

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Conejo Academy of Leadership and Language Immersion	56 73759 6055933	9/15/2021	

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement

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

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

Conejo Academy of Leadership and Language Immersion strives to be a community of leaders who are:

- Learning through collaboration
- Exploring and accepting of new challenges
- Accountable and responsible for our actions
- Driving ourselves to success

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

School Profile:

Conejo Academy of Leadership and Language Immersion is the oldest elementary school in the Conejo Valley, with a rich history, diverse school culture, dedicated families and staff, and an award-winning leadership program that follows Franklin Covey's Leader in Me whole-school leadership framework. The framework provides the school community with the tools to teach leadership to every student, create a culture of student empowerment and develop systems that deliver academic results.

In addition, Conejo Academy is also home to the only Dual Language Immersion program offered in the Conejo Valley. We offer a Spanish-English Program that follows the 50/50 model in TK-1st grade and the program will grow one grade level per year until the program is offered school-wide. Students receive core academic instruction in both Spanish and English and will be assessed in both languages. The program follows the Guiding Principles of Dual Language Immersion and aims to meet the three goals of DLI: Bilingualism/Biliteracy, High academic achievement in both program languages and Sociocultural competency.

We know building a strong Family-School partnership leads to greater outcomes for students both academically and personally; therefore, we encourage and welcome all families to be active participants in a way that best meets the needs of your family.

Parents and Guardians are encouraged to join our parent/community committees such as School Site Council (SSC), English Language Acquisition Committee (ELAC) and/or Parent Faculty Association (PFA) in order to stay up to date on upcoming events, review school progress and provide feedback.

Family members are also invited to:  
Become classroom volunteers (requires clearance).  
Attend our monthly family engagement events.  
Register for the classes/workshops we offer throughout the year.

Volunteer during special events.  
Chaperone during field trips.  
Share their special talents with our students (presentations, mini-lessons, etc.)  
Communicate openly with the staff.  
Request support from the school site when necessary.  
Build connections with other families

In addition to providing a high quality and supportive academic program, we also offer our students multiple opportunities to explore personal interests. This year we will ...

Offer our Dual Language Immersion program in TK, Kindergarten and 1st Grade.  
Offer weekly Spanish classes to all 2nd-5th grade students during the school day.  
Continue implementing our weekly Leadership Block that allows students to build connections with students in all grade levels while learning leadership skills.  
Promote a global perspective by teaching our students about different cultures and countries throughout the year.  
Develop leadership life-skills at each grade level.  
Create partnerships with local organizations that will provide our students the opportunity to be leaders in the community.  
Provide weekly enrichment classes that allow students to discover their personal interests (Dance, Science, Music, Band, etc.)  
Schedule field trips that provides students unique learning opportunities and encourages them to explore the world around them.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

CVUSD conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.

- 83% of parents/guardians reported that their student(s) seem eager to attend school each day.
- 85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.
- 86% of parents/guardians reported that their student's school was physically safe.
- 92% of parents/guardians reported that they are informed regarding their student(s) academic progress.
- 84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.
- 93% of parents/guardians reported that teachers and staff treat them respectfully.
- 98% of elementary students reported they feel their teachers care about them.
- 93% of elementary students reported that their school is inclusive.
- 90% of middle and high school students reported feeling their teachers care about them.
- 89% of middle and high school students reported that their counselors care about them.
- 79% of middle and high school students reported feeling their school is an inclusive environment that values all people.
- 73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.
- 91% of staff reported that working for CVUSD is a positive experience.
- 87% of staff reported that they are comfortable discussing workplace issues with their supervisors.
- 92% of school site staff reported that students feel safe at school.
- 83% of school site staff reported that students are engaged and motivated.
- 95% of school site staff reported that their school site embraces diversity; and 94% reported that their school site embraces inclusion.

## 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 on and off schedule 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. School sites also engaged in UDL walkthroughs facilitated by site and district staff to observe best practices in classrooms.

## **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, Reading Inventory that generates a Lexile score, trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

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

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

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use a Lexile test, 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 standards and curricula for each subject.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.



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

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

During the week of August 15 to 19, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary students on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of “accuracy” from Joe Feldman’s book “Grading For Equity”.

In addition, during the 2022-23 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.

## 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 compared to same age peers 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. All teachers are provided with professional learning on the intersection of UDL, DEI and SEL and the importance of focusing on student engagement and student voice.

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 MTSS, SEL, 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.

In addition, the Conejo Academy teaching staff completed 20 hours of BeGLAD training in June 2023. BeGLAD is a series of teaching strategies that target academic language acquisition and literacy. During the year, all teachers will participate in ongoing Leader in Me coaching and will continue to engage in professional development in the area of Dual Language Immersion.

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

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

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

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

## Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2023-24 School Year, all TK-5 teachers are implementing the 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. In 2022-2023, CVUSD adopted new instructional materials for History/Social Science, which had not been updated since 2006.

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 materials 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, general education and special education 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 and Imagine Learning 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 and IXL Math. 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. Using the UDL framework, teachers consider students needs for engagement, representation and action and engagement. 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, Science of Reading and cooperative learning.

## Parental Engagement

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

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

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

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

In addition the classroom teachers, Conejo Academy's Support Team Includes:

- Bilingual Principal
- Bilingual Office Staff
- Bilingual Special Education Team
- Bilingual Outreach Assistant
- Bilingual Counselor
- Bilingual Title 1 Counselor
- Teacher on Special Assignment
- Academic Specialist (Social Emotional and Academic)
- Bilingual Paraprofessionals
- Bilingual Facilitator

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

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

## Funding

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

Categorical Funds in CVUSD:

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

Title II/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.

## **Educational Partner 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**

9/27/22 Discussed SPSA goals during ELAC meeting

1/18/23 Reviewed T1 achievement data during SSC meeting.

3/15/23 Reviewed school budget and made adjustments to SPSA and budgets based on student needs.

4/26/23 SS Discussed Enrichment Priorities for 23-24 School Year - Goal 1

May 2023 Administered Measurable Results Survey to parents, staff and 4th and 5th grade students. Utilized results to develop goal 1.

6/6/23 Encouraged and helped parents complete the MRA survey during the ELAC meeting. The results of the survey are used to develop Goal 1.

8/21/23 Staff reviewed 2022-23 previewed EOY data and priorities for the year.

8/23/23 Met with 4th/5th grade to discuss CAASPP data and discuss actions to address areas of growth.

8/25/23 Hosted Coffee with Principal - Asked Parent for feed regarding Goal 1(engagement), 3 (Reading achievement) and 4 (math achievement).

8/29/23 Met with Title 1 Counselor to review attendance data and discuss actions to address chronic absenteeism and improve ADA

8/30/23 SSC Meeting Reviewed EOY data for the 2022-23 school year. Reviewed goals 1, 2 and 5 of the SPSA. Committee provided feedback.

9/1/23 Met with 3rd grade staff to review EOY data and review goals 2.

9/5/23 Met with ELAC representatives to review EOY data and Goal 5. Discussed how to increase parent involvement.

9/6/23 SSC Meeting - Reviewed Goals 1, 3 and 4, incorporated additional strategies and approved SPSA.

## Resource Inequities

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



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.45%	0.42%	1	1	1
African American	2.4%	1.80%	0.42%	6	4	1
Asian	0.4%	0.90%	2.11%	1	2	5
Filipino	%	%	0.42%		0	1
Hispanic/Latino	83.3%	81.08%	81.01%	210	180	192
Pacific Islander	%	0.45%	0.42%		1	1
White	10.7%	12.16%	12.66%	27	27	30
Multiple/No Response	2.8%	3.15%	2.53%	7	7	6
<b>Total Enrollment</b>				252	222	237

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	39	47	72
Grade 1	34	27	42
Grade 2	33	26	24
Grade 3	37	40	26
Grade 4	45	32	42
Grade 5	64	50	31
<b>Total Enrollment</b>	252	222	237

### Conclusions based on this data:

1. Enrollment dropped between 20-21 and 21-22 but grew in 22-23.
2. Kinder and 1st grade had the largest classes.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	123	120	122	48.8%	54.1%	51.5%
Fluent English Proficient (FEP)	34	20	25	13.5%	9.0%	10.5%
Reclassified Fluent English Proficient (RFEP)	3			2.4%		

### Conclusions based on this data:

1. The percentage of English Learners fluctuate slightly every year.
2. There has been a slight drop in the percent of reclassified 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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	43	27	0	39	27	0	39	27	0.0	90.7	100.0
Grade 4	51	36	42	0	33	41	0	33	41	0.0	91.7	97.6
Grade 5	66	49	32	0	47	32	0	47	32	0.0	95.9	100.0
All Grades	153	128	101	0	119	100	0	119	100	0.0	93.0	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2368.	2371.		7.69	7.40		15.38	18.50		17.95	18.50		58.97	55.60
Grade 4		2393.	2392.		0.00	2.40		18.18	12.20		21.21	26.80		60.61	58.50
Grade 5		2456.	2410.		8.51	0.00		25.53	15.60		25.53	18.80		40.43	65.60
All Grades	N/A	N/A	N/A		5.88	3.00		20.17	15.00		21.85	22.00		52.10	60.00

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		7.69			51.28			41.03		
Grade 4		0.00			63.64			36.36		
Grade 5		12.77			65.96			21.28		
All Grades		7.56			60.50			31.93		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.69			33.33			58.97	
Grade 4		3.03			39.39			57.58	
Grade 5		6.38			51.06			42.55	
All Grades		5.88			42.02			52.10	

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		2.56			79.49			17.95	
<b>Grade 4</b>		3.03			78.79			18.18	
<b>Grade 5</b>		6.38			72.34			21.28	
<b>All Grades</b>		4.20			76.47			19.33	

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		12.82			51.28			35.90	
<b>Grade 4</b>		3.03			63.64			33.33	
<b>Grade 5</b>		8.51			68.09			23.40	
<b>All Grades</b>		8.40			61.34			30.25	

**Conclusions based on this data:**

1.

# 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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	43	27	0	42	27	0	42	27	0.0	97.7	100.0
Grade 4	51	36	42	0	35	41	0	35	41	0.0	97.2	97.6
Grade 5	66	49	32	0	47	32	0	47	32	0.0	95.9	100.0
All Grades	153	128	101	0	124	100	0	124	100	0.0	96.9	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2372.	2403.		4.76	7.40		14.29	18.50		28.57	33.30		52.38	47.70
Grade 4		2412.	2411.		2.86	4.90		8.57	17.10		40.00	22.00		48.57	56.10
Grade 5		2442.	2414.		10.64	3.10		4.26	9.40		23.40	15.60		61.70	71.90
All Grades	N/A	N/A	N/A		6.45	5.00		8.87	15.00		29.84	23.00		54.84	57.00

Concepts & Procedures Applying mathematical concepts and procedures											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		4.76			45.24			50.00			
Grade 4		8.57			40.00			51.43			
Grade 5		4.26			40.43			55.32			
All Grades		5.65			41.94			52.42			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14			40.48			52.38	
Grade 4		5.71			42.86			51.43	
Grade 5		6.38			46.81			46.81	
All Grades		6.45			43.55			50.00	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		7.14			64.29			28.57	
<b>Grade 4</b>		5.71			45.71			48.57	
<b>Grade 5</b>		6.38			53.19			40.43	
<b>All Grades</b>		6.45			54.84			38.71	

**Conclusions based on this data:**

1.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1403.6	1422.2	1372.0	1421.5	1430.9	1385.0	1361.4	1401.7	1341.0	14	25	32
<b>1</b>	1427.5	1388.9	1448.0	1456.1	1412.5	1461.0	1398.4	1364.9	1434.0	16	14	19
<b>2</b>	1468.6	1469.7	1424.0	1486.2	1469.7	1452.0	1450.6	1469.3	1396.0	27	15	12
<b>3</b>	1484.8	1463.6	1479.0	1496.0	1460.2	1480.0	1473.1	1466.6	1477.0	21	28	16
<b>4</b>	1496.3	1505.0	1509.0	1498.6	1509.9	1502.0	1493.6	1499.7	1515.0	17	21	29
<b>5</b>	1512.7	1524.8	1520.0	1506.7	1521.0	1509.0	1518.3	1528.2	1530.0	31	18	17
<b>All Grades</b>										126	121	125

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	7.14	12.00	0.0	28.57	36.00	20.0	42.86	40.00	19.5	21.43	12.00	51.6	14	25	32
<b>1</b>	6.25	7.14	7.7	18.75	7.14	15.0	50.00	28.57	24.4	25.00	57.14	6.5	16	14	19
<b>2</b>	7.41	6.67	0.0	25.93	46.67	5.0	59.26	33.33	17.1	7.41	13.33	9.7	27	15	12
<b>3</b>	9.52	0.00	23.1	38.10	25.00	10.0	42.86	53.57	14.6	9.52	21.43	9.7	21	28	16
<b>4</b>	11.76	28.57	38.5	47.06	42.86	32.5	17.65	19.05	19.5	23.53	9.52	12.9	17	21	29
<b>5</b>	12.90	22.22	30.8	41.94	38.89	17.5	38.71	22.22	4.9	6.45	16.67	51.6	31	18	17
<b>All Grades</b>	9.52	12.40	10.4	34.13	33.06	33.0	42.86	34.71	32.8	13.49	19.83	24.8	126	121	125

