



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 |
|----------------------|-----------------------------------|--|---------------------------|
| Ladera STARS Academy | 56 73759 6055966 | 8/31/22 | |

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

Purpose:

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.

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

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

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

towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2021-22 school year.

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

Introduction:

In fall of 2022, Ladera STARS Academy begins it's 4th year as a CVUSD STEAM Magnet school. The staff is proud to announce that Ladera STARS Academy completed the National Institute of STEM Education (NISE) campus STEM Certification program and is officially a Nationally recognized STEM Certified School!

The philosophy that drives our decisions regarding instruction is summarized in our Mission Statement:

Ladera STARS Academy is dedicated to providing students with innovative, engaging academic experiences featuring STEAM elements (Science, Technology, Engineering, Arts, and Math). We promote a community of cooperation and compassion that values every student and encourages students to take academic risks. Students grow as confident scholars through rigorous integrated curriculum that builds on their natural curiosity and creativity. The Next Generation Science Standards (NGSS) and themes drive the authentic, collaborative practices that create problem solvers and motivated students. We believe in every student's ability to succeed and are committed to making STARS Academy a challenging and inspiring place for student learning -- every day!

The vision that unifies our staff is to create a learning experience for students characterized by: "Students inspired to reach for the STARS through explorations in Science, Technology, Arts, and Rigorous Scholarship."

We have been working hard as an instructional staff to design integrated learning experiences around the Next Generation Science Standards (NGSS). Through hands on science explorations and Project/Problem Based Learning (PBL) students are engaged and excited about learning. Opportunities for student collaboration and interaction are increased. Reading and writing instruction efforts are meaningful for students as they seek information and record their findings and reflect on them in Science Notebooks and other written formats . Preparation for our PBL Exhibitions, where students present their projects/solutions to peers, families and community members, are well attended and an exciting way for students to demonstrate their learning. With increased relevance and engagement, we are hoping to also see an increase in academic achievement from ALL of our students, including English learners (ELs), students with disabilities (SWD), and socio-economically disadvantaged (SED) students.

The Ladera STARS Academy staff has been very intentional in efforts to provide inclusive learning opportunities for our SWD, by increasing their percentage of time spent with general education (GE) peers. We have had two specialized classes for students with autism and in the 2022-23 school year we have three: TK-K, 1st-2nd grade, and 3rd-5th grade. From Day #1 of the school year, each SWD in our specialized classes is also assigned a GE class where they participate in various activities, based on their needs. All students participate with their GE classes for specialist programs, recess, lunch, field trips, assemblies, hands-on activities and other activities collaborated on by the GE and special education teachers. In addition, some SWD participate in the GE class for all or a portion of their English Language Arts (ELA) and/or Math instruction, depending on their strengths and needs. A growing understanding of Universal Design for Learning (UDL), in which all teachers will continue to receiving training this year, enhances the inclusion efforts of our staff and our efficacy in providing all students access to the curriculum.

The STARS Academy school community is a close-knit unit with the common goal of insuring that EVERY student at our school has a wonderful experience at school daily, loves learning, and is inspired to "Reach for the STARS".

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 4
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 6
 - Analysis of Current Instructional Program..... 7
- Stakeholder Involvement 20
- School and Student Performance Data 22
 - Student Enrollment..... 22
 - CAASPP Results..... 24
 - ELPAC Results 26
- Goals, Strategies, & Proposed Expenditures..... 30
 - Goal 1..... 30
 - Goal 2..... 40
 - Goal 3..... 47
 - Goal 4..... 57
 - Goal 5..... 67
- Budget Summary 75
 - Budget Summary 75
 - Other Federal, State, and Local Funds 75
- Budgeted Funds and Expenditures in this Plan 76
 - Funds Budgeted to the School by Funding Source..... 76
 - Expenditures by Funding Source 76
 - Expenditures by Budget Reference 76
 - Expenditures by Budget Reference and Funding Source 77
 - Expenditures by Goal 78
- School Site Council Membership and Assurances 79
- Advisory Council Recommendations 80

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

Ladera STARS Academy students in grades 4-5 (54), certificated (5) and classified staff (9); as well as parents (4) participated in the survey.

Of the 54 5th and 5th grade students:

96% report their teacher encourages them to do their best, the classroom rules are fair, and they know what they should be doing in class.

93% report they know where to go if they need help with a problem, and their teacher believes they can do well at school.

70% report their class does not waste any time and stays on task

80% report they know what to do when they are frustrated

Of the 5 certificated staff members that completed the survey:

100% report the school's climate is conducive to teaching and learning, the school's climate fosters SEL for students, and bullying rarely occurs.

80% report their students are engaged and motivated, they are enthusiastic about working with students on most days, and the response from students regarding learning in their classroom has been positive.

60% report their experience with instructional software has had more positives than negatives.

Of the 9 classified staff that completed the survey:

100% reported positive employee relationships, opportunities and support for them to contribute to the improvement of the work processes, feel supported by co-workers, the school site fosters a culture of positive relationships
88% reported they look forward to coming to work on most days and have a sense of belonging
67% reported satisfaction with their workload

Of the 4 parents that completed the survey:

100% reported their child likes to come to school each day, and the parents feel welcome, as well.

100% reported they feel their child is safe and treated well by staff and other students.

75% reported they knew how to escalate a concern if they do not receive a satisfactory response/result from the school.

75% felt information was best communicated electronically, 25% would like information posted to the website.

When asked about preferred communication methods, 100% chose email and e-newsletters, 75% chose text messages, and 25% chose Facebook and Website

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.

For the 2022-2023 school year, informal observations and walk-throughs at Ladera STARS Academy will focus on the site instructional goals related to the campus STEM Certification process completed in April of 2022, as well as continued focus on Universal Design for Learning:

1. STARS Academy teachers will utilize the Cross Cutting Concepts from NGSS as an integrative instructional strategy in at least 3 lessons weekly. [STEM Certification Goal]
2. Teachers will implement formative assessment in ELA and Math instruction regularly, to improve targeted instruction for all learners. [STEM Certification Goal]

3. The UDL instructional framework - Using the walk-through tool adapted from the UDL framework.

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.

Assessment data is analyzed and discussed by teachers, the principal and Academic Specialists at Data Team PLCs scheduled at the end of each grading period. During the PLCs, the teams review the progress of all students receiving intervention services through small group interventions, as well as the progress of all students participating in ELD groups. District benchmark data and other classroom data is examined to determine if students are making acceptable progress or if additional interventions, parent conferences, or MTSS/SST (Student Study Team) meetings are warranted.

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 CVUSD 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 15-19, 2022, 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.

On August 16, all Ladera STARS Academy teachers participated in a Beach Retreat. This professional learning opportunity included explorations of marine life with a naturalist, application of the NGSS Cross Cutting Concepts through cooperative, cross-grade-level activities, and additional focus on science and environmental instruction.

On August 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-22 school year, on-going professional learning was provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

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

In addition, during the 2021-22 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management,

social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, Mastery Connect, Eduprotocols, UDL, GATE, assessment, and student engagement strategies.

In April of 2022, six (of ten) STARS Academy teachers completed their STEM certification program with the National Institute for STEM Education (NISE), an extensive Professional Development process, on their own time. Three more teachers completed the STEM Certification during the Summer of 2022. One more is beginning the program. Ladera STARS Academy completed the NISE campus STEM Certification program and is officially a STEM Certified School! The goals set through the process will continue to impact our school as we deepen our understanding and practices of integrated instruction and Project Based Learning.

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

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

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

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

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

Additional professional development happens two afternoons each month at STARS Academy Staff Meetings. Topics are based on site and district LCAP goals, based on the assessed needs of our students. Designated ELD, UDL, GATE topics, Social Emotional Learning, NGSS focused instruction, PBLs and analyzing student data are topics we have discussed in staff meetings or have planned for future meetings.

In April of 2022, six (of ten) STARS Academy teachers completed their STEM certification program with the National Institute for STEM Education (NISE), an extensive Professional Development process, on their own time. Two more are continuing through the process, and two just are beginning the program. Ladera STARS Academy completed the NISE campus STEM Certification program and is officially a STEM Certified School! The goals set through the process will continue to impact our school as we deepen our understanding and practices of integrated instruction and Project Based Learning. The certification programs through the National Institute for STEM Education (NISE) included professional development in the areas of Creating an environment for learning, Building scientific understanding, and Engaging students in science and engineering practices. Through the campus certification we looked deeply at our instruction practices and student achievement data, with the support of a NISE coach.

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.

STARS Academy has an upper grade and lower grade teacher leader as well as a Gifted and Talented Education (GATE) advisor and English Language Development (ELD) advisor who provide professional development on site. This team of Teacher Leaders support the goals of each school site and are an integral part of our site's LCAP team. The team leads PD sessions at staff meetings and provide support to staff members and meets monthly to discuss PD, school-wide goals and actions.

Our school's two parallel certification programs with the National Institute for STEM Education (NISE) [campus and individual teacher], supported teachers with certification coaches for each of the teachers seeking their certification as STEM teachers, and an additional coach assigned to the school to support the campus STEM Certification process. The coaches are recognized experts in the field of STEM education. The teachers receive(d) extensive professional development in the areas of Creating an environment for learning, Building scientific understanding and Engaging students in science and engineering practices, as well as, provide evidence related to the implementation of these practices. Through the certification process we looked deeply at our instruction practices and student achievement data, with the support of a NISE coach. Four more teachers are currently working on their individual certifications.

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.

Teachers working on the STEM Certification collaborate during the summer and throughout the school year to work on the certification requirements.

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.

Five years ago, Ladera STARS Academy began intensive work to bring greater coherence and relevance to our curriculum through the integration of our curriculum around the NGSS. Teachers have worked hard to capitalize on students' curiosity and interest in science learning and concepts to further their reading and writing performance. Science is part of our daily instruction in all grade levels through hands on science and engineering investigations and activities, writing in science notebooks or reading informational texts. Project/Problem Based Learning is a key component of our NGSS instruction, giving students flexible performance based assessments of their science content learning. New Core Literature titles were approved for our 4th and 5th grades, that better align with our NGSS integrated curriculum.

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

We were able to bring back targeted intervention within the instructional day, during the 2021-2022 school year, a commitment that was interrupted by the impact of COVID-19 school closures. Research supports having all students, including ELs and students with disabilities (SWD), participate in the core ELA instruction with their English proficient and grade-level peers. In the Target Time model, all Ladera students participate in the core ELA instruction in their home classrooms, outside of Target Time. No students are "pulled-out" of ELA core instruction to receive intervention related services. As we learn more about UDL, teachers are incorporating strategies to support ALL students' academic learning, including ELs and SWD. The goal is to predict barriers learners may have and provide options for overcoming those barriers in the classroom. These UDL practices will also support students from our specialized program for students with autism, when they participate in general education settings, as determined by their IEP goals. Some of our SWD receive a larger percentage of their academic instruction in general education classrooms. We have a commitment to increasing the inclusion opportunities for students in our specialized programs participation in general education classrooms, as appropriate.

