

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
Environmental Academy of Research Technology and Earth Sciences	56 73759 0119396	September 13, 2023	

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)

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning. EARTHs' (Environmental Academy of Research Technology and Earth Sciences) school mission is to provide an environment where students are actively engaged in comprehensive, inquiry-based classrooms using the lens of environmental studies, where students study the earth, life, and physical strands of science as an integrated, interdisciplinary process rather than as a series of isolated subjects.

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

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

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

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will include the 2021-22 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2022-23 school year.

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

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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 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.

As a School Choice program, EARTHs is required to submit an Alternative School Program Survey to the CA Department of Education at the end of each school year where students, parents, and staff are surveyed on the effectiveness of our program. The following results were returned at the conclusion of the 2022-23 school year:

Parent Survey (279 responses out of 539 students' families = 52%):

98.3% of parents/guardians Agree or Strongly Agree their child's teacher cares about their child.

96.7% of parents/guardians Agree or Strongly Agree their child's teacher provides an excellent education for their child.

95.7% of parents/guardians Agree or Strongly Agree their child's teacher frequently states clear expectations and expects high quality work from their child.

89.2% of parents/guardians Agree or Strongly Agree their child's teacher communicates with them regularly about their child's progress.

90.7% of parents/guardians Agree or Strongly Agree our school's program is rigorous and their child is challenged.

91.0% of parents/guardians Agree or Strongly Agree our school promotes an appreciation of diversity.

97.1% of parents/guardians Agree or Strongly Agree our school promotes a culture of acceptance.

Teacher Responses (23 Responses out of 23 teachers = 100%):

91.3% of teachers Agree or Strongly Agree our school's program is designed to ensure success for all learners.

87.0% of teachers Agree or Strongly Agree there are expectations that all students can achieve.

91.3% of teachers Agree or Strongly Agree they have the opportunity to evaluate student outcomes and achievement.

95.6% of teachers Agree or Strongly Agree our school provides interventions for students not meeting standards

87.0% of teachers Agree or Strongly Agree that as a staff, we maximize learning opportunities that may not be available in a non-choice school.

91.3% of teachers Agree or Strongly Agree time is allocated for Professional Development with other teachers to collaborate and plan.

82.6% of teachers Agree or Strongly Agree the inclusion of culturally-relevant information is woven into the fabric of instruction and student work.

86.9% of teachers Agree or Strongly Agree our school administrator involves teachers in decision-making and problem-solving.

100% of teachers Agree or Strongly Agree school staff, students, parents, and community members are invited to campus to be an audience for students' work/activities.

95.6% of teachers Agree or Strongly Agree our school promotes an appreciation for diversity.

95.6% of teachers Agree or Strongly Agree our school promotes a culture of acceptance.

Student Responses (170 responses out of 189 Fourth and Fifth graders = 90%):

94.1% of students Agree or Strongly Agree they enjoy learning at EARTHs.

90.0% of students Agree or Strongly Agree our school helps them succeed.

90.6% of students Agree or Strongly Agree our school provides different opportunities and ways to show what they have learned.

91.2% of students Agree or Strongly Agree their teacher gives them feedback on their academic progress.

90.6% of students Agree or Strongly Agree their teacher is available to all students in their class.

94.9% of students Agree or Strongly Agree their teacher cares about them.

Our school survey of parents, staff, and students clearly illustrates an incredibly impressive school community built on strong collaboration and highly trusting relationships between staff, students, and their families. The evidence is abundantly clear our school program at EARTHs is highly effective and an extremely positive environment for all stakeholders.

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.

In addition to the formal observation and evaluation process at EARThS, the Principal makes a point to conduct frequent, informal walk-throughs in every classroom on campus to casually note the instructional program and culture of each classroom.

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 CVUSD teachers are credentialed and properly assigned.

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

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

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.

At EARTHs, all teachers are given three full days of Teacher Release time to meet in grade level teams to review and edit the integrated curriculum they write. Teachers report these release days are absolutely vital to ensure they are meeting the needs of their students in terms of our school curriculum. This year with ESSER funds, teachers will be given two additional days: one for teams to fine tune the integration of the Sandra Kaplan GATE prompts across the curricular areas and one to fine tune the integration of the CA English Language Development (ELD) Standards across the curricular areas.

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.

At EARTHs, funds are used to provide every teacher with release time every trimester to focus on assessment and data analysis.

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.

Tier 1 Intervention: EARTHs believes in "Good first teaching" and will be focusing on the combined focus and best practices of UDL, SEL, and DEI to address the needs of every student as we move through the school year.

Tier 2 Intervention: We have an intervention referral system that determines the students most in need through two different data points as selected by each grade level team. EARTHs believes in early identification so First Grade and Second Grade both have two intervention groups, opposed to only one group for Third, Fourth, and Fifth Grades. Kinder students in need of extra attention in the areas of English-Language Arts are referred for the third trimester session. Once students are referred, our intervention specialist utilizes the DIBELS assessment to hone in on each individual student's needs and meets with them in small grade level groups four days a week.

Tier 3 Intervention: When a student continues to struggle despite our best Tier 1 and 2 efforts, we refer the individual to our school site Student Study Team to determine if there are other strategies we can put into place or if a possible assessment for special education services or a Section 504 Plan would be appropriate.

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.

At EARTHs, our Academic Intervention Specialist also serves as our EARTHs Community Liaison. Her work with our families in need along with our Spanish-speaking families has been inspirational. Our Community Liaison makes regular phone calls for a wide variety of reasons, such as attendance issues and behavior problems. However, our Community Liaison more commonly calls families simply to encourage engagement at the school and to urge parents to attend important school meetings, such as ELAC.

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

EARTHs Magnet School receives federal funding in the form of Title III and Title III. 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

EARTHs thrives on parental involvement in our total school program. In fact, when EARTHs first welcomed students in the fall of 2009, a program was created whereby parents are asked to agree to volunteer three hours per family each month of the school year. Parent can volunteer their time in any number of ways. We encourage our families to be actively involved in the SPSA process, as well. The SPSA is discussed in onsite PTA, ELAC, GATE, and SSC meetings often and all stakeholders are asked often to contribute thoughts and ideas when discussing goals and budget expenditures.

Work on this particular document began late spring of the 2022-2023 year and continued into the start of this current school year. Our teaching staff, GATE, ELAC, and SSC members were actively involved in goal writing in meetings that took place in the winter and spring of 2022-23 and will continue to be involved with all aspects of the SPSA throughout this 2023-24 school year. The Principal, Jeff Rickert, gave grade level teams in Kindergarten, First, and Second Grade a breakdown of every standard on their respective grade level report cards. The data included the total number of 1's (Insufficient progress toward District-level standards), 2's (Approaching District grade-level standards), and 3's (Meets or exceeds grade level standards) from all trimesters. From that information, teachers determined the greatest area of need for student improvement. Armed with that knowledge, teachers crafted goals to inform, guide, and improve their instruction in the 2023-24 school year. Similarly, grade level teams of teachers in Third, Fourth, and Fifth Grade were benchmark information to go through the same process to determine their students' greatest area of need to also inform, guide, and improve their instruction for the 2023-24 school year.

The process was shared with parents through our ELAC, GATE, SSC, and PTA and an opportunity was given to review and give feedback on each goal. Input was then gathered from the parents and shared with teachers. Goals were then entered into the SPSA document and approved by our EARTHs SSC for the 2023-24 school year.

It has been explained in a variety of settings that our SPSA document is never "finished" and that we will always have ongoing discussions and opportunities to adjust goals and any items related to our goals, including many budgetary expenditures. Our SSC will meet monthly and the topic of "SPSA" is on the agenda under "Old Business" each and every month for any staff or parent member to ask questions or open a dialogue on any topic related to the plan itself. Our SSC meetings are held on the last Wednesday of every month and are always open to the public.

Resource Inequities

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

N/A

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	0.6%	0.38%	0.19%	3	2	1
African American	1.4%	1.33%	0.74%	7	7	4
Asian	17.0%	16.67%	15.77%	83	88	85
Filipino	0.4%	0.38%	0.74%	2	2	4
Hispanic/Latino	29.3%	29.73%	29.31%	143	157	158
Pacific Islander	%	%	0.19%		0	1
White	43.9%	44.70%	46.2%	214	236	249
Multiple/No Response	7.4%	6.82%	6.86%	36	36	37
	Total Enrollment			488	528	539

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	82	88	87
Grade 1	77	88	88
Grade 2	77	85	88
Grade3	82	88	87
Grade 4	82	91	95
Grade 5	88	88	94
Total Enrollment	488	528	539

Conclusions based on this data:

1. While EARTHs' enrollment numbers overall don't change due to our status as a 100% School Choice program, COVID affected our numbers for the first time in the 2021-22 school year for the first time since EARTHs opened. However, the enrollment at EARTHs Magnet School in the 2022-23 was back up to 539, five students shy of capacity (544). For this 2023-24 school year, attendance is back at full capacity.
2. The population of Hispanic/Latino students has been increasing consistently over the last few years but really dropped in the 2021-22 school year. My conclusion is that it was more difficult for non-English speakers to access the necessary information pertaining to the school choice process due to COVID, opposed to any dissatisfaction with the school itself. Our enrollment numbers of Hispanic/Latino students has returned to levels we're more accustomed to.
3. Our population of white students has not changed much over the years but also decreased during the COVID school years. My conclusion is that more of this particular group of students' parents chose other remote or home

school options due to the pandemic, opposed to any dissatisfaction with the school program because numbers have increased once again.

