

The Single Plan for Student Achievement

School: Environmental Academy of Research Technology and Earth Sciences
CDS Code: 56 73759 0119396
District: Conejo Valley Unified School District
Principal: Jeff Rickert
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jeff Rickert
Position: Principal
Phone Number: (805) 498-3686
Address: 2626 Michael Dr.
Newbury Park, CA 91320-3252
E-mail Address: jrickert@conejousd.org

The District Governing Board approved this revision of the SPSA on .

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	13
CELDT (All Assessment) Results.....	14
Planned Improvements in Student Performance	15
School Goal #1.....	15
School Goal #2.....	17
School Goal #3.....	19
School Goal #4.....	21
School Goal #5.....	23
Centralized Services for Planned Improvements in Student Performance	25
Centralized Service Goal #1	25
Summary of Expenditures in this Plan.....	26
Total Allocations and Expenditures by Funding Source	26
Total Expenditures by Object Type.....	27
Total Expenditures by Object Type and Funding Source	28
Total Expenditures by Goal	29
School Site Council Membership	30
Recommendations and Assurances.....	31

School Vision and Mission

Environmental Academy of Research Technology and Earth Sciences's Vision and Mission Statements

The Conejo Valley Unified School District is located 50 miles northwest of Los Angeles and serves a suburban, largely middle to upper middle class community. The student population is drawn from the communities of Newbury Park, Thousand Oaks, and Westlake Village. The District's rich history has led to strong traditions leading us toward our vision of the future. This is a family orientated community with large parent involvement and support. The community is rich with cultural, linguistic, and socioeconomic diversity.

The District is comprised of 17 elementary schools, 5 middle schools, 3 comprehensive high schools, 2 alternative high schools, and a vibrant adult education school. The enrollment in 2016-2017 was approximately 19,000 students in grades TK-12.

The mission of the Conejo Valley Unified School District is to meet the academic, cultural, social, and individual needs of students in order to prepare them to make a meaningful contribution to a democratic society.

EARTHS' mission is to provide an environment where students are actively engaged in a comprehensive, inquiry-based classroom, using the lens of environmental studies for students to study the earth, life and physical strands of science. EARTHS promotes learning as an integrated, interdisciplinary process rather than as a series of isolated subjects. Discrete skills are taught rather than discrete subjects.

We believe that quality education is achieved through high expectations of student performance and behavior, by fostering strong partnerships between home and school and greater community as well as by a staff who are committed to providing only the best educational experiences possible for students.

We celebrate the diversity within our school environment and create opportunities for all students to excel. This diversity within our school provides all students the opportunity to respect and embrace our cultural differences.

EARTHS Magnet provides a comprehensive, balanced educational program with a strong science focus. There is an on-going support system that enables all students to grow academically, physically, and emotionally in a setting that promotes racial harmony, cultural sensitivity, and outstanding citizenship.

We know every child can learn. Beyond that, we want each child to achieve at his or her highest ability level. We structure our programs so that every student is challenged, whether as a new language learner or as a high achieving GATE student. At EARTHS, all students, whether English Language Learners, Special Education, Intervention or on grade level learners, are expected to meet or exceed the content standards. Our emphasis on all-English instruction, with additional work with those learning the language, helps children assimilate quickly into mainstream education.

School Profile

EARTHS is a National Blue Ribbon magnet school with an enrollment of 542 students. Our school serves students in grades K-5. Students attend school 385 minutes per day. The average class size is 22 students in grades K-3 and 32 in grades 4-5. Kindergarten students participate in an extended day program. The Conejo Valley Neighborhood for Learning Preschool is located on the EARTHS campus and as an approximate enrollment of 40 students split between a morning and afternoon sessions.

EARTHS Magnet Elementary is one of 25 elementary schools in the state of California to receive the distinguished 2016 National Blue Ribbon Award as an Exemplary High Performing School. The National Blue Ribbon award affirms the hard work of students, educators, families, and communities in creating safe and welcoming schools where students master challenging content. The National Blue Ribbon flag gracing our school is a widely recognized symbol of exemplary teaching and learning.

Our Blue Ribbon academic program promotes learning as an integrated, interdisciplinary built on the Common Core standards. The focus on earth sciences and technology provides students with an opportunity to learn through active engagement and allows students to receive in-depth science exposure. By delving more deeply into subjects with a cross-curricular approach and using earth science and technology as a unifying theme for exploration, EARTHS helps students acquire the tools of inquiry and expression so that each student can construct a personally meaningful understanding of the world and become an imaginative, independent thinker. The strong presence of parents through a minimum of three volunteer hours per month per family coupled with close ties to our community partners, creates an environment where students develop a capacity for service learning, cooperation, empathy

and responsibility.

Community partners include: FOSS Science, The Lawrence Hall of Science, U.C. Berkeley, K-12 Alliance, West Ed, Boeing, Pepperdine University, National Park Service, Natural Resources Conservation Service, Baxter, Amgen, The Discovery Center, and the City of Thousand Oaks.