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	7.14	16.00		28.57	36.00		42.86	36.00		21.43	12.00		14	25	
<b>1</b>	25.00	0.00		6.25	28.57		56.25	42.86		12.50	28.57		16	14	
<b>2</b>	37.04	20.00		25.93	33.33		33.33	33.33		3.70	13.33		27	15	
<b>3</b>	28.57	10.71		47.62	32.14		19.05	42.86		4.76	14.29		21	28	
<b>4</b>	29.41	47.62		41.18	42.86		23.53	0.00		5.88	9.52		17	21	
<b>5</b>	32.26	33.33		54.84	50.00		6.45	5.56		6.45	11.11		31	18	
<b>All Grades</b>	28.57	21.49		36.51	37.19		26.98	27.27		7.94	14.05		126	121	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	8.00		7.14	20.00		57.14	52.00		35.71	20.00		14	25	
<b>1</b>	6.25	7.14		6.25	7.14		37.50	7.14		50.00	78.57		16	14	
<b>2</b>	3.70	6.67		7.41	40.00		48.15	20.00		40.74	33.33		27	15	
<b>3</b>	0.00	0.00		19.05	10.71		42.86	46.43		38.10	42.86		21	28	
<b>4</b>	0.00	4.76		35.29	47.62		23.53	23.81		41.18	23.81		17	21	
<b>5</b>	6.45	11.11		12.90	33.33		58.06	33.33		22.58	22.22		31	18	
<b>All Grades</b>	3.17	5.79		14.29	25.62		46.03	33.88		36.51	34.71		126	121	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	28.00		78.57	64.00		21.43	8.00		14	25	
<b>1</b>	31.25	14.29		62.50	71.43		6.25	14.29		16	14	
<b>2</b>	25.93	26.67		62.96	66.67		11.11	6.67		27	15	
<b>3</b>	28.57	17.86		61.90	64.29		9.52	17.86		21	28	
<b>4</b>	41.18	61.90		47.06	28.57		11.76	9.52		17	21	
<b>5</b>	6.45	22.22		87.10	66.67		6.45	11.11		31	18	
<b>All Grades</b>	21.43	28.93		68.25	59.50		10.32	11.57		126	121	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	14.29	16.00		71.43	64.00		14.29	20.00		14	25	
<b>1</b>	12.50	0.00		75.00	71.43		12.50	28.57		16	14	
<b>2</b>	37.04	6.67		59.26	80.00		3.70	13.33		27	15	
<b>3</b>	38.10	28.57		52.38	53.57		9.52	17.86		21	28	
<b>4</b>	35.29	47.62		58.82	42.86		5.88	9.52		17	21	
<b>5</b>	64.52	61.11		25.81	33.33		9.68	5.56		31	18	
<b>All Grades</b>	38.10	28.10		53.17	56.20		8.73	15.70		126	121	



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	8.00		71.43	84.00		28.57	8.00		14	25	
<b>1</b>	6.25	7.14		37.50	14.29		56.25	78.57		16	14	
<b>2</b>	7.41	6.67		37.04	73.33		55.56	20.00		27	15	
<b>3</b>	0.00	0.00		57.14	39.29		42.86	60.71		21	28	
<b>4</b>	0.00	0.00		58.82	66.67		41.18	33.33		17	21	
<b>5</b>	6.45	16.67		61.29	55.56		32.26	27.78		31	18	
<b>All Grades</b>	3.97	5.79		53.17	57.02		42.86	37.19		126	121	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	7.14	16.00		50.00	40.00		42.86	44.00		14	25	
<b>1</b>	6.25	7.14		50.00	42.86		43.75	50.00		16	14	
<b>2</b>	3.70	6.67		62.96	66.67		33.33	26.67		27	15	
<b>3</b>	0.00	0.00		57.14	82.14		42.86	17.86		21	28	
<b>4</b>	5.88	28.57		58.82	57.14		35.29	14.29		17	21	
<b>5</b>	3.23	11.11		80.65	77.78		16.13	11.11		31	18	
<b>All Grades</b>	3.97	11.57		62.70	61.98		33.33	26.45		126	121	

**Conclusions based on this data:**

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

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
222	73.4	54.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Conejo Academy of Leadership and Language Immersion.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	120	54.1
Foster Youth		
Homeless	13	5.9
Socioeconomically Disadvantaged	163	73.4
Students with Disabilities	22	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.8
American Indian	1	0.5
Asian	2	0.9
Filipino		
Hispanic	180	81.1
Two or More Races	7	3.2
Pacific Islander	1	0.5
White	27	12.2

**Conclusions based on this data:**

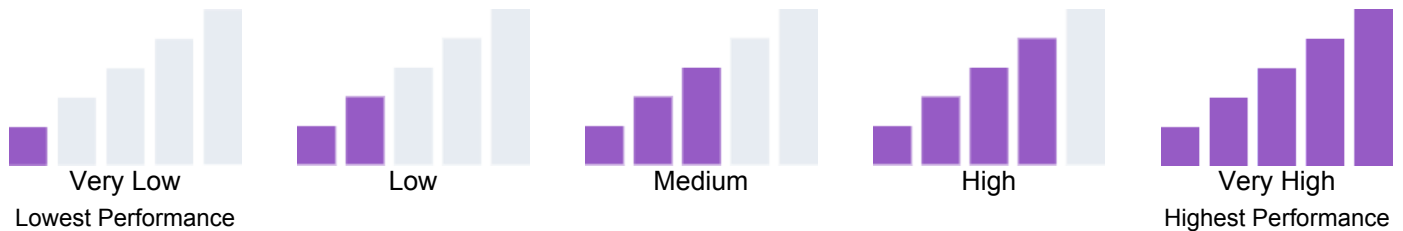
1. Our 23-24 enrollment has grown by 14% when compared to the 21-22 enrollment
2. Our Race/Ethnicity enrollment percentages are still similar.

# School and Student Performance Data

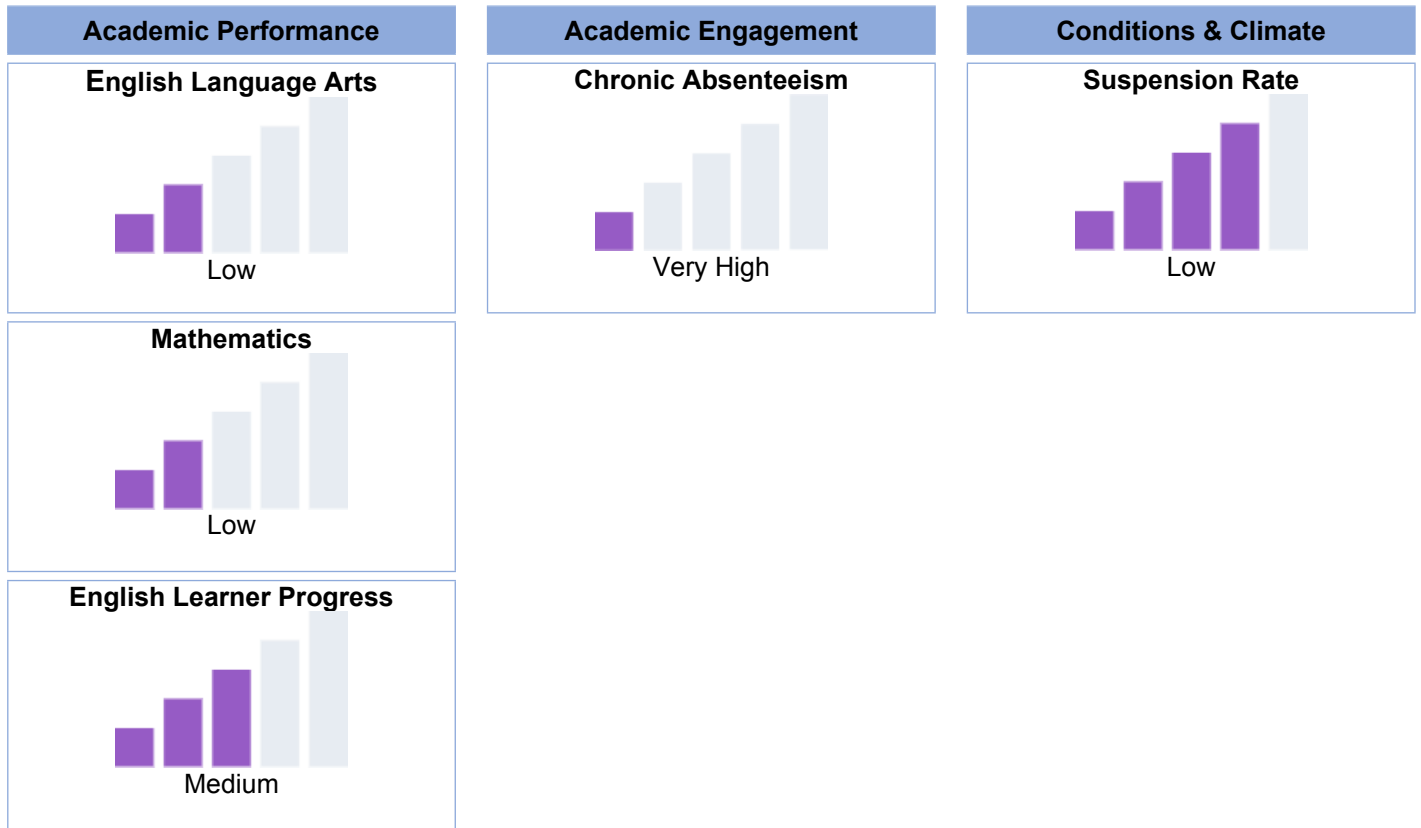
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

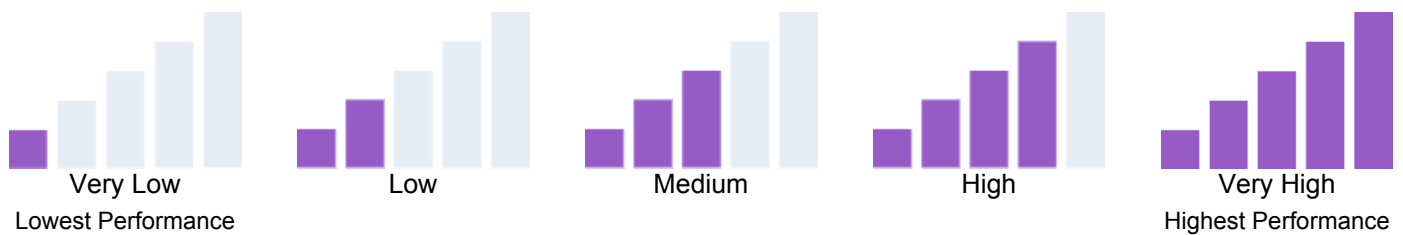
1. Chronic Absenteeism is an area of need. This was previously an area that had improved pre-COVID.
2. The suspension rates have improved. This was previously an area of need.

# School and Student Performance Data

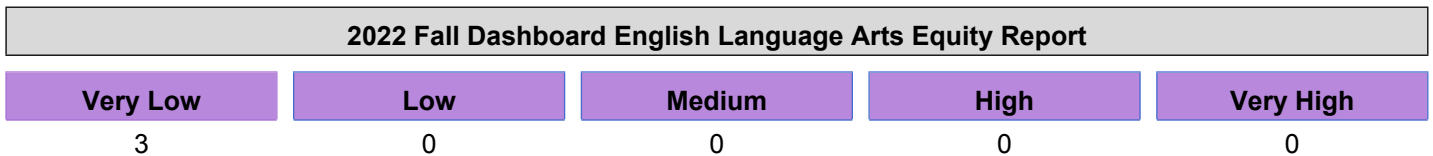
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

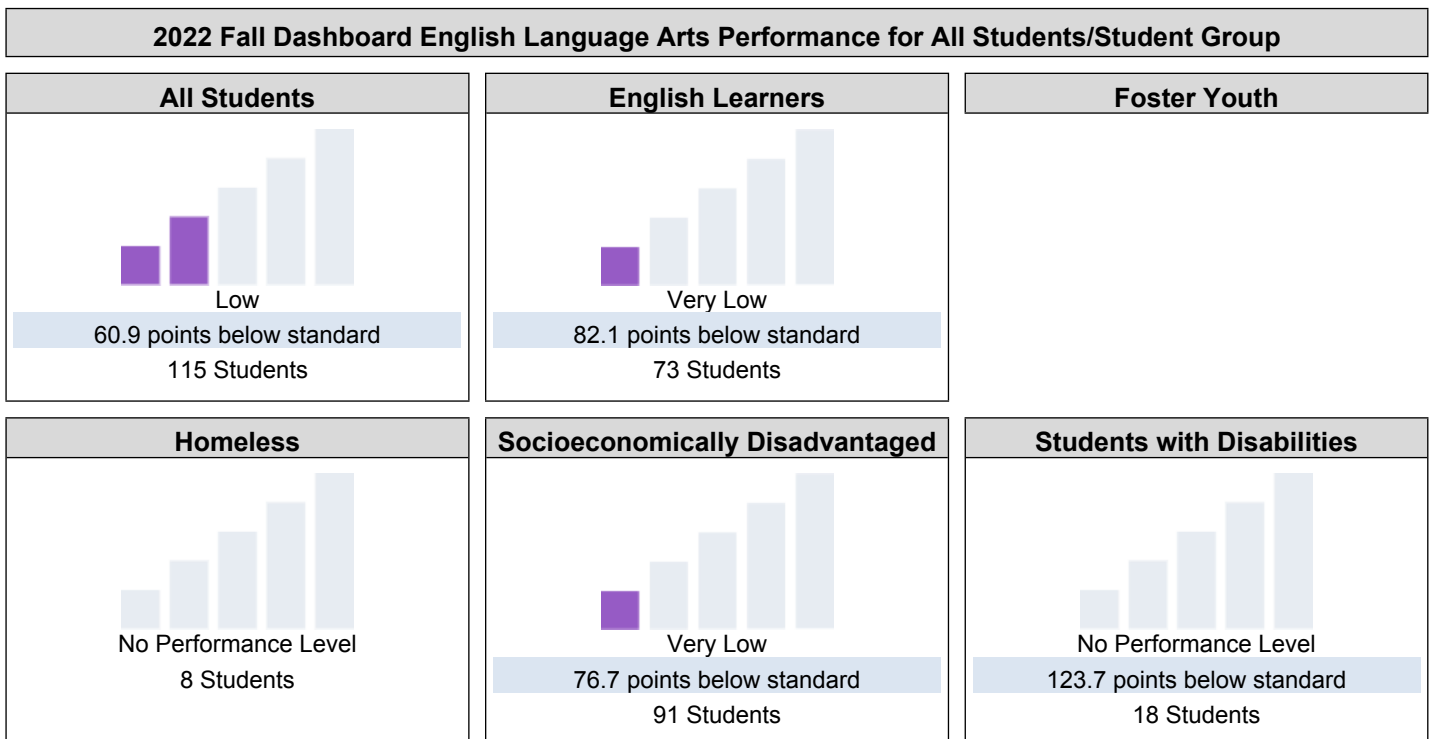
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