In 2022-23, the teachers and SSC has determined that a greater emphasis on Math intervention is needed to help address learning loss our upper grade students have experienced from school interruptions and the impact of COVID. Student performance indicates that upper grade students are missing foundational skill needed for success in grade level math instruction. IXL Universal Screener and Diagnostic assessments will help identify areas requiring targeted Tier 1 and Tier 2 intervention for math.

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.

Ladera STARS 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 Ladera STARS'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. Ladera STARS'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.

The STARS Academy Outreach Team, including the Outreach Coordinator, our Outreach Assistant, EL Para and EL Facilitator, hold a weekly meeting called Cafecito in el Jardincito. A core group of parents meet with our team weekly to review the school announcements sent in the Dragon Blast, hear from guest speakers, and support one another with challenges. Our Outreach Assistant also facilitates access to resources for families. She provides information and support for accessing healthcare, clothing and supplies, as well as parent education opportunities for parents to support their children's academic success. When special programs are offered, she makes phone calls and communicates with families through a WhatsApp announcement system that supports Spanish Speaking families who have opted-in.

Our school also shares a Title I funded Social Worker to further support families with attendance, home visits, and access to community resources. Our special education staff provide consultation, collaboration, and direct services to students based upon their IEP's.

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)

Ladera STARS Academy 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 Ladera STARS Academy'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. Ladera STARS Academy'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. We are excited to have parent representatives step forward to provide a voice for our school community on the new CVUSD district advisory councils, African-American District Advisory Council (AADAC) and LGBTQ+ Advisory Council.

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

Sept. 15, 2021 SSC meeting - SSC met to review and approve the 2021-22 SPSA, as well as complete the SPSA Monitoring Tool.

Oct. 7, 2021 - ELAC discussed the role and responsibilities of ELAC and upcoming events for Family Engagement

Oct. 20, 2021 - SSC reviewed and approved the SPSA Monitoring and Accountability Tool.

Nov. 12, 2021 - SSC briefly reviewed the Trimester 1 Benchmark assessment data that was available.

Dec. 6, 2021 - ELAC discussed Community Building and upcoming events for Family Engagement

Dec. 15, 2021 - SSC reviewed Trimester 1 data for grades K, 3, 4, and 5, in greater depth, and shared information re: Inclusive Schools Week.

Jan. 19, 2022 - SSC reviewed Trimester 1 data and discussed implications of the data as related to learning loss due to COVID-19 school closures.

Feb. 3, 2022 - ELAC discussed ELPAC testing and school grading practices.

Feb. 16, 2022 - SSC reviewed the updated SPSA timeline/process changes. SSC members provided input related to use of ESSER III funding for impact of learning loss.

March 16, 2022 - SSC learned of ELO-P and provided input re: how to best serve our students through this program, and how to communicate the opportunity with families. Data for overall student performance on Tri 2 benchmarks was presented to SSC.

April 27, 2022 - SSC reviewed Tri 2 student performance data disaggregated by groups - EL, SWD, and SED.

May 18, 2022 - SSC reviewed and discussed the LCAP survey results

May 20, 2022 - ELAC collected parent input for Family Engagement and discussed Extended Learning Opportunities for summer

June 13, 2022 - SSC Meeting

Aug. 22, 2022 - Teachers/Principal reviewed CAASPP data and K-2 benchmark data from

Aug. 30, Intervention Planning Meeting with Teachers

Aug. 31, 2022 - SPSA Approval by SSC

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 | 58 | 50 | 43 |
| Grade 1 | 44 | 55 | 44 |
| Grade 2 | 51 | 43 | 47 |
| Grade3 | 50 | 48 | 39 |
| Grade 4 | 54 | 57 | 44 |
| Grade 5 | 51 | 59 | 57 |
| Total Enrollment | 308 | 312 | 274 |

Conclusions based on this data:

1. We were experiencing a slow, steady increase in the number of students enrolled, as opposed to the slow steady decline we had been experiencing over the last several years. The upward trend may have been a result of the STARS Academy magnet program, which began in 2018.
2. The percentage of Hispanic/Latino students has held steady at about 42-45% of our school population. The percentage of students of other student groups has increased slightly (African American and White). There has not been a significant shift in the make-up of our student groups over the last few years.
3. Due to the impact of COVID-19 on our schools, we experienced a significant drop in the number of students enrolled in 2020-2021. [As of 8/31/21 282 TK-5 students are enrolled in Ladera STARS Academy]

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 | 82 | 74 | 63 | 26.6% | 23.7% | 23.0% |
| Fluent English Proficient (FEP) | 15 | 24 | 19 | 4.9% | 7.7% | 6.9% |
| Reclassified Fluent English Proficient (RFEP) | 10 | 9 | 5 | 12.2% | 11.0% | 6.8% |

Conclusions based on this data:

1. Our % of English Learners is holding fairly steady, although the # of EL's has dropped, just as the total number of students in the school has dropped.
2. The 2020-21 school year was a difficult year for many students, with remote learning for many EL students, online interventions and ELD programs, and shortened instructional days. These conditions caused by the pandemic may be a factor in the lower % of RFEP students.

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 | | 40 | 50 | | 0 | 49 | | 0 | 49 | | 0.0 | 98 |
| Grade 4 | | 44 | 42 | | 0 | 41 | | 0 | 41 | | 0.0 | 98 |
| Grade 5 | | 53 | 42 | | 0 | 42 | | 0 | 42 | | 0.0 | 100 |
| All | | 137 | 134 | | 0 | 132 | | 0 | 132 | | 0.0 | 99 |

* 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 | | | 2474. | | | 51.02 | | | 22.46 | | | 16.33 | | | 10.20 |
| Grade 4 | | | 2484. | | | 39.02 | | | 17.07 | | | 19.51 | | | 24.39 |
| Grade 5 | | | 2541. | | | 38.10 | | | 30.95 | | | 14.29 | | | 16.67 |
| All Grades | N/A | N/A | N/A | | | 43.18 | | | 23.48 | | | 16.67 | | | 16.67 |

Conclusions based on this data:

- 99% of our students participated in the CAASPP. This is an excellent participation rate!
- 66% of our students overall met or exceeded standards on the CAASPP. After the school disruptions caused by COVID in 2020 and 2021, this is somewhat expected. The goal would be to get that % up to 70% for 2023.
- 3rd grade had a very successful year, with over 73% of the students meeting or exceeding standards! Teachers attribute the success to adherence to the Wonders Curriculum.

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 | | 40 | 50 | | 0 | 50 | | 0 | 50 | | 0.0 | 100 |
| Grade 4 | | 44 | 42 | | 0 | 41 | | 0 | 41 | | 0.0 | 98 |
| Grade 5 | | 53 | 42 | | 0 | 42 | | 0 | 42 | | 0.0 | 100 |
| All | | 137 | 134 | | 0 | 133 | | 0 | 133 | | 0.0 | 99 |

* 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 | | | 2455. | | | 26.00 | | | 36.00 | | | 26.00 | | | 12.00 |
| Grade 4 | | | 2477. | | | 17.07 | | | 26.83 | | | 39.02 | | | 17.07 |
| Grade 5 | | | 2511. | | | 19.05 | | | 23.81 | | | 33.33 | | | 23.81 |
| All Grades | N/A | N/A | N/A | | | 21.05 | | | 29.32 | | | 32.33 | | | 17.29 |

Conclusions based on this data:

1. With only 50% of the students overall meeting or exceeding the standards in Math on the CASSP, we are seeing a much bigger impact of learning loss due to COVID school disruptions in math, compared to ELA (66%). We need to increase our intervention efforts in math.

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 | 1432.4 | 1448.7 | * | 1438.1 | 1455.4 | * | 1418.6 | 1433.0 | * | 18 | 11 | 8 |
| 1 | 1454.9 | 1463.4 | 1379.9 | 1460.4 | 1462.4 | 1405.4 | 1448.8 | 1463.9 | 1353.9 | 17 | 16 | 14 |
| 2 | 1515.9 | 1498.7 | * | 1519.8 | 1507.1 | * | 1511.6 | 1489.7 | * | 13 | 18 | 8 |
| 3 | 1494.3 | * | 1498.0 | 1490.1 | * | 1493.1 | 1498.2 | * | 1502.6 | 12 | 10 | 12 |
| 4 | * | 1528.8 | 1531.4 | * | 1528.9 | 1527.6 | * | 1528.1 | 1534.9 | * | 14 | 15 |
| 5 | * | * | * | * | * | * | * | * | * | * | 8 | 6 |
| All Grades | | | | | | | | | | 76 | 77 | 63 |

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 | * | 27.27 | * | * | 45.45 | * | * | 18.18 | * | * | 9.09 | * | 18 | 11 | * |
| 1 | * | 18.75 | 0.00 | * | 62.50 | 21.43 | * | 6.25 | 21.43 | * | 12.50 | 57.14 | 17 | 16 | 14 |
| 2 | * | 5.56 | * | * | 83.33 | * | | 11.11 | * | | 0.00 | * | 13 | 18 | * |
| 3 | | * | 33.33 | * | * | 33.33 | * | * | 25.00 | | * | 8.33 | 12 | * | 12 |
| 4 | * | 42.86 | 40.00 | * | 35.71 | 40.00 | * | 21.43 | 13.33 | | 0.00 | 6.67 | * | 14 | 15 |
| 5 | * | * | * | * | * | * | * | * | * | | * | * | * | * | * |
| All Grades | 35.53 | 31.17 | 20.63 | 42.11 | 51.95 | 41.27 | 17.11 | 12.99 | 19.05 | * | 3.90 | 19.05 | 76 | 77 | 63 |

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 | * | 27.27 | * | * | 45.45 | * | * | 18.18 | * | * | 9.09 | * | 18 | 11 | * |
| 1 | * | 37.50 | 0.00 | * | 37.50 | 28.57 | * | 18.75 | 50.00 | * | 6.25 | 21.43 | 17 | 16 | 14 |
| 2 | 84.62 | 55.56 | * | * | 38.89 | * | * | 5.56 | * | | 0.00 | * | 13 | 18 | * |
| 3 | * | * | 33.33 | * | * | 41.67 | * | * | 8.33 | | * | 16.67 | 12 | * | 12 |
| 4 | * | 78.57 | 53.33 | * | 14.29 | 40.00 | | 7.14 | 0.00 | | 0.00 | 6.67 | * | 14 | 15 |
| 5 | * | * | * | * | * | * | * | * | * | | * | * | * | * | * |
| All Grades | 46.05 | 55.84 | 28.57 | 35.53 | 31.17 | 42.86 | * | 10.39 | 15.87 | * | 2.60 | 12.70 | 76 | 77 | 63 |