Located in one of Newbury Park's established neighborhoods within Ventura County, EARTHS Magnet School features modern classrooms in a bright clean and safe environment that is optimal for student learning. Built in 1965, EARTHS is an attractive and well-maintained campus, largely constructed of brick. Distinctive features include outdoor bio labs (regions of California, Native plant garden, Pollinator garden, fruits and vegetables, succulent areas), a computer lab with 44 computers connected to the Internet for student access and learning; a library complete with technology center for student online resources and a multipurpose room with new sound and lighting. Within the classroom students have access to computers and SMART boards. The center building is the EARTHS Exploration Center, complete with a Life Science Lab, Physical Science Lab, Computer Lab, and Research Library. Through the efforts of our PTA (Parent Teacher Association), School Site Council, Conejo Valley maintenance staff, and staff at EARTHS, we strive to bring this older facility into the 21st century through collaboration and a continual renewal effort.

Our outdoor education program is in partnership with the Santa Monica National Park (SAMO). The Santa Monica Mountains rise above Los Angeles, widen to meet the curve of Santa Monica Bay, and reach their highest peaks facing the ocean, forming a beautiful and multi-faceted landscape. Santa Monica Mountains National Recreation Area is a cooperative effort that joins federal, state and local park agencies with private preserves and landowners to protect the natural and cultural resources of this transverse mountain range and seashore.

Located in a Mediterranean ecosystem, the Santa Monica Mountains contain a wide variety of plants and wildlife. Students participate in outdoor programs that tie classroom instruction to the SAMO park. Programs are SEEDS (Students Experiencing the Environment by Doing Science) for K-1, SPROUTS (Students Practicing Research Outdoors Using Technology and Science) for grades 2-3, or SHRUBS (Students Helping Restore Unique Biomes). These programs integrate all of the grade level standards with service learning, character building and environmental awareness.

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).

District conducted LCAP Survey via district and school websites. Students in grades 4-5, certificated and classified staff, as well as parents participated in the survey. Parents reported that good first teaching and their child's personal growth were the most important elements of their education. Parents believe the district should continue to keep class size low, add additional technology and were concerned with the quantity of homework assigned. Almost half of the students surveyed reported having been teased at school, only about half of those students reported it to an adult. The majority of students reported looking forward to coming to school each day, found it easy to communicate with their teachers, felt safe at school, reported their grades were important and they received help from adults when needed.

Classroom Observations

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

All teachers receive at least one formal observation by the site administrator. Probationary and Temporary teachers receive at least two formal observations. Site administrators regularly conduct informal classroom observations and walk-throughs. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and recommendations for future growth. Site and/or district based professional development is designed to address observation recommendations.

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

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

Students in grades 3-5 took the CAASPP in language arts and math in Spring 2017. Students in grade 5 took the CAST in science. Special education students are assessed utilizing CAA in language arts and math. Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), unit tests, theme tests and teacher created 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: California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT) and Carousel of Ideas unit tests and listening and speaking assessments.

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

Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use Unit and Theme tests to pre and post assess students to measure progress and determine areas for preteaching and reteaching. Our district utilizes EADMS a student data management system that allows us to pull reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the district and site level for evaluation of student achievement and performance.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

All district teachers attend two days of focused professional development sponsored by the school district. All credentialed teachers also attend six hours of site-based or principal approved staff development in alignment with site/district LCAP goals.

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

Teachers new to a grade level or to our district are given professional development on grade level and content area materials and assessments including Writing, Reading, English Language Development, and Math. District teachers are offered ongoing professional development opportunities based on California State Standards and CAASPP assessment preparation. School sites design professional development opportunities at the site based on data analysis of students at that school as well as important trends related to the state standards and assessment.

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

Schools have access to two district -based TOSAs (Teachers on Special Assignment) in two focus areas: (1) English Language Development: site and district training on effective instructional strategies for English Learners, training on fidelity to adopted materials for ELD, and support for classroom teachers on planning and instruction for English Learners (2) Professional Development: leads district and site teacher trainings on California State Standards, coordinates teacher leaders to design professional development offered at school sites, models best practices for instruction using the California State Standards. Instructional assistance and support are also provided in the area of technology by our Coordinator of Instructional Technology. The Coordinator performs tasks related to data analysis, assessment preparation, alignment of assessments to California State Standards. The Coordinator also trains teachers on the use of technology for assessment and performance of students as well as data analysis or formative and summative assessments.

Each site has an upper grade and lower grade teacher leader as well as a Gifted and Talented Education (GATE) advisor and English Language Development (ELD) advisor who provide professional development on site. This team of Teacher Leaders support the goals of each school site and are an integral part of each site's LCAP team.

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

All K - 5 teachers meet together as grade levels every Tuesday as part of a specific, designated planning hour through "banked time." With permission from parents, staff, and the CVUSD Board of Education, EARTHS enacts a program whereby school begins 10 minutes early five days per week. The extra 50 minutes is "banked" together to allow school dismissal 50 minutes earlier every Tuesday. Teachers then meet during that 50 minute weekly time period to plan instruction and carry out any other grade level and/or vertical planning goals. Dedicated, monthly Staff Meeting time allows each grade level team to work together and with other grade level teams for data analysis and articulation purposes. While logistics have not allowed the program to operate for the first three months of the school year, the program will in fact begin in December.

Teaching and Learning

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

Our district uses state-approved instructional materials in all subject areas including recent adoptions of ELA materials and current piloting of state-approved math materials.

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

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.

