

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Conejo Elementary School	56 73759 6055933	9/15/2021	

Purpose and Description

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

Schoolwide Program

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

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

Conejo Elementary School's Mission:
Conejo Elementary strives to be a community of leaders who are:
Learning through collaboration
Exploring and accepting of new challenges
Accountable and responsible for our actions
Driving ourselves to success

Through our leadership...
"We care! We Share! We Dare!"

The 2021-2022 school year marks Conejo Elementary's 5th year as a Lighthouse School. This prestigious recognition (from Franklin Covey's Leader In Me schools), along with being a State of California Gold Ribbon School, reflects our drive of high standards in teaching leadership, creating a leadership culture, and aligning academic systems. Conejo Elementary is a shared campus between Conejo Neighborhood and the Open Classroom Leadership Magnet program. Together, we work to

empower students with leadership skills and standards-based knowledge, both necessary to lead successful, responsible, culturally respectful, and meaningful lives.

The dedicated efforts and collaborative interaction of teachers, families, and our community support high expectations for individual student achievement and leadership. Students secure opportunities and tools through Stephen Covey's 7 Habits of Happy Kids program so they will become:

- Independent learners who have mastered a challenging, core curriculum and believe themselves to be capable, significant, and able to mold their own future as they reflect on their personal accomplishments and direct their own thinking.
- Skillful communicators who are able to readily acquire and effectively express information, ideas, and emotions through reading, writing, speaking, listening, and use of technology.
- Problem-solvers who are able to generate practical and innovative solutions to complex problems using critical and creative problem-solving skills.
- Socially conscientious citizens who are responsible for their own behavior, able to work collaboratively, and demonstrate honesty, empathy, fairness, and respect for others as contributing citizens in their ever-expanding world.

School Profile

Conejo is the oldest elementary school in the Conejo Valley, with a rich history in diverse cultures, dedicated families, and an award-winning leadership program. Conejo Elementary is a unique campus in that it houses two programs: a Neighborhood TK-5 program and the Open Classroom Leadership Magnet (OCLM), a K-5 magnet program. All students on the campus share all facilities; play spaces, recess, lunch, and specialists, as well as practicing the principles and paradigms of Dr. Stephen Covey's '7 Habits of Happy Kids.' These principles create our operating system that synergizes around five core paradigms; the lenses with which we see our students' capabilities and unifies our vision. These core paradigms are:

- The paradigm of Leadership: Everyone can be a leader.
- The paradigm of Potential: Everyone has genius.
- The Paradigm of Change: Change starts with me.
- The Paradigm of Motivation: Educators empower students to lead their own learning.
- The Paradigm of Education: Develop the whole person.

Paradigm of Leadership

At Conejo, everyone can be a leader. We know that children can be leaders in their learning, which transcends to leaders in their destiny. Evidence on our campus includes children leading our weekly assemblies, contributing to class leadership positions, and taking a lead in their learning through data notebooks and student-led conferences.

Paradigm of Potential

At Conejo, we understand that each child under our care has their own genius. Genius, at Conejo, is the thinking one utilizes when they are being the best version of themselves. Teachers and staff help students realize this genius through Leadership (discovering each child's strengths and how to share them), within our school culture (interactions and activities that exude our leadership mindset on campus) and within academics (through independent learning opportunities and goal setting/tracking). We understand our students' potential as leaders through student interest surveys and job applications. These documents are used to plug students into positions of guidance and foster deeper connections between students and teachers during our unique Action Teams. These 3rd-5th grade teams meet weekly during our Leadership Block to explore leadership within their own passions, and how to turn that into a tool for success within themselves and our school. All K-2nd graders meet to learn more about fostering their intrapersonal leadership skills, and how they can be

helpful in their classroom and family.

Paradigm of Change

Change starts from within! For both staff and students, we understand that we cannot wait for the people and systems around us to change, but instead, we create the change we want to see in our world. At Conejo, teachers synergize to create school-wide and class environments that foster respect and trust. Student voice is strong and can be seen in our events and activities, such as our Start with Hello week, our annual Leadership Day, and Math & Science Nights. Students also invite change and growth in their lives as they think forward toward what they want in their own learning and create an academic goal, track that goal, and reflect on the emotional impact that transpires from meeting or not-achieving their goal, via Franklin Covey's model of The Four Disciplines of Execution.

Paradigm of Motivation

Our paradigm of motivation has turned each teacher from a 'sage on the stage' to a 'guide on the side' as we empower our students to take a lead in their learning, especially in our integrated curriculum. When our students gain knowledge of how best to learn, they can transfer their knowledge to other areas of their academic and personal goals. This paradigm shift helps build a sense of self-efficacy and encourages students to push themselves further.

Paradigm of Education

As educators, we understand that children do not arrive at school as a singular vessel of academic needs to be filled. We help develop the body, mind, heart, and spirit of each child throughout a variety of activities at Conejo. These activities and daily interactions foster the "whole-person" mindset that allows each student to bloom. Our shifting to Growth Mindset goal-setting has reinvented how our students view the act of learning and a newfound value of growth! Leadership in education also means pulling leaders and experts from our community to work with our students. We welcome rotary club members, senior citizen volunteers, and student-alumni from Colina Middle School school to work with our children weekly.

In the area of academic instruction, The Neighborhood classrooms implement an integrated curriculum centered around the district-adopted science curriculum. OCLM students participate in a hands-on, leadership-based and standard-aligned learning environment where multi-age classrooms and parent participation are essential components. Teachers in OCLM have training in working in Open Environments, where student choice is a part of the school day.

For both programs, our multi-tiered system of support ensures all students' needs are met, utilizing our enrichment and intervention opportunities on campus, funded through our Title I program, thus supporting our LCAP goal of ensuring "all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments." These systems of support include Response to intervention for academics and behavioral needs (LCAP goal 1). Our partnership with Leading Together supports our LCAP goal 2 through professional development and curriculum writing. The 7 Habits program supports and enhances student social-emotional success (LCAP goal 4), as well as parent outreach and education (LCAP goal 3).

We are proud to have an inclusive school; supporting special education students within the general education classroom. With Universal Design for Learning as a base of our instructional day, all students are provided the opportunity to succeed in school. The whole campus works cohesively to provide the kind of learning environment where students feel respected and honored on a daily basis for their unique talents and individual gifts.

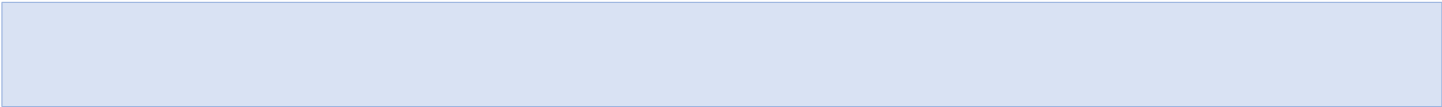


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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (1483), 7-8 (1721), and 10-11 (1199); certificated (331) and classified staff (170); as well as parents (2439) participated in the survey.

86% of parents saying their children enjoy coming to school

91% of parents report that the school creates a positive environment for learning

86% of parents report indicating that they are informed of their students' academic progress.

87% of parents report feeling comfortable on campus and participating in school events

83% of parents report that students' differences were treated with respect.

96% of elementary students feel their teachers care about them

89% of elementary students said they knew who to go to at school if they have a problem

59% of middle school students and 68% of high school students feel comfortable going to their counselor

88% of middle school students and 87% of high school students report that a counselor is available when needed.

93% of certificated staff know what to look for in students experiencing depression.

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

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

79% of certificated staff feel students are engaged and motivated

At the site level

95% of parents saying their children enjoy coming to school.

100% of parents report that the school creates a positive environment for learning.

84% of parents report indicating that they are informed of their students' academic progress.

90% of parents report feeling comfortable on campus and participating in school events.

100% of parents report that students' differences were treated with respect.

89% of elementary students feel their teachers care about them

84% of elementary students said they knew who to go to at school if they have a problem

** Data may include students who inaccurately identified Conejo Elementary as their home school.

88% of certificated staff know what to look for in students experiencing depression.

100% of certificated staff feel confident that they can meet their students' learning needs.

100% of certificated staff feel their school's climate fosters social emotional learning for students and staff.

88% of certificated staff feel students are engaged and motivated

Classroom Observations

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

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

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

At the elementary level, teachers will implement online supplemental intervention programs in literacy and math, such as: Lexia Reading, IXL Math and Achieve 3000. Elementary Academic Specialists support and provide small group instruction for Students needing support in identified areas.

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

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

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

Funding

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

Categorical Funds in CVUSD:

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

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

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

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

2/23/22 Reviewed T1 achievement data during SSC meeting.

3/29/22 Reviewed T2 achievement data during ELAC meeting. Parents provided suggestions on how the school could best support EL students and parents.

May 2022 Administered Measurable Results Survey to parents, staff and 4th and 5th grade students. Will utilize results to develop goal 1.

5/26/22 Reviewed T2 academic data with SSC. Discussed possible next steps for T3.

8/22/22 Staff reviewed 2021-22 EOY data and made recommendations regarding academic goals
8/31/22 SSC Meeting Reviewed EOY data for the 2021-21 school year. Reviewed goals 2,5 and 6 of the SPSA. Committee provided feedback.
9/2/22 Met with School Social Workers to discuss goals to address chronic absenteeism.
9/7/22 SSC Meeting - Reviewed Goals 1, 3 and 4, incorporated additional strategies and approved SPSA.