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 | * | 9.09 | * | * | 54.55 | * | * | 27.27 | * | * | 9.09 | * | 18 | 11 | * |
| 1 | * | 12.50 | 0.00 | * | 37.50 | 21.43 | * | 37.50 | 14.29 | * | 12.50 | 64.29 | 17 | 16 | 14 |
| 2 | * | 0.00 | * | * | 72.22 | * | * | 22.22 | * | * | 5.56 | * | 13 | 18 | * |
| 3 | | * | 16.67 | * | * | 25.00 | * | * | 41.67 | * | * | 16.67 | 12 | * | 12 |
| 4 | | 14.29 | 13.33 | * | 50.00 | 46.67 | * | 21.43 | 40.00 | | 14.29 | 0.00 | * | 14 | 15 |
| 5 | * | * | * | * | * | * | * | * | * | | * | * | * | * | * |
| All Grades | 27.63 | 14.29 | 7.94 | 30.26 | 51.95 | 33.33 | 28.95 | 25.97 | 38.10 | * | 7.79 | 20.63 | 76 | 77 | 63 |

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 | * | 36.36 | * | * | 54.55 | * | * | 9.09 | * | 18 | 11 | * |
| 1 | 76.47 | 62.50 | 14.29 | * | 31.25 | 71.43 | * | 6.25 | 14.29 | 17 | 16 | 14 |
| 2 | 100.00 | 50.00 | * | | 50.00 | * | | 0.00 | * | 13 | 18 | * |
| 3 | * | * | 50.00 | * | * | 41.67 | * | * | 8.33 | 12 | * | 12 |
| 4 | * | 21.43 | 53.33 | * | 71.43 | 40.00 | | 7.14 | 6.67 | * | 14 | 15 |
| 5 | * | * | * | * | * | * | | * | * | * | * | * |
| All Grades | 57.89 | 37.66 | 31.75 | 38.16 | 58.44 | 58.73 | * | 3.90 | 9.52 | 76 | 77 | 63 |

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 | * | 18.18 | * | * | 54.55 | * | * | 27.27 | * | 18 | 11 | * |
| 1 | * | 12.50 | 0.00 | * | 81.25 | 71.43 | * | 6.25 | 28.57 | 17 | 16 | 14 |
| 2 | * | 44.44 | * | * | 55.56 | * | * | 0.00 | * | 13 | 18 | * |
| 3 | * | * | 50.00 | * | * | 33.33 | | * | 16.67 | 12 | * | 12 |
| 4 | * | 71.43 | 80.00 | * | 28.57 | 13.33 | | 0.00 | 6.67 | * | 14 | 15 |
| 5 | * | * | * | * | * | * | | * | * | * | * | * |
| All Grades | 55.26 | 48.05 | 46.03 | 34.21 | 46.75 | 41.27 | * | 5.19 | 12.70 | 76 | 77 | 63 |

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 | * | 9.09 | * | * | 81.82 | * | * | 9.09 | * | 18 | 11 | * |
| 1 | * | 18.75 | 0.00 | * | 62.50 | 35.71 | * | 18.75 | 64.29 | 17 | 16 | 14 |
| 2 | * | 11.11 | * | * | 83.33 | * | * | 5.56 | * | 13 | 18 | * |
| 3 | | * | 25.00 | * | * | 58.33 | * | * | 16.67 | 12 | * | 12 |
| 4 | * | 0.00 | 20.00 | * | 78.57 | 66.67 | | 21.43 | 13.33 | * | 14 | 15 |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 26.32 | 18.18 | 12.70 | 52.63 | 71.43 | 61.90 | 21.05 | 10.39 | 25.40 | 76 | 77 | 63 |

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 | 61.11 | 45.45 | * | * | 45.45 | * | | 9.09 | * | 18 | 11 | * |
| 1 | * | 18.75 | 7.14 | 76.47 | 68.75 | 35.71 | * | 12.50 | 57.14 | 17 | 16 | 14 |
| 2 | * | 0.00 | * | * | 94.44 | * | | 5.56 | * | 13 | 18 | * |
| 3 | * | * | 16.67 | 91.67 | * | 75.00 | | * | 8.33 | 12 | * | 12 |
| 4 | * | 35.71 | 6.67 | * | 57.14 | 93.33 | | 7.14 | 0.00 | * | 14 | 15 |
| 5 | * | * | * | * | * | * | | * | * | * | * | * |
| All Grades | 34.21 | 27.27 | 7.94 | 64.47 | 66.23 | 73.02 | * | 6.49 | 19.05 | 76 | 77 | 63 |

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. ELPAC data is not yet updated with 2022 assessment results.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Student Achievement in English Language Arts (ELA)

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 -----

Goal 1

By June 2023, Ladera's K-5th gr students (including EL and SED students) will make gains in ELA, as evidenced by a 3% increase in the percentage of:

- Kindergarten-2nd gr students meeting essential benchmark standards for ELA.
- 3rd-5th graders scoring at the proficient or advanced level on the Scholastic Reading Inventory (SRI) lexile assessments, and/or gaining at least 100 lexile points (one year's growth)
- 3rd-5th graders scoring at the proficient or advanced levels on CAASPP

Identified Need

The percent of kindergarten students meeting essential ELA standards in 3rd Trimester of 2022, was fairly positive. The % of ALL students (including EL, SED, SPED) who met the benchmarks for Blends Sounds (88%), Names Letters (98%), and Reads 1 Syllable Words (76%) were consistent or higher than the % of students meeting those benchmarks in 2021. 83% met benchmarks for Letter Sounds, which was lower than 2021 (92%), but consistent with 2019 (83%). The only area with a significantly less % of students meeting the benchmark was High Frequency Words (52% in 2022, compared to 65% in 2021), but it is important to note that the students were responsible for learning 50 words, compared to 30 words in past years. The of Kindergarten EL students meeting benchmarks in ELA was positive for Blends Sounds (70%) and High Frequency Words (66%), but the % of students meeting benchmarks dropped in the following areas: Names Letters (30%), Letter Sounds (60%), and Reads 1 Syllable Words (40%).

The scores for 1st graders were significantly lower throughout the school year of 2020-2021, than in past years, but improved significantly for ALL students, including ELs, in the 2021-22 school year. In all benchmark areas reviewed, the % of 1st graders jumped significantly from the % meeting in 2021 AND 2019, except for High Frequency Word reading (76% in 2019, 49% in 2021, 56% in 2022). The same pattern is true for our EL students.

The ELA benchmark results for 2nd graders in 2022, was positive and consistent in the areas of Decoding/Phonics (79%) and High Frequency Words (93%). The % of students reading the 2nd grade level passage accurately and fluently dropped from the % meeting the standards in

The ELA benchmark scores for 2nd graders in Tri 3 2021 were either consistent or more than 3% higher than scores from Tri 3 in 2019, in all but one skill area. Passage Fluency was the area our 2nd graders seemed to be impacted, with 61% of ALL students and 43% of ELs meeting benchmark.

3rd - 5th grade students were not able to take the SRI in Trimester 3 of 2020, so a comparison of how student ended 2020 is not available. A comparison of the % of students scoring proficient or advanced at the end of 2018 and 2019, with Trimester 3 of 2021 was possible. The % of students scoring proficient and advanced were comparable to 2018 levels, but lower than the 2019 levels, at 2 of 3 grade levels: 61% at 3rd grade , 60% at 4th grade, 67% at 5th grade. On a positive note, the % of EL students scoring proficient/advanced rose considerably from 2018 and 2019 to the 2020-21 year for 4th grade (33%) and 5th grade (33%), and was much higher than 2018 and comparable to 2019 for 3rd grade (42%). In 2020-21, a significantly lower % of students in grades 3-5 made the 100+ point lexile growth on the Scholastic Reading Inventory (SRI) than in the 2018-19 school year:
 2018-2019 - 60% of ALL students, 2020-2021 - 50% of ALL students.
 2018-2019 - 68% of EL students, 2020-2021 - 42% EL students.

CAASPP data is available for the first time since 2019

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| 1st grade Benchmark assessment data for ELA: <ul style="list-style-type: none"> Grade Level Phonics High Frequency Words Passage Fluency | % of 1st graders meeting essential ELA benchmarks Tri 3 2022: <ul style="list-style-type: none"> Grade Level Phonics- ALL 66%; EL 54% High Frequency Words- ALL 56%; EL46% | At least 50% of ALL 1st graders and 30% of ELs meeting these benchmarks in Tri 3 2023: <ul style="list-style-type: none"> Grade Level Phonics- ALL >69%; EL >57% High Frequency Words- ALL >59%; EL >49% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| | <ul style="list-style-type: none"> • Passage Fluency - ALL 63%; EL 62% | <ul style="list-style-type: none"> • Passage Fluency - ALL >66%; EL >65% |
| <p>2nd grade Benchmark assessment data for ELA:</p> <ul style="list-style-type: none"> • Passage Fluency • Decodes words/phonics • HFW | <p>% of 2nd graders meeting essential ELA benchmarks Tri 3 2022:</p> <ul style="list-style-type: none"> • Passage Fluency- ALL 52%; EL 42% • Decodes words/phonics- ALL 79%; EL 42% • HFW - ALL 93%; EL 50% | <p>An increase of at least 3% of 2nd graders meeting these benchmarks in Tri 3 2022:</p> <ul style="list-style-type: none"> • Passage Fluency- ALL 55%; EL 45% • Decodes words/phonics- ALL 82%; EL 45% • HFW - All 93%; 53% |
| Scholastic Reading Inventory | <p>% of 3rd-5th graders scoring at proficient/advanced levels Tri 3 2021:</p> <p>3rd - ALL 66%; EL 40%</p> <p>4th - ALL 57%; EL 0%</p> <p>5th - ALL 82%; EL 43%</p> <p>% of 3rd-5th graders scoring at proficient/advanced levels of CAASPP:</p> <p>3rd - ALL 74%; EL 56%</p> <p>4th - ALL 56%; EL 14%</p> <p>5th - ALL 69%; EL 44%</p> | <p>An increase of at least 3% of 3rd-5th graders scoring proficient or advanced in Tri 3 2022:</p> <p>3rd - ALL 69%; EL 43%</p> <p>4th - ALL 60%; EL 3%</p> <p>5th - ALL 85%; EL 46%</p> <p>% of 3rd-5th graders scoring at proficient/advanced levels of CAASPP:</p> <p>3rd - ALL >77%; EL >60%</p> <p>4th - ALL >65%; EL >17%</p> <p>5th - ALL >72%; EL >47%</p> |
| <p>Kindergarten Benchmark assessment data for ELA:</p> <ul style="list-style-type: none"> • High Frequency Words | <p>% of K students meeting essential ELA benchmarks Tri 3 2022:</p> <ul style="list-style-type: none"> • High Frequency Words ALL 52%; EL 43% | <p>An increase of at least 3% of Kindergarteners meeting in Tri 3 2023:</p> <ul style="list-style-type: none"> • High Frequency Words ALL 55%; EL 46% |