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	78	94	75	16.0%	17.8%	13.9%
Fluent English Proficient (FEP)	56	46	62	11.5%	8.7%	11.5%
Reclassified Fluent English Proficient (RFEP)	8			10.3%		

Conclusions based on this data:

1. The total number of all EL students (including FEP and RFEP) has not changed much in terms of overall percentage over the last few years.
2. We have always have a very high reclassification rate. However, COVID affected the process and our numbers dropped two years in a row. We will need to examine recalssification this school year now that all students are back on campus..
3. The steady rise in EL numbers in the past showed our efforts to inform the community of our EARTHs program. We may need to review what has been successful in the past.

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	80	87	87	0	77	86	0	77	86	0.0	88.5	98.9
Grade 4	79	91	95	0	85	91	0	85	91	0.0	93.4	95.8
Grade 5	88	86	94	0	81	90	0	81	90	0.0	94.2	95.7
All Grades	247	264	276	0	243	267	0	243	267	0.0	92.0	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		
	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		2479.	2485.		42.86	54.7		29.87	16.3		19.48	16.3		7.79	12.8
Grade 4		2506.	2516.		37.65	41.8		31.76	27.5		20.00	13.2		10.59	17.6
Grade 5		2564.	2599.		46.91	67.8		32.10	17.8		12.35	5.6		8.64	8.9
All Grades	N/A	N/A	N/A		42.39	54.7		31.28	20.6		17.28	11.6		9.05	13.1

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		36.36			58.44			5.19		
Grade 4		34.12			61.18			4.71		
Grade 5		38.27			51.85			9.88		
All Grades		36.21			57.20			6.58		

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		37.66			53.25			9.09	
Grade 4		21.18			68.24			10.59	
Grade 5		37.04			56.79			6.17	
All Grades		31.69			59.67			8.64	

Listening Demonstrating effective communication skills									
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		22.08			71.43			6.49	
Grade 4		30.59			57.65			11.76	
Grade 5		18.52			74.07			7.41	
All Grades		23.87			67.49			8.64	

Research/Inquiry Investigating, analyzing, and presenting information									
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		33.77			55.84			10.39	
Grade 4		22.35			67.06			10.59	
Grade 5		32.10			61.73			6.17	
All Grades		29.22			61.73			9.05	

Conclusions based on this data:

1. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics.
2. Our site has been pleased with the number of students who met or exceeded the standards on the ELA and Math CAASPP taken in spring. However, we will continue to analyse CAASPP data to find ways and areas in which to improve teacher and raise scores even higher.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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	80	87	87	0	78	86	0	78	86	0.0	89.7	989.9
Grade 4	79	91	95	0	88	91	0	88	91	0.0	96.7	95.8
Grade 5	88	86	94	0	81	91	0	81	91	0.0	94.2	96.8
All Grades	247	264	276	0	247	268	0	247	268	0.0	93.6	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2481.	2478.		41.03	38.4		32.05	38.4		17.95	14.0		8.97	9.3
Grade 4		2527.	2535.		42.05	45.1		30.68	27.5		17.05	19.8		10.23	7.7
Grade 5		2533.	2565.		34.57	47.3		22.22	24.2		22.22	17.6		20.99	11.0
All Grades	N/A	N/A	N/A		39.27	43.7		28.34	29.9		19.03	17.2		13.36	9.3

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		48.72			43.59			7.69				
Grade 4		51.14			38.64			10.23				
Grade 5		25.93			46.91			27.16				
All Grades		42.11			42.91			14.98				

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		46.15			42.31			11.54	
Grade 4		35.23			47.73			17.05	
Grade 5		33.33			46.91			19.75	
All Grades		38.06			45.75			16.19	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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		33.33			58.97			7.69	
Grade 4		40.91			52.27			6.82	
Grade 5		22.22			64.20			13.58	
All Grades		32.39			58.30			9.31	

Conclusions based on this data:

1. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics.
2. Our site has been pleased with the number of students who met or exceeded the standards on the ELA and Math CAASPP taken in spring. However, we will continue to analyse CAASPP data to find ways and areas in which to improve teacher and raise scores even higher.

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
K	1445.1	1474.4	1539.8	1455.6	1474.9	1506.3	1420.6	1473.0	1618.2	14	12	14
1	1465.8	1482.7	*	1471.1	1489.2	*	1459.9	1475.5	*	17	15	8
2	1524.6	1502.8	1513.3	1508.1	1495.5	1527.3	1540.7	1509.6	1498.7	18	15	12
3	1505.0	1512.8	1507.8	1520.8	1513.7	1519.6	1488.8	1511.3	1495.8	12	16	13
4	1503.8	*	1556.7	1504.8	*	1571.9	1502.2	*	1541.3	13	8	11
5	*	1540.1	*	*	1533.6	*	*	1546.2	*	5	13	8
All Grades										79	79	66

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	25.00	44.00	35.71	50.00	3.23	42.86	25.00	20.00	7.14	0.00	0.00	14	12	14
1	29.41	20.00	*	11.76	40.00	*	41.18	40.00	*	17.65	0.00	*	17	15	8
2	27.78	13.33	16.00	61.11	60.00	25.81	11.11	26.67	0.00	0.00	0.00	0.00	18	15	12
3	25.00	31.25	8.00	41.67	37.50	22.58	33.33	31.25	40.00	0.00	0.00	0.00	12	16	13
4	0.00	*	24.00	61.54	*	12.90	38.46	*	10.00	0.00	*	0.00	13	*	11
5	*	30.77	*	*	46.15	*	*	23.08	*	*	0.00	*	*	13	8
All Grades	22.78	22.78	37.88	40.51	49.37	46.97	31.65	27.85	15.15	5.06	0.00	0.00	79	79	66

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.57	25.00		28.57	66.67		35.71	8.33		7.14	0.00		14	12	
1	35.29	33.33		23.53	46.67		29.41	20.00		11.76	0.00		17	15	
2	27.78	40.00		44.44	46.67		27.78	13.33		0.00	0.00		18	15	
3	41.67	43.75		58.33	43.75		0.00	12.50		0.00	0.00		12	16	
4	23.08	*		61.54	*		15.38	*		0.00	*		13	*	
5	*	30.77		*	53.85		*	15.38		*	0.00		*	13	
All Grades	34.18	37.97		40.51	49.37		21.52	12.66		3.80	0.00		79	79	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	25.00		28.57	33.33		42.86	33.33		7.14	8.33		14	12	
1	17.65	20.00		17.65	40.00		35.29	20.00		29.41	20.00		17	15	
2	33.33	6.67		50.00	66.67		16.67	26.67		0.00	0.00		18	15	
3	8.33	12.50		16.67	43.75		58.33	37.50		16.67	6.25		12	16	
4	0.00	*		15.38	*		69.23	*		15.38	*		13	*	
5	*	15.38		*	30.77		*	53.85		*	0.00		*	13	
All Grades	18.99	13.92		26.58	39.24		40.51	35.44		13.92	11.39		79	79	

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

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

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

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

Conclusions based on this data:

1. The vast majority of our EL students have scored at Levels 3 and 4, though the area of "Written Language" seems to be the lowest for our EL students.
2. The percentage of students by "Domain Performance Level for All Students" in the area of "Writing" was 48.53% in the "Somewhat/Moderately" developed span, which was the highest percentage.
3. More work with our EL students is needed in the area of writing. Our school-wide focus of Writing by our Impact Teams this year will hopefully help to address this issue.

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
528	18.8	17.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Environmental Academy of Research Technology and Earth Sciences.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	94	17.8
Foster Youth		
Homeless	5	0.9
Socioeconomically Disadvantaged	99	18.8
Students with Disabilities	30	5.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.3
American Indian	2	0.4
Asian	88	16.7
Filipino	2	0.4
Hispanic	157	29.7
Two or More Races	36	6.8
Pacific Islander		
White	236	44.7

Conclusions based on this data:

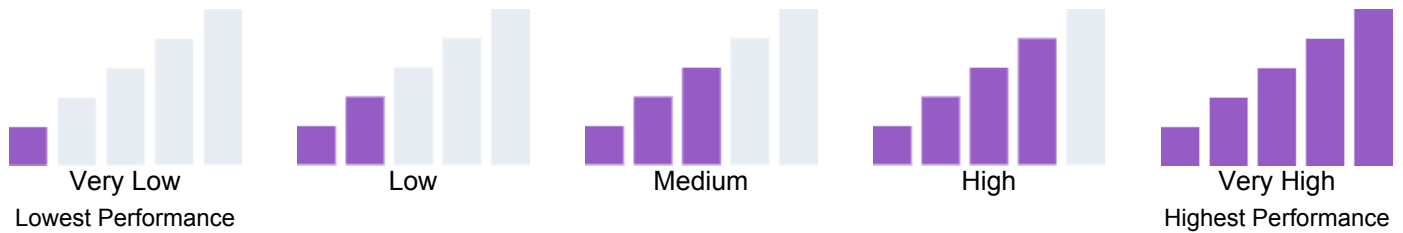
1. Our number of EL students (including RFEP students who are still being monitored) is over 100 students, which means we have nearly 20% of our student population coming to us with English as their second language. The high number underscores the importance of focusing on our EL integration model as well as the urgency in continuing to develop the work our EL Paraprofessionals do with our students each day for 30 minutes.
2. The number of SED students at EARTHs is over 20%. Students in this particular category do not seem to get as much benefit from intervention and other services due to the sensitivity of the data. We are working to improve how we serve our SED students while maintaining appropriate confidentiality.
3. While we do not have any foster students and only have two Homeless students, it is important to make sure all McKinney-Vento procedures are followed and that the students are being served appropriately in a variety of ways.