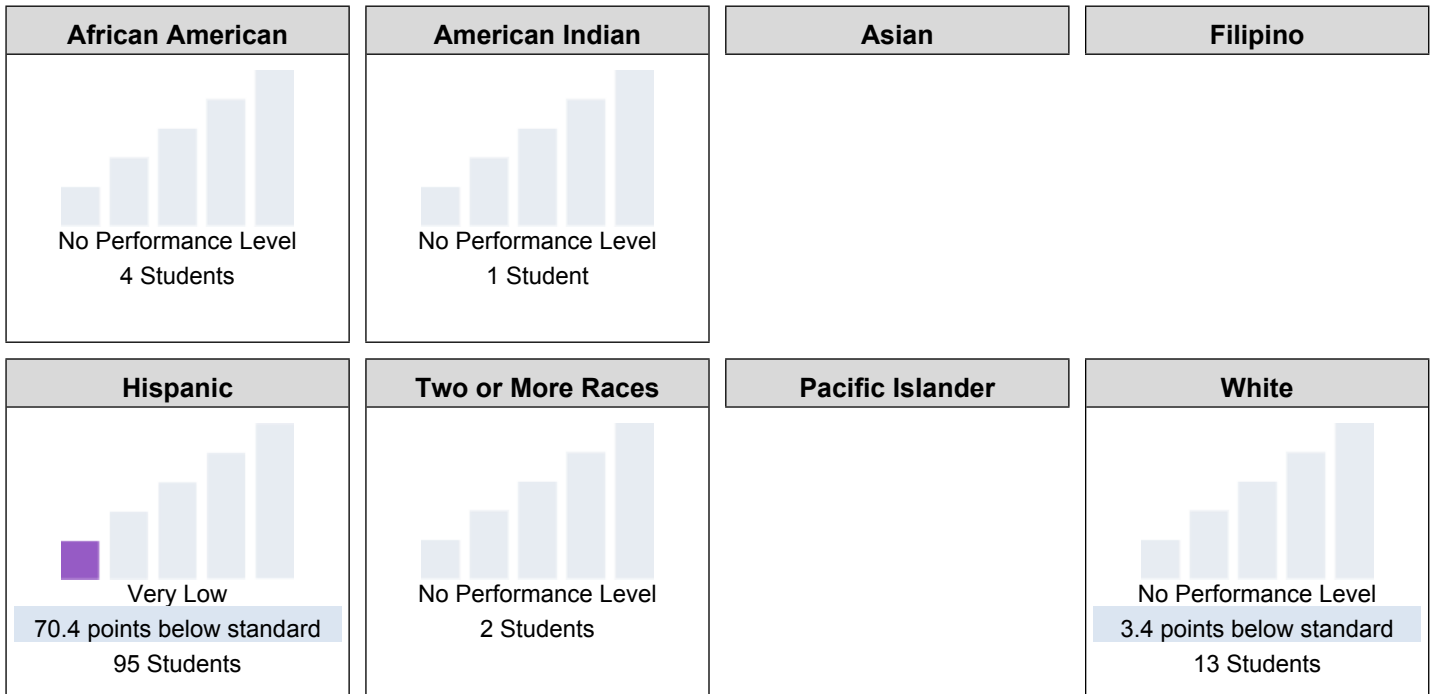
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
105.5 points below standard 54 Students	15.6 points below standard 19 Students	36.9 points below standard 37 Students

**Conclusions based on this data:**

1. Reclassified Students outperform ELs and EO. This shows the benefits of being bilingual.

# School and Student Performance Data

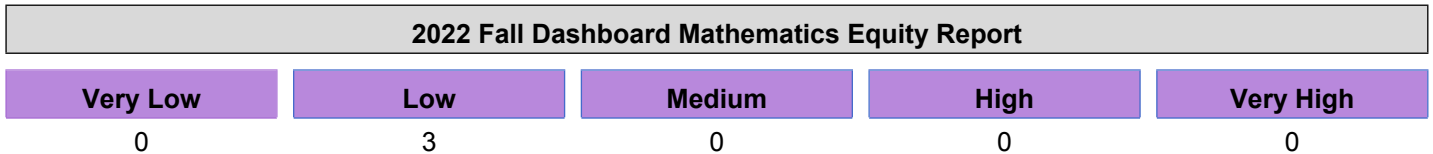
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

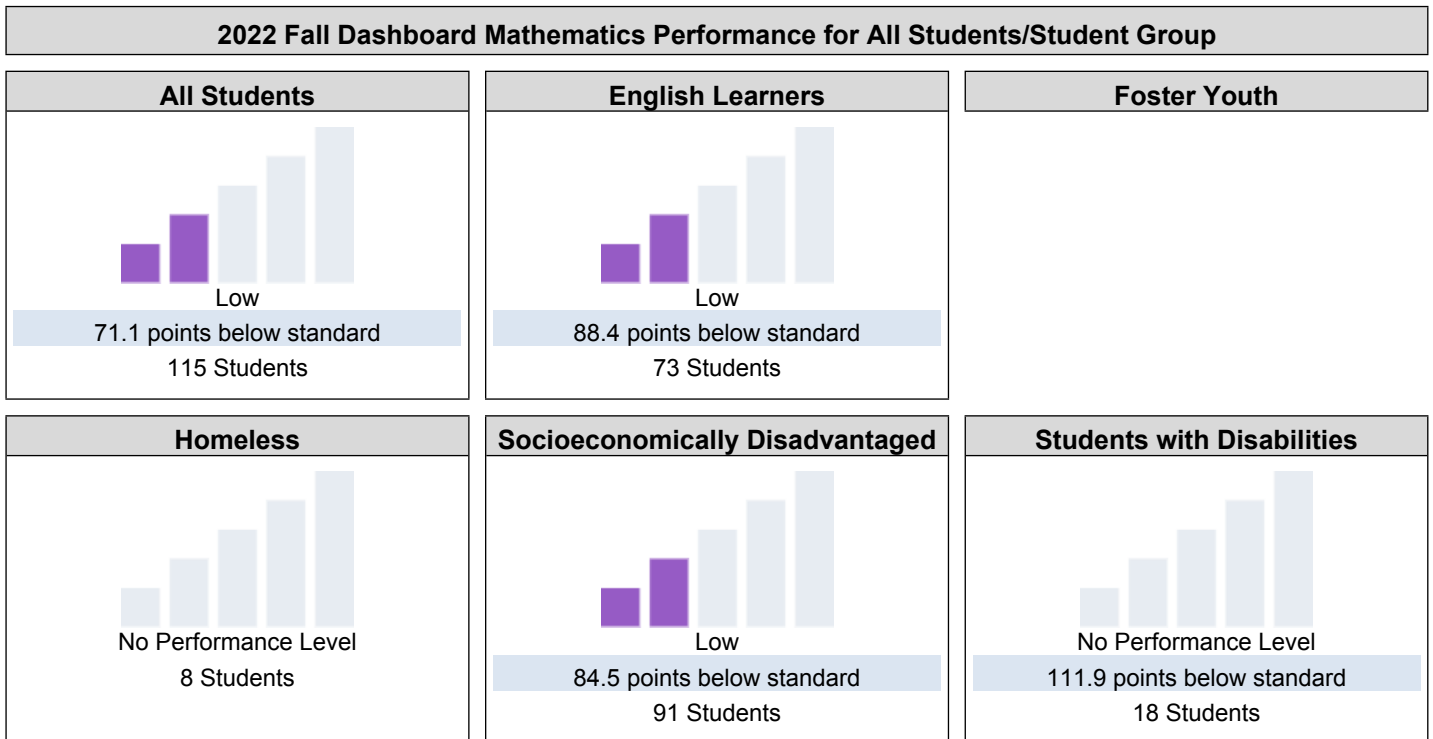
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



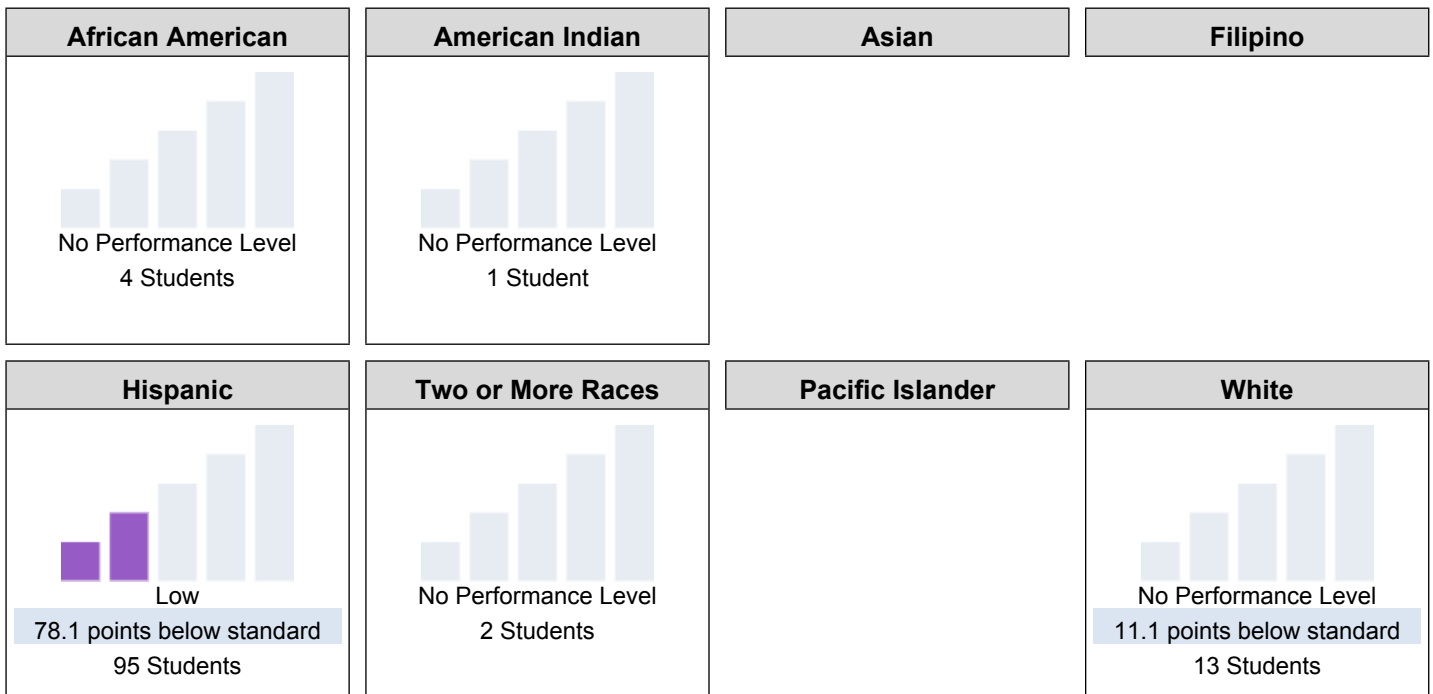
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.8 points below standard 54 Students	61.6 points below standard 19 Students	43.0 points below standard 37 Students

#### Conclusions based on this data:

1. Math performance is stronger than ELA



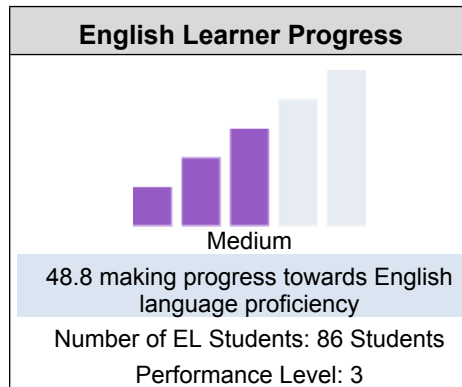
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.6%	32.6%	3.5%	45.3%

#### Conclusions based on this data:

1. Our percent of students making progress towards English language proficiency is similar to state average (50.3)
2. The percent of students dropping a level has decreased by 3.5% since 2019.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

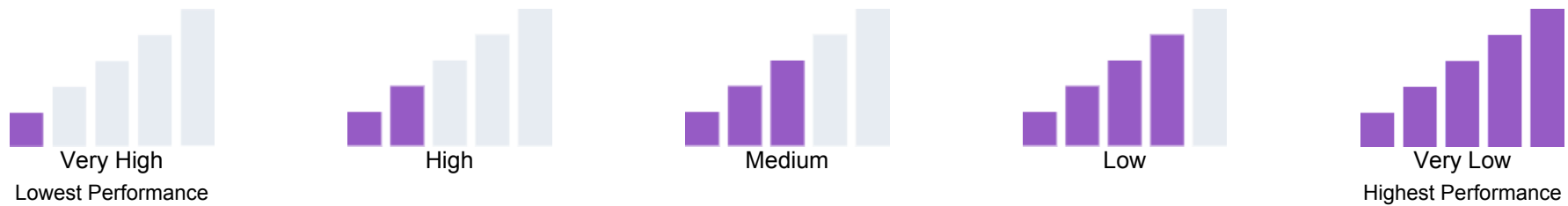
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# School and Student Performance Data

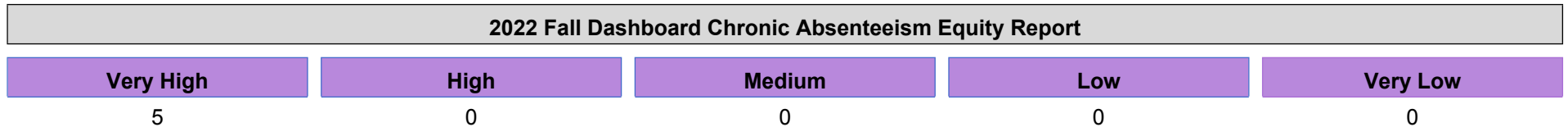
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