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 |
| | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--|--|---|---|----------------|--------------|
| | | | Description | Type | Funding Source | Amount |
| <p>In mid-September, after baseline data for ELA has been gathered using formative assessments, teachers will examine student performance data for their students and plan targeted interventions to address student weaknesses and strengths. Student performance data, including SRI Lexiles, CAASPP scores (when available), and benchmark assessment data are examined by grade Data Team PLCs..</p> <p>Students are grouped according to their needs for Tier 1 or Tier 2 Interventions, Designated ELD, and/or grade level/advanced level groups. Once groups are formed and students placed, personnel (teachers and credentialed academic specialists) are assigned to work with each group. Teachers work with academic specialists to plan targeted instruction. General Education teachers meet regularly with the Learning Center teacher (special education) to collaborate on how to best meet the needs of their SWD and work together to schedule Specialized Academic Instruction (SAI) during the grade level's designated MTSS block.</p> <p>Data Team PLCs (grade level teachers and academic specialists) meet regularly to track student progress and identify students that may need to move into or out of Tier 2 ELA intervention groups. During</p> | <p>September - May</p> <p>Data Team PLC Release Days: September, Dec. March - Full day subs May - 1/2 day subs</p> | <p>Principal, Classroom Teachers, Academic Specialists</p> | <p>Salary for substitute teachers for teacher release time to analyze data and plan interventions with grade level PLCs, in Sept., Dec., March and May.</p> | <p>1000-1999: Certificated Personnel Salaries</p> | <p>OTRM</p> | <p>6,000</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------|---|--|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>monthly PLCs, teams plan, discuss strategies, and allocate resources to effectively improve the targeted skills of at-risk students, as well keep advanced students moving forward.</p> <p>At the end of each trimester (December, March, May), Tier 2 interventions are paused for a week and academic specialists assist teachers with benchmark assessments. At the end of each trimester, Data Team PLCs meet again to carefully examine the benchmark data, and monitor and review the progress of students participating in Intervention or ELD groups using the trimester benchmark performance/assessment data.</p> | | | | | | |
| <p>Kindergarten MTSS:</p> <p>Academic specialists and EL paraprofessional push-in to Kindergarten classes to work on specific skills practice (e.g. letter recognition, sounds, blending), based on data-informed needs, one-on-one or with pairs of students.</p> <p>1st - 5th Grade MTSS/Target Time:</p> <p>Traditionally, Target Time has been the Multi-Tiered System of Support (MTSS) program for 1st-5th grade students. Students at each point along the academic continuum, from advanced to at-</p> | September - June | Principal, Classroom Teachers, Academic Specialists | See Goal #3: Address Learning Loss due to the impact of COVID-19 | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------|-------------------------------|--|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>risk, receive 30 minutes of instruction specifically targeted to meet their ELA learning needs. During Target Time, all students within each classroom are leveled and grouped in order to receive intervention and/or designated ELD, based on their language needs and ELA performance data. SWDs' Specialized Academic Instruction in the Learning Center (SAI) is scheduled during the grade level's designated MTSS block.</p> <p>Please see Goal #3, addressing learning loss due to the impact of COVID-19, for details of our MTSS/Target Time plan.</p> | | | | | | |
| <p>Professional Development for certificated staff:</p> <p>Principal/Teachers attend various professional development workshops, webinars, and activities to support instruction for district and school LCAP goals and initiatives.</p> <p>[PD workshop topics teachers/principal will attend include but are not limited to: Learning Management System (LMS - Canvas), Equity, Designated ELD, Universal Design for Learning, Integration of ELA and Art w/ Science instruction, Social/Emotional Learning, CHAMPS and other PBIS topics, Inclusion and Co-Teaching for SWD, STEAM and STEM education, technology,</p> | August - June | Principal, Classroom Teachers | <p>Conference Registrations - STEAM Symposium (see Goal 2)</p> <p>Professional Development</p> | <p>5800: Professional/Consulting Services And Operating Expenditures</p> | 0010 | 1,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---|---|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Math instruction strategies, NGSS]</p> <p>STEAM Symposium - 3 teachers x \$545</p> <p>School participated in a campus-wide STEM Certification process that included PD, close examination of STEM program and instructional practices, analysis of student data, and goal setting. A special day of PD will be offered to STARS teachers in August 2022, led by a STEM expert/coach from the National Institute of STEM Education (NISE).</p> | | | | | | |
| <p>Teacher Release Days:</p> <p>Teachers may take one day per trimester to complete one-on-one benchmark assessments with students, to grade and analyze assessment data for report cards.</p> | <p>Trimester 1 Nov/Dec</p> <p>Trimester 2 Feb/March</p> <p>Trimester 3 May/June</p> | Teachers, principal | Salary for substitute teachers, to release teachers from the classrooms | 1000-1999: Certificated Personnel Salaries | Title I | 2,187 |
| <p>Copy Machines - copies, leases, and service provided by Document Systems and CIT, including the buyout of our current copiers (Many instructional materials, curriculum and student activity pages require copies.)</p> | Ongoing | Office Staff | Document Systems, CIT | 5000-5999: Services And Other Operating Expenditures | 0010 | 3,000 |
| <p>Classroom materials and supplies. Each teacher (17 total) has a classroom budget of \$250 for basic materials and supplies.</p> <p>Purchase additional books,</p> | Ongoing, as needed | Teachers Principal Academic Specialists Staff | Classroom instructional Materials and supplies - teacher budgets | 4000-4999: Books And Supplies | 0010 | 5,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|---|--|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| supplemental materials, literature, iPad Apps, technology hardware, and software and resources to support the ELA component of the integrated STEAM curriculum, magnet program and effective instruction utilizing UDL strategies. | | | Instructional materials and supplies for academic specialists | 4000-4999: Books And Supplies | 0010 | 1,000 |
| | | | Additional Instructional Materials and supplies for Project Based Learning and STEAM learning experiences. | 4000-4999: Books And Supplies | 0010 | 4,086 |
| Utilize Scholastic Reading Inventory (SRI), Achieve3000, Reading Eggs, Lexia, RazKids, and other technology resources to monitor progress and enhance student reading skills and classroom instruction. All students have access to these technology resources, including EL, SED, and SWD. EL students also have access to Smarty Ants - Literacy (K-2) and Imagine Learning - Literacy (3rd-5th grade). Emerging (EL Levels 1 and 2) in grades 1 through 5 use Rosetta Stone, as well. Student Reports will be run regularly and at the end of each trimester to show student progress. | Ongoing | Classroom Teachers Principal Academic Specialists | Type to Learn | 5000-5999: Services And Other Operating Expenditures | OTRM | 510 |
| | | | Starfall Education | 5000-5999: Services And Other Operating Expenditures | OTRM | 355 |
| | | | Raz Kids - February | 5000-5999: Services And Other Operating Expenditures | OTRM | 710 |
| | | | Lexia (centralized services) | | | |
| | | | Education.com - classroom subscriptions | 5000-5999: Services And Other Operating Expenditures | OTRM | 250 |
| | | | IXL ELA (centralized services) Smarty Ants (centralized services) | | | |
| STEAM Magnet Program Actions: Increase integrated instruction practices in Grades TK-5 with NGSS teaching at the center: <ul style="list-style-type: none"> integrate/referenc CCCs and SEPs across the curriculum | | | Professional Development - 5 E instruction | 1000-1999: Certificated Personnel Salaries | 0010 | 5,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------|-----------------------|-------------------------|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>areas,</p> <ul style="list-style-type: none"> • Project/Problem Based Learning experiences (PBLs) • Research/get SBE approval for more Core Lit to match NGSS themes/learning • Develop a plan for a continuum TK-5 to extend elements of RACE (Restate, Answer, Cite evidence, Explain) writing and common language through the grades. <p>STEAM Budgets for grade teams to purchase materials for PBLs and classroom science libraries/readers</p> <p>PD "Refresher" for TK-5 teachers re: 5E Model of Instruction (Engage, Explore, Explain, Elaborate, Evaluate)</p> | | | | | | |
| Hire copy clerk to support ongoing copying related to material preparation for students. [4.5 hr. week] | August - June | Principal | Salary for copy clerk | 2000-2999: Classified Personnel Salaries | 0010 | 3,000 |
| | | | | | | |

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.

4 academic specialists supported students at each grade level for one hour each day, 4 days/week, in the area of English Language Arts (reading, writing, and ELD).

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

There were no major differences between the intended implementation or budgeted expenditures.

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 goal is unchanged. We seek continual improvement in the area of ELA.

The following ACTIONS and PROPOSED EXPENDITURES has been added above, in support of ELA instruction through our STEAM program vision: Increase integrated instruction practices in Grades TK-5 with NGSS teaching at the center (e.g. CCCs and SEPs across the curriculum areas, PBLs, Core Lit to match NGSS themes/learning); STEAM Budgets for grade teams to purchase materials for PBLs and classroom science libraries/readers; PD for TK-5 teachers re: 5 Es Lesson Design.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve student achievement in Mathematics

LEA/LCAP Goal

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

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

Goal 2

By June 2022, Ladera's K-5th gr students (including EL and SED students) will make gains in math, as evidenced by a 3% increase in the percentage of:

- Kindergarten-2nd gr students meeting essential benchmark standards for Math
- 3rd-5th graders scoring 70% or above on the CVUSD Math Benchmark
- 3rd-5th graders meeting or exceeding standards on CAASPP

Identified Need

The percent of ALL kindergarten students meeting the essential Trimester 3 benchmarks for math was fairly consistent or better than the previous two years.

This pattern was consistent for students in grade 1. The % of students meeting the ELA benchmarks were consistent with or better than the % of students meeting/exceeding the benchmarks in Trimester 3 of 2020 and 2021. The % of EL students meeting benchmarks for Add/Subtract Accurately and Counts, Reads, Writes is at the same % as ALL students.

The % of 2nd graders meeting essential math benchmarks, especially for EL students, was fairly positive at the end of Trimester 3, 2022, in all areas except Understanding Numbers to 1000 (ALL 55%; EL 25%).