School and Student Performance Data

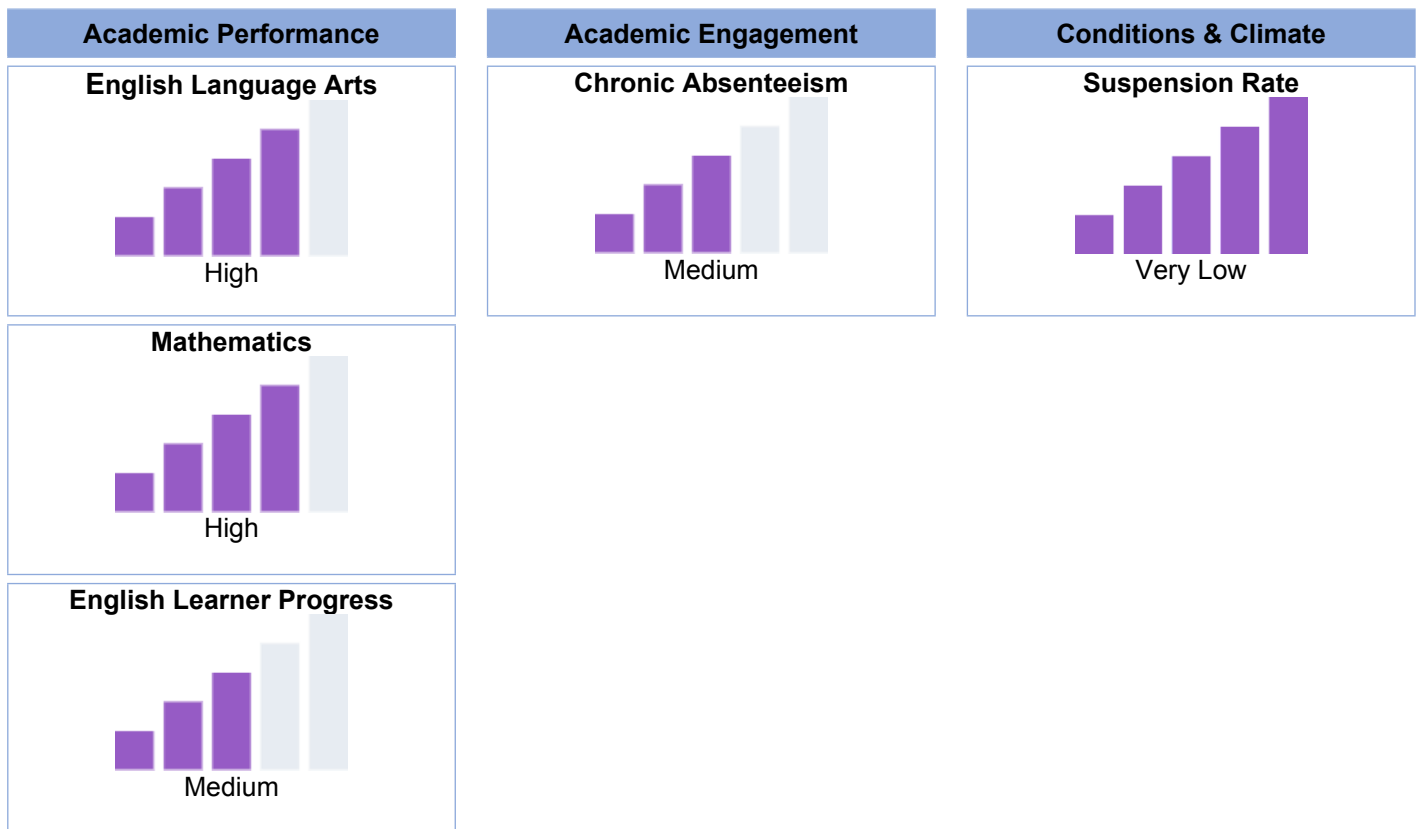
Overall Performance

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. We need to work on our procedures in dealing with students with multiple absences to prevent them from becoming chronically absentees.
2. We are extremely pleased with these results but need to continue working hard with all students to maintain our high scores and improve how we serve all students at EARTHs.

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

School and Student Performance Data

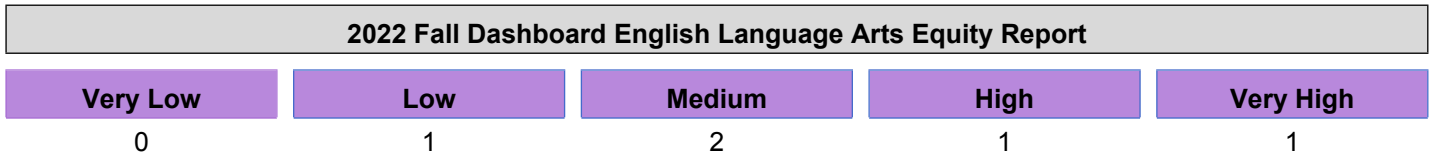
Academic Performance English Language Arts

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](#).

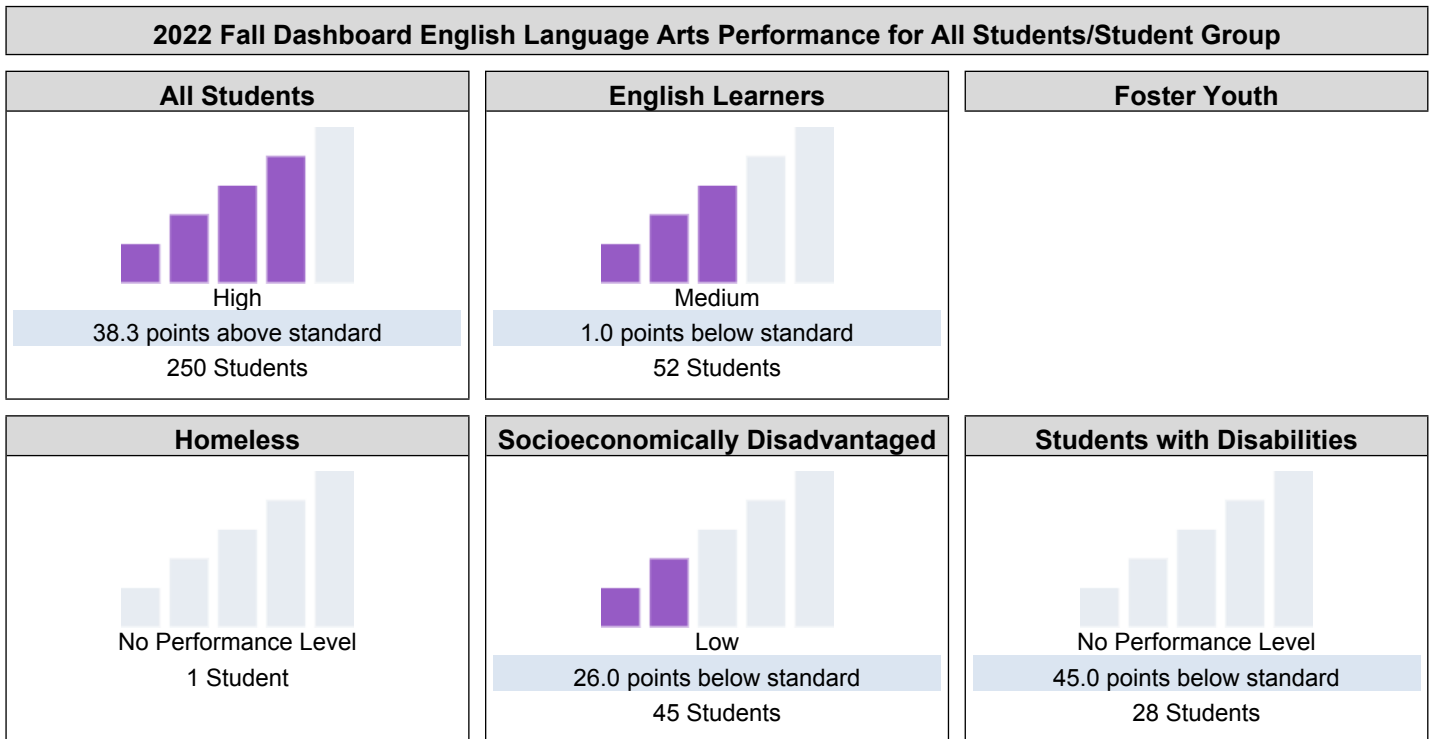
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