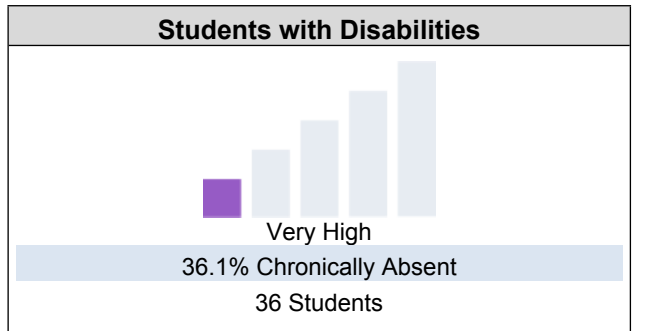
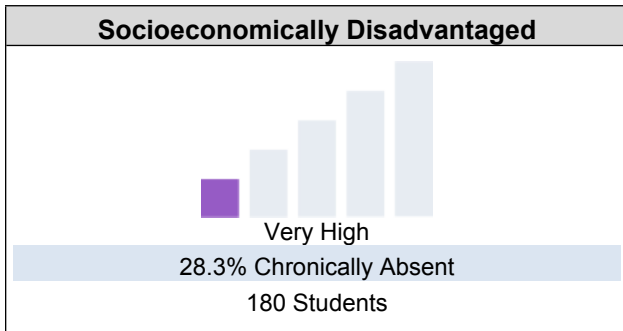
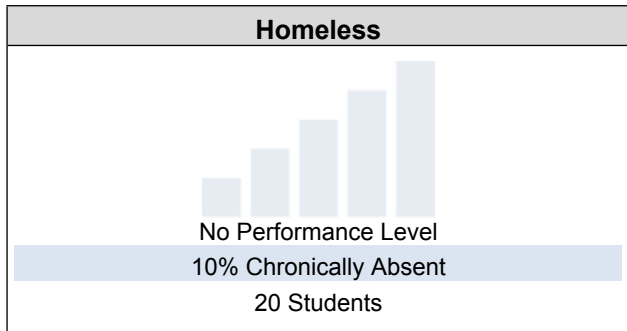
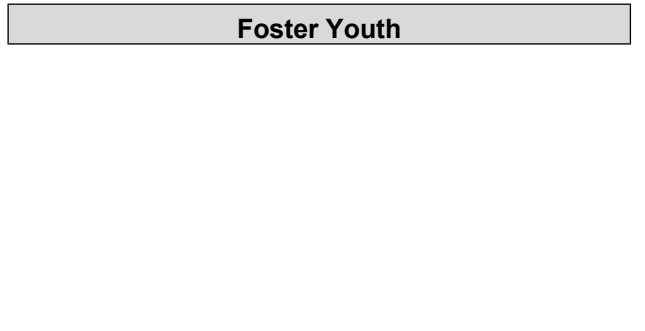
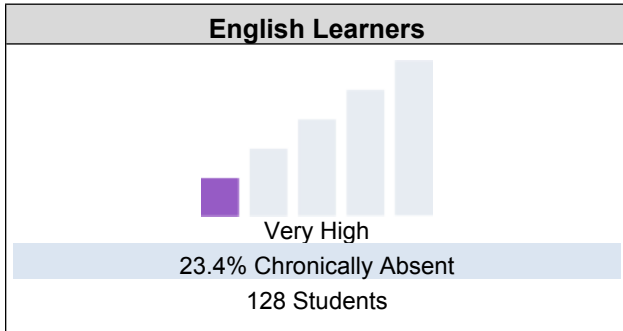
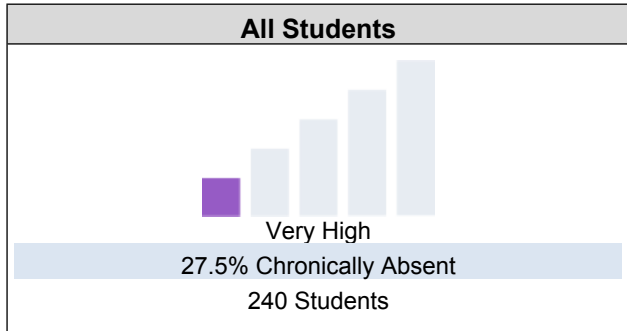


This section provides number of student groups in each level.

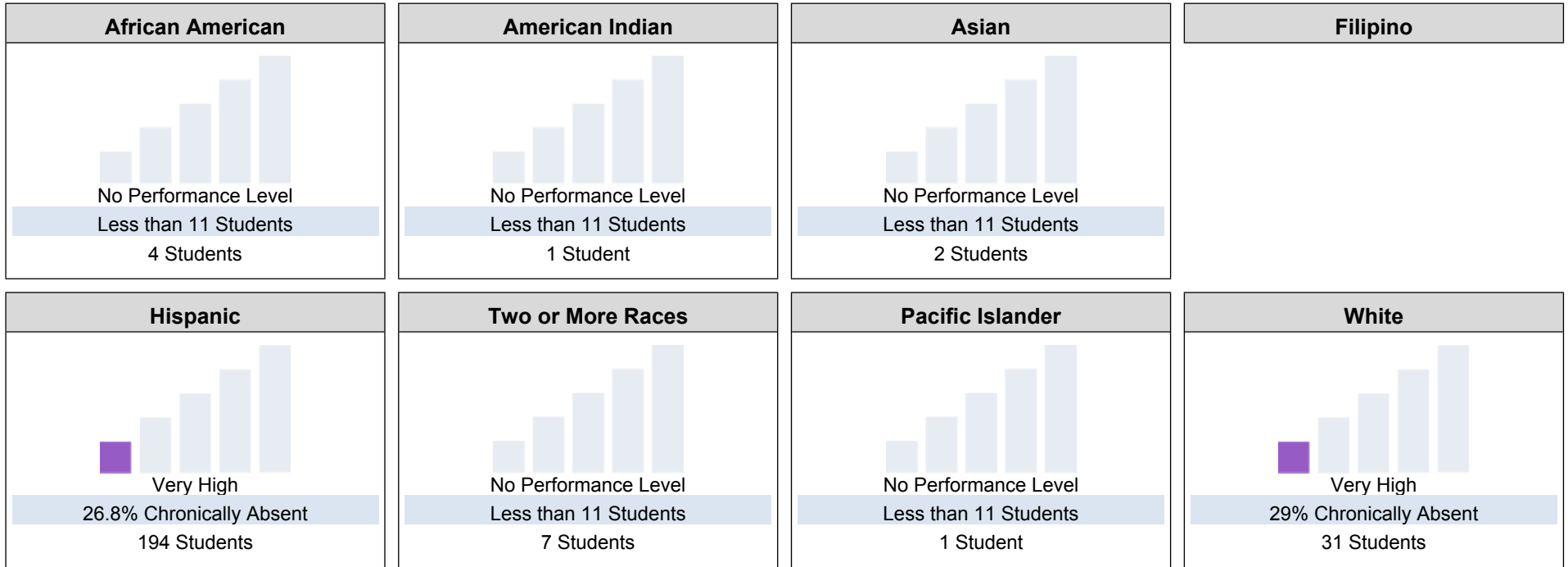


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group**



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. This is area high need that needs to be addressed schoolwide.
2. All groups will a significant population were identified as very high.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low  
Lowest Performance

Low

Medium

High

Very High  
Highest Performance

This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

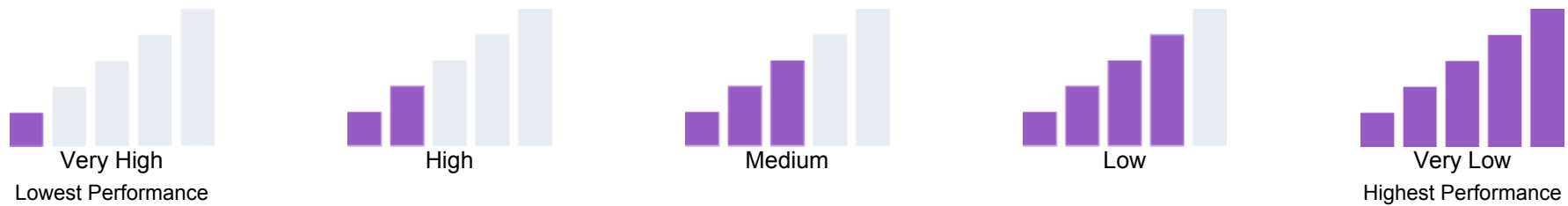
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# School and Student Performance Data

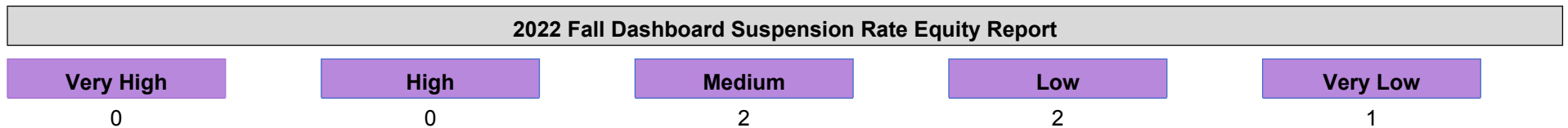
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

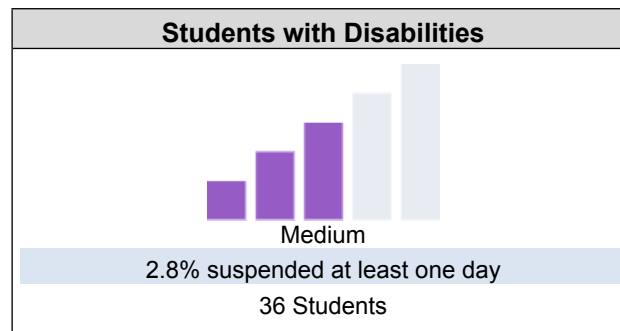
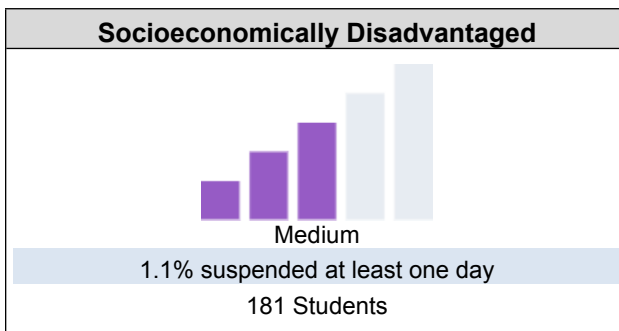
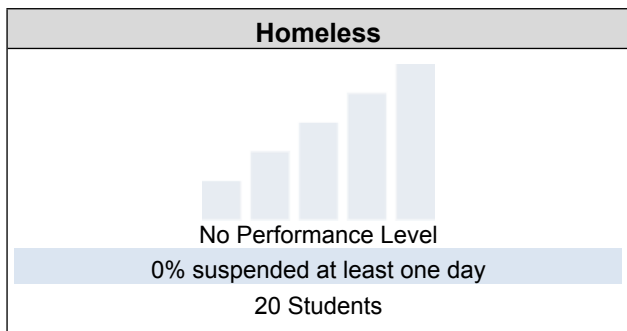
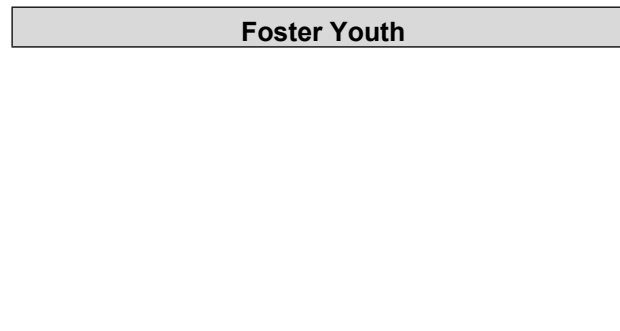
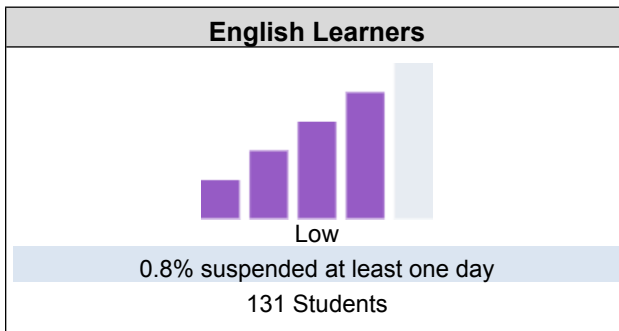
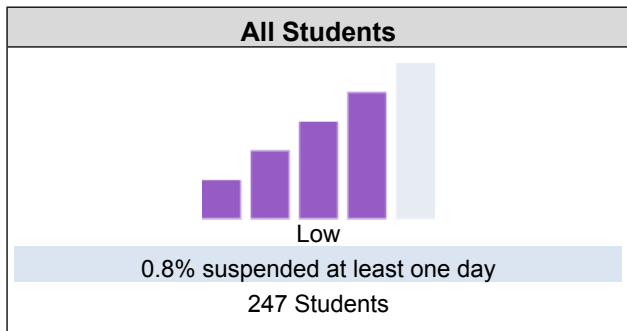


This section provides number of student groups in each level.