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

EARTHS has created intervention classes on campus that follow the CVUSD Multi-Tiered Systems of Support (MTSS) program. All students in grades K - 5 are given assessments at the start of the year and then every trimester that follows. Teachers rank their students using a minimum of two data points in both ELA and Math to form a prioritized list of students in need of extra help in the given curricular areas. Teachers bring their prioritized lists to grade level team meetings to then form one grade level list of students that require intervention help. In each grade level, 10 - 15 students are chosen and then given the DIBELS assessment to determine two ability groups. Once classes are formed, each grade level receives a 30 minute time slot during the school day in which their intervention groups receive additional instruction. Intervention classes run four days per week, Monday - Thursday. Intervention students are reassessed approximately every six weeks for progress monitoring and to determine what level of help each student requires, if any.

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

All 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. English Learners receive instruction in content areas using standards-based instructional materials including the ELD standards.

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

Intervention materials from the adopted curricula are utilized for students requiring additional support.

Opportunity and Equal Educational Access

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

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.

14. Research-based educational practices to raise student achievement

The following research-based educational practices are utilized: SDAIE strategies, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, productive partnering, and cooperative learning.

Parental Involvement

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

Under-achieving students at EARTHS Magnet School benefit from a varied approach. Within the classroom, our school partnership with parents is based on a suggested minimum of three volunteer hours per family, per month that school is in session. With that, all our students benefit from the help of many adults in the classroom during each and every school day. Teacher-trained parent volunteers help in nearly every area, from helping with art projects and lessons to running small group instructional centers during ELA and/or Math rotations in the classroom. Parents helping groups within the classroom allows the teacher to give more additional time to underachieving students through reteaching activities and other classroom-based interventions.

In addition to help underachieving students receive in the classroom, the School District gives EARTHS budget allotments specifically meant for supporting our school-based intervention programs. These monies are used at EARTHS to hire one intervention teacher. The teacher meets with students identified through an assessment process by their teachers for 30 minutes per day, four days per week throughout the school year. Students are re-assessed roughly every six weeks to determine progress and further need.

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

EARTHS Magnet School benefits from a vibrant volunteer program whereby our school requests a suggested minimum of three volunteer hours per month per family. Parent volunteers are the backbone of our school and are used in nearly every imaginable area of our total school program. Teachers use multiple parent volunteers within the classroom for everything from helping to run ELA and Math centers to assisting with art lessons and helping out in the school library. Parent volunteers can even be seen assisting our Physical Education teachers with their classes and helping to maintain the school's many gardens.

Our PTA is highly active with several child-centered programs throughout the year. Volunteer hours are monitored via a computerized program which calculates between 20,000 - 25,000 total hours of volunteerism at EARTHS each year. Our PTA supports our school financially in a wide variety of ways, as well. The EARTHS PTA puts money towards school safety such as through the purchase and upkeep of emergency backpacks and additional funding for campus supervision, assemblies, specialists programs such as Physical Education, support with our Life Science Lab, and additional money for classroom supplies for our teachers to name just a few.

Our School Site Council evaluates programs and make necessary changes to the school improvement plan based on the goals of the school. Council members look at a variety of sources to determine changes to benefit all stakeholders within the school. The members consist of parents, teachers, and classified employees, who work with the principal in annually reviewing budgetary items, standardized test scores, and school policies. The council meets on a monthly basis to analyze the progress toward school goals.

EARTHS has an English Language Advisory Committee (ELAC) that meets four times per year. Our ELAC advises the site and the district (through DELAC representatives) on issues pertaining to ELL/LEP students.

The EARTHS Magnet School GATE program also has a parent committee this year headed up by our school's District Advisory Council Parent GATE Representative. The parent GATE committee meets to plan and organize fun and enriching activities for the GATE students at EARTHS.

Funding

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

See goals and budget pages as part of SPSA.

18. Fiscal support (EPC)

See goals and budget pages as part of SPSA.

Description of Barriers and Related School Goals

The number one barrier that gets in the way of what we want to accomplish is TIME. There does not seem to be enough time in the school day to do the many things we want to do. We see the barrier of time affect our intervention program the most. More specifically, finding time to give every student who is below grade level standards and expectations for 30 - 40 minutes every day without an impact to the regular instruction and learning has been a hard task to accomplish. Ideally, we would hold all intervention classes before or after school. Classes before school are not possible due to our early start as many parents and teachers have stated they would not be able to get here early enough. Classes in the afternoon are impacted by the busy schedules of parents, teachers, and students. Even if the number of students who would miss before or after school intervention classes was small, we would need to find another way to meet their needs during the school day. Thus, our school would have to pay for two intervention programs and that would be cost prohibitive.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	86	87	84	84	87	81	84	86	81	97.7	100	96.4
Grade 4	95	94	95	92	89	93	92	89	93	96.8	94.7	97.9
Grade 5	87	96	96	84	94	92	84	94	92	96.6	97.9	95.8
All Grades	268	277	275	260	270	266	260	269	266	97.0	97.5	96.7

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2479.8	2475.9	2477.7	48	43	41.98	25	31	34.57	20	15	17.28	7	10	6.17
Grade 4	2520.5	2544.1	2525.7	50	60	51.61	25	20	24.73	12	16	10.75	13	4	12.90
Grade 5	2560.9	2572.1	2576.7	40	52	47.83	40	28	35.87	14	12	13.04	5	9	3.26
All Grades	N/A	N/A	N/A	46	52	47.37	30	26	31.58	15	14	13.53	8	8	7.52