For 3rd-5th graders, CAASPP data was available for the first time since 2019.

The % of 3rd grade students meeting or exceeding standards for math has improved over 10% since 2018. 3rd grade EL and SWD made excellent progress, as well.

4th grade students meeting or exceeding math benchmarks on the CAASPP have dropped since 2019, for ALL students, EL and SWD.

The % of 5th grade students meeting or exceeding math standards on the CAASPP dropped from 2019, but were fairly consistent with the % of students from 2018.

The metrics below indicate that the learning loss in math appears more significant for our 4-5th grade students, overall.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| Kindergarten CVUSD Benchmark assessment data for Math: <ul style="list-style-type: none"> Recognizes Numbers Rote Counting 1:1 Correspondence | % of Kindergarteners meeting essential Math benchmarks Tri 3 of 2022: <ul style="list-style-type: none"> Recognizes Numbers- ALL 83%; EL 70% Rote Counting- ALL 81%; EL 70% 1:1 Correspondence - ALL 88%; EL 70% | An increase of 3% or more of Kindergarteners meeting essential math benchmarks by June 2023: <ul style="list-style-type: none"> Recognizes Numbers - ALL 86%; EL 73% Rote Counting - ALL 84%; EL 73% 1:1 Correspondence - ALL 91%; EL 73% |
| 1st grade CVUSD Benchmark assessment data for Math: <ul style="list-style-type: none"> Counts, reads, writes # to 100 Solves Word Problems | % of 1st graders meeting essential Math benchmarks Tri 3 of 2021: <ul style="list-style-type: none"> Counts, reads, writes # to 100- ALL 68%; EL 77% Solves Word Problems- ALL 80%; EL 62% | An increase of 3% or more of 1st graders meeting: <ul style="list-style-type: none"> Counts, reads, writes # to 100- ALL 71%; EL 80% Solves Word Problems- ALL 83%; EL 65% |
| 2nd grade CVUSD Benchmark assessment data for Math: <ul style="list-style-type: none"> Adds/Subtracts Fluently Solves Word Problems Understands #s to 1000 | % of 2nd graders meeting essential Math benchmarks Tri 3 of 2021: <ul style="list-style-type: none"> Adds/Subtracts Fluently- ALL 62%; EL 58% Solves Word Problems- ALL 74%; EL 83% | An increase of 3% or more of 2nd graders meeting: <ul style="list-style-type: none"> Adds/Subtracts Fluently- ALL 65%; EL 61% Solves Word Problems- ALL 77%; EL 86% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------------|---|---|
| | <ul style="list-style-type: none"> Understands #s to 1000- ALL 55%; EL 25% | <ul style="list-style-type: none"> Understands #s to 1000- ALL 58%; EL 28% |
| 3rd-5th grade CAASPP Math Assessment | % of 3rd-5th graders scoring meeting or exceeding standards on CAASPP math: 3rd grade- ALL 62%; EL 67% 4th grade- ALL 44%; EL 0% 5th grade- ALL 43%; EL 0% | An increase of 3% or more % of 3rd-5th graders scoring meeting or exceeding standards on CAASPP math: 3rd grade- ALL 65%; EL 70% 4th grade- ALL 47%; EL 3% 5th grade- ALL 46%; EL 3% |

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---|--|---|---|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Develop and implement math intervention programs to reinforce and reteach foundational math skills targeting at-risk students.</p> <p>During-School math interventions to support 1st-5th grade students missing prerequisite skills for grade level math. Level students across the grade level and focus on back-filling missing skills.</p> <p>At the end of each trimester (December, March, May), Data Team PLCs meet again to carefully monitor and review the progress of each student participating in math Intervention using the trimester performance/assessment data (described above in Measurable Annual Outcomes). Groups are adjusted as needed, based on</p> | <p>Using trimester assessment data, identify students requiring Tier 2 and 3 interventions for math. Carefully monitor progress of all students participating in 6-10 week sessions of targeted intervention /Ongoing</p> <p>Math intervention programs: /October through May</p> | <p>Principal</p> <p>Classroom Teachers</p> <p>Academic Specialists</p> | <p>Academic Specialist salaries (see Goal #3)</p> <p>Academic Specialist salaries (see Goal #3)</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> | <p>Title I</p> | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|---|---|---|---|--|
| | | | Description | Type | Funding Source | Amount |
| <p>student growth or needs observed in the data. The teachers are released for the day to meet with their grade level PLC team and to plan with the academic specialists. General Education teachers meet regularly with the Learning Center teacher (special education) to collaborate on how to best meet the needs of their SWD.</p> <p>Implement Kindergarten Intervention: Academic specialists and EL paraprofessional push-in to Kindergarten classes to work on specific areas of skills practice (e.g. number recognition, on-to-one correspondence, and patterning), based on data-informed needs, one-on-one or with pairs of students.</p> | | | | | | |
| <p>Purchase licenses for computer based, motivating math programs to practice math concepts & procedures, problem solving and computation fluency, for ALL students, including EL, SWD, and SED.</p> <p>Additionally, purchase STEM related programs to enhance our STEAM magnet program.</p> <p>School currently also has access through to licenses for IXL (for grades 2-5), Math Seeds (TK-5) and Reflex Math (ALL grades), additional math skills practice</p> | Ongoing | Classroom Teachers Computer Specialist | <p>Reflex Math 1st-5th</p> <p>Math Seeds TK-1</p> <p>IXL Math (centralized service) Mystery Science (centralized service) Other Software to address learning loss</p> | <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> | <p>OTRM</p> <p>OTRM</p> <p>ESSER III - Other Allowable Uses</p> | <p>3,295</p> <p>1,038</p> <p>1,469</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------|---|---|---|---|---------------------------------------|
| | | | Description | Type | Funding Source | Amount |
| programs. | | | | | | |
| <p>Professional Development for certificated staff:</p> <p>Principal/Teachers attend various professional development workshops, webinars, and activities to support instruction for district and school LCAP goals and initiatives.</p> <p>[PD workshop topics teachers/principal will attend include but are not limited to: Learning Management System (LMS - Canvas), Equity, Designated ELD, Universal Design for Learning, Integration of ELA and Art w/ Science instruction, Social/Emotional Learning, CHAMPS and other PBIS topics, Inclusion and Co-Teaching for SWD, STEAM and STEM education, technology, Math instruction strategies, NGSS]</p> <p>School is participating in a campus-wide STEM Certification process that includes PD, and close examination of STEM program and instructional practices, analysis of student data and goal setting, with the support of a STEM expert/coach through the National Institute of STEM Education (NISE). Ten teachers are participating or will participate this year in an extensive PD process to become STEM Certified teachers. Anticipated completion of the Campus</p> | August - June | Principal Classroom Teachers Academic Specialists | <p>Conference Registrations</p> <p>Substitute Teachers for release days and conference attendance.</p> <p>STEAM Symposium Conference Registration and expenses (4 teachers)</p> | <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> | <p>Title I</p> <p>Title I</p> <p>OTRM</p> | <p>2,000</p> <p>1000</p> <p>3,300</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------|--|--|---|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Certification is May 2022. | | | | | | |
| Teacher Release Days: Teachers may take one day per trimester to complete one-on-one benchmark assessments with students, to grade and analyze assessment data for report cards. | Each trimester | Teachers Principal | Salary for substitute teachers to release teachers from the classrooms | 1000-1999: Certificated Personnel Salaries | Title I | 2,000 |
| Purchase of instructional materials, supplies, technology and furniture to enhance Math and STEAM instruction for ALL students, including EL, SED, and SWD. | Ongoing | Teachers Principal Academic Specialists | Instructional Materials and supplies | 4000-4999: Books And Supplies | 0010 | 3,000 |
| Office supplies and office materials needed for the school operations and teacher workroom for: <ul style="list-style-type: none"> preparation of curriculum and instructional materials (e.g. laminate, butcher paper, copy paper, staples, binder combs, etc.) communication with families (e.g. paper to copy newsletters, butcher paper for posters, etc.) | Ongoing | Teachers Principal Academic Specialists IMT Office Staff | Materials and supplies | 4000-4999: Books And Supplies | 0010 | 5,000 |
| Copy Machines - copies, leases, and service provided by Document Systems and CIT, including the buyout of our current copiers (Many instructional materials, curriculum and student activity pages require copies.) | Ongoing | Office Staff | Document Systems, CIT | 5000-5999: Services And Other Operating Expenditures | 0010 | 2,500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------|-----------------------|-------------------------|---|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Live animals/plants to enhance student engagement in science instruction: hatch chicks, anoles, fish, crawfish, insects | Life Science | IMT Teachers | Carolina Biologic | 5000-5999: Services And Other Operating Expenditures | 0080 | 454 |
| | | | | | | |

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.

The metrics below indicate that the learning loss in math appears more significant for our 4-5th grade students, overall.

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

There were no major differences between the intended implementation or budgeted expenditures.

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 goal is unchanged. We seek continual improvement in the area of Mathematics.

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

Address Learning Loss due to the impact of COVID-19

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 3

By June 2022, all general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), and Gifted and Talented Education (GATE) students in grades K-5, will receive academic and SEL supports to address learning loss.

Identified Need

Many students have experienced learning loss due to factors related to COVID-19 school closures from March 2020 through the end of the 2019-2020 school year, in addition to the reduced instruction schedule for the 2020-21 school year. We continue to see the effects in our current data.