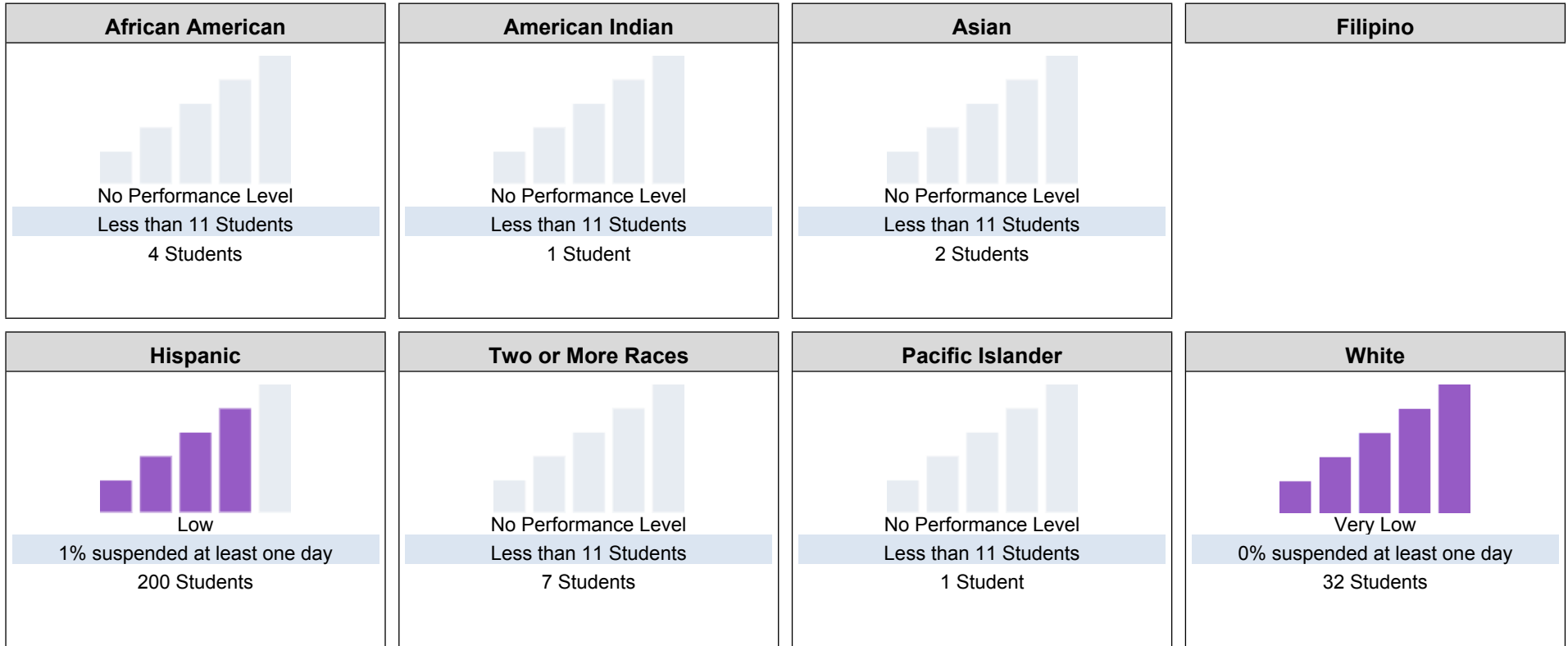
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group





**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Overall suspension rate is low.
2. English Learners had the highest rate suspension and now they are in the low category.
3. Special consideration continues to be needed when addressing the behavior needs of SWD.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Family, Student, Staff and Community Engagement

## LEA/LCAP Goal

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

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

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

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

## Goal 1

Student, Staff, Family and Community Engagement

## Identified Need

As a school with a significant population that experiences language, technology, and economic barriers, we must strategically identify and target the needs of our students and families. We need to create a collaborative bridge between school and home in order to increase the type of parent engagement that leads to greater student outcomes. As a Leader in Me School, parents, 4th -5th grade students, and staff are encouraged to complete the Measurable Results Assessment survey every Spring. The Measurable Results Assessment (MRA) is a survey and reporting system that provides our school insight into the attitudes and behaviors of students, family members, and staff. In June 2023, the school's overall Leader in Me Score was a 81/100 points (increase of 6 points), placing us in the effective range. We also scored in the effective range within each discipline, Leadership, Culture and Academics.

However, by looking at the subcategories, we selected the following focus for the 23-24 school year: Consistent parent-teacher communication, Identifying and building trusting relationships, and Student ability to identify their own goals.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Families attending the Family Learning Nights	40 Families	50 Families
Number of parents completing the MRA in 2023	57	75 Families
Number of staff members completing the MRA in 2023	16 Staff Members	25
Number of cleared volunteers	30	40
Families attending Coffee with the Principal	15	25
Families Attending BTSN	50.3%	60%
Overall MRA Score	81	83
Family Engagement MRA Score	79	82
School and Family Partnerships	75	78
Number of volunteers invited to the volunteer tea	94	110
Student Goals	77	80
School & Family Partnerships	72	77

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
Partnership with Franklin Covey's Leader in Me In-service day for teachers will allow teachers to share their ideas and collaborate. Determines annual academic goals, discuss action steps, systems for accountability and celebrations.	Aug 2023- June 2024	Principal Classroom Teachers TOSA	Membership  Student Leadership Guides	5800: Professional/Consulting Services And Operating Expenditures  4000-4999: Books And Supplies	ESSER III - Other Allowable Uses  OTRM	9100  210.21
Dedicated school TOSA to provide:  Family training on the 7 Habits - Family Learning Night Provides PD to staff in the area of 7 Habits Facilitate Leadership opportunities for students Attends regional training Coordinates Action Teams Coordinates Lighthouse and Leadership Day Assists with the planning and implementation of family engagement event Support MTSS process Model lessons for teachers	Aug 2023- June 2024	TOSA	TOSA	1000-1999: Certificated Personnel Salaries	Title I	159935
Increase attendance at the Family Learning Nights by incorporating student presentations.	September 2023 - June 2024	Classroom Teachers TOSA PFA				
UDL Focus on Checkpoint 9.1  Staff and students set and track school, classroom and personal wildly important goals that address leadership, culture and	August 2023 - June 2024	Principal TOSA Classroom Teachers Students	Classroom Celebrations	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>academics.</p> <p>Teachers incorporate 7 habits into their daily lessons and conduct classroom meetings to incorporate SEL.</p> <p>Classrooms select possible celebrations for meeting the targeted goals.</p>						
<p>Create a safe and welcoming environment by teaching and practicing school-wide expectations: Videos to teach CHAMPS expectation Posters to reinforce on campus procedures Assemblies</p>	August 2023 - June 2024	Principal TOSA Teachers Campus Supervisions	Printing - Posters	5000-5999: Services And Other Operating Expenditures	0010	200
<p>Recognize parents, students and staff for their positive leadership contributions on and off campus.</p> <p>Weekly Welcome Habit Awards Bunny Bucks Volunteer Tea ELAC Meetings</p>	August 2023 - June 2024	Principal Teachers	Printing - Certificates	4000-4999: Books And Supplies	0010	200.00
<p>Additional Campus Safety Assistant hours to monitor students and facilitate healthy interactions between peers.</p>	August 2023 - June 2024	Principal Campus Safety Assistants	Campus Safety Assistant	2000-2999: Classified Personnel Salaries	Donations	12,000
<p>Outreach and Teachers will collaborate with bilingual paraprofessionals and outreach assistant (OA) to contact and</p>	August 2023 - June 2024	Principal Teachers Outreach Assistant	School Counselor Districted Funded - Title 1	1000-1999: Certificated Personnel Salaries	Title I (0620)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>support the families to address student areas of needs and collaborate with families. Staff members will refer students and families to the school counselors and/or the OA.</p> <p>School counselor will meet with students to address social/emotional needs and will collaborate with teachers and families.</p> <p>OA will help families obtain outside resources that help eliminate barriers and promote greater school engagement.</p> <p>Principal, OA will conduct home visits in order to conduct wellness checks as necessary.</p> <p>The OA, bilingual facilitator, and office staff will contact and assist families in completing essential school surveys and forms.</p>		School counselor School Social Worker	Outreach Assistant District Funded - Title 1	2000-2999: Classified Personnel Salaries	Title I (0620)	
<p>At least 5 ELAC meetings will be scheduled throughout the year.</p> <p>The focus will be discussing the needs of English learners, parent engagement and navigating the school system. Community guest speakers and staff will provide parent education on various topics:</p> <p>The importance of attendance State Testing Language Census School Site Plan Goals Comprehensive Needs</p>	September 2023 - June 2024	Principal Outreach Coordinator/Assistant Bilingual Facilitator	Snacks Refreshments  CSA for Childcare	4000-4999: Books And Supplies  2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)  0010	500.00  150

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Assessment The 7 Habits EL Master Plan Reclassification process Services for English learners</p> <p>OA and BF will contact families to invite them to the meetings.</p>						
<p>Teachers and Principal will host Family Engagement Night</p> <p>Site will host 5 Family Engagement Nights to promote school-family connections:</p> <p>Possible Topics: Dia de Los Niños Celebration Hispanic Game Night Painting Night Cooking Math and Science Nights Lighthouse Celebration</p> <p>Supplies will be provided to families at no cost. The goal is to provide ALL families access to enrichment opportunities as a family. The FEN will promote family engagement in school and also as a family unit.</p>	August 2023 - June 2024	Principal TOSA Outreach Coordinator	Supplies for events	4000-4999: Books And Supplies	0010	400.00
<p>Latino Literacy Project</p> <p>TOSA will facilitate the Latino Literacy Project: - Semester 1 and 2</p> <p>Series of classes that teach parents the importance of establishing a family reading routine with their children and how to share the book as a Family.</p>	September 2023 - June 2024	Principal TOSA Translator	Supplies	4000-4999: Books And Supplies	0010	100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The classes help both parents and school age children learn English vocabulary, together as a family.</p> <p>ELs families will be targeted but all families are welcome to attend.</p> <p>Classes will be taught in Spanish and English. Families will create an "album" that captures the families text- to self connections and what they learned as a family during the weekly classes.</p>						
<p>Timely Communication with families.</p> <p>Principal, teachers and staff will engage in two-way communication with families via email, text, phone calls, meetings social media and message boards.</p> <ul style="list-style-type: none"> <li>• Rabbit Report -</li> <li>• Blackboard Messages</li> <li>• Communication Folders</li> <li>• Student Agendas</li> <li>• Parent Conferences</li> </ul> <p>BF and OA will make personal calls to families to encourage them to register for and attend the school events. Bilingual paraprofessionals and office staff will provide translation services to parents.</p> <p>BF and Bilingual Paraeducators will provide translation as</p>	August 2023 - June 2024	Principal TOSA Office Staff Teachers Outreach Coordinator Outreach Assistant	<p>Communication Folders</p> <p>Student Agendas</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>OTRM</p> <p>OTRM</p>	<p>448.84</p> <p>896.19</p>