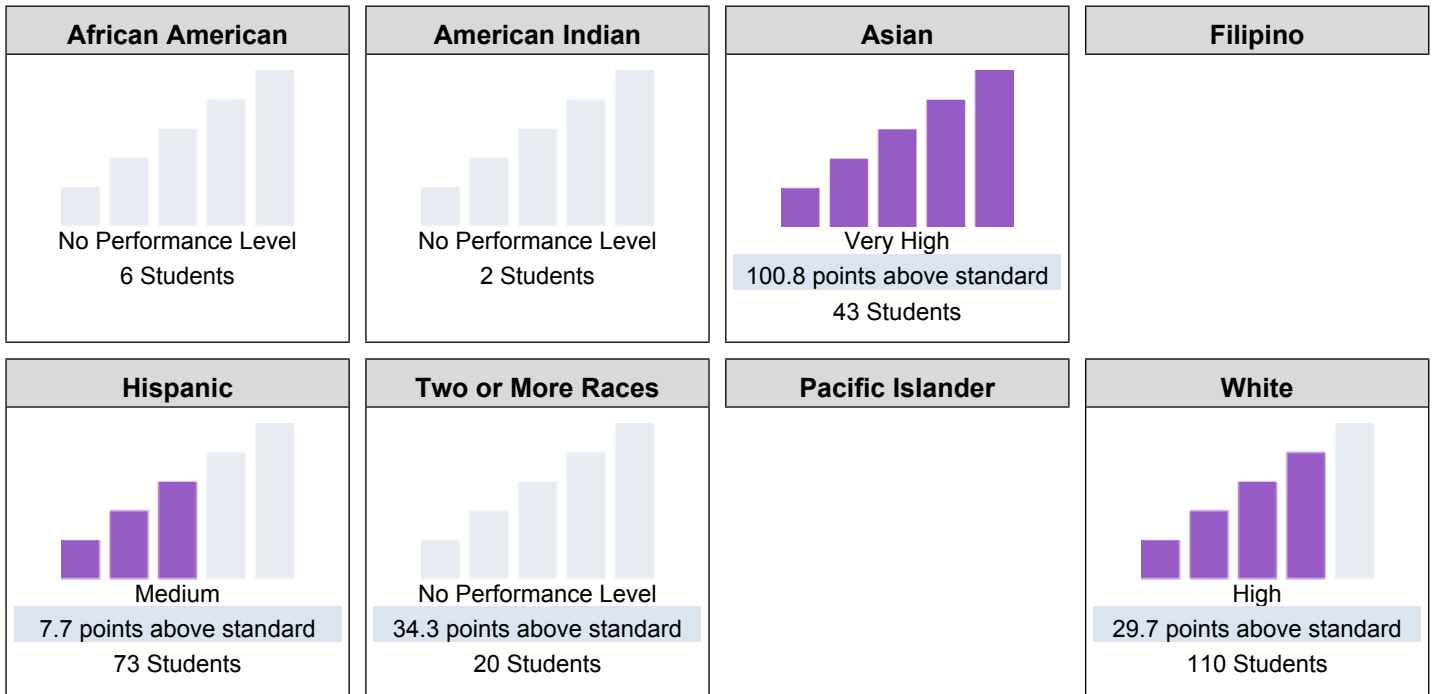
This section provides number of student groups in each level.



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
63.2 points below standard 29 Students	77.4 points above standard 23 Students	37.9 points above standard 183 Students

Conclusions based on this data:

- Overall, our CA School Dashboard is looking very good. However, scores for our current EL student subgroup were 88 points below standard but our RFEPs were nearly 58 points above standard. We will continue to work on meeting the needs of our EL students to ensure continued improvement.
- Scores for our reclassified EL students were 57.5 points above standard. While we don't want to see our EL scores so much lower, the data shows our reclassification system seems to be working well.
- Our staff must continue to evaluate how we are meeting the needs of our SED students. Our SED population is scoring 26 points below standard and that must increase. We will be analyzing data in this area in the current school year to seek improvement of our SED students' success rate as measured by a variety of data points.

School and Student Performance Data

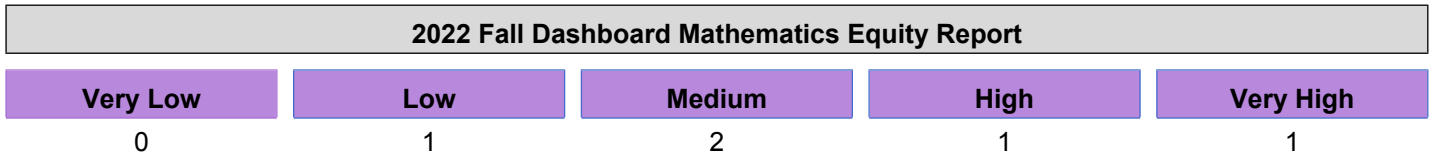
Academic Performance Mathematics

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](#).

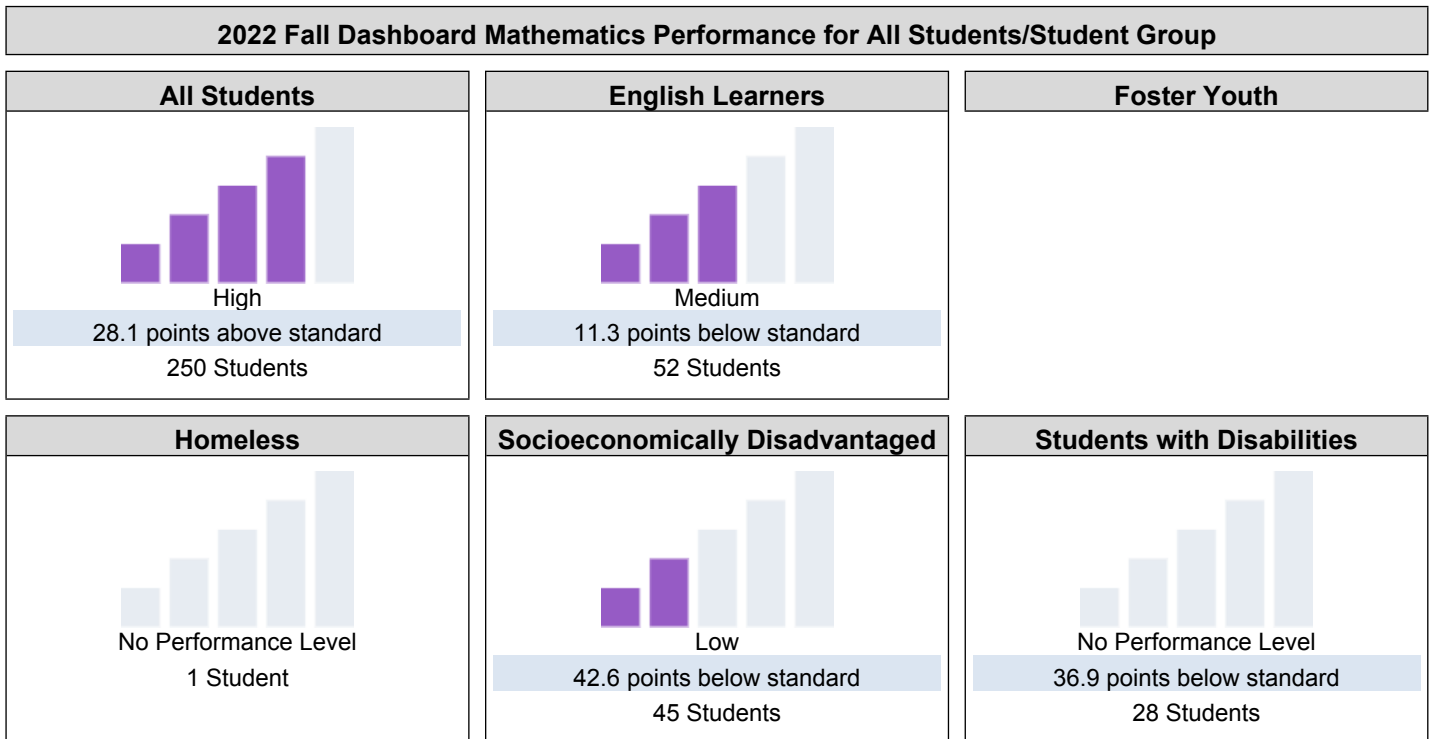
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



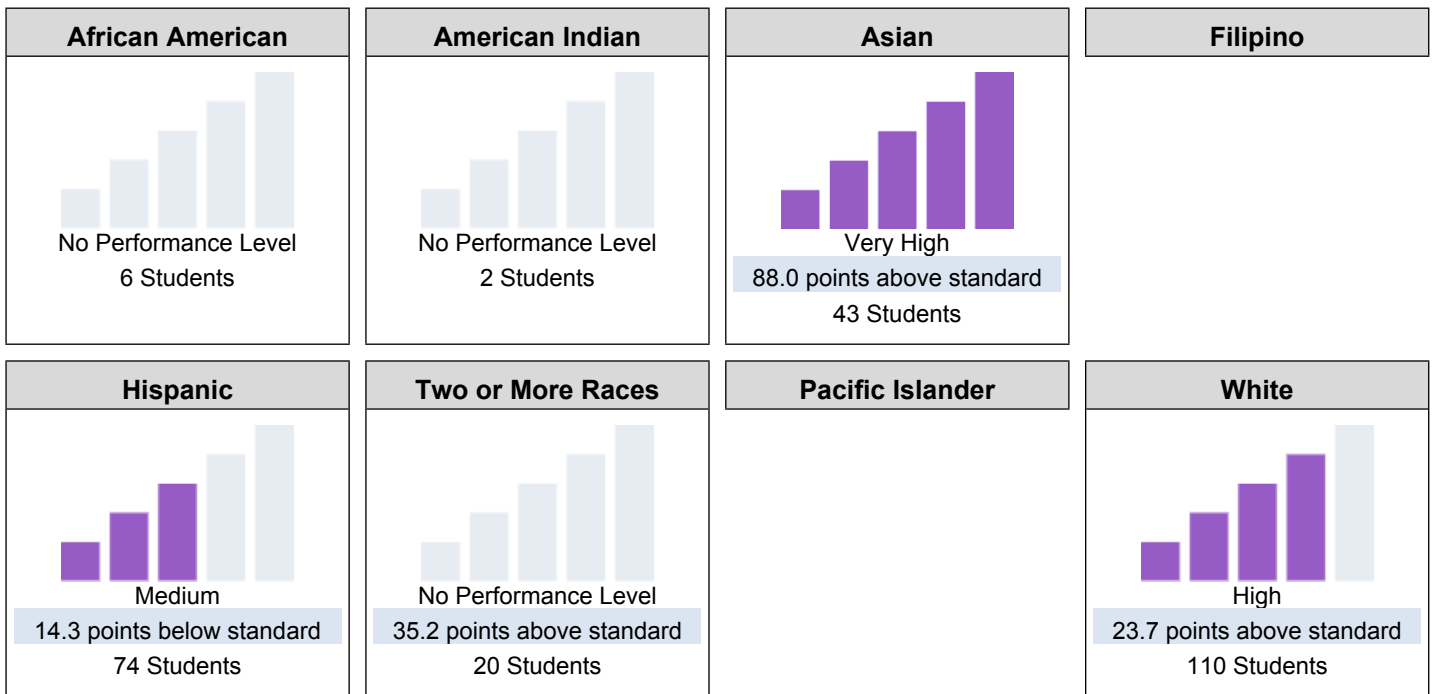
This section provides number of student groups in each level.