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	43	43	41.98	44	42	46.91	13	15	11.11
Grade 4	39	47	52.69	49	43	38.71	12	10	8.60
Grade 5	45	43	47.83	43	45	43.48	12	13	8.70
All Grades	42	44	47.74	45	43	42.86	12	13	9.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	45	43	43.21	40	45	49.38	6	12	7.41
Grade 4	52	55	53.76	39	38	33.33	9	7	12.90
Grade 5	52	55	58.70	43	36	38.04	4	9	3.26
All Grades	50	51	52.26	41	40	39.85	6	9	7.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	44	35	30.86	46	59	64.20	10	6	4.94
Grade 4	32	37	31.18	62	58	52.69	7	4	16.13
Grade 5	26	41	38.04	68	51	60.87	6	7	1.09
All Grades	34	38	33.46	59	56	59.02	7	6	7.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	42	35	41.25	51	51	51.25	7	14	7.50
Grade 4	38	65	38.71	36	33	58.06	8	2	3.23
Grade 5	51	64	51.09	45	33	40.22	4	3	8.70
All Grades	43	55	43.77	44	39	49.81	6	6	6.42

Conclusions based on this data:

1. In grade 3, 76.55% of students met or exceeded grade level standards in overall ELA/Literacy, an improvement of 2.55% from the year before. In grade 4, 76.34% met or exceeded grade level standards in overall ELA/Literacy, which was a 3.66% decrease from the previous year. In grade 5, 83.7% of students met or exceeded grade level standards in overall ELA/Literacy and that was a 3.7% increase from the year before. Except for a small drop in 4th grade, there have been incremental improvements, though we seem to have plateaued over the last three years. We would like to see better results. One can draw the conclusion that with additional time and effort with "great first teaching" within the Common Core Standards and with increased familiarity of the format of the SPSA tests - in addition to more practice with performance-based assessments - student achievement will increase, as well.
2. A conclusion could also be made that expansion of our intervention program and increased focus with our ELL students would be beneficial.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	86	87	84	84	86	81	84	86	81	97.7	98.9	96.4
Grade 4	95	94	95	92	89	93	92	89	93	96.8	94.7	97.9
Grade 5	87	96	96	84	94	92	84	94	92	96.6	97.9	95.8
All Grades	268	277	275	260	269	266	260	269	266	97.0	97.1	96.7

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2484.1	2469.9	2483.1	40	33	40.74	36	30	32.10	17	31	20.99	7	6	6.17
Grade 4	2527.5	2532.9	2525.9	37	42	39.78	38	30	32.26	21	25	19.35	4	3	8.60
Grade 5	2555.5	2565.4	2568.4	38	50	51.09	33	21	19.57	24	18	21.74	5	11	7.61
All Grades	N/A	N/A	N/A	38	42	43.98	36	27	27.82	20	25	20.68	5	7	7.52

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	51	49	54.32	42	33	37.04	7	19	8.64	
Grade 4	60	53	51.61	26	35	29.03	14	12	19.35	
Grade 5	45	53	58.70	46	30	25.00	8	17	16.30	
All Grades	52	52	54.89	38	32	30.08	10	16	15.04	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	48	37	48.15	43	51	44.44	10	12	7.41
Grade 4	43	49	39.78	50	43	51.61	7	8	8.60
Grade 5	37	47	54.35	50	37	31.52	13	16	14.13
All Grades	43	45	47.37	48	43	42.48	10	12	10.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	48	44	46.91	45	49	45.68	7	7	7.41
Grade 4	41	56	50.54	49	34	37.63	10	10	11.83
Grade 5	31	44	45.65	60	43	43.48	10	14	10.87
All Grades	40	48	47.74	51	42	42.11	9	10	10.15

Conclusions based on this data:

1. In grade 3, scores went from 66% of students meeting or exceeding grade level standards in overall Mathematics to 72.84%...an increase of 6.84%. In grade 4, scores went from 72% meeting or exceeding grade level standards in overall Mathematics to 72.04%...a small increase of 0.04%. In grade 5, scores dipped slightly from 71% of students meeting or exceeding grade level standards in overall Mathematics last year to 70.66% of students meeting or exceeding standards this year, a slight decrease of 0.34%. While a conclusion can be made that the majority of our students are benefiting from good first teaching, it seems an expansion of our intervention program in the area of Math would be beneficial for students.
2. An increased focus on academic language in the area of mathematics would be highly beneficial due to the increased written language embedded within the adopted mathematics program, Go Math.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		20		***	20		***	40	60		20	40			
1	13	40	56	44	40	32	44	20	12						
2	20	20	45	24	47	20	40	7	25	16	27	10			
3	31	29	20	25	33	47	31	21	20	6	13	13	6	4	
4	29	44	40	36	38	40	36	13	20		6				
5	55	44	63	45	44	25		11				13			
Total	26	34	42	33	38	31	34	17	19	6	10	8	1	1	

Conclusions based on this data:

1. Our overall percentage of students at the "Advanced" and "Early Advanced" levels have risen every year from kindergarten through 5th grade, though there are small fluctuations between the grade levels. One could conclude that as ELL students are in our ELD program longer and gaining more time and practice developing their English skills, their level of competence also increases, though there was an increased number of students below the Advanced/Early Advanced levels in the 5th grade.
2. An increased focus on our Long Term ELL students will be a goal for this school year.
3. An increased focus on academic language with the area of mathematics will also be a goal for this school year.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	5	4	8	14	28	20	38	24	36	33	20	24	10	24	12
1	13	38	58	44	43	31	44	19	12						
2	20	19	45	24	50	20	40	6	25	16	25	10			
3	31	29	20	25	33	47	31	21	20	6	13	13	6	4	
4	29	44	40	36	38	40	36	13	20		6				
5	55	44	63	45	44	25		11				13			
Total	22	27	37	29	38	30	34	17	21	12	12	10	3	6	3