Resource Inequities

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	34	34	39
Grade 1	45	38	34
Grade 2	46	40	33
Grade3	61	46	37
Grade 4	50	59	45
Grade 5	63	51	64
Total Enrollment	299	268	252

Conclusions based on this data:

1. The subgroup enrollment has stayed consistent.
2. Enrollment continues to decline each year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	149	139	123	49.8%	51.9%	48.8%
Fluent English Proficient (FEP)	56	39	34	18.7%	14.6%	13.5%
Reclassified Fluent English Proficient (RFEP)	25	10	4	14.2%	6.7%	2.9%

Conclusions based on this data:

1. The percentage of English Learners has been consistent the last three years.
2. From the 18-19 to the 20-21 school year, there was a significant drop in the number of students who are Fluent English Proficient.
3. The percentage of students who are Reclassified Fluent English Proficient has a dramatically dropped the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3		36	43		0	39		0	39		0.0	91
Grade 4		51	36		0	33		0	33		0.0	92
Grade 5		66	49		0	47		0	47		0.0	96
All		153	128		0	119		0			0.0	93

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2368.			7.68			15.38			17.95			58.97
Grade 4			2393.			0.00			18.18			21.21			60.61
Grade 5			2456.			8.51			25.53			25.53			40.43
All Grades	N/A	N/A	N/A			5.88			20.17			40.43			52.10

Conclusions based on this data:

1. In 18-19, only 1/3 of the students met or exceeded the ELA standards.
2. Research/Inquiry is an area of need.
3. In 2020-21, a local assessment was used to measure progress. The number of students who met or exceeded the standards grew in 3rd and 4th grade. In 5th grade, number of students who met or exceeded the standard dropped slightly. However there was more significant drop in the number of 5th graders who didn't meet the standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3		36	43		0	42		0	42		0.0	98
Grade 4		51	36		0	35		0	35		0.0	97
Grade 5		66	49		0	47		0	47		0.0	96
All		153	128		0	124		0	124		0.0	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2372.			4.76			14.29			28.57			52.38
Grade 4			2412.			2.86			8.57			40.00			48.57
Grade 5			2442.			10.64			4.26			23.40			61.70
All Grades	N/A	N/A	N/A			6.45			8.87			29.84			54.84

Conclusions based on this data:

1. Only 1/3 of students met or exceeded the math standards in 18-19. 4th and 5th grade had the highest increase in "standard nearly met." 4th grade had the lowest percentage of students who met or exceeded the math standards.
2. During the 2020-21, local assessments were used to measure growth and proficiency, 5th grade had the highest percent of student who met or exceeded the the standards, 60%. The percent of 4th graders who performed below the standard reduced by half. The percent of 3rd graders who met or exceeded the standard grew by 30%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1436.4	1424.8	1403.6	1455.1	1442.7	1421.5	1392.4	1383.3	1361.4	28	24	14
1	1438.9	1457.6	1427.5	1448.0	1480.2	1456.1	1429.1	1434.6	1398.4	29	25	16
2	1475.9	1492.0	1468.6	1484.6	1497.1	1486.2	1466.9	1486.5	1450.6	32	20	27
3	1477.2	1469.4	1484.8	1473.2	1460.3	1496.0	1480.6	1478.1	1473.1	24	30	21
4	1485.2	1484.5	1496.3	1487.7	1478.1	1498.6	1482.2	1490.4	1493.6	22	23	17
5	1511.7	1524.3	1512.7	1505.0	1529.6	1506.7	1518.0	1518.4	1518.3	23	23	31
All Grades										158	145	126

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	8.33	7.14	42.86	41.67	28.57	*	41.67	42.86	*	8.33	21.43	28	24	14
1	37.93	20.00	6.25	*	32.00	18.75	*	32.00	50.00	*	16.00	25.00	29	25	16
2	34.38	25.00	7.41	40.63	35.00	25.93	*	25.00	59.26	*	15.00	7.41	32	20	27
3	*	3.33	9.52	45.83	36.67	38.10	*	43.33	42.86	*	16.67	9.52	24	30	21
4	*	0.00	11.76	50.00	60.87	47.06	*	17.39	17.65	*	21.74	23.53	22	23	17
5	*	21.74	12.90	52.17	43.48	41.94	*	26.09	38.71	*	8.70	6.45	23	23	31
All Grades	26.58	12.41	9.52	39.87	41.38	34.13	18.99	31.72	42.86	14.56	14.48	13.49	158	145	126

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	60.71	20.83	7.14	*	45.83	28.57	*	20.83	42.86	*	12.50	21.43	28	24	14
1	51.72	44.00	25.00	*	24.00	6.25	*	20.00	56.25	*	12.00	12.50	29	25	16
2	59.38	40.00	37.04	*	35.00	25.93	*	25.00	33.33	*	0.00	3.70	32	20	27
3	*	16.67	28.57	*	33.33	47.62	*	30.00	19.05	*	20.00	4.76	24	30	21
4	*	39.13	29.41	*	30.43	41.18	*	13.04	23.53	*	17.39	5.88	22	23	17
5	47.83	52.17	32.26	*	26.09	54.84	*	13.04	6.45	*	8.70	6.45	23	23	31
All Grades	48.73	34.48	28.57	29.75	32.41	36.51	8.23	20.69	26.98	13.29	12.41	7.94	158	145	126

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	8.33	0.00	*	8.33	7.14	60.71	66.67	57.14	*	16.67	35.71	28	24	14
1	*	8.00	6.25	*	20.00	6.25	*	52.00	37.50	48.28	20.00	50.00	29	25	16
2	*	20.00	3.70	*	25.00	7.41	43.75	25.00	48.15	*	30.00	40.74	32	20	27
3		3.33	0.00	*	23.33	19.05	50.00	56.67	42.86	*	16.67	38.10	24	30	21
4		0.00	0.00	*	34.78	35.29	*	30.43	23.53	*	34.78	41.18	22	23	17
5	*	4.35	6.45	*	4.35	12.90	*	78.26	58.06	*	13.04	22.58	23	23	31
All Grades	16.46	6.90	3.17	20.89	19.31	14.29	37.97	52.41	46.03	24.68	21.38	36.51	158	145	126

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	67.86	16.67	0.00	*	70.83	78.57		12.50	21.43	28	24	14
1	62.07	48.00	31.25	*	36.00	62.50	*	16.00	6.25	29	25	16
2	59.38	30.00	25.93	40.63	60.00	62.96		10.00	11.11	32	20	27
3	*	10.00	28.57	62.50	76.67	61.90	*	13.33	9.52	24	30	21
4	*	8.70	41.18	63.64	65.22	47.06	*	26.09	11.76	22	23	17
5	*	30.43	6.45	*	56.52	87.10	*	13.04	6.45	23	23	31
All Grades	48.73	23.45	21.43	43.67	61.38	68.25	7.59	15.17	10.32	158	145	126

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	53.57	37.50	14.29	39.29	50.00	71.43	*	12.50	14.29	28	24	14
1	48.28	32.00	12.50	*	60.00	75.00	*	8.00	12.50	29	25	16
2	59.38	35.00	37.04	37.50	55.00	59.26	*	10.00	3.70	32	20	27
3	50.00	26.67	38.10	*	46.67	52.38	*	26.67	9.52	24	30	21
4	59.09	65.22	35.29	*	17.39	58.82	*	17.39	5.88	22	23	17
5	60.87	56.52	64.52	*	34.78	25.81	*	8.70	9.68	23	23	31
All Grades	55.06	41.38	38.10	29.75	44.14	53.17	15.19	14.48	8.73	158	145	126

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	4.17	0.00	75.00	91.67	71.43	*	4.17	28.57	28	24	14
1	*	24.00	6.25	*	36.00	37.50	51.72	40.00	56.25	29	25	16
2	37.50	10.00	7.41	34.38	60.00	37.04	*	30.00	55.56	32	20	27
3		0.00	0.00	58.33	63.33	57.14	*	36.67	42.86	24	30	21
4		8.70	0.00	54.55	56.52	58.82	*	34.78	41.18	22	23	17
5		13.04	6.45	78.26	69.57	61.29	*	17.39	32.26	23	23	31
All Grades	17.09	9.66	3.97	51.27	62.76	53.17	31.65	27.59	42.86	158	145	126

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	12.50	7.14	57.14	54.17	50.00	*	33.33	42.86	28	24	14
1	*	8.00	6.25	*	76.00	50.00	41.38	16.00	43.75	29	25	16
2	*	25.00	3.70	71.88	45.00	62.96	*	30.00	33.33	32	20	27
3	*	3.33	0.00	58.33	80.00	57.14	*	16.67	42.86	24	30	21
4	*	8.70	5.88	63.64	78.26	58.82	*	13.04	35.29	22	23	17
5	*	4.35	3.23	56.52	82.61	80.65	*	13.04	16.13	23	23	31
All Grades	22.78	9.66	3.97	56.33	70.34	62.70	20.89	20.00	33.33	158	145	126

2019-20 Data:

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

Conclusions based on this data:

1. The majority of students are scoring at level 3
2. Students showed growth in reading and writing however the number of students that scored "well developed" decreased
3. Speaking and Listening domains remain the strongest

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
252	67.9	48.8	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	123	48.8
Foster Youth		
Homeless	3	1.2
Socioeconomically Disadvantaged	171	67.9
Students with Disabilities	29	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	2.4
American Indian or Alaska Native	1	0.4
Asian	1	0.4
Filipino		
Hispanic	210	83.3
Two or More Races	7	2.8
Native Hawaiian or Pacific Islander		
White	27	10.7

Conclusions based on this data:

1. Our Socioeconomically Disadvantaged numbers have grown significantly in the past two years
2. Hispanic is the predominant student race/ethnicity group at 82.1%
3. Though Hispanic is our predominant race/ethnicity group, English Learners are 51.8% of our student group

School and Student Performance Data


Overall Performance

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

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. Chronic Absenteeism has improved.
2. The suspension rate is an area of concern.