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
necessary.						
<p>The district outreach coordinator, school's OA, and the school counselor will offer parent education classes:</p> <p>Possible Topics  Reading and Understanding Report Card  Technology Classes  Literacy Classes  Social Emotional Support  Mental Health</p>	August 2023 - June 2024	Outreach Coordinator Outreach assistant School Counselor	CSA for Childcare	2000-2999: Classified Personnel Salaries	0010	100
<p>School will create partnerships with outside organizations in order to increase the services available at/near our campus:</p> <p>school supplies  food distributions  health screenings  clothing vouchers  technology devices</p>	August 2023 - June 2024	Principal All School Staff Outreach Coordinator School Social Worker				
<p>After School program will be offered at no charge to families. Program is an alternative to paid childcare.</p>	August 2023 - June 2024	Principal Right at School Staff	RAS STAFF	None Specified	After School and Education Safety (ASES)	
<p>English as a Second Language and Spanish as a Second Language classes will be offered to parents. This will will create communication and partnerships amongst families.</p>	September 2023 - June 2024	Outreach coordinator	ESL Teachers	1000-1999: Certificated Personnel Salaries	Other	
			SPL Teachers	1000-1999: Certificated Personnel Salaries	Other	
<p>Establish and implement CHAMPS practices in common areas (hallways and playground) to set consistent behavior expectations. Teach the</p>	August 2023 - June 2024	Principal Teachers TOSA Campus Safety Assistants				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
expectations during the first 8th days of school. Revisit as necessary.						
School counselor will deliver Tier 1 SEL classroom for all grade levels every month. Teachers will utilize SEL strategies to build community in classroom: 7 Habits CHAMPS Brain Breaks Door greetings Community circles Sensory items in the classroom Flexible seating Leadership Block Extra Adult Support	August 2023 - June 2024	Principal TOSA School Counselor Teachers	Fidgets/Sensory Items	4000-4999: Books And Supplies	0010	200.00
			Academic Specialist	2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	6,132
School will use other other means of discipline in lieu of suspension when appropriate.  Examples: Parent Meetings/Class Observations Community Service Restorative Justice Loss of Privileges MTSS Process	August 2023 - June 2024	Principal Teachers CSA Support Staff				
Offer a variety of Enrichment Opportunities and Supports for Students before/after school and during the school day:  Example: P.E teachers Dancing with our Future Stars Folklorico Dancing Martial Arts Spanish Classes	August 2023 - June 2024	Principal Specialist Counselor	Folklorico Dancing	5800: Professional/Consulting Services And Operating Expenditures	Donations	3000
			PE Teacher	2000-2999: Classified Personnel Salaries	Donations	9500
			Science Teacher	1000-1999: Certificated Personnel Salaries	Donations	9000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Band - Hillcrest Arts Partnership Choir - Hillcrest Arts Partnership Science Teacher Music Teacher Leadership Block PiP Specialist School Based Counseling Assemblies Field Trips CRPD Classes on Campus Student Lighthouse Team			Field Trips      PIP Academic Specialist   Martial Arts	5000-5999: Services And Other Operating Expenditures   2000-2999: Classified Personnel Salaries   5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)   Donations   Donations	4000           27000   7000
Leader In Me -Lighthouse Teams/Leadership Block Students will be grouped into 13 groups of 18-20 students in grades TK-5. Groups will meet weekly from 8:30-9:20 on Wednesdays. Students will participate in a cross-cultural community where they build lasting friendships outside of the classroom. Each student will stay in their assigned group while enroll at Conejo Academy. Each group will participate in the Weekly Welcome Assembly, Leader in Me Lessons, Team Building Activities, Accountability Check-Ins and Enrichment Opportunities.  These groups will form the lighthouse teams (Leadership Team, Culture Team, Academics Team)  Each student will receive a T-shirt to represent their group.	October 2023- June 2024	Principal TOSA Teachers Students	T-Shirts	5000-5999: Services And Other Operating Expenditures	Other   2500	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff will participate in Professional Development that targets the following areas:</p> <p>Diversity Equity and Inclusion            Universal Lesson Design            Trauma Informed Practices            Social Emotional Learning            Growth Mindset            Student Engagement            Academic Achievement</p>	August 2023 - June 2024	Principal TOSA Teachers	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	7EEF	300
				5700-5799: Transfers Of Direct Costs	4EEF	400
Each classroom will have a room parent that will be a liaison between the classroom teacher and parent. The room representative will help with parent communication, recruiting volunteers and organizing special events.	September 2023 - June 2024	Principal Teacher PFA				
<p>Incentives and supplies for student motivation, rewards and engagement:</p> <p>Examples:            Red Ribbon Week            Inclusive Schools Week            Reading Awards</p>	August 2023-June 2024	Principal PFA	Supplies	4000-4999: Books And Supplies	0010	500.00
Provide Spanish-English translation at all events	August 2023-June 2024	Principal Bilingual Paraeducators	Translation	2000-2999: Classified Personnel Salaries	0010	1000.00
Provide release time for teacher PD and collaboration. LIM BeGLAD	September 2023-June 2024	Teachers Principal	Substitutes	1000-1999: Certificated Personnel Salaries	0TRM	8000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All Kids Bike Program All Kinder students will learn how to ride a 2 wheel bike during PE.	January 2024- June 2024	PE Teacher	Bikes and Curriculum <ul style="list-style-type: none"> <li>Previous Donation 2022-23 School Year</li> </ul>			
Teachers will plan and deliver units of study that focus on age appropriate like skills. Teachers will recruit parent volunteers to support instruction.	August 2023-June 2024	Principal TOSA Teachers Parents Volunteers				
The Volunteer Clearance Form will be sent home in the 1st day of School packet. Teachers will create opportunities for parents to volunteer in the classroom.	August 2023-June 2024	Principal Teacher Office Staff				
School will promote student incentives for family attendance at events: <ul style="list-style-type: none"> <li>Principal for the Day</li> <li>Lunch with Principal</li> <li>Lunch with Teacher</li> <li>Prizes</li> </ul>	August 2023-June 2024	Principal Teacher	Incentives	4000-4999: Books And Supplies	0010	500
Seek opportunities for our students to volunteer in/serve the community. <ul style="list-style-type: none"> <li>Canned food drive</li> <li>Meals on Wheels placemats</li> </ul>	August 2023-June 2024	Principal Teacher TOSA				
Work with students, staff, volunteers to plan authentic ways to plan diversity and inclusion focus events:	August 2023-June 2024	Principal Teacher TOSA OA				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Examples: Hispanic Heritage Month Black History Month Lunar New Year		Parents Students				
Students will learn about 6 new countries per year during our TK-6 Global Citizen Rotations. Every student will have a "passport" to document to their learning for TK/K-6 grade.	November 2023-December 2023 and May 2024-June 2024	Principal Teacher TOSA Parents Students				
Continue partnerships with local companies that create unique opportunities for students that attend our school.  Example - Bike Donation Savings Account for 3rd Graders Mock City Council at City Hall	August 2023-June 2024	Principal TOSA Teacher OA				
Organize events that allow parents an opportunity to enjoy the campus with their students  <ul style="list-style-type: none"> <li>Family Walk and Talk</li> <li>Family Lunch</li> </ul>	November 2023-June 2024	Principal TOSA P.E. Teacher OA				
Students will use outdoor stage for performances 1 - 2 times per year to showcase personal and collective talents.	November 2023 - June 2024	Students TOSA Principal Teachers	Outdoor Stafe	4000-4999: Books And Supplies	Donations	5000.00

## Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

We met 6 out of the 10 metrics that had a pre-established baseline. We also made good progress towards meeting the other expected outcomes. For example, our goal was to have 90 families complete the MRA survey and although we didn't meet that goal, we did have 90% more families complete the survey. Last spring we were able to track who completed the survey but we didn't have the resources to personally follow up with families who didn't take the survey. Our biggest area of growth within the targeted metrics was Student's sense of Belonging. Our goal was to grow by 5 percent and we grew by 8. Our new baseline in this area is 81%. This is an overall growth of 25 points in two years.

We had 10 additional cleared volunteers on campus and over 90 volunteers support our school throughout the year.

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

The outreach position was vacant for the majority of the 2022-23 school year but the Principal, TOSA, Office Staff, Teachers and Volunteers collaborated to fill in the needs of the campus as necessary.

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.

Removing staff voice as metrics - reached exemplary level. We grew by 6 points to reach a scale score of 90.  
Change metric for volunteers from per class to school-wide because some volunteers support multiple classrooms.  
Added number of of volunteers invited to the Volunteer Tea as a metrics.  
New Metrics from the MRAz: Trusting Relationships, Student Goals and School & Family Partnerships.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Accelerated Learning

## LEA/LCAP Goal

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

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

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

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

## Goal 2

Addressing Learning Loss

## Identified Need

After reviewing the end of the year academic data in terms of learning loss, we discovered that 3rd grade needs the most academic support. This is our group of students who started Kinder when we implemented a modified return to school schedule. They also experienced their first two years of school wearing mask which affected reading instruction, social skills, and more. In addition, COVID-19 mandates caused many absences that further affected the students' ability to develop a strong early academic foundation.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Percent of 2nd grade students meeting their required minutes on the

33%

50%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
recommended reading platform (Lexia, Immagine, Smarty Ants, etc)		
3rd Graders Mastering 2nd Grade Phonics by EOY	64%	90%
3rd Graders meeting the 2nd Grade Reading Accurately benchmark by EOY	52%	80%
3rd Graders meeting EOY the grade level fluency expectation (Correct Words Per Minutes)	32%	70%
Number of 3rd Grade Students exiting Tier 2 Intervention	14%	40%

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>Students not exiting Tier 2 intervention in the Spring of 2023 will start intervention in mid September 2023. Students new to the school will be screened and placed if necessary.</p> <p>Students with Disabilities (SWD) will have access to this intervention in addition to the special educations services they receive if it doesn't conflict with their services or goals.</p> <p>ELs will have access to this intervention in addition to Designated ELD.</p>	September 2023 - May 2024	Principal Teachers Academic Specialist	See Actions 8			
Students meeting the identified criteria will be invited to attend	May 2023-July 2024	Principal Summer School	Distructed	Funded		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
summer school for 4 weeks, 5 days/week, 3.5 hours/day  All students meeting the criteria will be invited to attend, including ELs, SWD, and FY students.		TOSA Summer School Teachers				
Students will utilize LexiaCore 5 or another alternate program (Imagine Learning/Smarty Ants) for 60-80 minutes per week, in class to accelerate reading growth.  Students will be recognized every time they earn a certificate. We will announce	September 2023 - June 2024	Principal TOSA Teachers			Donations	
Academic Specialist will be in the 2/3 classroom during math so that the classroom teachers teach 3rd grade math with small class sizes.	August 2023-June 2024	Principal AS Teachers	Academic Specialist	1000-1999: Certificated Personnel Salaries	Donations	6300
Academic Specialist will provide targeted reading intervention using curriculum that follows the science of reading model.	September 2023-June 2024	Principal Academic Specialist TOSA	Reading Specialist Primary	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	8000
Outreach Assistant, TOSA, Teacher will plan evening events that will teach parents how they can support academics.	October 2023 - May 2023	Principal TOSA Teacher Outreach Assistant				
Increase Bilingual Paraeducators hours from 3 hours/day to 5.25/day.  Bilingual paraprofessional will support students in their primary language as necessary and/or work with students in small group to support first instructions. BP	August 2023-June 2024	Paraprofessionals Principals Teacher	Para Educators ESR3 District Level	2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits	Other  Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
will also provide interventions support to struggling EL's. The intervention will be planned and monitored by the classroom teacher.						
Students will practice ELA and Math standards on IXL for 20-40 minutes per week.	September 2023- June 2024	Principal Teachers	IXL ESR3	5000-5999: Services And Other Operating Expenditures	Other	
Teacher and Academic Specialist will provide reading and math fluency practice 3x per week. We will target students who received a 1 or 2 on the 22-23 Trimester 3	September 2023- June 2024	Principal Teacher Academic Specialist				
Utilize classroom volunteers to practice reading and math fluency skills.	September 2022 - June 2023	Principal Teachers PFA Community Volunteers				
Establish Reading Club - Pair Upper Grade and 3rd grade students	September 2023 - June 2024	Principal TOSA Teachers				
Classroom will develop classroom Wildly Important Goals that target student current needs (social/emotional, academic, attendance, etc.).	September 2023 - June 2024	Principal TOSA Teacher Student				

## Annual Review

## **SPSA Year Reviewed: 2022-23**

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.

Met 2 out of 2 metrics with accurate baselines, number of students exiting intervention and number of questions answered by students in IXL. The baseline for the percent of students not was not accurate on the previous plan. The correct baseline was 29% the usage went down by 4%. We did establish a baseline for the number of reading certificates.

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

Last year SSC approved \$450 to go towards structured recess games. Unfortunately, contract was not finalized between site and vendor.

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 year we will target a specific grade level, 3rd grade. This is the grade that has shown the least progress over the last two school years. The impacts of learning loss are evident..

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English-Language Arts

## LEA/LCAP Goal

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

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

## Goal 3

Reading Achievement

## Identified Need

Increase number of students meeting the EOY reading benchmarks or reading at grade level.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

TK-2 Trimester 3 Report Card  
Benchmarks

TK:  
Fluently Names Uppercase Letters  
English: 70%  
Fluently Names Lowercase Letters  
English: 65%

TK  
Fluently Names Uppercase Letters  
English: 75%  
Fluently Names Lowercase Letters  
English: 60%

Fluently Names Uppercase Letters  
Spanish: 58%

Fluently Names Uppercase Letters  
Spanish: 65%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>Fluently Names Lowercase Letters Spanish: 54%</p> <p>Kinder: Read Grade Level High Frequency Words English: 77% Blends Sounds to Read Words English; 88%</p> <p>Read Grade Level High Frequency Words Spanish: 72% Blends Sounds to Read Words Spanish: 68%</p> <p>1st Grade - Establish Baseline for DLI</p> <p>2nd Grade: Grade Level Phonics 64% Reads Accurately 52% Read Grade Level High Frequency Words 64% Reading Fluency 32%</p>	<p>Fluently Names Lowercase Letters Spanish: 60%</p> <p>Kinder: Read Grade Level High Frequency Words English: 80% Blends Sounds to Read Words English; 90%</p> <p>Read Grade Level High Frequency Words Spanish: 75% Blends Sounds to Read Words Spanish: 70%</p> <p>1st Grade - Establish Baseline for DLI</p> <p>2nd Grade Read Accurately 75% Reads Fluently 50%</p>
<p>CAASPP</p>	<p>3rd Grade: % of Students who Met or Exceeds Standards Overall 26% Hispanics 21% ELs 20% SED 28% SWD 0%</p> <p>4th Grade: Overall 15% Hispanic 16%</p>	<p>Each significant subgroup will grow by 2%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELs 0% SED 11% SWD 0%  5th Grade: Overall 16% Hispanic 12% ELs 0% SED 15% SWD 0%	
Lexile Growth	Grade 3-5: Percent of Students Reading at/above Grade Level by June grew by 9%	Grade 3-5 - The percent of students reading at grade level will grow by 12% by the end of the school year.
Reading WIGS	60% of Students met their end of the year reading goal	70 % of Students will meet their reading goal
Percent of IEP Reading Goals Met	28.6	40% of goals will be met
Number of Reading Certificates (Lexia, Smarty Ants, Imagine Learning) Earned in Grades 1st-5th Grade	562	600