Conclusions based on this data:

1. The conclusion from this CELDT information is that our overall percentage of students at the Advanced and Early Advanced levels has increased slightly, but results across the grade levels are mixed from the year prior. Our goal will be to work hard to lay the groundwork early to help the kindergarten through 2nd grade students develop their English skills as quickly as possible before the demands grow larger as the work gets increasingly more difficult.
2. Our 3rd through 5th grade paraprofessional will focus more on helping students in a more targeted way within the classroom under a "push-in" model.
3. Our staff will put more focus on the implementation of Rosetta Stone within their classrooms on an ongoing, weekly basis with the goal of K - 2nd graders on Rosetta Stone for 15 minutes daily and 3rd - 5th grade students on Rosetta Stone for 30 minutes three times per week.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA/LCAP GOAL:
LCAP Goal #1 - Enhance the culture and conditions that optimize learning for all students.
SCHOOL GOAL #1:
All students in grades K-5 will demonstrate improved English Language Arts ability as demonstrated by 80% meeting benchmarks on Reading RESULTS & District Trimester Assessments by June, 2018.
Data Used to Form this Goal:
Reading RESULTS District ELA Benchmark Assessments Unit Assessments ELL Redesignation Rates CAASPP
Findings from the Analysis of this Data:
School wide achievement in English Language Arts has been increased steadily overall in the past 4 years. However, Reading Fluency & Reading Comprehension in grades 2 - 5 were identified as areas that require intervention
How the School will Evaluate the Progress of this Goal:
Reading RESULTS DIBELS/SIPPS Assessments Read Naturally Assessments Raz Kids progress SRI/Lexile District ELA Benchmark Assessments CAASPP Data MobyMax Reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue collaboration to identify students and programs to be assigned to intervention specialists, while tracking and monitoring data to gauge success and effectiveness.	Oct., 2017 - May, 2018	Elda Sullivan	Salary and benefits 105 hrs. x \$25.90	2000-2999: Classified Personnel Salaries	TPGR	2,719.50
			90 hrs. x \$25.90	2000-2999: Classified Personnel Salaries	OTRM	2,331.00
Purchase any necessary instructional supplies and/or materials to support the goal of student improvement.	2017-18 school year		Materials and supplies	4000-4999: Books And Supplies	OPGR	1,440.00
Teacher Release for editing FOSS Curriculum: Teachers spend ongoing time rewriting the EARTHHS curriculum to integrate NGSS standards throughout the ELA curriculum. For this 2nd implementation year, grade levels will get one day at the end of each trimester to review what they have taught and refine & make adjustments to lessons/units as needed.	2017-18 school year	Grades K-5	1.5 days x 22 teachers x \$131.78	1000-1999: Certificated Personnel Salaries	OCBG	4,348.74
Ongoing, weekly PE release time provided for teachers for collaboration.	2017-18 school year	Grades K-5	Salary and benefits 24 hrs x 19 weeks x \$16.05	2000-2999: Classified Personnel Salaries	OCBG	7,318.80
FOSS Release Days for Additional Planning of Curriculum: Grade levels given two days for integration of NGSS & ELD standards and to add new literature for Guided Reading groups due to the change in curriculum.	2017-18 school year	Grades K - 5	1 day x 8 teachers x \$230 stipend (inc. benefits)	1000-1999: Certificated Personnel Salaries	OCBG	1,840.00
Training for teachers new to EARTHHS: EARTHHS has it's own curriculum and while it's based on other major CVUSD curricular pieces, it is written and implemented in a way that requires training for teachers new to the school.	2017 - 18 School Year	Grades 4 and 5	2 New Teachers x \$230 2 Trainer Teachers x \$230	1000-1999: Certificated Personnel Salaries	OCBG	920.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
LCAP Goal #1 - Enhance the culture and conditions that optimize learning for all students.
SCHOOL GOAL #2:
All students in grades K-5 will demonstrate improved Mathematics ability as demonstrated by 80% meeting benchmarks on Unit Tests and District Trimester Assessments by June, 2018.
Data Used to Form this Goal:
District Math Benchmark Assessments Unit Assessments CAASPP Results
Findings from the Analysis of this Data:
School wide achievement in Math has increased steadily over the past three years, but dipped in Spring of 2016.
How the School will Evaluate the Progress of this Goal:
Go Math! Assessments District Math Benchmark Assessments Reflex Math Reports MobyMax Reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase any necessary instructional supplies and/or materials to support the goal of student improvement.	2017-18 school year	Principal Teachers Staff	Materials and supplies	4000-4999: Books And Supplies None Specified	OPGR	1,440.00
			Materials and supplies	4000-4999: Books And Supplies	OTRM	1,043.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue collaboration to identify students and programs to be assigned to an intervention specialist, while tracking and monitoring data to gauge success and effectiveness.	2017-18 school year	Elda Sullivan	Salary and benefits 105 hrs. x \$25.90	2000-2999: Classified Personnel Salaries	TPGR	2,719.50
			90 hrs. x \$25.90	2000-2999: Classified Personnel Salaries	OTRM	2,331.00
Teacher Release for editing FOSS Curriculum: Teachers spend ongoing time rewriting the EARTH'S curriculum to integrate NGSS standards throughout the Math curriculum. For this 2nd implementation year, grade levels will get one day at the end of each trimester to review what they have taught and refine & make adjustments to lessons/units as needed.	2017-18 school year	Teachers K-5	1.5 days x 22 teachers x \$131.78	1000-1999: Certificated Personnel Salaries	OCBG	4,348.74
Ongoing, weekly P.E. release time provided for teachers for collaboration.	2017-18 school year		Salary and benefits 24 hrs. x 19 wks. x \$16.05	2000-2999: Classified Personnel Salaries	OCBG	7,318.80
Teacher Release - Assessment Release Days: Teachers given a half day at the start of the year and at the end of each trimester to assess their students for progress monitoring and report cards.	2017-18 school year	Teachers	16 teachers x 1.5 days x \$131.78 6 teachers x 1 day x \$131.78	1000-1999: Certificated Personnel Salaries	OCBG	3,953.40
Reflex Math Program: High-interest, skills-based computer math facts program that allows teachers to run reports for progress monitoring.	2017-18 school year	K - 5	License Renewal	5800: Professional/Consulting Services And Operating Expenditures	OTRM	1,647.50
New teacher training: EARTH'S has it's own curriculum and while it's based on other major CVUSD curricular pieces, it is written and implemented in a way that requires training for teachers new to EARTH'S.	2017 - 18 School Year	Grades 4 and 5	2 New Teachers x \$230 2 Trainer Teachers x \$230	1000-1999: Certificated Personnel Salaries	OCBG	920.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Achievement Gap
LEA/LCAP GOAL:
LCAP Goal #1 - Enhance the culture and conditions that optimize learning for all students.
SCHOOL GOAL #3:
100% of all teachers will implement Academic Language strategies in the classroom on a daily basis as evidenced by principal walk-through visits and implementation of grade level word lists. 90% of students will utilize the words with increasing complexity from the prescribed list by June, 2018.
Data Used to Form this Goal:
CAASPP Data Principal Observations Teacher Observations Vertical Articulation Collaboration
Findings from the Analysis of this Data:
Students lack sufficient academic language to achieve at high levels and meet common core standards.
How the School will Evaluate the Progress of this Goal:
Each grade level will assess academic language word lists assigned and share effective lessons. Ongoing use of academic vocabulary in the classroom with regular checks for understanding will help to inform teachers of progress. Lesson Plans Science Notebooks Writing Samples