School and Student Performance Data

Academic Performance English Language Arts

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

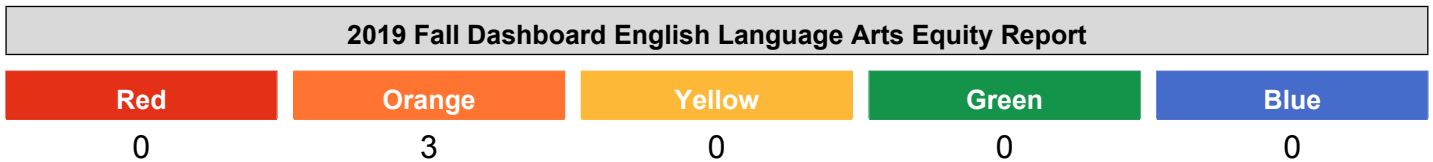
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 57.4 points below standard Declined -6.1 points 164	<p>English Learners</p> Orange 61.2 points below standard Maintained -0.7 points 116	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Orange 62.3 points below standard Declined -5.3 points 141	<p>Students with Disabilities</p> No Performance Color 112.8 points below standard Maintained -2.1 points 17

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 59 points below standard Maintained ++0.7 points 145	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 33.8 points below standard Declined Significantly -43.2 points 14

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
123.1 points below standard Declined -10.1 points 67	23.4 points above standard Increased Significantly ++27.6 points 49	58 points below standard Declined Significantly -27.6 points 42

Conclusions based on this data:

- Growth was not achieved for any group. All students declined by 6.1 points and SED students declined by 5.3. SWD and EL maintained their status.
- The English Only and White students experienced the significant declines. Attention to data for these students and possible interventions need to be put in place.

School and Student Performance Data

Academic Performance Mathematics

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

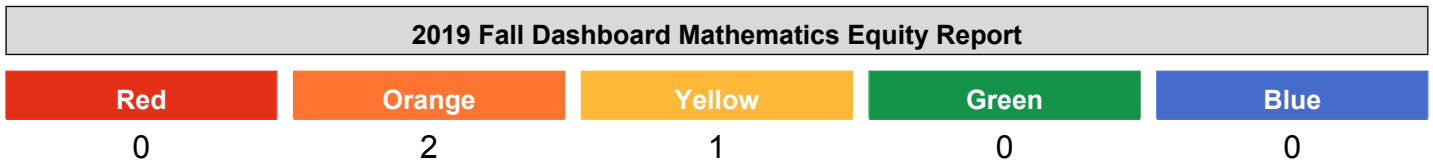
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

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







This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 60.6 points below standard Maintained -1.3 points 164	<p>English Learners</p> Yellow 63.3 points below standard Increased ++4.4 points 116	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Orange 62.4 points below standard Maintained -0.5 points 141	<p>Students with Disabilities</p> No Performance Color 128.1 points below standard Declined -7.4 points 17

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4			
Hispanic	Two or More Races	Pacific Islander	White
 Orange 62.1 points below standard Maintained ++2.4 points 145	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 38.8 points below standard Declined -14.1 points 14

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.4 points below standard Declined -4.4 points 67	5.7 points below standard Increased Significantly ++26.4 points 49	64.9 points below standard Declined Significantly -23.8 points 42

Conclusions based on this data:

1. English Only students fell to 41.1 points below average and declined by 16.1 points
2. Current English Learners are 101 points below average but increased by 8.5 points
3. Continued data collection will remain a high priority and used to inform instruction

School and Student Performance Data

Academic Performance English Learner Progress

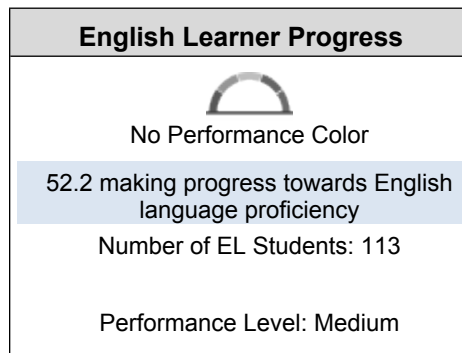
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.1	25.6	2.6	49.5

Conclusions based on this data:

1. An increase in students new to the country is noted leading to the percentage of students at the beginning stage of English acquisition
2. 66.5% of our students are moderately developed or above
3. 47.7 % students maintained or decreased one level.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

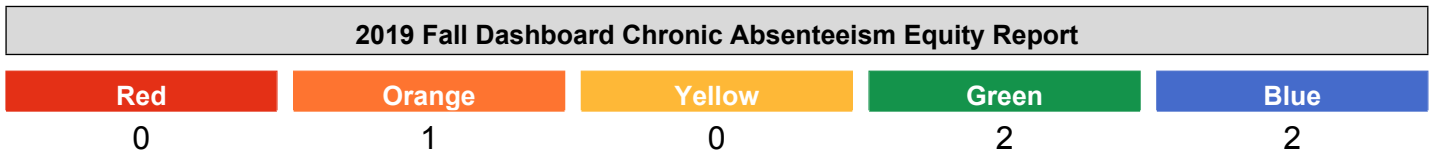
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>7.6</p> <p>Declined Significantly -3.7</p> <p>315</p>	<p>English Learners</p> <p>Blue</p> <p>3.8</p> <p>Declined Significantly -4.2</p> <p>156</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>7.2</p> <p>Declined Significantly -5</p> <p>236</p>	<p>Students with Disabilities</p> <p>Green</p> <p>8.6</p> <p>Declined -2.5</p> <p>35</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 33.3 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Blue 5 Declined Significantly -5 262	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 19.4 Increased +5.2 36

Conclusions based on this data:

1. The overall rate chronic absenteeism declined significantly.
2. The rate of chronic absenteeism declined for all subgroups.
3. When comparing the ethnicity/race groups, the chronic absenteeism rate increased for the white group.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

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

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

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

Lowest Performance



Red



Orange



Yellow



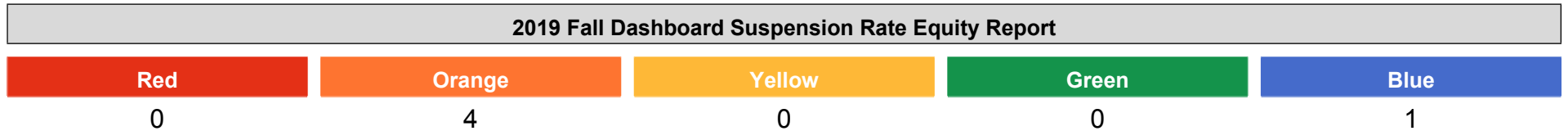
Green



Blue

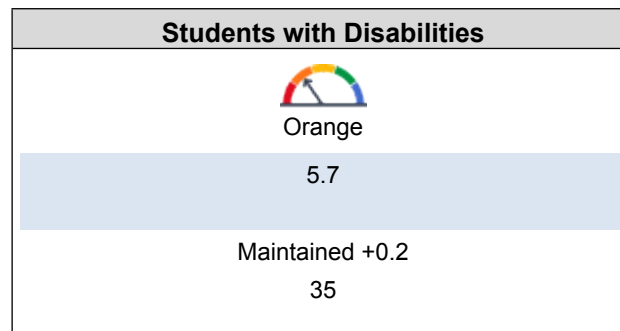
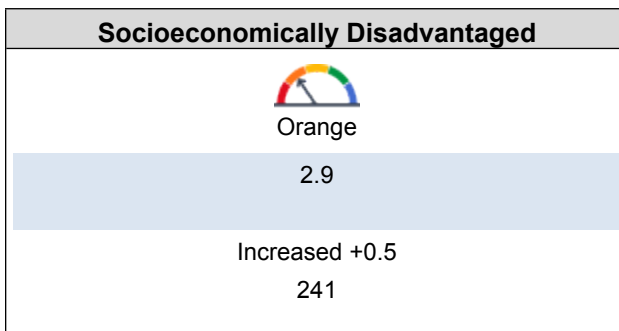
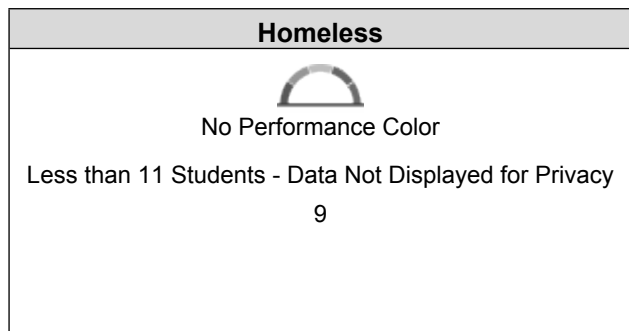
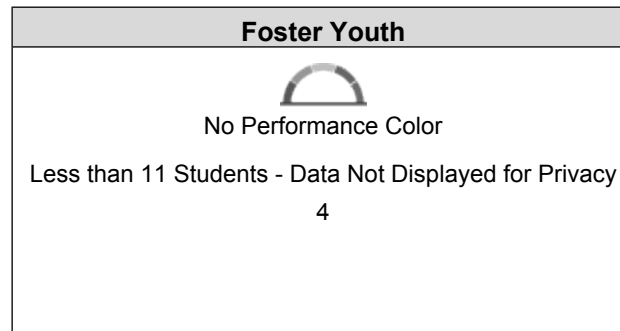
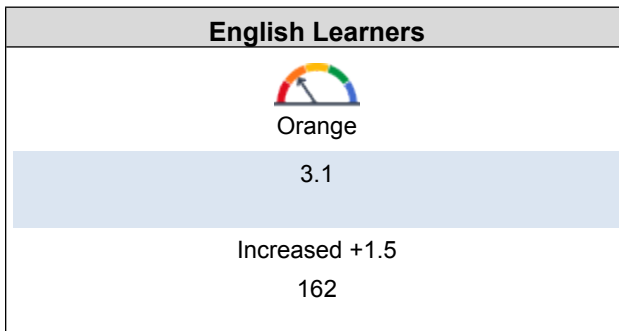
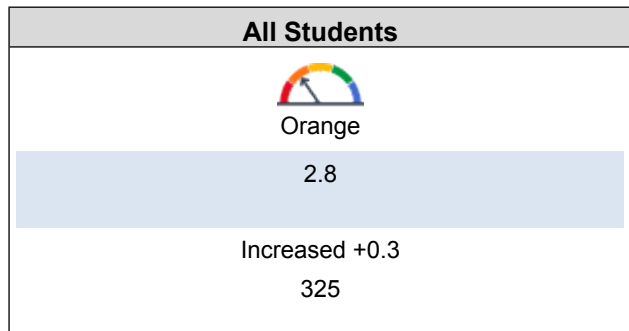
Highest Performance

This section provides number of student groups in each color.