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
<p style="background-color: #e6f2ff;">72.9 points below standard</p> <p>29 Students</p>	<p style="background-color: #e6f2ff;">66.3 points above standard</p> <p>23 Students</p>	<p style="background-color: #e6f2ff;">31.6 points above standard</p> <p>183 Students</p>

Conclusions based on this data:

1. Our SED students have historically scored low so we need to continue to focus on improvement with our SED students and have a goal specifically aimed at SED improvement. Scoring 42 points below standard is something our staff must look at and work to improve.
2. Our SWD scored nearly 14 points below standard, so we have developed more of a focus and particular goals for this school year to close the achievement gap for our SWD.
3. As with ELA, there is a large gap between our current EL students and our RFEP students. While a gap is expected due to the very nature of EL students vs. RFEP students, we do not want to see a 77.6 point gap. We need to address goals towards our current EL students and focus in on what we are doing for them in the classroom and with our paraprofessionals who work directly with them.

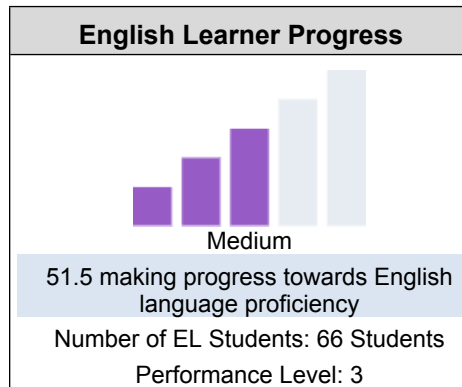
School and Student Performance Data

Academic Performance English Learner Progress

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
10.6%	37.9%	9.1%	42.4%

Conclusions based on this data:

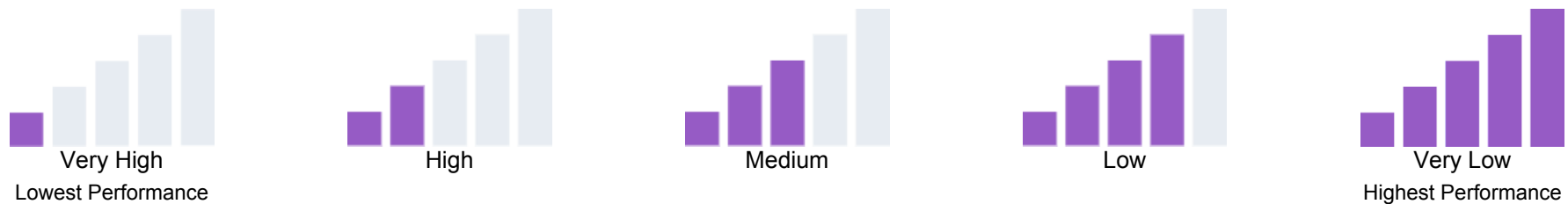
1. We are happy 42.4% of our EL students progressed at least one ELPI level, but having 10.6% decreasing one ELPI level is something our staff must examine.
2. Goals will be set within this year's SPSA to focus in on our EL students.

School and Student Performance Data

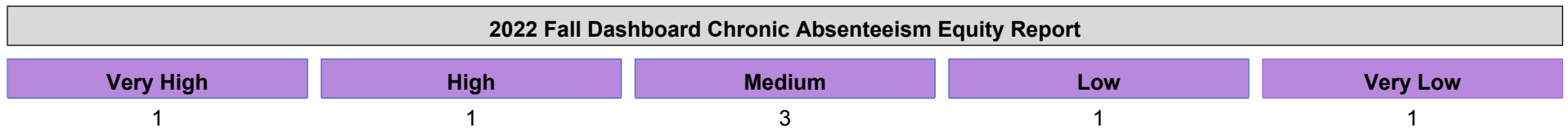
Academic Engagement Chronic Absenteeism

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

All Students



Medium

7.7% Chronically Absent

532 Students

English Learners



Medium

9.5% Chronically Absent

95 Students

Foster Youth

Homeless

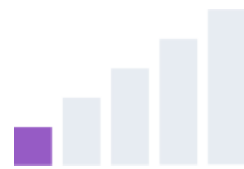


No Performance Level

Less than 11 Students

5 Students

Socioeconomically Disadvantaged



Very High

21.6% Chronically Absent

102 Students

Students with Disabilities

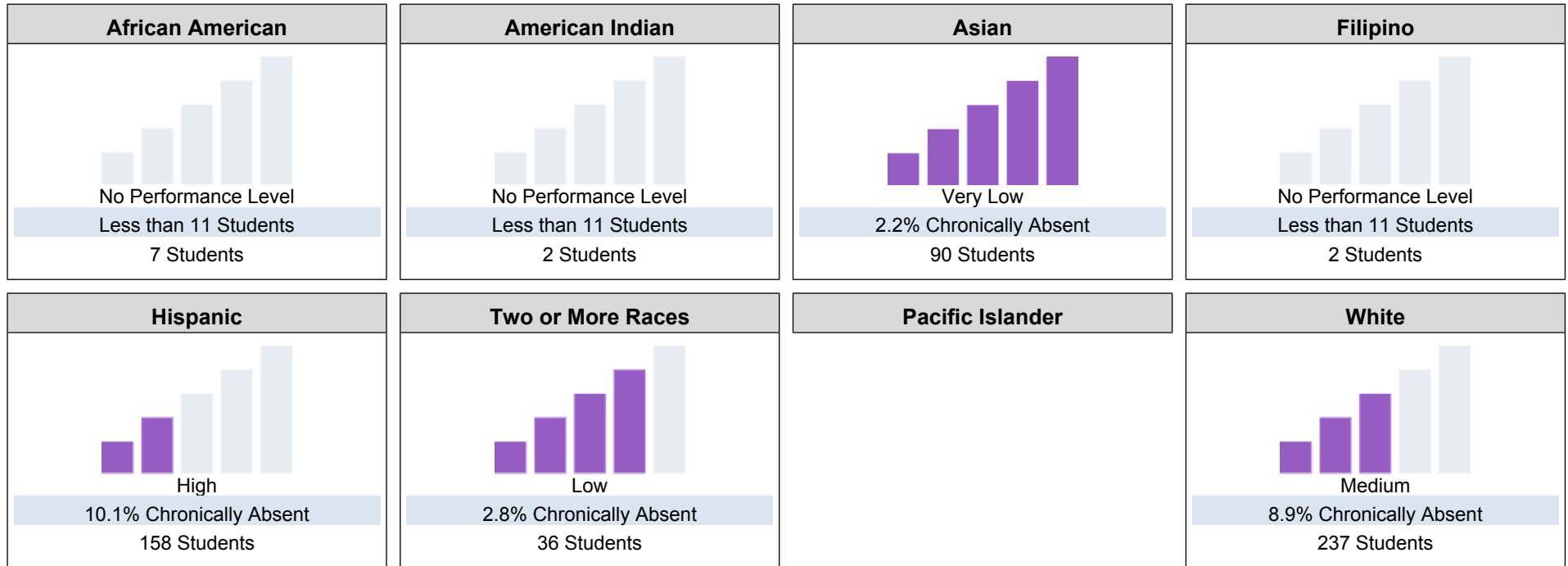


Medium

10% Chronically Absent

50 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

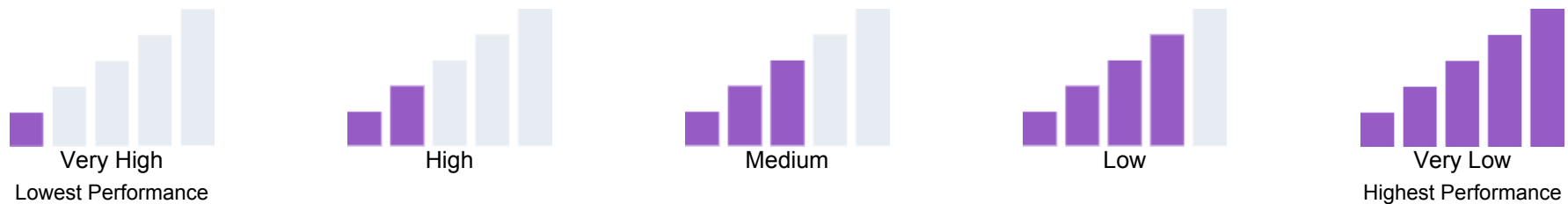
1. We are disappointed by the numbers of chronically absent students this past year. The issue of Chronic Absenteeism is specifically addressed in this year's SPSA as part of a focused goal for improvement.
2. EL students, SED, and SWD are the students who have been chronically absent the most. We will work directly with the families of our chronically absent students to change the patterns that exist.

School and Student Performance Data

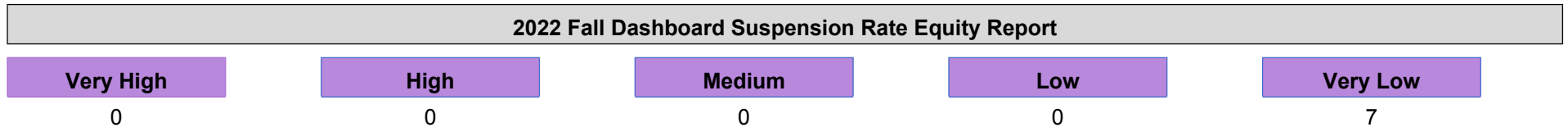
Conditions & Climate Suspension Rate

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).