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
Ongoing monitoring of reading skills  K-2 Phonics/Benchmark assessment every trimester 3-5 Monthly Lexile Test  Teachers will use the data to track the classroom's progress towards meeting their reading goal.	September 2023-June 2024	Principal Teachers TOSA				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Student progress will be shared with students and parents. Students will use their data to track their progress towards meeting their personal reading goal.</p>						
<p>Teachers will participate in PD Specific to DLI and EL support in order to support the development of bilingual and biliterate students.</p> <p>Ventura CABE La COSECHA Anual CABE</p>	September 2023- June 2024	Principals Teachers	PD District ESR3			
<p>Partnership with Franklin Covey's Leader in Me</p> <p>In-service day for teachers will allow teachers to share their ideas and collaborate. Determines annual academic goals, discuss action steps systems for accountability and celebrations.</p>	October 2023	Principal Teachers TOSA LIM Coach	Substitutes See Goal 1			
<p>Staff and students will identify school-wide, classroom, and personal wildly important reading goal.</p> <p>At each grade level, lead measures(actions), system of accountability and celebrations will be identified.</p> <p>Progress toward achieving goals will be shared with the entire school community. We will have a school scoreboard. Classrooms and students will also have scoreboards. The school-wide</p>	September 2023- June 2024	Teachers TOSA Principal Students	Incentives See Goal 1			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>scoreboard will be shared with the school community via the Weekly Welcome (student assembly) and parent notifications.</p> <p>Principal and TOSA will meet with teacher to discuss results.</p> <p>Students will earn incentives when working towards and achieving goals.</p>						
<p>Bilingual paraprofessional will support students in their primary language as necessary and/or work with students in small group to support first instructions. BP will also provide interventions support to struggling EL's (students who received 1s,2s or Ds and Cs). The intervention will be planned and monitored by the classroom teacher.</p>	August 2023 - June 2024	Paraprofessionals Principal Teacher	Bilingual Paraeducators See Goal 2			
<p>School will establish a school culture that promotes literacy by:</p> <ul style="list-style-type: none"> <li>• Hosting spirit weeks tied to literacy</li> <li>• Share school-wide goals and progress</li> <li>• Monthly communications about reading progress (ex Lexile scores)</li> <li>• Share resources with families regarding reading programs</li> <li>• Promote community based reading incentives</li> </ul>	August 2023 - June 2024	Principal TOSA Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Promote use of the Little Library on campus</li> </ul>						
After School Education Program will offer Literacy and Math block. Students will have additional guided opportunities to strengthen their literacy skills.	August 2023-June 2024	RAS Staff Principal	See Goal 1			
<p>Latino Literacy Project</p> <p>TOSA will facilitate the Latino Literacy Project (Semester 1 = 9 weeks, Semester 2 = 8 weeks)</p> <p>Classes teach parents the importance of establishing a family reading routine with their children and how to share the book as a Family. The classes help both parents and school age children learn English vocabulary, together as a family. ELs families will be targeted but all families are welcome to attend.</p> <p>Staff will call all EL families in TK-2nd grade to personally invite them and explain the program. Classes will be taught in Spanish and English.</p> <p>Families will create an "album" that captures the families text-to-self connections and what they learned</p>	September 2023-May 2024	Principal TOSA Translator	See Goal 1			
Teachers will utilize the Science of Reading resources included in the Wonders curriculum and will begin to review supplemental resources.	September 2023 - May 2024	Principal TOSA Teacher	Supplemental Resources (Classroom Budget)	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
Students will receive interventions services based on need. Academic Specialist will use interventions models that follow the Science of Reading. All students will have access to the necessary interventions (ELs, EOs and SpEd). Push-in and pull-model will be used according to student and cohort need.	August 2023-June 2024	Principal Teacher Academic Specialist	Academic Specialist	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	15000
			Academic Specialist	1000-1999: Certificated Personnel Salaries	OTRM	12824.76
While students participate in PE and Music, 1st-5th grade teachers will receive one hour of collaboration per week to discuss/plan lessons that address the following topics:  Diversity Equity and Inclusion Universal Lesson Design Trauma Informed Practices Social Emotional Learning Growth Mindset Student Engagement Academic Achievement Supporting English Learners and Dual Language Best Practices BeGLAD  TK-Kinder Teachers will meet after the 1:30 release time.	August 2023-June 2024	Principal Teachers TOSA	PE Teacher - District Funded  Music Teacher - District Funded			
GATE facilitator will provide staff development on how to extend learning by incorporating GATE best strategies to daily lessons.	October 2023-June 2024	GATE facilitator	GATE Facilitator Stipend - District Funded	1000-1999: Certificated Personnel Salaries	Other	1437
Students in Grades 3rd-5th will practice their reading and critical thinking skills by engaging in class discussion regarding current events.	October 2023-June 2024	Teachers Students	Scholastic News Subscription	4000-4999: Books And Supplies	Donations	600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will use BeGlad strategies to scaffold reading and writing activities at all levels.	September 2023- June 2024	Teachers				
Teachers will send home monthly lexile reports to students in grades 3rd-5th grade	October 2023- June 2024	Teachers TOSA	Paper	4000-4999: Books And Supplies	0010	70.00
Promote a reading culture by implementing One School, One Book program. Every family will receive a copy of the same book and will have the opportunity to read along at home. Staff members will record themselves reading chapters so families can listen. Students can earn incentives.	October 2023- December 2024	Principal TOSA Teacher Outreach Assistant Parents	Books - Purchased 22-23	4000-4999: Books And Supplies		
The Dual Language Immersion Team teachers will collaborate to design benchmarks that target Spanish and English language arts standards.	August 2023-June 2024					
Promote and support bilingual literacy by adding more Spanish title books in classroom and school libraries.	August 2023 - June 2024	Principal Teachers	Books - ESR3 District DLI	4000-4999: Books And Supplies	Other	
Monitor Lexia, Smarty Ants, and Imagine Learning, IXL use 1st-5th grade.  Recognize students who earn certificates during Morning Announcements Announce class progress	September 2023- June 2024	Teachers TOSA Principal				
3rd-5th grade teachers will utilize the CAASPP Interim Assessment 2 times per year to guide instruction and help students prepare for the May assessment.	October 2023 - April 2024	Teachers Principal TOSA				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
DLI Staff will evaluate supplemental enrichment and intervention curriculum.	October 2023 - May 2024	Teachers Principal	Curriculum - ESR3 DLI			
DLI Staff will use Q grading system to for Spanish and English grades.	October 2023- June 2024	Teachers Principal				

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

TK and Kindergarten established English and Spanish baselines for DLI Cohorts. Kinder's overall benchmark mastery grew from 75% during the 21-22 school year to 88%. Overall ELA benchmark mastery also grew in 1st grade from 73% to 79%. Significant growth was made in the area of reading grade level high frequency words ( grew from 46% to 68%).

2nd Grade had a challenging year. Overall benchmark mastery fell by 9%, from 62% to 53%. Reading accuracy and fluency experienced the biggest drops.

3rd grade made the most growth on the CAASPP. 4th Grade performed similar to last year and pre-COVID. The 5th grade scores were much lower than previous years but similar when compared to the cohort's performance in 4th grade.

The number of students reading at grade level grew by 9% in 3rd-5th grade by June 2023. 5th grade had the most growth, 17%.

60% percent of students in grade 1st-5th grade met their reading WIG and earned a trophy by the end of the year. 20% of students made significant progress towards their goal and earned a reading medal.

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

In March, SSC approved adjustments to the SPSA and budget based on actual salary expenses (lower than expected). SSC agreed to purchase the books to implement One School, One Book, however the books did not arrive before the end of the year. The books and program will be implemented this year.

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

Expected outcomes were adjusted to better reflect potential growth based on established baselines. This year, we will use a combination of push-in and pull-out intervention models to best meet the needs of students and cohorts. 3rd-5th grade teachers will use the interim assessments to guide instructions and better prepare students for the CAASPP. Paraprofessionals and academic specialist will work with targeted students on foundational skills based on the grades the students received on the 3rd trimester report card.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Math

## LEA/LCAP Goal

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

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

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## Goal 4

Math Achievement

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CAASPP

3rd Grade: % of Students who Met or Exceeds Standards  
Overall 26%  
Hispanics 21%  
ELs 6%  
SED 28%  
SWD 0%

The percent of students who Met or Exceed the Standards will increase by 3% Overall and for all significant subgroups.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>4th Grade: Overall 22% Hispanic 21% ELs 11% SED 19% SWD 13%</p> <p>5th Grade: Overall 13% Hispanic 8% ELs 0% SED 6% SWD 0%</p>	
<p>Benchmark assessments</p>	<p>TK: Recognizes Numbers 0-10: Establish Baseline</p> <p>Kinder: Counts up to 100 English: 83% Recognizes Numbers (0-30) English 90%</p> <p>Counts up to 100 Spanish: 77% Recognizes Numbers (0-30) Spanish 87%</p> <p>1st grade: Add and Subtract Accurately 84% Add and Subtract Fluently 61%</p> <p>Counts, Reads and Writes # 120 in Spanish - Establish Baseline</p> <p>2nd Grade: Add and Subtract Fluently 32%</p>	<p>TK Recognizes Numbers 0-10: Establish Baseline</p> <p>Kinder: Counts up to 100 English: 85% Recognizes Numbers (0-30) English 90%</p> <p>Counts up to 100 Spanish: 80% Recognizes Numbers (0-30) Spanish 90%</p> <p>1st grade: Add and Subtract Accurately 86% Add and Subtract Fluently 65%</p> <p>Counts, Reads and Writes # 120 in Spanish - Establish Baseline</p> <p>2nd Grade: Add and Subtract Fluently 50%</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Understand Numbers to 1000 48%</p> <p>3rd Grade: 64% Met or Exceeded on the EOY Math Benchmark</p> <p>4th Grade: 44% Met or Exceeded on the EOY Math Benchmark</p> <p>5th Grade: 60% Met or Exceeded on the EOY Math Benchmark</p>	<p>Understand Numbers to 1000 65%</p> <p>3rd Grade: 67% will earn a Met or Exceeded on the EOY Math Benchmark</p> <p>4th Grade: 50% will earn a Met or Exceeded on the EOY Math Benchmark</p> <p>5th Grade: 65% will earn a Met or Exceeded on the EOY Math Benchmark</p>
Percent of SWD meeting or making adequate growth towards IEP goals.	50%	60%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will administer pre/post test to identify need for intervention and monitor progress.</p> <p>Teachers will meet with principal and academic specialist to review data and plan small group intervention</p>	August 2023 - June 2024	Principal Teachers Academic Specialists				
<p>Academic Specialist will provide push in or pull out intervention in 1st-5th grade.</p> <p>English learners and special education students will have access to this intervention in addition to the other services they</p>	August 2023 - May 2024	Principal TOSA Teachers Academic Specialist	Academic Specialist	1000-1999: Certificated Personnel Salaries	OTRM	8,400.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
already receive.						
1st-5th grade teacher will use IXL as a Tier 1 intervention in class for all students. Student will use IXL Math a 10-15 minutes daily to practice math.	August 2023-June 2024	Teachers Principal				
Newcomers will be provided translation support during assessments, including the CAASPP.	September 2023 - June 2024	Teachers Bilingual Paraprofessionals Principal Bilingual Facilitator				
Bilingual paraprofessional will support students in their primary language as necessary and/or work with students in small group to support first instructions. BP will also provide interventions support to struggling EL's. The intervention will be planned and monitored by the classroom teacher.	August 2023- June 2024	Principal Teachers Bilingual Paraprofessional	See Goal 2			
TK-5th Grade Teachers will utilize games, online platforms to practice math fluency. Teachers will provide parents/guardians a lists of programs they can use at home.	September 2023 - June 2024	Principal Teachers				
1st - 5th students will take the IXL diagnostic assessment at least 1 time per trimester. Assessment data will be used to plan and deliver targeted intervention.	September 2023 - June 2024	Teachers Principal TOSA Academic Specialist				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will participate in Professional Development that targets the following areas:  Diversity Equity and Inclusion Universal Lesson Design Trauma Informed Practices Social Emotional Learning Growth Mindset Student Engagement Academic Achievement BeGLAD	August 2023-June 2024	Teachers TOSA Principal	See Goal 1			
Teachers will provide small group math instruction/support in class 2-3x per week.	September 2023 - June 2024	Teachers				
General math instructions will be delivered at a that time that allows SWD to participate in the daily grade level lessons most days a week.	August 2023 - June 2024	Teachers Learning Center Teacher				
Academic Specialist will be utilized during math instruction in 2nd and 4th grade. This will allow the classroom teachers in 2nd - 4th grade to teach to smaller groups of students. 5th grade teachers will also have push in support.	September 2023 - August 2024	Teachers Academic Specialist Principal	Academic Specialist	1000-1999: Certificated Personnel Salaries	Donations	8000
Teachers will front load Key Math Vocabulary using BeGlad Strategies	September 2023- August 2024	Teachers				
Academic Specialist schedule will include time to target math fluency with selected students.	February 2024- June 2024	Teachers Principal Academic Specialist				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Have students create math goals. Students earn incentives for meeting math goals. Ex: Student Store Class Trips	October 2023- June 2024	Principal TOSA Teacher	Incentives		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
DLI teachers will revise assessments in order to allow students to show what they know in either language.	August 2023 - June 2024	Principal Teachers				

## Annual Review

### SPSA Year Reviewed: 2022-23

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 TK benchmark assessments changed this year so we will establish a new baseline. Kinder and 1st grade showed significant growth in math. 2nd grade math scores dropped in all areas. Strategies to support this cohort are outlined in goal 2. 3rd and 5th grade grew in the EOY district benchmark. 3rd and 4th grade showed growth on the math CAASPP test. ELs with Spanish literacy skills took the CAASPP with Spanish text support. This helped a few students performed better and one EL in 4th grade exceeded the math CAASPP test.

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

From March-June, additional targeted math fluency intervention was provided by adjusting the paraprofessional and academic specialist schedule.

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.

Academics Specialist will be utilized in grades 2-5 to provide math instruction with smaller class sizes. Time will also be allotted for targeted intervention that will focus on math fluency.