Some factors included: reduced amount of direct instruction, lack of engagement in distance/remote learning, technology/connectivity challenges, and/or limited support at home. The impact on learning loss was compounded by the continuation of these factors during required remote learning from August 2020 through November 9/12, 2020, and continuing through June 2021 for many students who's families opted to keep their children in the Remote Teaching/Learning model. The return to school full time, in August 2021, has been a challenge for some students and families and the need for SEL is greater than ever.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| Pilot the IXL Universal Screener and Diagnostic for students in grades 3-5 to create flexible skill-based intervention groups and targeted Tier 1 and Tier 2 instruction | Universal Screener placement results | Academic growth based on individual student performance |
| Student Participation/Attendance in scheduled counseling/support groups and/or individual sessions. | Participation of students invited (permission slips received) | At least 80% participation/attendance rate |
| Stand Proud 5th grade survey | Pre/Post program survey comparison | Increase % of students reporting positive SEL growth and feelings |
| Flexible, small groups targeting specific skills | Intervention groups created in September 2022 | Record of students participating in small group interventions, and targeted skills of small groups will reflect regular adjustments and updates, based on student performance data. |

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>Invite students impacted by learning loss, as measured by performance on Trimester 3 benchmarks, to participate in summer programs:</p> <p>Extended School Year (ESY) - For students with disabilities (SWD) for whom there is a concern of regression of skills over the summer break. Transportation available.</p> <p>Summer Learning Camp - CVUSD program to address grade level skills</p> | May 2021-August 2021 | <p>Special education teachers</p> <p>EL Paraprofessional</p> <p>Academic Specialists</p> | <p>Outreach Assistant, extra hours for phone calls to families.</p> <p>ESY (centralized service)</p> <p>Summer Learning Camp (centralized service)</p> | 2000-2999: Classified Personnel Salaries | Title I | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------|--|---|---|---|--|
| | | | Description | Type | Funding Source | Amount |
| Find My Genius - YMCA program that includes academics, fun activities and child care. We may refer a limited number of students. | | | | | | |
| <p>Provide During-School Tier 1 & 2 Interventions:</p> <p>ELA - Target Time/MTSS Push-in & pull-out (30-60 minutes with each grade level, 4x/week)</p> <p>Math - MTSS Pull-out support (30 minutes at each grade level, 4x/wk)</p> <ul style="list-style-type: none"> ----- <p>Hire 3-4 Academic Specialists (credentialed) to support Tier 2 intervention to address learning loss for all students, in addition to supporting regular designated ELD instruction for English Learners.</p> <p>Provide enrichment opportunities to TK-5th grade EL students, using the Smarty Ants (1st-2nd) and Imagine Learning Literacy (3rd-5th) online programs. Students can access programs at home and in class.</p> <p>Support research based intervention for all 1st and 2nd graders requiring phonics instruction, with SIPPS small group instruction.</p> <p>Utilize the IXL Math and ELA Universal Screener (pilot) to</p> | October - May | <p>Academic Specialists</p> <p>EL Paraprofessional</p> | <p>EL Paraprofessional (Centralized Service)</p> <p>1 Academic Specialist Salary</p> <p>Approx. 1.75 Academic Specialist</p> <p>TK - Classroom Support Paraprofessional (centralized service)</p> <p>Approx. .25 Academic Specialist Salaries</p> | <p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>Title I</p> <p>ESSER III - Learning Loss</p> <p>ESSER III - Other Allowable Uses</p> | <p>17,000</p> <p>27,469</p> <p>4,000</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|--|--|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>provide targeted intervention to 3rd-5th grade students - flexible groups and rotating skills foci, driven by data informed decision making.</p> <p>Academic specialists will teach prescribed small group ELA/Math lessons for students with areas of academic weakness due to learning loss and/or identified through formative assessment, and/or work with other students so the classroom teacher can provide Tier 2 intervention for at-risk students.</p> <p>Tier 3 Interventions (Specialized Academic Instruction - SAI) are provided for SWD outside of Core Instruction times in the general education classroom, as much as possible.</p> | | | | | | |
| <p>Rosetta Stone: 1st - 5th grade Students at EL Lev 1 and 2 utilize the ELD computer based course, Rosetta Stone.</p> <p>Other Computer-based Programs to support all students' (including, but not limited to, EL, SWD, SED, GATE) academic achievement:</p> <ul style="list-style-type: none"> • Math: Reflex Math, IXL Math, Math Seeds, Imagine learning, Starfall, Personal Math Trainer, and other Go Math resources. • ELA: Lexia, Imagine | Ongoing | Classroom Teachers EL Facilitator | Rosetta Stone Licenses for EL Lev 1 and 2 students (Centralized Service) Other Computer Programs (see Goal 1 and 2) | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|--|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Learning, Reading Eggs, Starfall, Type to Learn, Raz Kids, Smarty Ants, IXL ELA | | | | | | |
| <p>EL Student Progress Reviews at LAT (Language Assessment Teams) meetings:</p> <p>Teachers meet with principal and EL facilitator to review progress of EL students at-risk of being Long-Term English Learners (LTELs). Teams brainstorm regarding adjustments that might need to be made to students' programs to increase performance in the domains tested by ELPAC (English Language Proficiency Assessments for California): Reading, Writing, Listening and Speaking.</p> <p>Data Team PLC meetings: Teachers meet with grade level PLCs to discuss performance data, academic and ELD progress of all EL students. Examine student performance data to determine effectiveness of program and determine if additional intervention, SST, or further evaluation is needed.</p> | <p>LAT meetings: December</p> <p>Target Time Data PLCs: December, March, May</p> | <p>Principal</p> <p>Classroom Teachers</p> <p>EL Facilitator</p> | | | | |
| <p>1:1 Chromebook Initiative:</p> <p>All TK through 5th graders are assigned a Chromebook for their use in the classroom and at home. 3rd-5th grade scholars take their Chromebook home every night to use for homework</p> | Ongoing | <p>Principal</p> <p>IMT</p> <p>Site Tech</p> <p>Teachers</p> | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------------------------|-----------------------|-------------------------------------|--|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>and practice on online academic skills programs.</p> <p>Although this is currently the norm throughout CVUSD, it been an important aspect of our school mission since 2018.</p> | | | | | | |
| <p>Purchase books, materials and supplies to support ELD instruction and intervention due to learning loss.</p> | Ongoing | | instructional materials | 4000-4999: Books And Supplies | ESSER III - Other Allowable Uses | 4000 |
| <p>Social Emotional Learning (SEL) in classrooms:</p> <p>Teachers receive a monthly slide deck with SEL lessons for their grade span, from Elementary Ed department. The slide deck is created by elementary counselors and teachers on the SEL committee. The slides include activities for every day pulling from Stanford Harmony materials, as well as other resources to support regular SEL instruction and activities in every classroom, every week.</p> <p>Stanford Harmony - Each grade level received a kit with books, cards and resources to teach SEL lessons to students. Arrange training with organization that provided kits. Implement activities from the kits.</p> <p>Community Circles - Teachers and principal receive training and practice with Community Circles at staff meetings. Teachers implement circles in classrooms</p> | Teachers Counselor Principal | | Start with Heart video subscription | 5000-5999: Services And Other Operating Expenditures | OTRM | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|--|-------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>and use to promote a safe and accepting school/classroom environment and positive problem solving skills.</p> <p>Stand Proud - 5th grade students participate in a team-building field day in the Fall and a ropes course field-trip in the Spring. These experiences with Fulcrum, Inc. are designed to help students build empathy and acceptance, as well as teamwork and leadership skills.</p> <p>Start with Heart - Short fun videos that can be played each day in the classroom or for distance learning. Each episode helps motivate students to do their best, stressing SEL, PBIS, growth-mindset, and positive thinking.</p> | | | | | | |
| <p>Special Schoolwide Events highlighting SEL:</p> <ul style="list-style-type: none"> Inclusive Schools Week (December) - See Goal #4 Random Acts of Kindness Week (January) - See Goal #4 <p>Family and Community Building Events Planned and put on by the PTA in 2021-22 school year:</p> <ul style="list-style-type: none"> The Big Boo Drive (October) Red Ribbon Week (October) Outdoor Movie Night (December) Inclusive Schools Week | | | Materials to support events (posters, banners, prizes, stickers, etc.) | 4000-4999: Books And Supplies | Title I | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------|---------------------------------------|---|--|---|--|
| | | | Description | Type | Funding Source | Amount |
| (December) <ul style="list-style-type: none"> • Random Acts of Kindness Week (Student Council SHOE-Drive) • Cupid Bingo (February) • International Night • Family Picnic - 60th Birthday Celebration • Ladera STARS Spring Sprint (April) • Open House / STEM Certification Celebration (May) • Family Hikes • Movie Night (TBD) | | | | | | |
| <p>GATEWAY to the STARS - Lunchtime activities for GATE & High Achieving students, led by the GATE Teacher Advisor. The group meets 2x/month for student interest-led projects and activities. (e.g. Coding Club, solar cars).</p> <p>Other activities to support and challenge GATE students.</p> <p>These opportunities were designed with GATE student needs in mind, but all students are offered the opportunity to participate in Odyssey of the Mind (OM), Makerspace. These activities increase student engagement and motivation and contribute to the social, physical and emotional well-being of students, as well as a positive school climate:</p> <p>Odyssey of the Mind (OM) - Materials and registration for OM</p> | Oct.-June | Principal GATE Teacher Advisor | <p>GATE Teacher Advisor Stipend</p> <p>OM Registration and Team Fees</p> <p>OM Coaching Support Materials</p> <p>Makerspace Specialist</p> <p>Makerspace Specialist</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> | <p>0010</p> <p>Title I</p> <p>Title I</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>0TRM</p> | <p>1,050</p> <p>400</p> <p>200</p> <p>5,000</p> <p>1,000</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Teams. OM is introduced at GATE parent meeting and an OM Introduction meeting. Teams are open to any interested parents/students. The program helps build creative problem solving, critical thinking, cooperation and research skills. It is a great program for GATE, High Achieving and creative students.</p> <p>Lunchtime Makerspace - 2nd-5th grade students may choose to explore and extend activities in makerspace 3 days/week during lunch. Our makerspace teacher supervises and supports students.</p> | | | | | | |
| | | | | | | |

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.

Goal was implemented as planned.

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

Goal was implemented as planned.

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

This learning loss goal focuses on EL students, as well as other students that have been negatively affected by COVID-19 school closures and remote learning challenges, both academically and socially/emotionally.

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

Increase percentage of Least Restrictive Environment (LRE) for Students With Disabilities (SWD)

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 4

By June 2022, increase the percentage of inclusion time in general education [Least Restrictive Environment (LRE)], for students with disabilities (SWD) by 3% as measured by reports utilizing LRE data from the SIRAS special education management system, as well as individual student program information.