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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.1 14	 No Performance Color Less than 11 Students - Data Not 1	 No Performance Color Less than 11 Students - Data Not 1	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3 Increased +0.6 266	 No Performance Color Less than 11 Students - Data Not 4		 Blue 0 Declined -4.4 39

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.5	2.8

Conclusions based on this data:

1. Slight increase in suspension rate.
2. English learners had the highest increase.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family, Student, Staff and Community Engagement

LEA/LCAP Goal

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

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

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

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

Goal 1

Increase Student, Staff, Family and Community Engagement

Identified Need

As a school with a significant population that experiences language, technology, and economic barriers, we must strategically identify and target the needs of our students and families. We need to create a collaborative bridge between school and home in order to increase the type of parent engagement that leads to greater student outcomes. As a Leader in Me School, parents, 4th -5th grade students, and staff are encouraged to complete the Measurable Results Assessment survey every Spring. The Measurable Results Assessment (MRA) is a survey and reporting system that provides our school insight into the attitudes and behaviors of students, family members, and staff. In June 2022, the school's overall Leader in Me Score was a 75/100 points (increase of 4 points).

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Families attending the in Persons Family Learning Nights

6-12 Families Attending in-person FLN

Average of 20 Families Attending FLN

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents completing the MRA in 2023	30/194 Families	90/195 Families
Number of staff members completing the MRA in 2023	16 Staff Members	30 Staff Members
Parents registering as school volunteers	12	Minimum of 2 per classroom
Families attending Coffee with the Principal	Establish Baseline	Average of 20 Families
Families Attending BTSN	94 Zoom Attendees	50% Average Attendance
Overall MRA Score	75 Points	Increase by 5 points
Family Engagement MRA Score	78 Points	Increase by 5 points
School and Family Partnerships	73 Points	Increase by 5 points
Staff Voice MRA Score	84 points	Increase by 5 points
Student School Belonging MRA Score	73 points	Increase by 5 points

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Partnership with Franklin Covey's Leader in Me In-service day for teachers will allow teachers to share their ideas and collaborate. Determines annual academic goals, discuss action steps, systems for accountability and celebrations.	Aug 2022- June 2023	Principal Classroom Teachers TOSA	Membership	5800: Professional/Consulting Services And Operating Expenditures	ESSER III - Other Allowable Uses	9307
			Student Notebooks	4000-4999: Books And Supplies	Title I	2200
Dedicated school TOSA to provide: Monthly family training on the 7 Habits - Family Learning Night Provides PD to staff in the area of	Aug 2022- June 2023	TOSA	TOSA	1000-1999: Certificated Personnel Salaries	Title I	112939.75

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>7 Habits Facilitate Leadership opportunities for students</p> <p>Attends regional training</p> <p>Coordinates Action Teams</p> <p>Coordinates Lighthouse and Leadership Day</p> <p>Assists with the planning and implementation of family engagement event</p> <p>Support MTSS process</p> <p>Model lessons for teachers</p>						
<p>Increase attendance of the Family Learning Nights by pairing it to another high interest event (family dance, game night, student performance, etc.)</p>	September 2022 - June 2023	Classroom Teachers TOSA PFA				
<p>Growth Mindset and Social Emotional Learning</p> <p>Staff and students set and track school, classroom and personal wildly important goals that address leadership, culture and academics.</p> <p>Teachers incorporate 7 habits into their daily lessons and conduct classroom meetings to incorporate SEL.</p> <p>Monthly growth mindset lessons taught TK-5 in the classroom by the teacher.</p> <p>Professional Development for Staff (provided by district, book study and outside organizations)</p>	August 2022 - June 2023	Principal TOSA Classroom Teachers Students				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Create a safe and welcoming environment by teaching and practicing school-wide expectations: Videos to teach CHAMPS expectation Posters to reinforce on campus procedures Assemblies</p>	August 2022 - June 2023	Principal TOSA Teachers Campus Supervisions	<p>Printing - Posters</p> <p>Extra CSA Hours</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>0010</p> <p>0010</p>	<p>100</p> <p>75</p>
<p>Recognize parents, students and staff for their positive leadership contributions on and off campus.</p> <p>Weekly Welcome Habit Awards Leadership Spotlight Bunny Bucks</p> <p>By including parents in the Leadership Spotlights, we will honor their contributions on and off campus. We have many parents who support other families through their involvement in outside organizations. The recognition will be our way to share our appreciation and encourage others to become involved in the school and local community.</p>	August 2022 - June 2023	Principal Teachers	Printing - Certificates	4000-4999: Books And Supplies	0010	200.00
Additional Campus Safety Assistants to monitor safety measures as well as model SEL strategies and leadership skills around campus.	August 2022 - June 2023	Principal Campus Safety Assistants	Campus Safety Assistant	2000-2999: Classified Personnel Salaries	Donations	17,500
Outreach and Support: Teachers will collaborate with bilingual paraprofessionals and bilingual outreach assistant (OA)	August 2022 - June 2023	Principal Teachers Outreach Assistant	School Counselor Districted Funded	1000-1999: Certificated Personnel Salaries	Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>to contact and support the families to address student areas of needs and collaborate with families. Staff members will refer students and families to the school counselor, OA, and bilingual school social worker (SSW). School counselor will meet with students to address social/emotional needs and will collaborate with teachers and families.</p> <p>OA and the SSW will help families obtain outside resources that help eliminate barriers and promote greater school engagement.</p> <p>Principal, OA, and SSW will conduct home visits in order to conduct wellness checks.</p> <p>The OA, bilingual facilitator (BF), and office staff will contact and assist families in completing essential school surveys and forms.</p>		School counselor School Social Worker	<p>Outreach Assistant 3.5 Hrs</p> <p>School Social Worker District Funded</p> <p>Extra Hours for OA District Funded</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I</p> <p>Other</p> <p>Other</p>	17900
<p>At least 5 ELAC meetings will be scheduled throughout the year.</p> <p>The focus will be discussing the needs of English learners, parent engagement and navigating the school system. Community guest speakers and staff will provide parent education on various topics:</p> <p>The importance of attendance State Testing Language Census School Site Plan Goals</p>	September 2022 - May 2023	Principal Outreach Coordinator/Assistant Bilingual Facilitator	<p>Snacks Refreshments</p> <p>CSA for Childcare</p>	<p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>0010</p>	<p>500.00</p> <p>150</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Comprehensive Needs Assessment The 7 Habits EL Master Plan Reclassification process Services for English learners</p> <p>OA and BF will contact families to invite them to the meetings.</p>						
<p>Teachers and Principal will host Family Engagement Nights</p> <p>Site will host 5 Family Engagement Nights to promote school-family connections:</p> <p>Possible Topics: Hispanic Game Night Painting Night Cooking Math and Science Nights Camp in the Park Lighthouse Celebration</p> <p>Supplies will be provided to families at no cost. The goal is to provide ALL families access to enrichment opportunities as a family. The FEN will promote family engagement in school and also as a family unit.</p>	August 2022 - June 2023	Principal TOSA Outreach Coordinator	Supplies for events	4000-4999: Books And Supplies	0010	400.00
<p>Latino Literacy Project</p> <p>TOSA will facilitate the Latino Literacy Project: - Semester 1 and 2</p> <p>Series of classes that teach parents the importance of establishing a family reading routine with their children and how</p>	September 2022 - June 2023	Principal TOSA Translator	Supplies	4000-4999: Books And Supplies	0010	100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>to share the book as a Family. The classes help both parents and school age children learn English vocabulary, together as a family.</p> <p>ELs families will be targeted but all families are welcome to attend.</p> <p>Classes will be taught in Spanish and English. Families will create an "album" that captures the families text- to self connections and what they learned as a family during the weekly classes.</p>						
<p>Timely Communication with families</p> <p>Principal, teachers and staff will engage in two-way communication with families via email, text, phone calls, meetings social media and message boards.</p> <ul style="list-style-type: none"> • Rabbit Report - • Blackboard Messages • Communication Folders • Student Agendas • Parent Conferences <p>BF and OA will make personal calls to families to encourage them to register for and attend the school events. Bilingual paraprofessionals and office staff will provide translation services to parents.</p> <p>BF and Bilingual Paraeducators will provide translations as</p>	August 2022 - June 2023	Principal TOSA Office Staff Teachers Outreach Coordinator Outreach Assistant	<p>Communication Folders</p> <p>Student Agendas</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>After School and Education Safety (ASES)</p> <p>Title I</p>	<p>500.00</p> <p>944.25</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
necessary.						
<p>The district outreach coordinator, school's OA, SSW and the school counselor will offer parent education classes:</p> <p>Possible Topics Reading and Understanding Report Card Technology Classes Literacy Classes Social Emotional Support Mental Health</p>	August 20212 - June 2023	Outreach Coordinator Outreach assistant School Social Worker School Counselor				
School will create partnerships with outside organizations in order to increase the services available at/near our campus: school supplies food distributions health screenings clothing vouchers technology devices	August 2021 - June 2022	Principal All School Staff Outreach Coordinator School Social Worker				
STAR (ASES) program will be offered at no charge to families. Students can participate for 3 hours, on school days. Program is an alternative to paid childcare	August 2023 - June 2023	Principal STAR Staff	STAR Staff and equipment.	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	125000.00
Outreach Assistant will support families in enrolling in ESL classes. Three levels of ESL will be offered.	September 2022 - June 2023	Outreach coordinator	ESL Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
Establish and implement CHAMPS practices in common areas (hallways and playground) to set consistent behavior expectations. Utilize restorative practices to address office referrals.	August 2022 - June 2023	Principal Teachers TOSA Campus Safety Assistants				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Social Emotional Lessons using the Leader in Me and Sanford Harmony curriculum. TOSA and School Counselor will help plan weekly lessons.	August 2022 - June 2023	Principal TOSA School Counselor Teachers				
School will use other other means of discipline in lieu of suspension when appropriate. Examples: Parent Meetings/Class Observations Community Service Restorative Justice Loss of Privileges MTSS Process	August 2022 - June 2023	Principal Teachers CSA Support Staff				
Offer a variety of Enrichment Opportunities and Supports for Students before/after school and during the school day: Example: P.E teachers Dancing with our Future Stars Off Broadway Kids Band - Hillcrest Arts Partnership Choir - Hillcrest Arts Partnership Science Teacher Music Teacher Introduction to a Foreign Language Leadership Block PiP Specialist School Based Counseling Assemblies Fieldtrips Student Lighthouse Team	August 2022 - June 2023	Principal Specialist Counselor	Enrichment Wheel	2000-2999: Classified Personnel Salaries	Donations	15900
			PE Teacher	2000-2999: Classified Personnel Salaries	Donations	6000
			Science Teacher	1000-1999: Certificated Personnel Salaries	Donations	8000
			Field Trips	5000-5999: Services And Other Operating Expenditures	OTRM	2270
			PIP Academic Specialist	2000-2999: Classified Personnel Salaries	Donations	24000
			Additional Funding for Field Trips	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Leader In Me -Lighthouse Teams/Leadership Block Students will be grouped into 13 groups of 18-20 students in grades TK-5. Groups will meet weekly from 8:30-9:20 on Wednesdays. Students will participate in a cross-cultural community where they build lasting friendships outside of the classroom. Each student will stay in their assigned group while enroll at Conejo/OCLM. Each group will participate in the Weekly Welcome Assembly, Leader in Me Lessons, Team Building Activities, Accountability Check-Ins and Enrichment Opportunities.</p> <p>These groups will form the lighthouse teams (Leadership Team, Culture Team, Academics Team)</p> <p>Each team member will receive a T-Shirt that represent their Lighthouse Team</p>	October 2022- June 2023	Principal TOSA Teachers Students	T-Shirts	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	1500
<p>Staff will participate in Professional Development that targets the following areas:</p> <p>Diversity Equity and Inclusion Universal Lesson Design Trauma Informed Practices Social Emotional Learning Growth Mindset Student Engagement Academic Achievement</p>	August 2022 - June 2021	Principal TOSA Teachers	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	7EEF	300
				5700-5799: Transfers Of Direct Costs	4EEF	400
Each classroom with have room parent that will be liaison between	September 2022 - June 2023	Principal Teacher				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
the classroom teacher and parent. The room representative will help with parent communication, recruiting volunteers and organizing special events.		PFA				
Incentives and supplies for student motivation, rewards and engagement: Examples: Red Ribbon Week Inclusive Schools Week Reading Awards	August 2022-June 2023	Principal PFA	Supplies	4000-4999: Books And Supplies	0010	500.00
Provide Spanish-English translation at all events	August 2022-June 2023	Principal Bilingual Paraeducators	Translation	2000-2999: Classified Personnel Salaries	0010	1000.00
Provide release time for teacher PD and collaboration.	September 2022-June 2023	Teachers Principal	Substitutes	1000-1999: Certificated Personnel Salaries	0010	8000.00
All Kids Bike Program All Kinder and 1st grade students will learn how to ride a 2 wheel bike during PE.			Bikes and Curriculum	None Specified	Donations	5000.00