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In staff meeting and/or grade level PLCs, teachers will discuss productive partnering and how academic language strategies and how to integrate and implement them with	2017-18 school year	Principal Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
the current and new adoption.						
<p>Teachers will meet in grade levels to discuss the implementation of strategies utilizing Treasures, EDM and FOSS integrated curriculum.</p> <p>Teacher will continue to implement Academic Language Strategies and lists in the classroom.</p> <p>Principal will do classroom walkthrough visits to observe Academic Language strategies implementation.</p> <p>Principal will share with teacher the Academic language strategies observed in the classroom.</p>	2017-18 school year	Principal Teachers				
Continue collaboration to identify students and programs to be assigned to an intervention specialist, while tracking and monitoring data to gauge success and effectiveness.	2017-18 school year	Elda Sullivan	Salary and benefits 258 Hrs. x \$25.90	2000-2999: Classified Personnel Salaries	0860	6,682.00
Para-pro translation of reports cards and ELAC Meetings	2017-2018	Para pros	varies	2000-2999: Classified Personnel Salaries	0860	758.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School-wide Intervention (MTSS)
LEA/LCAP GOAL:
LCAP Goal #2 - Maximize all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention.
SCHOOL GOAL #4:
All students K - 5 who are not adequately meeting standards in ELA and/or Mathematics will be enrolled in our school-wide Multi-Tiered Systems of Support (MTSS) program.
Data Used to Form this Goal:
District Math and ELA Benchmark Assessments Unit Assessments for ELA and Math Reading RESULTS Assessments DIBELS Assessments SIPPS Program
Findings from the Analysis of this Data:
There are students not meeting standards after quality "first teaching" and more-targeted instruction is necessary.
How the School will Evaluate the Progress of this Goal:
Go Math! Assessments ELA Assessments District Benchmarks CAASPP Assessments Reflex Reports MobyMax Reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reflex Math Program	2017-18 school year		Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	1,647.50
Hire an intervention program instructor to provide additional, small-group assistance to students identified as struggling to meet standards.	Oct., 2017 - May 2018	Elda Sullivan	Salary and Benefits 192 hrs. x \$25.90	2000-2999: Classified Personnel Salaries	003R	4,973.00
Purchase any necessary instruction supplies and/or materials to support the goal of student improvement	2017-18 school year		Materials and supplies	4000-4999: Books And Supplies	003R	27.00
			Materials and supplies	4000-4999: Books And Supplies	TPGR	281.00
			Materials and supplies	4000-4999: Books And Supplies	OPGR	1,440.00