Identified Need

“Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible.” <https://www.thinkinclusive.us/essential-research-inclusive-education/>

Ladera STARS Academy currently has 61 students eligible to receive special education services. 24 of those students are enrolled in our self-contained specialized program for students with autism. The goal is to gradually increase the percentage of time our all of our students with disabilities (SWD) spend in general education (GE) settings, as appropriate to their IEP (Individual Education Plan) goals and needs. School-wide actions related to creating an inclusive school environment, social emotional learning (SEL), and progress in the implementation of Universal Design for Learning strategies in our classrooms contribute to the success our our SWD in all settings at school, as well as for the social, emotional and physical well-being of all our students.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| Percent of all SWD spending 80% or more of their time in GE settings. | September 2022 - 57% of ALL SWD spending 80% or more in GE | at least 60% of ALL SWD spending 80% or more in GE |
| Percent of SWD enrolled in self-contained specialized program for students with autism spending 35% or more of their time in GE settings. | September 2022 - 58% SWD in specialized program spending 35% or more in GE | at least 60% SWD in specialized program spending 35% or more in GE |
| Percent of SWD NOT enrolled in self-contained specialized program spending 80% or more of their time in GE settings. | September 2022 - 94.5% SWD (not in specialized program) spending 80% or more in GE | at least 96% SWD (not in specialized program) spending 80% or more in GE |

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>Proactively verify at IEP meetings the % of time students are spending in general education (GE) settings including recesses, lunch and specialist programs, in addition to daily/weekly/monthly instructional activities in which SWD in specialized programs participate with GE peers (e.g. co-teaching, STEAM/Science activities, classroom ELA or math centers, regular/ongoing instructional blocks, etc.). Make sure IEPs reflect accurately all inclusion time.</p> <p>In IEP meetings, discuss/plan/implement additional opportunities for special education students to access GE settings, especially during academic instruction.</p> <p>Each SWD is assigned to a GE</p> | Ongoing | <p>Special Education teachers</p> <p>Principal or LEA administrator in IEP meetings</p> | No additional expenditures are required, as this can take place at regularly scheduled IEP meetings. | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------|--|--|---|--|---------------------------------------|
| | | | Description | Type | Funding Source | Amount |
| class as well as their specialized program class, before the first day of school. All students receive class assignments at the Back to School Social put on by the PTA the day before school begins. | | | | | | |
| <p>Provide opportunities for special education teachers to observe other SDC specialized programs at schools with more comprehensive inclusion practices.</p> <p>Provide opportunities for GE and SDC teachers to observe co-teaching and inclusive classroom settings.</p> <p>Special Education teachers present information regarding inclusion, strategies to support special education students, UDL and co-teaching at staff meetings.</p> <p>Purchase additional high quality safety walkie-talkie radios to support communication between teachers and paraprofessionals working with SWD. Teachers and paras are frequently in different areas on campus for inclusion or special programs/services. The radios will allow them to get help in the case of emergency or need for behavioral support .</p> <p>Hire an additional academic specialist to help SWD during inclusion time in general education classes. The academic specialist would support SWD, at-</p> | December - June | <p>Special Education teachers</p> <p>Principal</p> | <p>Substitute teachers for release time</p> <p>10 additional walkie talkies</p> <p>Academic Specialist</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p> | <p>OTRM</p> <p>ESSER III - Other Allowable Uses</p> <p>Title I</p> | <p>700</p> <p>3,000</p> <p>10,000</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|--|--|-------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| risk students, and those struggling academically or socially, due to learning loss. | | | | | | |
| <p>Create an Inclusive School Environment:</p> <p>National Hispanic Heritage Month Mid Sept – Mid Oct:</p> <ul style="list-style-type: none"> Classroom Activities Menu for teachers to use working to get a Latin Dance Troop for Friday Gathering. <p>National Bullying Prevention Month Oct.:</p> <ul style="list-style-type: none"> Anti-Bullying Assembly Wear Orange spirit days; provide all students and staff with orange face masks for Oct. 20, Unity Day. <p>Inclusive Schools Week - first week in December:</p> <ul style="list-style-type: none"> Friday Morning Gathering (announcement and student ideas about inclusion) Communication with LOTS of resources for teachers including slides with a virtual library created by a site teacher Communication with Families Story time about | Ongoing | Principal Teachers School Counselor and Counselor intern (through December) PTA | Banners, posters, books, incentives, and other resources to support events | 4000-4999: Books And Supplies | 0010 | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>including everyone, during class library visit w/ IMT .</p> <p>Materials, banners, posters, incentives, books and resources to support the growth of an inclusive mindset for students and staff.</p> <p>Random Acts of Kindness Week - Feb.</p> <p>Additional Observances - Activities and Celebrations TBD:</p> <ul style="list-style-type: none"> • National Black History Month – February • Lunar New Year – Feb. 1, 2022 • National Women’s History Month - March [Women in History presentations by 5th graders] • Asian/Pacific Islander Heritage Month - May | | | | | | |
| <p>Universal Design for Learning (UDL) - All teachers receive training in UDL and implement UDL strategies in the classroom to remove barriers to student learning, with intention.</p> <p>Professional Development to support UDL, inclusive practices</p> | | | UDL Learning Walks [Substitute Teachers to release site teachers for activity.] | 1000-1999: Certificated Personnel Salaries | Title I | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---|--|---|---|---|---------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>in the classroom, and a positive school climate:</p> <p>Planned UDL Learning Walks - Nov. 2022-Mar. 2023. Teachers and principal participate in one UDL Learning Walk , to increase awareness and implementation of UDL strategies in the classroom. In 2022-2023, the focus is on implementing UDL strategies to increase student Engagement.</p> <p>School will participate in STEM Certification process that will include PD related to UDL, as well as a close examination of STEM program and practices, analysis of student data and goal setting, with the support of a STEM expert/coach through the National Institute of STEM Education (NISE). 5 teachers have completed an extensive PD process during the summer of 2021, to become STEM Certified. Three more teachers will complete certification this year. It is anticipated that the school will complete the STEM Certification process by June 2022.</p> | | | | | | |
| <p>Additional programs to support the inclusive school environment, as well as the physical, social and emotional well-being of ALL students.</p> <p>Specialist Programs: ALL students have the opportunity to participate in four 30-45 minute specialist programs weekly, with their class/peers:</p> | <p>Various times throughout the week, both Cohort A and B</p> | <p>Academic Specialists</p> <p>Principal</p> <p>PTA</p> <p>Fit 4 the Cause</p> | <p>Garden Science Teacher - Academic Specialist</p> <p>Music Specialist - Academic Specialist</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> | <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> | <p>5,000</p> <p>5,000</p> |

| 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"> Library - Librarian (IMT) students visit the library weekly to hear a story and check out library books. Zumba - through a grant from Fit4the Cause, students of all grades participate in Zumba with their grade level, every week, for part of their PE instruction. Music - Mrs. Babbitt, our music specialist, meets with each class for 30 minutes every other week for music/rhythm games and instruction. Garden - Mrs. Fujikake, our garden/science specialist, meets with each class for 30 minutes every other week for garden/science instruction. P.E. - Credentialed PE specialists will lead students in physical activities to learn physical education standards through 30 minutes/weekly PE. <p>Creation Rotations [24 week program on Thursday afternoons]</p> | | Teachers | Zumba is free to our school through a grant from Fit4the Cause | | | |
| | | | Dance & Drama - VC Arts Council [TO Arts Access grant] | 5000-5999: Services And Other Operating Expenditures | Donations | 6,600 |
| | | | Snapology - Lego Robotics | 5000-5999: Services And Other Operating Expenditures | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 1,600 |
| | | | PE Teacher (centralized service) | | | |
| | | | Art Specialist - Academic Specialist [TO Arts Access grant] | 2000-2999: Classified Personnel Salaries | Donations | 3,400 |
| | | | Makerspace Specialist - Academic Specialist | 2000-2999: Classified Personnel Salaries | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 5,000 |
| | | | Snapology - Lego Robotics | 5000-5999: Services And Other Operating Expenditures | Title I | 3,000 |
| Additional Costs for Creation Rotations - Academic Specialists | 2000-2999: Classified Personnel Salaries | Title I | 5,000 | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>K-5 classes rotate through the following instruction/explorations :</p> <ul style="list-style-type: none"> • Dance & Drama - students will learn about and explore different dance genres with a dance teacher and will explore drama exercises with a drama teacher. Both teachers are contracted through VC Arts - Artists in the Classroom • Art - students will experience multi-media art lessons with an art teacher. • Snapology - students learn coding, engineering and problem solving through Lego robotics. • Zumba - through a grant from Fit4the Cause, students K-5 participate in Zumba with their grade level, every other week. <p>Additional activities for ALL students:</p> <ul style="list-style-type: none"> • Recess/Lunch in the Garden: Students in 1st - 5th grade may sign-up to have lunch and work in the garden during lunch [open 2 times/wk]. They water | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------|-----------------------|---------------------------------|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>plants, pull weeds, work on grade level planting projects, and much more.</p> <ul style="list-style-type: none"> Makerspace - working to hire a Makerspace teacher. Schedule and activities will depend upon strengths of individual hired. Opening the Makerspace for student explorations during lunch 2-3 days/week is planned. | | | | | | |
| <p>Student Council: All 4th and 5th graders have the opportunity to run for Student Council offices [President, Vice President, Treasurer, Secretary] and other 3rd-5th graders serve as class representatives. All 3rd-5th graders are welcome to join the outdoor Student Council meetings, every other week, to plan activities, learn leadership skills, and discuss their ideas to help the school, and encourage school spirit.</p> | November - June | | Student Council Adviser Stipend | 1000-1999: Certificated Personnel Salaries | 0010 | 1,100 |
| | | | | | | |

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.

The % of time SWD spent in general education settings increased steadily throughout the 2021-22 school year. The beginning of the year % of time SWD will spend in general education settings is significantly higher in Fall 2022 than it was in Fall 2021.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

With all students on campus for the 2021-22 school year, the ability to gather valid data related to inclusion (as measured by the % of time in General Education for students with IEPs) should be greatly improved.

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

Parent and Family Engagement

LEA/LCAP Goal

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

Ladera STARS Academy will enhance the engagement of parents and families by providing multiple forms of communication and a variety of activities to help create a community that feels included and accepted, as measured by participation in school events.

Identified Need

With the impact of COVID-19, there is a unique challenge to engage the Ladera STARS Academy families of students participating in the various learning models (blended, remote). The school is dependent upon families to support student learning at home for the reinforcing activities, which represent a large % of students' instructional minutes. At the same time, many families are struggling to balance work schedules with students at home, financial challenges, time management, and are very overwhelmed. Communication needs to be delivered to families in succinct, understandable ways, and additional methods to engage and build a sense of school community need to be developed/implemented.

Annual Measurable Outcomes

Metric/Indicator

Analytics available for school SMORE publications.