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Student Leadership: Increased from 64 to 72 points.
Family Involvement: Stayed the same 76 Points
Student Engagement: Increased from to 64 to 74
Student Led Achievement: Increase from 60 to 77
Student Self efficacy - increased from 56 to 75

The goal was to improve 5 points in each area. We met the goal in all areas except Family Involvement.

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

NA

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.

The MRA was updated last spring so we will be focusing on new categories and expect to better analyze our actual growth and areas of need. In order to increase attendance at our FLN, we are scheduling those events on the same day as more popular events (example: dance, student performances.) In addition, in partnership with our PFA and other committees, we are encouraging more parents to become on campus volunteers.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Accelerated Learning

LEA/LCAP Goal

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

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

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

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

Goal 2

Addressing COVID-19 Learning Loss

Identified Need

After reviewing the end of the year academic data the following areas of need were identified:

K-2 Reading Fluency and Math Fluency

3rd-5th Reading Comprehension and Math Fluency

School Readiness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students meeting their required Lexia usage	40%	75%
# of Lexia Certificates Awarded	Establish Baseline - about 20 per week	Average 25 per week
# of Students Exiting Intervention	2 Students	20% of Students Starting Intervention in the Fall will Exit
IXL Questions Answered in ELA and Math	Establish Baseline	30,000 per month

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will administer pre-assessments and compare the results to existing student data from the 2021-22 school year to identify students needing immediate targeted intervention at the beginning of school year (3 week cycle of targeted intervention).</p> <p>Students with Disabilities (SWD) will have access to this intervention in addition to the special education services they receive.</p> <p>ELs will have access to this intervention in addition to Designated ELD.</p>	September 2022 - October 2022	Principal Teachers Academic Specialist	Academic Specialist	1000-1999: Certificated Personnel Salaries	OTRM	1735
Students meeting the identified criteria were invited to attend summer school for 4 weeks, 5 days/week, 3.5 hours/day		Principal Summer School TOSA Summer School Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students meeting the criteria were invited to attend, including ELs, SWD, and FY students.						
All students in grades 1st-5th grade students will utilize LexiaCore 5 for 60-80 minutes per week, in class to accelerate reading growth. Students will be recognized every time they earn a Lexia Certificate						
Academic Specialist will provide targeted math intervention in 1st-5th grade.	October 2022- June 2023	Principal AS Teachers	Math Specialist	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	15470.00
Academic Specialist will provide targeted reading intervention using the SIPPS or Fountas and Pinnell program.	September 2022- June 2023	Principal AS TOSA	Reading Specialist Primary	1000-1999: Certificated Personnel Salaries	OTRM	17063
			Upper Grade Reading Specialist	1000-1999: Certificated Personnel Salaries	OTRM	4010
			Upper Grade Reading Specialist	0001-0999: Unrestricted: Locally Defined	ESSER III - Learning Loss	9665
Incoming TK and Kindergarten Students will participate in the Hop into School program for 10 days that will introduce students to school routines and grade level standards.	August 2022	Principal Teachers Academic Specialist	3 Teachers	0001-0999: Unrestricted: Locally Defined	Donations	5840
			3 Academic Specialist/Aides	3000-3999: Employee Benefits	Donations	1460
				2000-2999: Classified Personnel Salaries	Other	3200
				3000-3999: Employee Benefits	Other	672
Conejo Hosted the Early Back Program for McKinney Vento and Foster Youth students. 5 days, 3.5 hours/day	June-August 2022	Principal Teachers Aides	3 Teachers	1000-1999: Certificated Personnel Salaries	Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3 Classroom Aides	3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Other Other Other	
45 targeted students were invited to attend the Find My Genius summer program or Summer School that offers academics and enrichment opportunities.	Summer 2022	Principal Outreach Assistant YMCA Summer School Principal				
Hire Bilingual Teacher for the 2022-23 school year that will provide early intervention opportunities to TK and Kinder students participating in the DLI program. Teacher will also provide targeted intervention to newcomers.	2022-23 School Year	Principal Human Resource Department	Bilingual Teacher -	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Other Other	60000 20000
Increase Bilingual Paraeducators hours from 3 hours/day to 5.25/day. Bilingual paraprofessional will support students in their primary language as necessary and/or work with students in small group to support first instructions. BP will also provide interventions support to struggling EL's. The intervention will be planned and monitored by the classroom teacher.	August 2022-June 2023	Paraprofessionals Principals Teacher	Para Educators	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Other Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will practice ELA and Math standards on IXL for 20-40 minutes per week.	August 2022-June 2023	Principal Teachers	IXL	5000-5999: Services And Other Operating Expenditures	Other	
Classroom teachers will utilize Smarty Ants and Imagine Learning to provide language intervention to ELs. Teachers will plan Tier 1 intervention as identified.	September 2022-June 2023	Principal TOSA	Smarty Ants	4000-4999: Books And Supplies	Other	
			Imagine Learning	4000-4999: Books And Supplies	Other	
Utilize classroom volunteers to practice reading and math fluency skills.	September 2022 - June 2023	Principal Teachers PFA Community Volunteers				
Establish Reading Club - Pair Upper Grade and Lower Grade Students	September 2022 - June 2023	Principal TOSA Teachers				
Materials to support Tier 1 and Tier 2 intervention	September 2022-June 2023	Teachers Principal Academic Specialist	Supplies	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	828.00
Hire a full time learning center teacher. This will allow students with an IEP to received services 5 days per week and miss smaller chunks of general education instruction. The LC teacher will also push in to support students in class as if necessary.	August 2022-June 2023	Special Education Department Principal	Full Time Learning Center Teacher	1000-1999: Certificated Personnel Salaries	Other	80,000

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

1st grade: High Frequency Words Mastery grew from 29% to 46%, Reading Words grew from 52% to 92%.