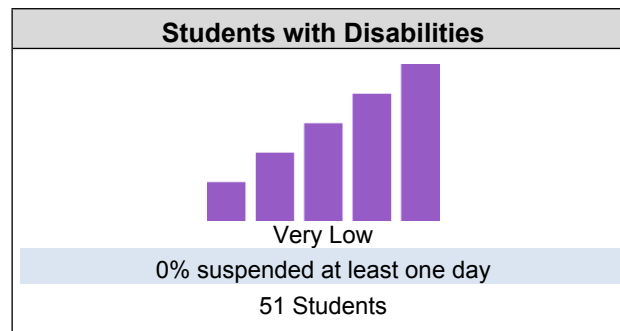
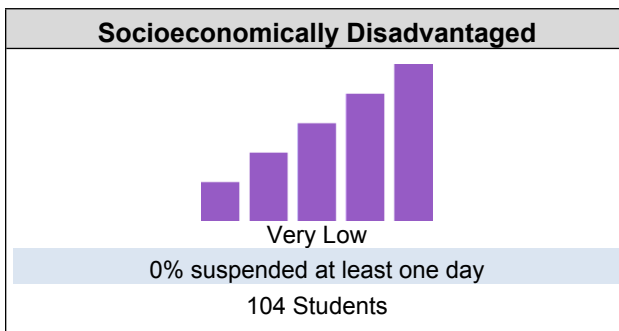
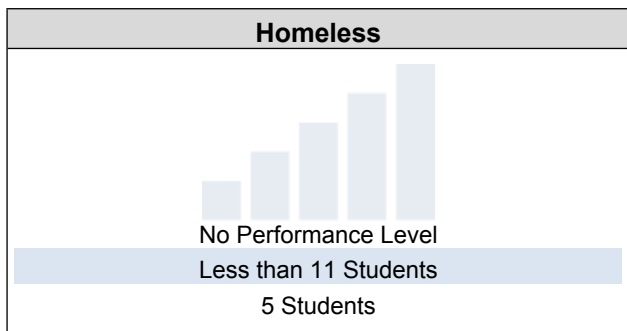
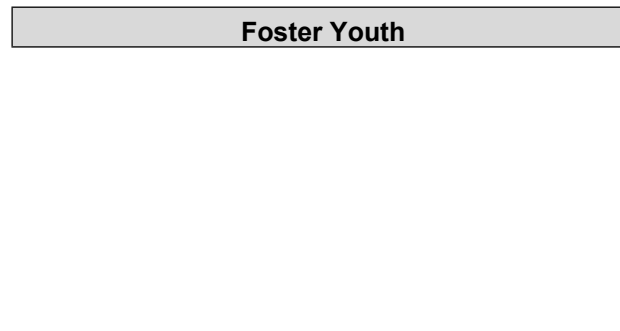
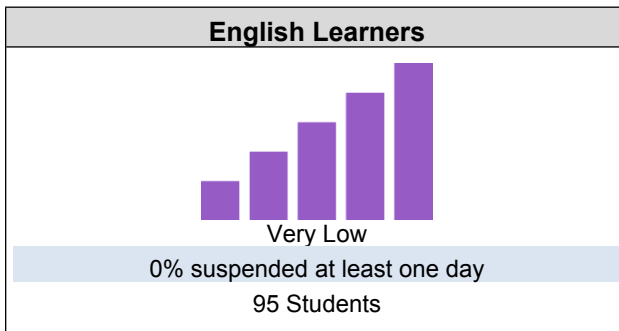
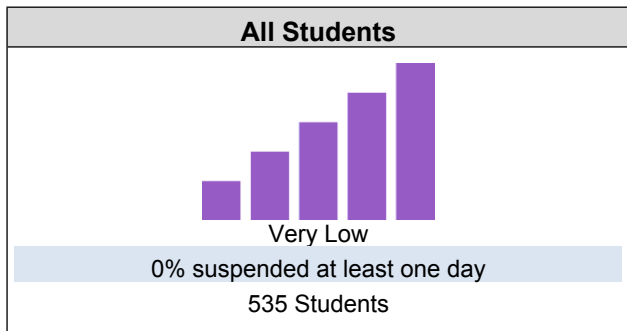


This section provides number of student groups in each level.

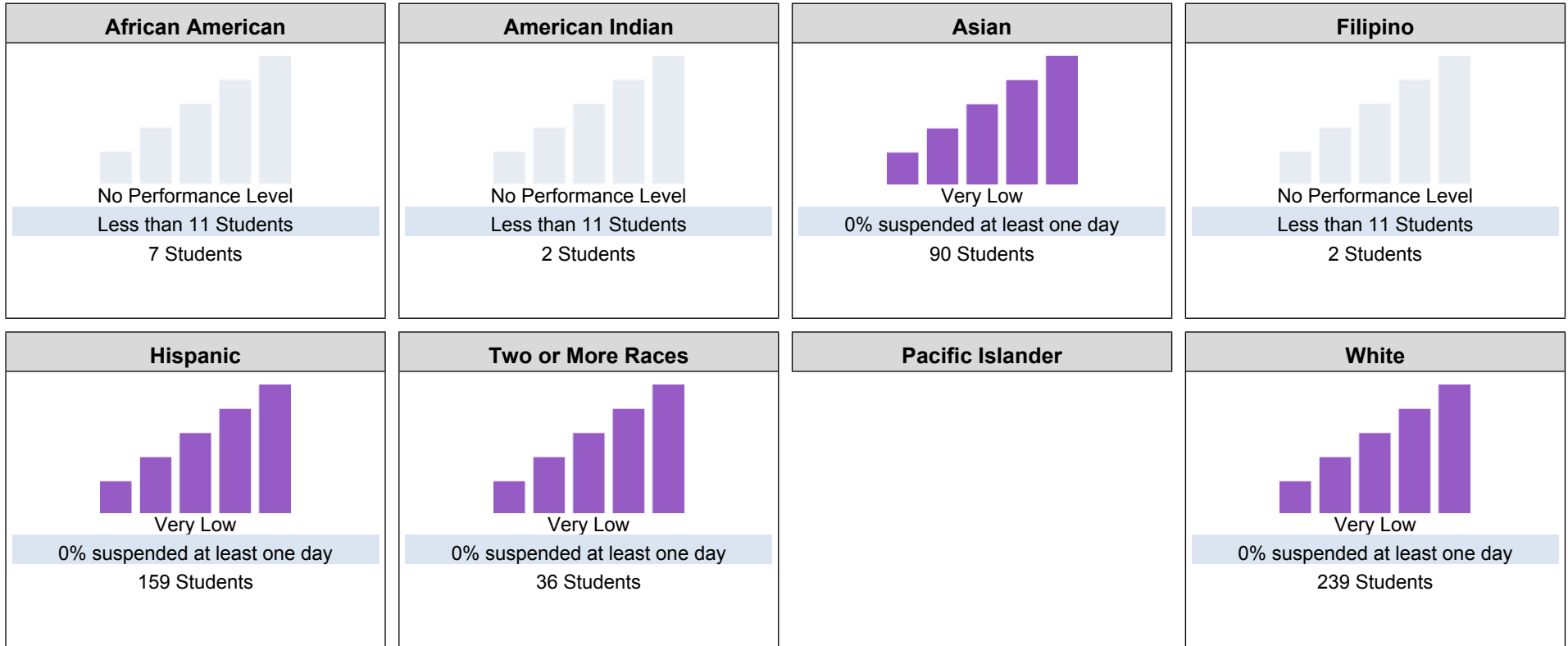


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We are very encouraged by our Suspension Rate and believe changes in our discipline system and CHAMPS program have helped in this area.
2. We will continue to look at our behavior systems, as well as our positive reinforcement and rewards programs for students to continue to build student connection to the school program and motivate and reward good behaviors.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Student Access and Achievement in 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 -----

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

The following grade level goals are set to be achieved by June, 2024:

Kindergarten: 72% of kindergarten students will meet the district benchmark of reading 85% of the Kindergarten High Frequency Words

First Grade: 75% of first grade children will be able to read 3-4 letter words.

Second Grade: 90% of all second grade students can read 90 words per minute on a grade-level passage.

Third Grade: 75% of third grade students will reach a Lexile score of 740 or above.

Fourth Grade: 70% of fourth grade students will reach a Lexile score of 840 or above (a decrease of 5% from the previous year).

Fifth Grade: 75% of all fifth grade students will reach a Lexile score of 1000 or above.

The percent of 3rd - 5th grade students in target populations (SED, EL, GATE, and SWD) scoring At or Above grade level (70%) on ELA Benchmarks will increase by a minimum of 10 percent.

It is important to note that staff and our SSC will be reviewing progress towards this goal at the end of the 2nd and 3rd trimesters.