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: STEM Activities
LEA/LCAP GOAL:
LCAP Goal #2 - Maximize all students' achievement through highly effective instruction that includes opportunities for academic acceleration and intervention; LCAP Goal #3 - Develop high quality activities that engage students with their schools.
SCHOOL GOAL #5:
All K - 5 students will attend an organized, weekly STEM class to bolster connectedness and engagement with school and better prepare them for the 21st century world.
Data Used to Form this Goal:
Informal Observation 4th Grade Student LCAP Responses
Findings from the Analysis of this Data:
Students want to see more technology and our staff has observed that students are more engaged when they are more involved with technology.
How the School will Evaluate the Progress of this Goal:
Informal Observation Student LCAP Survey Responses Student EARTH'S Survey Responses

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Digital Literacy Class from Learning.com: All 1st - 5th grade students will go to the Computer Lab 1x per wk for an interactive Digital Literacy Class. A specialist paid for by our EARTH'S PTA will lead students through the online program.	2017-18 school year	Principal	License and online program	5800: Professional/Consulting Services And Operating Expenditures	OTRM	4,000.00
Purchase any necessary instructional supplies and/or materials to support the goal	Oct., 2016 - May, 2017	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Council - Student Leadership program at EARTHHS	2017-18 school year	Teachers	Salary and Benefits Student Council Stipend	1000-1999: Certificated Personnel Salaries	OCBG	1,372.52

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA and Mathematics
SCHOOL GOAL #1:
LCAP Goal #1: Improve Learning for All Students; LCAP Goal #2: Maximize Student Potential Through Effective Intervention

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	2017 - 18 School Year	Elda Sullivan	Salary and Benefits	2000-2999: Classified Personnel Salaries	0860	6,682.20
Support Staff	2017 - 18 School Year	Para Pros	Salary and Benefits	2000-2999: Classified Personnel Salaries	0860	758.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
003R	5,000.00	0.00
0860	7,440.00	0.00
OPGR	4,320.00	0.00
OTRM	13,000.00	0.00
OCBG	32,341.00	0.00
TPGR	5,720.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	5,000.00
0860	7,440.00
OPGR	4,320.00
OTRM	13,000.00
OCBG	32,341.00
TPGR	5,720.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	17,703.40
2000-2999: Classified Personnel Salaries	37,151.60
4000-4999: Books And Supplies	5,671.00
5800: Professional/Consulting Services And Operating	7,295.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	003R	4,973.00
4000-4999: Books And Supplies	003R	27.00
2000-2999: Classified Personnel Salaries	0860	7,440.00
4000-4999: Books And Supplies	OPGR	4,320.00
2000-2999: Classified Personnel Salaries	OTRM	4,662.00
4000-4999: Books And Supplies	OTRM	1,043.00
5800: Professional/Consulting Services And	OTRM	7,295.00
1000-1999: Certificated Personnel Salaries	OCBG	17,703.40
2000-2999: Classified Personnel Salaries	OCBG	14,637.60
2000-2999: Classified Personnel Salaries	TPGR	5,439.00
4000-4999: Books And Supplies	TPGR	281.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,918.04
Goal 2	25,721.94
Goal 3	7,440.00
Goal 4	8,368.50
Goal 5	5,372.52

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jeff Rickert	X				
Claudia Mantilla Inzunza				X	
Nicole Goodwin				X	
Jamie Maurice				X	
Elizabeth Allen				X	
Jessica Moore		X			
Cathy Lewis		X			
Christine Wells				X	
Tricia DeMirjian			X		
Numbers of members of each	1	2	1	5	

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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on November 9, 2017.

Attested:

Jeff Rickert

Typed Name of School Principal

Signature of School Principal

Date

Nicole Goodwin

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

Environmental Academy of Research Technology and Earth Sciences

Funding Source: 003R

\$5,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Salary and Benefits 192 hrs. x \$25.90	2000-2999: Classified Personnel Salaries	\$4,973.00	School-wide Intervention (MTSS)	Hire an intervention program instructor to provide additional, small-group assistance to students identified as struggling to meet standards.
Materials and supplies	4000-4999: Books And Supplies	\$27.00	School-wide Intervention (MTSS)	Purchase any necessary instruction supplies and/or materials to support the goal of student improvement

003R Total Expenditures: \$5,000.00

003R Allocation Balance: \$0.00

Funding Source: 0860

\$7,440.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Salary and benefits 258 Hrs. x \$25.90	2000-2999: Classified Personnel Salaries	\$6,682.00	Achievement Gap	Continue collaboration to identify students and programs to be assigned to an intervention specialist, while tracking and monitoring data to gauge success and effectiveness.
varies	2000-2999: Classified Personnel Salaries	\$758.00	Achievement Gap	Para-pro translation of reports cards and ELAC Meetings

0860 Total Expenditures: \$7,440.00

0860 Allocation Balance: \$0.00

Funding Source: 0PGR

\$4,320.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Environmental Academy of Research Technology and Earth Sciences

Materials and supplies	4000-4999: Books And Supplies	\$1,440.00	English Language Arts	Purchase any necessary instructional supplies and/or materials to support the goal of student improvement.
Materials and supplies	4000-4999: Books And Supplies	\$1,440.00	Mathematics	Purchase any necessary instructional supplies and/or materials to support the goal of student improvement.
Materials and supplies	4000-4999: Books And Supplies	\$1,440.00	School-wide Intervention (MTSS)	Purchase any necessary instruction supplies and/or materials to support the goal of student improvement
OPGR Total Expenditures:		\$4,320.00		
OPGR Allocation Balance:		\$0.00		