Baseline/Actual Outcome

Analyze metrics available for email blasts through SMORE

Expected Outcome

Maintain or increase readership - identify areas of success and areas of need

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| Attendance at virtual parent meetings/workshops (e.g. ELAC, Title 1, GATE, counselor workshops, etc.) and virtual/drive-through and/or other family events. | Analyze attendance data available for events and meetings | Maintain or increase attendance - identify areas of success and areas of need |
| Phone calls and activities by CVUSD and STARS Academy Outreach Program. | Analyze data available through Outreach activities (phone calls, WhatsApp, events) | Maintain or increase attendance/outreach communication - identify areas of success and areas of need |

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>Modes of Communication</p> <p>Dragon Tales: Monthly Smore publication emailed to all families and students. Communication includes, but is not limited to: Calendar of school events for the month, PTA flyers and event information, links to many resources, Counselor's Corner Newsletter, news/announcements, pictures, letter from the principal, and a link to the "Remote Zoomiverse" Smore for Remote learning and SHINE families. Link to publication is also sent by text.</p> <p>Dragon Blast: Weekly Smore publication emailed to all families and students. Communication includes, but is not limited to: Calendar for the week, news/announcements related to</p> | Ongoing Weekly/Monthly | Principal Grade level teachers | SMORE site License (centralized service) | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>the week, Zoom links to meetings for the week (e.g. ELAC, SSC, etc.). Link to publication is also sent by text.</p> <p>Friday Morning Gathering: Monthly "rally" featuring students and teachers leading specific school traditions (The Dragon Code, Flag Salute, Choosing the Dazzling Dozen), as well as special features, spotlights, and announcements (e.g. Hispanic Heritage month, Inclusive Schools Week). [Parents are not currently able to be invited to Gatherings, due to COVID-19 public health restrictions, although they have been in the past.]</p> <p>All Calls: Used sparingly, occasionally phone messages go out to all families regarding an important upcoming event.</p> <p>WhatsApp: Outreach Assistant has created a distribution network among our Spanish speaking families on WhatsApp, based on requests. This has proven to be a helpful system for these stakeholders.</p> <p>Website: Office Assistant maintains website with event dates, flyers, etc.</p> <p>Ladera STARS Academy PTA (Membership Toolkit) Website - very informative regarding everything happening at the school:</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|--|---|---|--|--|
| | | | Description | Type | Funding Source | Amount |
| <p>https://laderapta.membershiptoolkit.com/home</p> <p>Ladera STARS Academy PTA FaceBook page: announcements, links, and info for parents.</p> <p>Twitter: @MrsLWall - the goal is to post pictures showing school/classroom activities regularly.</p> | | | | | | |
| <p>Communication and Support:</p> <p>Written and verbal translations for parent-teacher conferences, meetings, phone calls, and printed communication with Spanish speaking parents.</p> <p>EL Facilitator, EL paraprofessional, and Outreach Assistant help with translating for parent-teacher conferences, meetings, IEPs, phone calls, and written communication with Spanish speaking parents.</p> <p>Outreach Assistant calls parents to remind them about ELAC meetings and other workshops, required paperwork, etc. She provides support to families with technology needs, connectivity issues, accessing a variety of resources online, as well as community resources and support when needed.</p> <p>School Social Worker assists with monitoring attendance issues and connecting families in need with available resources.</p> | Ongoing | <p>EL Facilitator</p> <p>EL paraprofessional</p> <p>Outreach Assistant</p> | <p>Hourly rate for time outside contracted day</p> <p>EL Facilitator and EL Paraprofessional salaries (centralized service)</p> <p>Outreach Assistant</p> <p>Outreach Assistant</p> <p>School Social Worker (centralized service)</p> | <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>0010</p> <p>0860</p> <p>Title I</p> <p>0860</p> | <p>1000</p> <p>11,500</p> <p>2,880</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------|---|--|-------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Serving the Needs of our Families:</p> <p>Operation School Bell: The Assistance League provides coupons for families to bring to JC Penney to choose \$70 in clothing (for low income families).</p> <p>Outreach Assistant and other staff connect families to CVUSD Closet, counseling resources, and other services, when made aware of needs.</p> <p>Scholarships are available through the PTA for school uniform polos, as well as "lightly used" polos donated back to the school.</p> | Ongoing Weekly | Office Staff Outreach Assistant | Assistance League donations/coupons for Operation School Bell. PTA - uniform scholarships | | | |
| <p>SSC Parent/Family Survey:</p> <p>SSC will conduct a parent survey in 2023 asking families what kinds of communication they find most helpful/useful and what activities they participated in this year, and how those activities impacted their feeling of engagement.</p> | April 2023 | | | | | |
| <p>Family and Community Building Events Planned for the 2022-23 school year:</p> <ul style="list-style-type: none"> Summer Park Meet-ups Back-to-School Social | Ongoing | PTA GATE Advisor Site Community Building Team | Office supplies and paper | 4000-4999: Books And Supplies | 0010 | 400 |

| 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"> Hispanic Heritage Month The Big Boo (October PTA event) Bullying Prevention Month (Oct.) - Unity Day Jog-a-thon (PTA) Random Acts of Kindness Week (February) Cupid Bingo (February) Family Hikes (Nov. and May - PTA) Family Picnic - 60th bday Celebration (April - PTA) International Night (TBD - PTA) Outdoor Movie Night (PTA) Awards Assemblies Restaurant Nights (TBD - PTA) ELAC, SSC, GATE parent, Title 1 meetings planned throughout the school year. | | EL Outreach, Facilitator, and Paraprofessional Teachers | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------|---|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Student attendance will be monitored by the Attendance Clerk (Office Assistant) under the supervision of the principal. Letters for Chronic Absenteeism (10% or more) and SARB 1-3, will be preceded by a "Friendly Letter" alerting parents of an attendance issue.</p> <p>[Due to COVID-19 challenges, perfect attendance awards have been paused this year.]</p> | Ongoing, monthly | <p>Attendance Clerk (Office Assistant)</p> <p>Principal</p> | (centralized service) | | | |
| See Goal #3 for more Social Emotional Learning (SEL) related actions. | | | | | | |
| | | | | | | |

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.

All events for the 2021-22 school year were able to be held in person. All events were well attended.

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

No major differences

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 primary difference is that we will be able to hold some PTA/community events on-campus this year, as long as they are outdoors and outside school hours. The hope is that this will increase the engagements of families, as well as the community-feeling we hope to encourage.

Also, with an Outreach Assistant on campus throughout the week, we hope to begin weekly or 2x/monthly meetings for our EL parents to meet outdoors or online, with the goal of providing direct communication about how to support their children's academic growth at home, participating in school events, and training re: accessing online resources.

Budget Summary

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

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$185,453.00 |

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 | \$56,287.00 |

Subtotal of additional federal funds included for this school: \$56,287.00

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 | \$36,636.00 |
| 0080 | \$454.00 |
| 0860 | \$2,880.00 |
| OTRM | \$17,658.00 |
| Donations | \$10,000.00 |
| ESSER III - Learning Loss | \$27,469.00 |
| ESSER III - Other Allowable Uses | \$12,469.00 |
| Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | \$21,600.00 |

Subtotal of state or local funds included for this school: \$129,166.00

Total of federal, state, and/or local funds for this school: \$185,453.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------------------------|--------|---------|
| 0010 | 36,636 | 0.00 |
| 0860 | 2,880 | 0.00 |
| OTRM | 17,658 | 0.00 |
| Title I | 56,287 | 0.00 |
| Donations | 10,000 | 0.00 |
| 0080 | 454 | 0.00 |
| ESSER III - Learning Loss | 27,469 | 0.00 |
| ESSER III - Other Allowable Uses | 12,469 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|--|-----------|
| 0010 | 36,636.00 |
| 0080 | 454.00 |
| 0860 | 2,880.00 |
| OTRM | 17,658.00 |
| Donations | 10,000.00 |
| ESSER III - Learning Loss | 27,469.00 |
| ESSER III - Other Allowable Uses | 12,469.00 |
| Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 21,600.00 |
| Title I | 56,287.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| 1000-1999: Certificated Personnel Salaries | 73,506.00 |
| 2000-2999: Classified Personnel Salaries | 53,280.00 |

| | |
|---|-----------|
| 4000-4999: Books And Supplies | 23,686.00 |
| 5000-5999: Services And Other Operating Expenditures | 33,981.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 1,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|--|-----------|
| 1000-1999: Certificated Personnel Salaries | 0010 | 7,150.00 |
| 2000-2999: Classified Personnel Salaries | 0010 | 4,000.00 |
| 4000-4999: Books And Supplies | 0010 | 18,986.00 |
| 5000-5999: Services And Other Operating Expenditures | 0010 | 5,500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 0010 | 1,000.00 |
| 5000-5999: Services And Other Operating Expenditures | 0080 | 454.00 |
| 2000-2999: Classified Personnel Salaries | 0860 | 2,880.00 |
| 1000-1999: Certificated Personnel Salaries | OTRM | 6,700.00 |
| 2000-2999: Classified Personnel Salaries | OTRM | 1,000.00 |
| 5000-5999: Services And Other Operating Expenditures | OTRM | 9,958.00 |
| 2000-2999: Classified Personnel Salaries | Donations | 3,400.00 |
| 5000-5999: Services And Other Operating Expenditures | Donations | 6,600.00 |
| 1000-1999: Certificated Personnel Salaries | ESSER III - Learning Loss | 27,469.00 |
| 1000-1999: Certificated Personnel Salaries | ESSER III - Other Allowable Uses | 4,000.00 |
| 4000-4999: Books And Supplies | ESSER III - Other Allowable Uses | 4,000.00 |
| 5000-5999: Services And Other Operating Expenditures | ESSER III - Other Allowable Uses | 4,469.00 |
| 1000-1999: Certificated Personnel Salaries | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 5,000.00 |
| 2000-2999: Classified Personnel Salaries | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 15,000.00 |

| | | |
|--|--|-----------|
| 5000-5999: Services And Other Operating Expenditures | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 1,600.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 23,187.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 27,000.00 |
| 4000-4999: Books And Supplies | Title I | 700.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 5,400.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 32,098.00 |
| Goal 2 | 25,056.00 |
| Goal 3 | 61,619.00 |
| Goal 4 | 50,900.00 |
| Goal 5 | 15,780.00 |

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

| Name of Members | Role |
|-------------------|----------------------------|
| Lori Wall | Principal |
| Jackie Luderer | Classroom Teacher |
| Lisa Keatts | Classroom Teacher |
| Christopher Hanna | Classroom Teacher |
| Miranda Dear | Parent or Community Member |
| Becky Shatzer | Parent or Community Member |
| Jessica Bernacki | Parent or Community Member |
| Kimberly Hall | Parent or Community Member |
| Timothy Neal | Parent or Community Member |
| John Orleans | Other School Staff |

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::


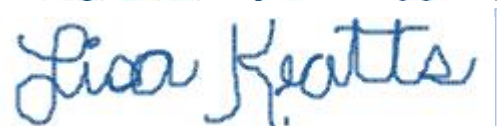
| Signature | Committee or Advisory Group Name |
|--|---|
|  | District Advisory Committee Representative |
|  | English Learner Advisory Committee Representative |
|  | Gifted and Talented Education Program Advisory Committee Representative |
|  | School Site Representative |
|  | Special Education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

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 8/31/22.

Attested:

| | |
|---|--|
|  | Principal, Lori Wall on 9/8/22 |
|  | SSC Chairperson, Lisa Keatts on 9/8/22 |