Identified Need

All K - 5 teachers were given various forms of data to analyze in grade level groups. The purpose was to look at the information and determine areas of strength as well as areas for growth. Teachers were then asked to examine the areas for growth in order to identify a specific area of need to focus on and turn into a grade level SPSA goal. Grades K - 2 mostly looked at data from Report Cards because our CVUSD Report Cards are directly tied to State Standards. K - 2 teachers then analyzed the areas where large numbers of students were not meeting standards. Grades 3 - 5 mostly looked at CVUSD Benchmark data to see where students were struggling the most. The following areas are the identified areas of need for improvement as determined by each grade level team:

- Kindergarten: High Frequency Words
- First Grade: Reading Fluency
- Second Grade: Phonics and Fluency
- Third Grade: Reading Comprehension
- Fourth Grade: Reading Comprehension
- Fifth Grade: Reading Comprehension

In looking at the data, teachers identified an additional area of need when it was noted that scores for our targeted populations were much lower in comparison to the overall population. An additional area of need was determined to be for staff to also focus specifically on improved access to the ELA curriculum and increase achievement for EL, SWD, GATE, and SED students with a focus on the use of DEI and SEL principles.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten: CVUSD Fluency Assessment First Grade: CVUSD ELA Benchmark Assessments Second Grade: CVUSD Basic Phonics Skills Test Third Grade: Scholastic Reading Inventory Fourth Grade: Scholastic Reading Inventory Fifth Grade: Scholastic Reading Inventory	Kindergarten: 66% First Grade: 64% Second Grade: 85% Third Grade: 55% Fourth Grade: 54% Fifth Grade: 65%	Kindergarten: 72% First Grade: 75% Second Grade: 90% Third Grade: 75% Fourth Grade: 70% Fifth Grade: 75%
Previous Tri. 3 Benchmark Scores in ELA CAASPP Scores Report Card Standards	EL Students: 10% SWD Students: 64% SED Students: 51%	EL Students: 20% SWD Students: 74% SED Students: 61%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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
Teacher Release - Assessment Release Teachers are given three 1/2 days throughout the school year - one at the end of each trimester - to either assess their students in a one-on-one setting and/or to review data for ongoing progress monitoring.	2023-24 School Year	Teachers	16 teachers x \$158 + estimated benefits	1000-1999: Certificated Personnel Salaries	0010	1,422.00
			6 teachers x 1 x \$184.0 + estimated benefits	1000-1999: Certificated Personnel Salaries	0010	451.00
Collaboration to identify students and programs to be assigned to intervention specialists, while tracking and monitoring data to gauge success and effectiveness other Tier 1 teaching practices.	2023-24 School Year	Teachers, Principal, Elda Sullivan (MTSS Intervention Specialist)	28 days x 5 hrs. x \$24.00 + PERS 4/1/24 - 5/23/24 M-Th	2000-2999: Classified Personnel Salaries	OTRM	2,311.35
			Includes salary & benefits			
Purchase any necessary instructional supplies and/or materials to support the goal of student improvement and making learning more accessible for all students with a specific focus on SED, EL, SWD, and GATE students with consideration of DEI and SEL principles.	2023-24 School Year	Principal, Teachers	Materials and supplies	4000-4999: Books And Supplies	None Specified	
Generation Genius: A software program that has highly engaging Science lessons and activities for students in grades K - 5.	2023-24 School Year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	397.50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Brainpop: A software program that presents quick, easy to understand lessons and then gives interactive quizzes to motivate students and check for understanding.	2023-24 School Year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	3,795.00
Nearpod - Flocabulary: An interactive online library of songs, videos, and activities for a variety of subject areas for students in grades K - 5.	2023-24 School Year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	2,990.00
Edmentum - Reading Eggs - Grades K and 1: An interactive beginng reader software program that is highly motivational for our youngest students.	2023-24 School Year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	ESSER III - Other Allowable Uses	704.00
Implement small group instruction with differentiated curriculum for SWD in addition to services offered under the IEP to help make learning more accessible for SWD.	2023-24 School Year	Teachers	No cost associated	None Specified	None Specified	
Learning A - Z: A software program that provides meaningful online reading practice and encourages close reading skills. Connections are made between reading and writing through interactive tools and constructed response quiz questions.	2023-24 School Year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	936.00
Targeted professional learning activities will be provided in the areas of technology, such as Smarty Ants, Imagine Learning, SeeSaw, Canvas, and other online platforms for remote/virtual learning as well as content-specific strategies for meeting the needs of SWD, EL, GATE, and SED students with consideration of DEI and SEL principals to	2023-24 School Year	Principal, District Office, and/or VCOE	No cost associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
minimize learning loss.						
Teacher Release for editing FOSS Curriculum: Teachers spend ongoing time rewriting the EARTHs curriculum to integrate NGSS standards throughout the ELA curriculum.	2023-24 School Year	Teachers	23 Teachers x 2 days x \$158 + est. benefits	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	4,144.00
			23 Teachers x 1 day x \$158 + est. benefits	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	2,072.00
			23 Teachers x 2 days x \$184 + est. benefits	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	4,832.00
Implement small group instruction with differentiated curriculum for students of all academic levels and abilities to make learning more accessible for all students.	2023-24 School Year	Teachers, Principal	No cost Associated	None Specified	None Specified	
Starfall: A software program that emphasizes exploration, play, and positive reinforcement encouraging students to become confident and intrinsically motivated while learning English Language Arts and other skills.	2023-24 School Year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	0010	355.00
New Teacher Planning Days: Teachers at various grade levels meet and plan together on a number of days before the school year to train new teachers to our EARTHs campus as well as teachers who were new to their grade level.	2023-24 School Year	Teachers, Principal	12 Teachers x \$210 x 2 days + STRS (includes benefits)	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	3,083.50
Supplies for instructional supplements and remediation materials.	2023-24 School Year	Teachers, Principal	Materials and Supplies	4000-4999: Books And Supplies	0010	8,260.25
Staff will use UDL, SEL, and DEI strategies meant to recognize and remove barriers to learning to make learning more accessible for all students, but with a specific focus on SED, EL, GATE, and SWD in an effort to minimize	2023-24 School Year	Teachers, Principal	No costs associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
learning loss.						
Edpuzzle - Ed Puzzle is a software program designed to build engagement of students in a variety of subject areas with interactive video lessons.	2023-24 School Year	Teachers, Principal	Licensing	5800: Professional/Consulting Services And Operating Expenditures	ESSER III - Other Allowable Uses	2,180.00
New Teacher Training - Teachers at various grade levels meet and plan together on a number of days before the school year to train new teachers to our EARTHs campus as well as teachers who were new to their grade level.	2023-24 School Year	Teachers	2 Teacher x 3 days x \$210 + STRS	1000-1999: Certificated Personnel Salaries	0010	771.00
			3 Teacher x 2 days x \$210 + STRS	1000-1999: Certificated Personnel Salaries	Other	771.00
EARTHs MTSS Tier 2/3 Intervention Program. Identified students will be assigned to an intervention specialist through an involved referral system based on various data points. Ongoing progress monitoring will gauge success and effectiveness of UDL, SEL, DEI and Tier 1 teaching practices.	2023-24 School Year	MTSS Specialist - Elda Sullivan	109 days x 5 Hrs. x \$24 + PERS	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	8,997.76
Future Magnet School Training - Funds reserved for the specific staff training needs of a science and technology-focused magnet school.	2023-24 School Year	Teachers		0001-0999: Unrestricted: Locally Defined	Other	2,129.00

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.

While our school staff is pleased with many areas of growth, there continues to be an achievement gap between several groups of learners that must be addressed in the 2023-24 school 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.

There should not be any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Our goals are far more targeted now than in the past and include a specific focus for SWD, EL, and SED students. These changes can be found in the Goal, Identified Area of Need, and the Annual Measureable Outcomes sections. We will continue with implementation and evaluation of progress throughout the year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Student Access and Achievement in Mathematics

LEA/LCAP Goal

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

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

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

The following grade level goals are set to be achieved by June, 2024:

Kindergarten: 75% of kindergarten students will master fluency of all number combinations to 5.

First Grade: 75% of first grade children will be able to solve and explain math reasoning on the District Trimester assessments.

Second Grade: 90% of all second grade students will accurately add and subtract 2 and 3 digit numbers.

Third Grade: 75% of third grade students will demonstrate proficiency in multiplication facts 0-9.

Fourth Grade: 80% of 4th grade students will achieve 100% facts fluency in multiplication and division (a decrease of 5% from the previous year).

Fifth Grade: 80% of all 5th grade students will meet or exceed grade level standards.

The percent of 3rd-5th grade students in target populations (SED, EL, GATE, and SWD) scoring At or Above Standards on the CVUSD Tri. 3 Benchmark assessment in Mathematics will increase by a minimum of 10 percent.

The percentage of time our SWD spend in the General Education setting will increase from 8 students under 90% to 4 students as described in the Annual Measureable Outcomes.

It is important to note that staff and our SSC will be reviewing progress towards this goal at the end of the 2nd and 3rd trimesters.

Identified Need

All K - 5 teachers were given various forms of data to analyze in grade level groups. The purpose was to look at the information and determine areas of strength as well as areas for growth. Teachers were then asked to examine the areas for growth in order to identify a specific area of need to focus on and turn into a grade level SPSA goal. Grades K - 2 mostly looked at data from Report Cards because our CVUSD Report Cards are directly tied to State Standards. K - 2 teachers then analyzed the areas where large numbers of students were not meeting standards. Grades 3 - 5 mostly looked at CVUSD Benchmark data to see where students were struggling the most. The following areas are the identified areas of need for improvement as determined by each grade level team:

Kindergarten: Number Combinations to 5
 First Grade: Math Reasoning
 Second Grade: Adding/Subtracting 2 and 3 Digit Numbers
 Third Grade: Multiplication Fact Families 0 - 9
 Fourth Grade: Multiplication/Division Fact Fluency
 Fifth Grade: Overall Math Standards Improvement

In looking at the data, teachers identified an additional area of need when it was noted that scores for our targeted populations were much lower in comparison to the overall population. An additional area of need was determined to be for staff to also focus specifically on improved access to the Mathematics curriculum and increase achievement for EL, SWD, GATE, and SED students with consideration of DEI and SEL principles. We will also be looking at LRE data with regard to the percentage of time SWD will be spending in the general education classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten: CVUSD Benchmark Assessment First Grade: CVUSD Benchmark Assessment Second Grade: Grade Level Math Assessment Third Grade: Math Facts Timed Assessment Fourth Grade: Reflex Math Software Program Assessment	Kindergarten: 70% First Grade: 61% Second Grade: 78% Third Grade: 65% Fourth Grade: 68% Fifth Grade: 70%	Kindergarten: 75% First Grade: 75% Second Grade: 90% Third Grade: 75% Fourth Grade: 80% (a decrease of 5% from the previous year) Fifth Grade: 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fifth Grade: CAASPP Assessment in Math and/or CVUSD Math Benchmark Assessment		
CVUSD Benchmark Assessment Scores for Mathematics CAASPP Scores Report Card Standards	EL Students: 23% SWD Students: 46% SED Students: 53%	EL Students: 33% SWD Students: 56% SED Students: 63%

