.7	<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 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>		<p>None Specified None Specified No costs associated</p>
4.8	<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.</p>		<p>District Funded None Specified No site costs associated</p>
4.9	<p>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.</p>		<p>District Funded None Specified District costs associated with the hiring of our Elementary School Counselor</p>
4.10	<p>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.</p>		<p>District Funded None Specified District costs associated with the hiring of our Elementary School Counselor</p>

4.11	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.		District Funded None Specified District costs associated with the Fulcrum program
4.12	Fulcrum overtime for 5th grade teachers		1,002.00 0010 1000-1999: Certificated Personnel Salaries Estimated overtime for 3 teachers x 2.5 hrs. hrly rate + benefits
4.13	Student Council: Our Student Council strives to be inclusive of all students and promotes student leadership on campus.		1,857.00 0010 1000-1999: Certificated Personnel Salaries Stipend Extra Duty Instructional Assignment includes STRS
4.14	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.		600.00 0010 5800: Professional/Consulting Services And Operating Expenditures Licensing
4.15	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.		None Specified None Specified No cost associated
4.16	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 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.		None Specified None Specified No cost associated
4.17	Purchase any necessary instructional supplies and/or materials to support the goal of student improvement and to support making learning more accessible		0010 4000-4999: Books And Supplies Supplies
4.18	ECOS Science Camp: The culminating highlight of being an EARTH 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 ECOS 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.		2,340.00 0010 1000-1999: Certificated Personnel Salaries 3 Teachers x 7 Hrs @ hrly rate x 2 days + STRS
4.19	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		None Specified None Specified

	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.		PTA covers costs of ribbons and Healthy Choices bracelets
4.20	SEEDS, SPROUTS, SHRUBS Program: EARTHs has a 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.		None Specified None Specified No costs associated
4.21	4th Grade Teacher overtime for field trip to Anacapa Island		1,304.00 0010 1000-1999: Certificated Personnel Salaries 3 Teachers x 4 hrs x hrly rate + benefits
4.22	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.		None Specified None Specified No cost associated
4.23	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.		None Specified None Specified No cost associated
4.24	Document Systems: Our photo copy machine contract		3,300.00 0010 5000-5999: Services And Other Operating Expenditures Copier Service
4.25	School Uniform Program: EARTHs Magnet School has a 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.		None Specified None Specified No costs associated
4.26	CVUSD Copy Center: Grade levels create various types of journals and Science Notebooks that require mass copying at the District center.		3,500.00 0010 5000-5999: Services And Other Operating Expenditures Printing Services
4.27	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.		5000-5999: Services And Other Operating Expenditures Entrance Fee
4.28	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.		None Specified None Specified No costs associated
4.29	Trout in the Classroom Program: Through a partnership with California Fish and Wildlife,		None Specified

	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 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.		None Specified No costs associated
4.30	<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>		None Specified None Specified No costs associated
4.31	Ongoing weekly PE 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.		18,410.00 0010 2000-2999: Classified Personnel Salaries 23.25 hrs/week x 37 weeks x \$20 + benefits (8/26/24 - 6/6/25)
4.32	Unidentified Magnet Funds - Funds reserved for the specific staff training needs of a science and technology-focused magnet school.		Other 4000-4999: Books And Supplies
4.33	Para-pro/Specialist translation of report cards and ELAC Meetings to help make our school programs more accessible for our many Spanish speaking parents		0TRM 2000-2999: Classified Personnel Salaries 5 Mtgs. x 2 Hrs. x \$24.00 + PERS Specialist 0TRM 2000-2999: Classified Personnel Salaries Overtime hours needed for translation

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This goal will be analyzed at the end of each trimester and effectiveness will be summarized at the end of the school year with our teaching staff and other stakeholders.

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

N/A

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.

N/A

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$102,790.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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	\$77,958.00
OTRM	\$20,574.00
Other	\$4,258.00

Subtotal of state or local funds included for this school: \$102,790.00

Total of federal, state, and/or local funds for this school: \$102,790.00

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
0010	\$77,958.00	0.00
OTRM	\$20,574.00	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	77,958.00
OTRM	20,574.00
Other	4,258.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	26,358.33
2000-2999: Classified Personnel Salaries	38,984.00
4000-4999: Books And Supplies	8,949.34
5000-5999: Services And Other Operating Expenditures	15,999.33
5800: Professional/Consulting Services And Operating Expenditures	12,499.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	22,100.33
2000-2999: Classified Personnel Salaries	0010	18,410.00
4000-4999: Books And Supplies	0010	8,949.34
5000-5999: Services And Other Operating Expenditures	0010	15,999.33

5800: Professional/Consulting Services And Operating Expenditures	0010	12,499.00
2000-2999: Classified Personnel Salaries	OTRM	20,574.00
1000-1999: Certificated Personnel Salaries	Other	4,258.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,592.66
Goal 2	15,534.34
Goal 3	23,515.00
Goal 4	34,148.00

School Site Council Membership

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








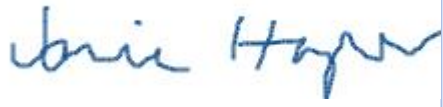
- 1 School Principal
- 3 Classroom Teachers
- 0 Other School Staff
- 4 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Jeff Rickert	Principal
Julie Herder	Classroom Teacher
Sarah Winikoff	Classroom Teacher
Janice Hague	Classroom Teacher
Analuisa Avila	Other School Staff
Peri Hauser	Parent or Community Member
Ashlee Spear	Parent or Community Member
Nikki Kerzner	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 11, 2024.

Attested:

	Principal, Jeff Rickert on September 11, 2024
	SSC Chairperson, Janice Hague on September 11, 2024