Paraprofessionals will translate math assessments for students in grades 2-5 if they have strong Spanish literacy skills or have previously received math instruction in Spanish.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Learners

## LEA/LCAP Goal

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

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

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

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 5

English Learners Making Progress Towards Reclassification

## Identified Need

Students advancing at least one level yearly or maintaining a level 4.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of reclassified students	92%	90%+
ELPAC	59% of Level 1 EL students moved to Level 1 or Higher 48% of Level 2 EL students moved to Level 3 or Higher	65% of Level 1 students will move to level 2. 52% of Level 2 students will move to level 3.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	31% of Level 3 EL students moved to Level 4	33% of Level 3 students will move to level 4
CA Dashboard	48.3% EL making progress (moving a level or maintaining a level 4)	52%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All English Learners (ELs) will receive Designated ELD.	August 2023-June 2024	Principal Teachers				
EL Advisor will provide PD in the area of language acquisition during staff meetings and will share resources via email.	October 2023-June 2024	Principal Teachers EL Advisor	EL Advisor Stipend	1000-1999: Certificated Personnel Salaries	Other	719.00
Newcomers will meet with an academic specialist for 30 minutes per day. Goals is to provide language, cultural and technology support.	August 2023-June 2024	Principal Academic Specialist	Newcomer Academic Specialist	2000-2999: Classified Personnel Salaries	Donations	4800
All Certificated staff will be trained in BeGLAD strategies by FALL of 2023. Teachers will have 3 release days per year to help plan and prepare units. Teachers will also use common release time plan units. Staff will develop school wide implementation expectations.	June 2023-June 2024	Teachers Principal TOSA	Substitutes for Release Time See Goal 1	2000-2999: Classified Personnel Salaries	OTRM	
			BeGLAD Materials	4000-4999: Books And Supplies	Donations	2000
Monitoring meetings will be held for all newcomers and at risk students.	October 2023	Teacher Principal Bilingual				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Language focus goals will be selected to address the 4 domains of EL proficiency.		Facilitator				
Principals will conduct "data chat" meetings with parents, students and teacher for all Level 4 students. Reclassification criteria will be reviewed and student data will be shared. Goals will be drafted to support the students' progress.	October 2023	Teacher Bilingual Facilitator Principal				
Parents of English learners will be personally invited to attend the Latino Family Literacy Project classes. Classes will help students and parents create a reading routine at home. Classes will teach parents how to support the development of their child's reading skills by providing reading strategies. Also, the classes will focus on the development of English vocabulary.	September 2023 - May 2024	Principal TOSA Bilingual Facilitator				
Reclassification process will be explained to parents during ELAC meetings. Parents will also receive tips on how they can help their child make ongoing growth.	January 2024	Principal				
Grade Level ELD times will be implemented. This will allow teachers to collaborate and share students in order to best offer targeted designated ELD.	September 2023 - June 2024	Teachers				
For 4th and 5th grade ELs with IEPs, reclassification will be discussed during the annual IEP meetings to determine if the student's disability is impacting English proficiency.	August 2023 - June 2024	Principal IEP Team				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The MTSS process will be initiated for students who dropped a level on the ELPAC or go have not made a progress in two years to identify areas of support necessary and review previous interventions.	October 2023 - June 2024	Principal TOSA Teachers				
Staff will participated in PD targeting the specific needs of EL Examples: CABE DLI Conferences Workshops hosted by VCOE	October 2022- June 2023	Teachers				
School and district personnel will continue to engage in professional development, consultation, and collaboration to expand the Spanish-English Dual Language Immersion Program.	August 2023 - June 2024	Principal Central Office Administration Teachers Support Staff	District Funded ESR3			
In collaboration with the classroom teacher, para educators will provide targeted support to students who received a 1s, 2s, Ds, and Fs on the the report card.	September 2023 - June 2024	Teachers Bilingual Paras				
Promote reading incentives for students Examples: Book It Community Programs WIGs - Leader in Me Reading Medals	September 2023 - June 2024	Teachers Principal PFA				
Award medals for students who achieve reclassification	May 2024	Principal	Medals	4000-4999: Books And Supplies	Donations	100
Teachers in TK-5 will continue to visit nearby DLI schools to observe best practices.	September 2023- June 2023	Principal				
Principal, outreach assistant and outreach coordinator will host	October 2023 - May 2024	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
focus group discussions with EL parents to gain a better understanding of needs.						
Teachers will review the practice ELPAC test to identify additional ways they can incorporate test practice into their daily lessons (integrate and designated ELD)	September 2023 and January 2024					
All TK-5th grade teachers were invited to attend the Summer 2023 Spanish DLI CAFE Institute.	June 2023					
DLI Teachers will be invited to attend the La Cosecha Conference in New Mexico to further their knowledge of DLI and learn best practices from professionals across the nation.	November 2023	Principal Teachers	Conference Registration ESR3 District Level	5800: Professional/Consulting Services And Operating Expenditures	Other	
			Hotel and Travel ESRE	7000-7439: Other	Other	
Teachers will identify pros/cons of various online platforms that target the needs of ELs and incorporate the use of the platforms during daily instruction. Teachers will select a platform they want to adopt.	September 2023- June 2023	Teachers Principal	Subscription ESR3 District Funds	5000-5999: Services And Other Operating Expenditures		
Use the ADEPT assessment to identify language needs in 2nd and 3rd grade.	September 2023 - May 2024	Teachers Academic Specialist				
Create opportunities for EL families to volunteer in class or attend special events their students classrooms throughout the year. Foster Home-School Connections	September 2023 - June 2024	Teachers Principal				
Offer Parent Education, guest speakers during Thursday Night tutoring.	October 2023 - June 2023	Guest Speaker				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize BeGLAD Strategies to Address UDL Checkpoint 8.3 - Foster collaboration and community - During EDL	September 2023- June 2023	Teachers TOSA Principal				
Review BeGLAD Strategies during staff meetings	September 2023 - June 2024	Teachers Principal TOSA				

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

We met 2 out of 5 metrics identified: Number of students at Level 3 on the ELPAC who moved to Level 4 and the percent of students who met the reclassification criteria.

We also made growth in the number of students who made growth from Level 2 to Level 3 but not enough to meet the self-selected target.

The number of students who made growth from a Level 1 to a Level 2 decreased by 4%. Staff will analyze the data further to further identify why that occurred.

Also the dashboard baseline had not been updated since 2019 and our baseline fell by 2 percent

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

NA

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

Expected outcomes were adjusted according to the baselines established last year. All our teachers are BeGLAD trained and we will use those strategies to design units of study that will teach language and content using research based strategies.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Chronic Absenteeism

## LEA/LCAP Goal

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

CVUSD LCAP GOAL 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 6

Attendance

## Identified Need

Decreased chronic absenteeism

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of Students who are identified as Chronically Absent	35.3%	15%
Annual Average Daily Attendance	91.6	94%
Percent of White Student who are identified as Chronically Absent	41% 22-23 School Year	30%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Percent of Students with Disabilities who are identified as Chronically Absent

42% 22-23 School Year

30%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Office Staff will run attendance reports daily, call parents when absent, enter data in the Q student information system.	August 2023-June 2024	Principal Office staff				
Outreach assistant will connect with families after three unexcused absences to gather information, help remove barriers, support families and direct to resources as needed. OA and Title 1 counselor will collaborate to addressing the needs of families.	August 2023-June 2024	Principal Outreach Assistant Title 1 Counselor	Outreach Assistant - District Funded Title 1 Counselor - District Funded			
Title 1 Counselor will provide individual and group attendance counseling sessions for students identified as chronically absent during the 22-23 school year.	August 2023-June 2024	T1 Counselor	ATSI action to decrease chronic absenteeism of White Students and SWD.	Title 1 Counselor - Districted Funded	1000-1999: Certificated Personnel Salaries	Other
T1 Counselor and office staff will schedule monthly SART meetings for families who are at risks of being chronically absent.	September 2023-June 2024	Principal Office staff T1 Counselor	ATSI action to decrease chronic absenteeism of White Students and SWD.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Office clerk, Outreach Assistant, T1 Counselor and principal will meet two time per month to monitor attendance, analyze reasons why students are absent and identify trends. New actions will be added to target latest trends.	September 2023- June 2024	Principal Office Staff T1 Counselor	ATSI action to decrease chronic absenteeism of White Students and SWD.			
Provide education to families regarding attendance procedures and regulations. Explain the independent studies process.  Rabbit Report Newsletter BTSN SSC Meeting ELAC Meeting Parent Workshops	September 2023 - June 2024	Principal Office Staff T1 Counselor	ATSI action to decrease chronic absenteeism of White Students and SWD.			
Site will provide COVID-19 tests or help facilitate testing as required.	August 2023-June 2024	Office Staff				
Site visits will conduct home visits if families don't respond to phone calls/emails regarding attendance.	September 2023 - June 2024	Principal Outreach Assistant T1 Counselor Student Support Services School Resource Officers				
School will provide lice kits as necessary.	August 2023-June 2024	Office Clerk	Lice Kits	None Specified	Donations	
Support student's Socio/Emotional needs through the PiP program and/or school based counseling, wellness center, and academic specialists.	August 2023 - June 2024	PiP Specialist Counselors Academic Counselors	See Goals 1 for cost			
Provide transportation options to	August 2023 -	Student Support				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
McKinney-Vento and Foster Youth families as necessary.	June 2024	Services				
Provide school supplies to all students in need.	August 2023 - June 2024	Principal Private Donors	School Supplies	4000-4999: Books And Supplies	Donations	3000.00
Clothing vouchers - Assistance League will provide clothing vouchers for all interested families in the Fall. If students need additional support during the school year, teachers will refer the student/family to the Conejo Closet	September 2023 - June 2024	Principal Conejo Closet Assistance League	Clothing		Donations	
Track daily attendance in class in September to establish baseline for the year. Track ADA every month. Display data on scoreboard on campus and Rabbit Report.	September 2023 - June 2024	Principal TOSA				
Recognize and reward class with highest ADA during Weekly Welcome. <ul style="list-style-type: none"> <li>• Supper Sally</li> <li>• Extra Recess</li> <li>• Raffles</li> <li>• Visit from School Mascot</li> </ul>	September 2023 - June 2024	Principal T1 Counselor	ATSI action to decrease chronic absenteeism of White Students and SWD.			
			Incentives	4000-4999: Books And Supplies	0010	300.00
3rd-5th grade will track attendance daily in their Leadership Binder TK-2 will track as a whole class and develop a class WIG.	September 2023 - June 2024	Teachers Students				
Monthly Classroom Celebrations for Improving ADA	September 2023 - June 2024	Teachers Students				
School will require a doctor's note for additional absences from	September 2023 - June 2024	Office Staff				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students who have been marked ill for 14 days. Parents can bring student to school to be evaluated by health clerk if parent cannot schedule an appointment.						
SART meetings will be scheduled during parent-teacher conferences for families who are showing early signs of attendance concerns. Families who continue to show attendance concerns will be referred to the School Attendance Review Board.	October 2023 - June 2024	Principal T1 Counselor Teachers SARB Student Support Services				
Students who test positive for COVID-19 will be offered the option to complete independent studies.	August 2023 - June 2024	Office Staff Teachers Principal				
IEP team will discuss adding and attendance goal for all SWD who were identified as Chronically Absent during the 2022-23. If team agrees not to add a goal, attendance will still be tracked in by student/case manager using a visual calendar in the learning center, speech room, etc. Students can earn incentives for improved attendance.	August 2023 - June 2024	Principal IEP Team Student	ATSI action to decrease chronic absenteeism of Students with Disabilities. Incentives	4000-4999: Books And Supplies	0010	200.00

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

When you exclude students who were ill or had a doctor's appointment, only 4% the students were chronically absent without a valid excuse. However, that's not how the data is reported to the CA dashboard or how Average Daily Attendance is calculated.

In addition, the 2023-2024 SPSA includes additional metrics to regularly assess the chronic absenteeism rates of Students with Disabilities and White students as required by Additional Targeted Support and Improvement (identified by CDE using 2019 Dashboard).

However, the 2022-23 school data indicates the chronic absenteeism has become an an area of concern for all significant subgroups.

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

Changes in staffing made it difficult to stay consistent with the previously intervention plan. This year, tracking attendance is a school-wide conversation and responsibility. This will allow us to better intervene when necessary and celebrate our success.

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.

Students who are absent because they are ill, have a doctors appointment or test positive for COVID-19 will be included in the chronic absenteeism report . Greater efforts will be made this year to educate and encourage all students/families to attend school daily. Incentives for classes and students will be awarded throughout the year.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$343,123.00

## 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	\$159,935.00

Subtotal of additional federal funds included for this school: **\$159,935.00**

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	\$4,420.00
0TRM	\$30,780.00
4EEF	\$400.00
7EEF	\$300.00
Donations	\$97,300.00
ESSER III - Learning Loss	\$15,000.00
ESSER III - Other Allowable Uses	\$23,232.00
Other	\$4,656.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$7,100.00

Subtotal of state or local funds included for this school: **\$183,188.00**

Total of federal, state, and/or local funds for this school: **\$343,123.00**

# 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
OTRM	30780	0.00
ESSER III - Learning Loss	15000	0.00
ESSER III - Other Allowable Uses	23232	0.00
Title I	159935	0.00

## Expenditures by Funding Source

Funding Source	Amount
0010	4,420.00
OTRM	30,780.00
4EEF	400.00
7EEF	300.00
Donations	97,300.00
ESSER III - Learning Loss	15,000.00
ESSER III - Other Allowable Uses	23,232.00
Other	4,656.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	7,100.00
Title I	159,935.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	237,615.76
2000-2999: Classified Personnel Salaries	60,682.00
4000-4999: Books And Supplies	15,725.24
5000-5999: Services And Other Operating Expenditures	6,700.00
5700-5799: Transfers Of Direct Costs	400.00

5800: Professional/Consulting Services And Operating Expenditures	19,400.00
None Specified	2,600.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	0010	1,250.00
4000-4999: Books And Supplies	0010	2,970.00
5000-5999: Services And Other Operating Expenditures	0010	200.00
1000-1999: Certificated Personnel Salaries	OTRM	29,224.76
4000-4999: Books And Supplies	OTRM	1,555.24
5700-5799: Transfers Of Direct Costs	4EEF	400.00
5800: Professional/Consulting Services And Operating Expenditures	7EEF	300.00
1000-1999: Certificated Personnel Salaries	Donations	23,300.00
2000-2999: Classified Personnel Salaries	Donations	53,300.00
4000-4999: Books And Supplies	Donations	10,700.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	10,000.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	15,000.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	8,000.00
2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	6,132.00
5800: Professional/Consulting Services And Operating Expenditures	ESSER III - Other Allowable Uses	9,100.00
1000-1999: Certificated Personnel Salaries	Other	2,156.00
5000-5999: Services And Other Operating Expenditures	Other	2,500.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,000.00

None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,600.00
1000-1999: Certificated Personnel Salaries	Title I	159,935.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	270,872.24
Goal 2	14,300.00
Goal 3	30,431.76
Goal 4	16,400.00
Goal 5	7,619.00
Goal 6	3,500.00

# School Site Council Membership and Assurances

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

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

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

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

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








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

Name of Members	Role
Erica Ultreras	Principal
Lizeth Lomelicruz	Other School Staff
Natalia Mclure	Parent or Community Member
Mia Bolton	Classroom Teacher
Aniqa Courtney	Parent or Community Member
Anne Carle	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Advisory Council Recommendations

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

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

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/6/23.

Attested:



Principal, Erica Ultreras on 9/6/23



SSC Chairperson, Mia Bolton on 9/6/23



# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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



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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

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

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

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

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