2nd grade: Reading with Fluency grew from 32% to 46%. Solving Addition and Subtraction problems with Fluency went down from 45% to 42%.

3rd grade: Reading went from 42% at grade level fluency to 24% at grade level comprehension. 49% of students met or exceeded the Unit 6 Wonders test. Fluency is not tested in 3rd grade. Adding/Subtracting 3 digit numbers grew from 53% to 58%. 51% of the students ended the year at or above grade level in Math.

4th grade: 39% of students met or exceeded the Wonders Unit 6 standard compared to who 35.3% who met or exceeded the grade level ELA standard as 3rd graders. 50% met or exceeded the end of the year math standards versus 55.8% in 3rd grade.

5th grade: 66% of students met or exceeded the Wonder Unit 6 standards compared to 54.5% who met or exceeded the grade level ELA standard as 4th graders. 55% met or exceeded the end of the year math standards versus 47.2% in 4th grade.

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

We intended to hire a bilingual teacher last fall to support K-2 intervention; however, we were not able to hire a highly qualified candidate until March 2022. In addition, a qualified Academic Specialist to support the implementation of Smarty Ants and Imagine Learning was not secured until March 2022. However, teachers did begin using those platforms in class earlier in the school year.

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

Academic specialist will begin their assignments earlier in the year. Also, last year we used benchmark data to measure the effectiveness of our learning loss interventions, however, some of the assessments and reported data changed from 2020-21 to 2021-22. This year we will use data that will stay consistent. In addition, as a staff we will continue to focus on providing consistent Tier 1 interventions before referring students to Tier 2 interventions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English-Language Arts

LEA/LCAP Goal

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

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

Goal 3

Increase number of students reading at or above grade level.

Identified Need

TK-2: Early reading skills that focus on accuracy and fluency
3rd-5th grade: Reading comprehension

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

TK-2 Trimester 3 Report Card
Benchmarks

TK:
Read Grade Level High Frequency Words
Establish New Baseline for DLI

Kinder:
Read Grade Level High Frequency Words

TK - 75% meeting letters sounds/names
and High Frequency Standard
Kinder - 75% meeting letters
sounds/names and High Frequency
Standard

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>Blends Sounds to Read Words Establish New Baseline for DLI Recognizing</p> <p>1st Read Grade Level High Frequency Words 46% Read Accurately Reading Fluency 33%</p> <p>2nd Grade: Grade Level Phonics 65% Reads Accurately 65% Read Grade Level High Frequency Words 46% Reading Fluency 69%</p> <p>3rd Grade: Met or Exceeded Unit 6 - 49%</p> <p>4th Grade: Met or Exceeded Unit 6 - 39%</p> <p>5th Grade: Met or Exceeded Unit 6 - 66%</p>	<p>Grade 1-2- 75% meeting the grade level phonics standard by trimester 3 Grade 3-5:75 % percent of students will meet their SRI projected growth target.</p>
<p>CAASPP</p>	<p>3rd Grade: % of Students who Met or Exceeds Standards Overall 24% Hispanics 17% ELs 4% SED 17% SWD 17%</p> <p>4th Grade: Overall 18% Hispanic 10% ELs 11% SED 17%</p>	<p>Each significant subgroup will grow by 5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD 0% 5th Grade: Overall 34% Hispanic 29% ELs 18% SED 27% SWD 13%	
SRI	The number of students in the Below Basic Performance Level on SRI will decrease between September to June - Decrease of 25% Grade 3-5 Number of Students Reading at/above Grade Level by June - 32%	Grade 3-5 - The percent of students in the Below Basic Performance Level on SRI will decrease by 30% from September 2022 to June 2023 Grade 3-5 - The percent of students reading at grade level according to SRI will grow by 10% by the end of the school year.
Reading WIGS	60% of Students Met their end of the year reading goal	75% of Students will meet their reading goal
IEP Goals	Percent of Students Meeting or Making Adequate Growth Towards meeting their IEP Goals Establish Baseline	75% of Students with IEPs

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
On going monitoring of reading skills	September 2022- June 2023	Principal Teachers TOSA				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>K-2 BPST/Benchmark assessment every trimester 3-5 Monthly SRI test</p> <p>Teachers will use the data help track the classroom progress towards meeting their reading goal. Student progress will be shared with students and parents. Students will use their data to track their progress towards meeting their personal reading goal.</p>						
<p>TK-2 teachers will be provided with 1 release days per trimester to conduct assessments, analyze data, meet with parents and/or plan next steps.</p>	October 2022 - June 2023	Teachers Principals	Substitutes for Teacher Release Time	1000-1999: Certificated Personnel Salaries	0010	3500
<p>Partnership with Franklin Covey's Leader in Me</p> <p>In-service day for teachers will allow teachers to share their ideas and collaborate. Determines annual academic goals, discuss action steps systems for accountability and celebrations.</p>	August 2022- June 2023	Principal Teachers	Substitutes See Goal 1			
<p>Staff and students will identify school-wide, classroom, and personal wildly important reading goal.</p> <p>At each grade level, lead measures(actions), system of for accountability and celebrations will be identified.</p>	August 2022- June 2023	Teachers TOSA Principal Students	Incentives See Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Progress toward achieving goals will be shared with the entire school community. We will have a school score board. Classrooms and students will also have scoreboards. The school-wide scoreboard will be shared with with the school community via the Weekly Welcome (student assembly) and parent notifications.</p> <p>Principal and TOSA will meet with teacher to discuss results.</p> <p>Students will earn incentives when working towards and achieving goals.</p>						
<p>Bilingual paraprofessional will support students in their primary language as necessary and/or work with students in small group to support first instructions. BP will also provide interventions support to struggling EL's. The intervention will be planned and monitored by the classroom teacher.</p>	August 2022 - June 2023	Paraprofessionals Principal Teacher	Bilingual Paraeducators See Goal 2			
<p>School will establish a school culture that promotes literacy by:</p> <ul style="list-style-type: none"> • Hosting spirit weeks tied to literacy • Share school-wide goals and progress • Monthly communications about reading progress 	August 2022 - June 2023	Principal TOSA Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Share resources with families regarding reading programs • Promote community based reading incentives • Promote use of the Little Library on campus 						
STAR (After School Education Program) will offer Literacy and Math block. Students will have additional guided opportunities to strengthen their literacy skills.	August 2022-June 2023	STAR STAFF Principal	See Goal 1			
<p>Latino Literacy Project</p> <p>TOSA will facilitate the Latino Literacy Project (Semester 1 = 9 weeks, Semester 2 = 8 weeks)</p> <p>Classes teach parents the importance of establishing a family reading routine with their children and how to share the book as a Family. The classes help both parents and school age children learn English vocabulary, together as a family. ELs families will be targeted but all families are welcome to attend.</p> <p>Staff will call all EL families in TK-2nd grade to personally invite them and explain the program. Classes will be taught in Spanish and English. Families will create an "album" that captures the families text- to self connections and what they learned</p>	September 2023-May 2023	Principal TOSA Translator	See Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet with Leader in Me Coach an additional day to discuss academic goals, action plans and monitoring.	December 2022	Principal TOSA Teachers -	Academic Coaching	5800: Professional/Consulting Services And Operating Expenditures	OTRM	3500
Students will receive interventions services based on need. Students will use SIPPS and Fountas and Pinnell for T2 intervention. All students will have access to the necessary interventions (ELs, EOs and SpEd).	August 2022-June 2023	Principal Teacher Academic Specialist	See Goal 2			
Staff will participate in Professional Development that targets the following areas: Diversity Equity and Inclusion Universal Lesson Design Trauma Informed Practices Social Emotional Learning Growth Mindset Student Engagement Academic Achievement Supporting English Learners and Dual Language Best Practices	August 2022-June 2023	Principal Teachers TOSA	See Goal 1 DLI and EL Specific PD District ESSER3/ELOG/Tittle 3	5800: Professional/Consulting Services And Operating Expenditures	Other	20000
GATE facilitator will provide staff development on how to extend learning by incorporating GATE best strategies to daily lessons.	October 2023- June 2023	GATE facilitator	Gate Facilitator Stipend - District Funded	1000-1999: Certificated Personnel Salaries	Other	1437
Students in grades 3-5th will use the Typesy program for 60 minutes weekly to develop keyboarding skills and reinforce common core standards.	August 2022-June 2023	Teachers	Typesy	5000-5999: Services And Other Operating Expenditures	OTRM	420
Open the Library during breaks to encourage reading.	September 2022 - June 2023					
Teachers will send home monthly SRI reports to students in grades 3rd-5th grade	October 2022- June 2023	Teachers TOSA	Paper	4000-4999: Books And Supplies	After School and Education Safety (ASES)	70.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote a reading culture on campus by Creating a Book Wall where students can post the titles of the books they have read.	September 2022 - June 2023					
The Dual Language Immersion Team teachers will collaborate to design benchmarks that target Spanish and English language arts standards.						
Promote and support bilingual literacy by adding more Spanish title books in classroom and school libraries.	August 2023 - June 2023	Principal Teachers	Books District Tittle 3	4000-4999: Books And Supplies	Other	15000
Monitor Lexia use 1st-5th grade. Recognize students who earn certificates during Weekly Welcome Announce class progress	September 2022 - June 2023	Teachers TOSA Principal				
4th/5th grade students will use Newsela to access news articles, practice grade level reading skills, dialogues and written responses.	August 2022 - June 2023	Teachers		6000-6999: Capital Outlay		
Teachers will participate in PD Specific to DLI and EL support in order to support the development of bilingual and biliterate students.	July 2022-June 2023	Principal Teachers	See goal 5			

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

2021-22

Goals: 75% of Students meeting End of Year Expectations at all grade levels:

Actual:

K -

57 percent of Kinder students met the Read HFW taught standard by trimester 3 of 2022 (Did not meet the goal. Increase of 25% when compared to trimester 3 2021.)