Funding Source: OTRM

\$13,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
License and online program	5800: Professional/Consulting Services And Operating Expenditures	\$4,000.00	STEM Activities	Digital Literacy Class from Learning.com: All 1st - 5th grade students will go to the Computer Lab 1x per wk for an interactive Digital Literacy Class. A specialist paid for by our EARTH'S PTA will lead students through the online program.
Materials and supplies	4000-4999: Books And Supplies	\$1,043.00	Mathematics	Purchase any necessary instructional supplies and/or materials to support the goal of student improvement.
90 hrs. x \$25.90	2000-2999: Classified Personnel Salaries	\$2,331.00	English Language Arts	Continue collaboration to identify students and programs to be assigned to intervention specialists, while tracking and monitoring data to gauge success and effectiveness.
Licensing	5800: Professional/Consulting Services And Operating Expenditures	\$1,647.50	School-wide Intervention (MTSS)	Reflex Math Program
License Renewal	5800: Professional/Consulting Services And Operating Expenditures	\$1,647.50	Mathematics	Reflex Math Program: High-interest, skills-based computer math facts program that allows teachers to run reports for progress monitoring.
90 hrs. x \$25.90	2000-2999: Classified Personnel Salaries	\$2,331.00	Mathematics	Continue collaboration to identify students and programs to be assigned to an intervention specialist, while tracking and monitoring data to gauge success and effectiveness.

Environmental Academy of Research Technology and Earth Sciences

OTRM Total Expenditures: \$13,000.00

OTRM Allocation Balance: \$0.00

Funding Source: OCBG

\$32,341.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
1.5 days x 22 teachers x \$131.78	1000-1999: Certificated Personnel Salaries	\$4,348.74	Mathematics	Teacher Release for editing FOSS Curriculum: Teachers spend ongoing time rewriting the EARTH'S curriculum to integrate NGSS standards throughout the Math curriculum. For this 2nd implementation year, grade levels will get one day at the end of each trimester to review what they have taught and refine & make adjustments to lessons/units as needed.
Salary and benefits 24 hrs. x 19 wks. x \$16.05	2000-2999: Classified Personnel Salaries	\$7,318.80	Mathematics	Ongoing, weekly P.E. release time provided for teachers for collaboration.
16 teachers x 1.5 days x \$131.786 teachers x 1 day x \$131.78	1000-1999: Certificated Personnel Salaries	\$3,953.40	Mathematics	Teacher Release - Assessment Release Days: Teachers given a half day at the start of the year and at the end of each trimester to assess their students for progress monitoring and report cards.
2 New Teachers x \$2302 Trainer Teachers x \$230	1000-1999: Certificated Personnel Salaries	\$920.00	Mathematics	New teacher training: EARTH'S has it's own curriculum and while it's based on other major CVUSD curricular pieces, it is written and implemented in a way that requires training for teachers new to EARTH'S.
1.5 days x 22 teachers x \$131.78	1000-1999: Certificated Personnel Salaries	\$4,348.74	English Language Arts	Teacher Release for editing FOSS Curriculum: Teachers spend ongoing time rewriting the EARTH'S curriculum to integrate NGSS standards throughout the ELA curriculum. For this 2nd implementation year, grade levels will get one day at the end of each trimester to review what they have taught and refine & make adjustments to lessons/units as needed.
Salary and benefits 24 hrs x 19 weeks x \$16.05	2000-2999: Classified Personnel Salaries	\$7,318.80	English Language Arts	Ongoing, weekly PE release time provided for teachers for collaboration.
1 day x 8 teachers x \$230 stipend (inc. benefits)	1000-1999: Certificated Personnel Salaries	\$1,840.00	English Language Arts	FOSS Release Days for Additional Planning of Curriculum: Grade levels given two days for integration of NGSS & ELD standards and to add new literature for Guided Reading groups due to the change in curriculum.

Environmental Academy of Research Technology and Earth Sciences

2 New Teachers x \$2302 Trainer Teachers x \$230	1000-1999: Certificated Personnel Salaries	\$920.00	English Language Arts	Training for teachers new to EARTHS: EARTHS has it's own curriculum and while it's based on other major CVUSD curricular pieces, it is written and implemented in a way that requires training for teachers new to the school.
Salary and Benefits Student Council Stipend	1000-1999: Certificated Personnel Salaries	\$1,372.52	STEM Activities	Student Council - Student Leadership program at EARTHS

OCBG Total Expenditures: \$32,341.00

OCBG Allocation Balance: \$0.00

Funding Source: TPGR

\$5,720.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials and supplies	4000-4999: Books And Supplies	\$281.00	School-wide Intervention (MTSS)	Purchase any necessary instruction supplies and/or materials to support the goal of student improvement
Salary and benefits 105 hrs. x \$25.90	2000-2999: Classified Personnel Salaries	\$2,719.50	English Language Arts	Continue collaboration to identify students and programs to be assigned to intervention specialists, while tracking and monitoring data to gauge success and effectiveness.
Salary and benefits 105 hrs. x \$25.90	2000-2999: Classified Personnel Salaries	\$2,719.50	Mathematics	Continue collaboration to identify students and programs to be assigned to an intervention specialist, while tracking and monitoring data to gauge success and effectiveness.

TPGR Total Expenditures: \$5,720.00

TPGR Allocation Balance: \$0.00

Environmental Academy of Research Technology and Earth Sciences Total Expenditures: \$67,821.00