90 percent of Kinder students met the Fluently names all upper and lowercase letter of the alphabet by trimester 3 of 2022 (Surpassed Goal)

1st -

83 percent of 1st grade students met the grade level phonics standard by trimester 3 of 2022. (Surpassed Goal. Increase of 15% when compared to trimester 3 2021.)

2nd-

65 percent of 2nd grade students met the grade level phonics standard by trimester 3 of 2022. (Did not meet the goal. Not assessed during the 20-21 school year.)

3rd-5th -

52% of 3rd - 5th grade students met their SRI projected growth target. (Did not meet the goal)

Goal: Grade 3-5 - The number of students in the Below Basic Performance Level on SRI will decrease by 15% from September 2021 to June 2022.

Actual: The number of students in the Below Basic Performance Level on SRI decreased by 25% from September 2021 to June 2022. (Surpassed Goal.)

Goals: Grade 3-5 - The number of students are reading at grade level according to SRI will grow by 10% by the end of the school year.

Actual: The number of students are reading at grade level according to SRI grew by 16% by the end of the school year.(Surpassed Goal.)

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

NA

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.

New baselines will be established at the TK and Kindergarten level since we are now offering a Spanish-English dual language immersion program. New assessments will be created this year that will focus on Spanish and English Literacy. Besides focusing on SRI, CAASPP, and benchmark results, we added a new metric to determine if SWD are making growth. This year we will also monitor the percent of students with disabilities that are meeting or are making adequate growth towards meeting their IEP goals.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

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

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

Goal 4

Increase the number of students meeting the targeted grade level math standards as determined by the trimester 3 benchmarks.

Identified Need

Math Fluency

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CAASPP

3rd Grade: % of Students who Met or Exceeds Standards
 Overall 19%
 Hispanics 18%
 ELs 11%
 SED 19%
 SWD 17%

The percent of students who Met or Exceed the Standards will increase by 5% Overall and for all significant subgroups.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

4th Grade:
 Overall 11%
 Hispanic 7%
 ELs 5%
 SED 10%
 SWD 0%

5th Grade:
 Overall 15%
 Hispanic 9%
 ELs 0%
 SED 6%
 SWD 25%

Benchmark assessments

TK:
 Counting Standard
 Establish New Baseline for DLI

Kinder:
 Counts up to 100 (1s and 10s)
 Recognizes Numbers (0-30)
 Establish New Baseline for DLI

1st grade:
 Add and Subtract Accurately 79%
 Add and Subtract Fluently 46%

2nd Grade:
 Add and Subtract Fluently 42%
 Understand Numbers to 1000 65%

3rd Grade: 51% Earned a Met or Exceeded on the EOY Math Benchmark Standards

75% of All Students in K-2 will met or selected the targeted grade level standards.

3rd Grade: 60% will earn a Met or Exceeded on the EOY Math Benchmark

4th Grade: 50% will earn a Met or Exceeded on the EOY Math Benchmark

5th Grade: 65% will earn a Met or Exceeded on the EOY Math Benchmark

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>4th grade 40% Earned a Met or Exceeded on the EOY Math Benchmark</p> <p>5th grade 55% Earned a Met or Exceeded on the EOY Math Benchmark</p>	
Percent of SWD meeting or making adequate growth towards IEP goals.	Baseline will be created this year.	75%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will administer pre/post test to identify need for intervention and monitor progress.</p> <p>Teachers will meet with principal and academic specialist to review data and plan small group intervention</p>	August 2022 - June 2023	Principal Teachers Academic Specialists				
<p>Academic Specialist will meet with targeted students 2 or 4 times per week, 30 minutes each session to target math fluency.</p> <p>English learners and special education students will have access to this intervention in addition to the other services they already receive.</p>	September 2022 - June 2023	Principal TOSA Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2nd-5th grade teacher will use IXL as a Tier 1 intervention in class for all students. Student will use IXL Math a 10-15 minutes daily to practice math.	August 2022-June 2023					
TK-2 teachers will be provided with 1 release days per trimester to conduct assessments, analyze data, meet with parents and/or plan next steps.	September 2022 June 2023	Principal Teachers	See Goal 3			
Bilingual paraprofessional will support students in their primary language as necessary and/or work with students in small group to support first instructions. BP will also provide interventions support to struggling EL's. The intervention will be planned and monitored by the classroom teacher.	August 2022- June 2023	Principal Teachers Bilingual Paraprofessional	See Goal 2			
1st-5th Grade Teachers will utilize games, online platforms to practice math fluency.	September 2022 - June 2023	Principal Teachers				
2nd - 5th students will take the IXL diagnostic assessment at least 1 time per trimester. Assessment data will be used to plan and deliver targeted intervention.	September 2022 - June 2023	Teachers Principal TOSA Academic Specialist				
Staff will participate in Professional Development that targets the following areas: Diversity Equity and Inclusion Universal Lesson Design Trauma Informed Practices Social Emotional Learning Growth Mindset	August 2022-June 2023	Teachers TOSA Principal	See Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Engagement Academic Achievement						
Teachers will provide small group math instruction/support in class 2-3x per week.	September 2022 - June 2023	Teachers				
General math instructions will be delivered at a that time that allows SWD to participate in the daily grade level lessons	August 2022 - June 2023	Teachers Learning Center Teacher				
Teachers in 2nd-5th grade will collaborate and share students according to student needs in order to create smaller class sizes.	September 2022 - August 2023	Teachers Academic Specialist Principal				
Teachers will frontload Key Math Vocabulary	September 2022 - August 2023	Teachers				
Meet with Leader in Me Coach an additional day to discuss academic goals, action plans and monitoring.	November 2022	Pricipal TOSA Teachers	See Goal 3			
Have students create math goals Students earn incentives for meeting math goals Ex: Student Store	October 2022- June 2023	Pricipal TOSA Teacher				

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

K -

74 percent of students met the recognizes numbers standard by trimester 3 2022 (Almost met. Decrease 3%.)

71 percent of students met the rote counting standard by trimester 3 2022 (Did not meet the goal. Decrease of 20%.)

1st

46 percent of students met the solve addition/subtraction facts with fluency standard by trimester 3. (Did not meet the goal. Increase of 7%.)

2nd - 42% of students met the add/subtract with accuracy standard (Did not meet goal. Decrease of 17%)

3rd grade 51% Earned a Met or Exceeded on the EOY Math Benchmark - Baseline

4th grade 40% Earned a Met or Exceeded on the EOY Math Benchmark - Baseline

5th grade 55% Earned a Met or Exceeded on the EOY Math Benchmark- Baseline

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

NA

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.

We will monitor the number of SWD who meet or are making adequate growth towards meeting the IEP goals. Since less ELs students are meeting the end of year math standards, more time will be spent on front loading key math vocabulary. Since setting reading goals has been effective for students, students will set math goals too. In addition, teachers will participate that will target the how the set academic goals and monitor progress.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Learners

LEA/LCAP Goal

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

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

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

Goal 5

As measured by the ELPAC summative assessment, by June 2023:

70% of Level 1 students will move to level 2.

55% of Level 2 students will move to level 3.

30% of Level 3 students will move to level 4

80% of English Learners at the Level 4 level will meet the criteria for reclassification.

Identified Need

Target students who received a 3 on the ELPAC so they can they can score 4 and be candidates for reclassification.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Number of reclassified students

75% of students reclassified

80% of Level 4 students will reclassify by the June 2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	63% of Level 1 EL students moved to Level 1 47% of Level 2 EL students moved to Level 3 23% of Level 3 EL students moved to Level 4	70% of Level 1 students will move to level 2. 55% of Level 2 students will move to level 3. 30% of Level 3 students will move to level 4
CA Dashboard	2019 - 52.2% of ELs making progress towards English language proficiency p	60% of EL's making progress towards English language proficiency

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All English Learners (ELs) will receive Designated ELD.	August 2022- June 2023	Principal Teachers				
EL Advisor will provide PD in the area of language acquisition during staff meetings and will share resources via email.	October 2022- June 2023	Principal Teachers EL Advisor	EL Advisor Stipend	1000-1999: Certificated Personnel Salaries	Other	719.00
Newcomers will meet with an academic specialist for 30 minutes per day. Goals is to provide language, cultural and technology support.	August 2022- June 2023	Principal Academic Specialist	Newcomer Academic Specialist	1000-1999: Certificated Personnel Salaries	EL (0860)	4800
Teachers will use Smarty Ants to provide reading intervention for ELs in 1st and 2nd grade. Teachers will use Imagine Learning to provide reading intervention to ELs in 3rd-5th grade.	September 2022- June 2023	Principal Academic Specialist	See Goal 2			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students with Disabilities (SWD) will have access to this intervention in addition to the special educations services they receive.						
Monitoring meetings will be held for all newcomers and at risk students. Language focus goals will be selected to address the 4 domains of EL proficiency.	October 2022	Teacher Principal Bilingual Facilitator				
Principals will conduct "data chat" meetings with parents, students and teacher for all Level 4 students. Reclassification criteria will be reviewed and student data will be shared. Goals will be drafted to support the students' progress.	October 2022	Teacher Bilingual Facilitator Principal				
Parents of English learners will be personally invited to attend the Latino Family Literacy Project classes. Classes will help students and parents create a reading routine at home. Classes will teach parents how to support the development of their child's reading skills by providing reading strategies. Also, the classes will focus on the development of English vocabulary.	September 2022 - May 2023	Principal TOSA Bilingual Facilitator				
Reclassification process will be explained to parent during ELAC meetings. Parents will also receive tips on how they can help their child make ongoing growth.	January 2022	Principal				
Common ELD times will be implemented. This will allow teachers to collaborate and share	September 2022 - June 2023	Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students in order to best offer targeted designated ELD.						
For 4th and 5th grade ELs with IEPs, reclassification will be discussed during the annual IEP meetings to determine if the student's disability is impacting English proficiency.	August 2023 - June 2023	Principal IEP Team				
The MTSS process will be initiated for students who dropped a level on the ELPAC.	October 2022 - June 2023	Principal TOSA Teachers				
Staff will participated in PD targeting the specific needs of EL Examples: CABE DLI Conferences Workshops hosted by VCOE	October 2022- June 2023	Teachers				
School and district personnel will continue to engage in professional development, consultation, and collaboration to expand the Spanish-English Dual Language Immersion Program.	August 2022 - June 2023	Principal Central Office Administration Teachers Support Staff	District Funded ESR3			
In collaboration with the classroom teacher, para educators will provide targeted support to students who received a 3 on the ELPAC.	September 2022 - June 2023	Teachers Bilingual Paras				
Promote reading incentives for students Examples: Book It Community Programs	September 2022 - June 2023	Teachers Principal PFA				
Award medals for students who achieve reclassification	May 2023	Principal	Medals - See Incentives Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Growth Goals - Did Not Meet

When comparing the 2021 and 2022 ELPAC scores

63% of Level 1 EL students moved to Level 1, that's an increase of 23%.

47% of Level 2 EL students moved to Level 3, that's an increase of 28%

23% of Level 3 EL students moved to Level 4, that's an increase of 11%

While we didn't meet our goal in this area, our baselines did significantly improve.

Reclassification Goal - Met

75% of EL students at Level 4 met the reclassification criteria, that's an increase of 25%.

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

NA

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.

Expected outcomes were adjusted according to the baselines established last year. This year, we are implementing a Spanish-English DLI program at the TK and Kinder program. This will allow most of our ELs to access academic content in their primary language while also gaining English proficiency.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

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

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

Goal 6

Reduce Chronic Absenteeism

Identified Need

Students who are identified as socio-economically disadvantaged had the highest rate of chronic absenteeism and students with disabilities had the 2nd highest rate.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Q Chronic Absence Report

7% of ALL STUDENTS were chronically absent and decreased by 2%.
 9% of SED were chronically absent, decreased by 3%
 3 % of EL students were chronically absent and decreased by 5%
 8% of of SWD were chronically absent, declined by 3%

Reduce chronic absenteeism by 2% for ALL students
 Reduce chronic absenteeism by 1% for EL students
 Reduce chronic absenteeism by 2% for SED students
 Reduce chronic absenteeism by 2% for SWD students

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	Totals exclude student out for illness, independent studies or public health mandate.	Reduce chronic absenteeism by 2% for White students
--	---------------------------------------------------------------------------------------	-----------------------------------------------------

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Office Staff will run attendance data daily, call parents when absent, enter data in the Q student information system.	August 2022-June 2023	Principal Office staff				
Outreach assistant will connect with families after three unexcused absences to gather information, help remove barriers, support families and direct to resources as needed. OA and the SSW will collaborate when addressing the needs of families.	August 2022-June 2023	Principal Bilinguals Outreach Assistant Bilingual Social Worker				
School Social Worker will create an attendance club to support and encourage increased student attendance.	August 2022-June 2023	Principal SSW	Incentives See Goal 1			
School Social Worker and office staff will support principal with attendance follow up and monthly SART meetings	August 2022-June 2023	Principal Office staff Bilingual Social Worker				
Office clerk, the Outreach Assistant, School Social Worker and principal will meet two time per month to monitor attendance. Analyze reasons why students are absent. Identify trends.	August 2022-June 2023	Principal Office Staff SSW				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide education to families regarding attendance procedures and regulations. Explain the independent studies process. SMORE Newsletter SSC Meeting ELAC Meeting	September 2022 - June 2023	Principal BSW				
Site will provide COVID-19 tests or help facilitate testing as required.	August 2022-June 2023	Office Staff				
SSW and Principal will conduct home visits if families don't respond to phone calls/emails regarding attendance.	September 2022 - June 2023	SSW Principal				
School will provide lice kits as necessary.	August 2022-June 2023	Office Clerk	Lice Kits	None Specified	Donations	
Support student's Socio/Emotional needs through the PiP program and/or school based counseling.						
Provide transportation support to McKinney Vento as necessary.	August 2022 - June 2023					
Provide School Supplies to All students in need.						
Clothing vouchers						

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

There was an overall decrease of 2% for all students from the 2020-21 school year to the 2021-22 school year. There was also a 3-5% decrease in chronic absenteeism for the targeted subgroups.

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

None

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.

Since the CA dashboard has not been updated since 2019 and attendance is heavily affected by COVID-19 guidelines, we will use local data to track and report chronic absences. Students who are out for verified and excused reasons will not be included in the data. In addition, when students are out ill, the school will continue to provide COVID-19 tests or will help facilitate testing (as required) to help reduce the number of school days students miss.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$631,075.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$133,984.00

Subtotal of additional federal funds included for this school: **\$133,984.00**

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

State or Local Programs	Allocation (\$)
0010	\$14,025.00
0TRM	\$28,998.00
4EEF	\$400.00
7EEF	\$300.00
After School and Education Safety (ASES)	\$128,070.00
Donations	\$83,700.00
EL (0860)	\$4,800.00
ESSER III - Learning Loss	\$25,135.00
ESSER III - Other Allowable Uses	\$10,135.00
Other	\$201,028.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$500.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$500.00

Subtotal of state or local funds included for this school: \$497,091.00

Total of federal, state, and/or local funds for this school: \$631,075.00

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
EL (0860)	4800	0.00
OTRM	28998	0.00
ESSER III - Learning Loss	25135	0.00
ESSER III - Other Allowable Uses	10135	0.00
Title I	133984	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	14,025.00
OTRM	28,998.00
4EEF	400.00
7EEF	300.00
After School and Education Safety (ASES)	128,070.00
Donations	83,700.00
EL (0860)	4,800.00
ESSER III - Learning Loss	25,135.00
ESSER III - Other Allowable Uses	10,135.00
Other	201,028.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500.00
Title I	133,984.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	15,505.00
1000-1999: Certificated Personnel Salaries	317,673.75

2000-2999: Classified Personnel Salaries	85,725.00
3000-3999: Employee Benefits	22,132.00
4000-4999: Books And Supplies	21,242.25
5000-5999: Services And Other Operating Expenditures	130,290.00
5700-5799: Transfers Of Direct Costs	400.00
5800: Professional/Consulting Services And Operating Expenditures	33,107.00
None Specified	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	11,500.00
2000-2999: Classified Personnel Salaries	0010	1,225.00
4000-4999: Books And Supplies	0010	1,200.00
5000-5999: Services And Other Operating Expenditures	0010	100.00
1000-1999: Certificated Personnel Salaries	OTRM	22,808.00
5000-5999: Services And Other Operating Expenditures	OTRM	2,690.00
5800: Professional/Consulting Services And Operating Expenditures	OTRM	3,500.00
5700-5799: Transfers Of Direct Costs	4EEF	400.00
5800: Professional/Consulting Services And Operating Expenditures	7EEF	300.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	570.00
5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	127,500.00
0001-0999: Unrestricted: Locally Defined	Donations	5,840.00
1000-1999: Certificated Personnel Salaries	Donations	8,000.00
2000-2999: Classified Personnel Salaries	Donations	63,400.00
3000-3999: Employee Benefits	Donations	1,460.00
None Specified	Donations	5,000.00

1000-1999: Certificated Personnel Salaries	EL (0860)	4,800.00
0001-0999: Unrestricted: Locally Defined	ESSER III - Learning Loss	9,665.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	15,470.00
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	828.00
5800: Professional/Consulting Services And Operating Expenditures	ESSER III - Other Allowable Uses	9,307.00
1000-1999: Certificated Personnel Salaries	Other	142,156.00
2000-2999: Classified Personnel Salaries	Other	3,200.00
3000-3999: Employee Benefits	Other	20,672.00
4000-4999: Books And Supplies	Other	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	20,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500.00
1000-1999: Certificated Personnel Salaries	Title I	112,939.75
2000-2999: Classified Personnel Salaries	Title I	17,900.00
4000-4999: Books And Supplies	Title I	3,144.25

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	361,686.00
Goal 2	219,943.00
Goal 3	43,927.00
Goal 5	5,519.00

School Site Council Membership and Assurances

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

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

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

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

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









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

Name of Members	Role
Erica Ultreras	Principal
Michelle Adler	Other School Staff
Anne Carle	Parent or Community Member
Natalie Smith	Classroom Teacher
Aniqa Courtney	Parent or Community Member
Monica Bryant	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: Classified See attachment for signatures

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 9/15/21.

Attested:

	Principal, Erica Ultreras on 9/8/2022
	SSC Chairperson, Michelle Adler on 9/8/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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