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
Implement small group instruction with differentiated curriculum for students of all academic levels and abilities to make learning more accessible for all students with consideration of DEI and SEL principles.	2023-24 School Year	Teachers, Principal	No cost associated	None Specified	None Specified	
Purchase any necessary instructional supplies and/or materials to support the goal of student improvement and making learning more accessible for all students with a specific focus on SED, EL, GATE, and SWD with consideration of DEI and SEL principles in an effort to minimize learning loss.	2023-24 School Year	Principal, Teachers	Materials and Supplies	4000-4999: Books And Supplies	0010	8,260.25
Teacher Release for editing FOSS Curriculum: Teachers spend ongoing time rewriting the EARTHs curriculum to integrate NGSS standards throughout the ELA curriculum.	2023-24 School Year	Teachers	23 Teachers x 2 days x \$158 + est Benefit	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	4,144.00
			23 Teachers x 1 day x \$158 + est benefits	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	2,072.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			23 Teachers x 2 days x \$158 + est benefits	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	4,832.00
Explore Learning - Reflex Site License: Reflex is a computer software program that gives students extra practice on their math facts in a highly-engaging manner that students enjoy. The program can be worked very nicely in teachers' and students' classroom routines.	2023-24 School Year	Principal, Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	1,647.50
Teacher Release - Assessment Release Days: Teachers are given three 1/2 days throughout the school year - one at the end of each trimester - to either assess their students in a one-on-one setting and/or to review data for ongoing progress monitoring.	2023-24 School Year	Teachers, Principal	16 teachers x 1.5 x \$158 + estimated ben.	1000-1999: Certificated Personnel Salaries	0010	1,422.00
			6 teachers x 1 x \$184 + estimated ben.	1000-1999: Certificated Personnel Salaries	0010	451.00
New Teacher Planning Days: Teachers at various grade levels meet and plan together on a number of days before the school year to train new teachers to our EARTHs campus as well as teachers who were new to their grade level.	2023-24 School Year	Teachers, Principal		1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	3,083.50
Math Intervention Specialist: EARTHs has relied on classroom-based Tier 1 and Tier 2 interventions for students who need extra help with their math skills. New funding will allow our school to have an Intervention Specialist dedicated to helping students in the area of mathematics.	2023-24 School Year	Principal, Taylor Thomas (Math Intervention Specialist)	102 days x 4.75 Hrs. x \$23 + NON PERS/STRS	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	5,961.77
Implement small group instruction with differentiated curriculum using DEI and SEL principles for	2023-24 School Year	Teachers	No cost associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students of all academic levels and abilities to make curriculum and learning more accessible for students in an effort to minimize learning loss.						
Collaboration to identify students and programs to be assigned to intervention specialists while tracking and monitoring data to gauge success and effectiveness	2023-24 School Year	Teachers, Principals, Taylor Thomas (MTSS Intervention Specialist)	28 days x 4.75 Hrs. x \$23 + NON PERS/STRS salary + benefits	2000-2999: Classified Personnel Salaries	OTRM	1,637.00
Targeted professional learning activities will be provided in the areas of technology, such as Smarty Ants, Imagine Learning, SeeSaw, Canvas, and other online platforms as well as content-specific strategies for meeting the needs of SWD, EL, GATE, and SED students to minimize learning loss.	2023-24 School Year	Principal, District Office, and/or VCOE	No cost associated	None Specified	None Specified	
Materials to supplement the new Math Intervention Program	2023-24 School Year	Principal and Intervention Specialist	Materials and Supplies	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	21.00
Implement small group instruction with differentiated curriculum for SWD in addition to services offered under each student's IEP to help make learning more accessible for SWD and to minimize learning loss.	2023-24 School Year	Teachers, Principal	No costs associated	None Specified	None Specified	
New Teacher training Magnet Acct & 0010 - Teachers at various grade levels meet and plan together on a number of days before the school year to train new teachers to our EARTHs campus as well as teachers who were new to their grade level.	2023-24 School Year	Teachers	2 Teachers x 3 days x \$210 + STRS 3 Teachers x 2 days x \$210 + STRS	1000-1999: Certificated Personnel Salaries 0001-0999: Unrestricted: Locally Defined	0010 Other	771.00 771.00
Future Magnet School Training - Funds reserved for the specific staff training needs of a science	2023-24 School Year	Teachers		0001-0999: Unrestricted: Locally Defined	Other	2,129.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and technology-focused magnet school.						
Staff will use UDL strategies meant to recognize and remove barriers to learning to make learning more accessible for all students, but with a specific focus on SED, EL, GATE, and SWD utilizing DEI and SEL principles in an effort to minimize learning loss.	2023-24 School Year	Teacher, Principal	No costs associated	None Specified	None Specified	

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.

While our school staff is pleased with many areas of growth, there continues to be an achievement gap between several groups of learners that must be addressed in the 2023-24 school 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.

There should not be any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Our goals are far more targeted now than in the past and include a specific focus for SWD, EL, and SED students. These changes can be found in the Goal, Identified Area of Need, and the Annual Measureable Outcomes sections. We will continue with implementation and evaluation of progress throughout the year.

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

Minimize Learning Loss for all Student Groups

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 3

The following goals for closing the achievement gap are set to be achieved by June, 2024:

The percent of 3rd - 5th grade EL, SWD, GATE, and SED students scoring At or Above Standards on the CAASPP in both ELA and Math will increase by a minimum of 10 percent, or on CVUSD Benchmark Assessments.

The percentage of EL students reclassified will increase by 10% from the previous school year.

The percentage of SED students served in our MTSS intervention program will increase by 10%.

It is important to note that staff and our SSC will be reviewing progress towards this goal at the end of the 2nd and 3rd trimesters.

All MTSS intervention students will advance by a minimum of three levels.

Identified Need

Last year, grade level teams examined data in both ELA and Math and our teams noticed many members of specific subgroups of students scored lower than the average of their peers. The subgroups that saw noticeably lower scores than the school averages were EL, SWD, and SED students. We then recognized the identified subgroups needed a goal of their own to focus attention and

effort for improvement and increased access to the curricula. Our staff will therefore work to close the achievement gap between our school average of scores on the CAASPP and other assessments in English Language Arts and Mathematics and those of EL, SWD, GATE, and SED students utilizing DEI and SEL principles and in the additional ways noted below in order to minimize learning loss.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL, SWD, GATE, and SED student scores on the SBAC in Math as well as Smarty Ants data, Imagine Learning data, Lexia levels, and CVUSD Benchmark scores. EL, SWD, GATE, and SED student scores on the SBAC in ELA as well as Smarty Ants data, Imagine Learning data, Lexia levels, and CVUSD Benchmark scores.	<p>Overall Average Score At/Above Standard for Math = 73%</p> <p>Overall Average Score At/Above Standard for ELA = 80%</p> <p>Average EL student SBAC scores in Math: 23%</p> <p>Average EL student SBAC scores in ELA: 10%</p> <p>Average SWD student SBAC scores in Math: 46%</p> <p>Average SWD student SBAC scores in ELA: 64%</p> <p>Average SED student SBAC scores in Math: 53%</p> <p>Average SED student SBAC scores in ELA: 51%</p>	<p>Average EL student SBAC scores in Math: 33%</p> <p>Average EL student SBAC scores in ELA: 20%</p> <p>Average SWD student SBAC scores in Math: 56%</p> <p>Average SWD student SBAC scores in ELA: 74%</p> <p>Average SED student SBAC scores in Math: 63%</p> <p>Average SED student SBAC scores in ELA: 61%</p>
Reclassification Data for EL students	Number of EL students reclassified in the 2020-21 school year: 29	Target number of EL students reclassified in the 2021-22 school year: 31

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
In staff meeting and/or grade level PLCs, teachers will discuss productive partnering, academic	2023-24 School Year	Principal, Teachers	No cost associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
language strategies, and how to integrate and implement them in the remote and blended learning model settings.						
Staff will focus on training meant to recognize and remove barriers to learning to make learning more accessible for all students with a specific focus on SWD, EL, GATE, and SED students with consideration of SEL and DEI principles.	2023-24 School Year	Teachers, Principal	Costs associated with District PD	None Specified	District Funded	
Generation Genius: A software program that has highly engaging Science lessons and activities for students in grades K - 5.	2023-24 School Year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	397.50
Continue collaboration to identify students and programs to be assigned to an intervention specialist, while tracking and monitoring data to gauge success and effectiveness of Tier 1 teaching practices in an effort to minimize learning loss for targeted students.	2023-24 School Year	Elda Sullivan (Academic Specialist)	28 days x 5 hrs. x \$24 + PERS (4/1 - 5/23)	2000-2999: Classified Personnel Salaries	OTRM	2,311.35
Para-pro translation of report cards and ELAC Meetings to help make our school program more accessible for our many Spanish-speaking parents.	2023-24 School Year	Para pros	Facilitator ELAC 5 Mtgs. x 2 hrs. x \$24.35 + PERS	2000-2999: Classified Personnel Salaries	OTRM	167.75
New Teacher Planning Days: Teachers at various grade levels were provided with stipends to meet and plan together on a number of days before the school year to train new teachers to our EARTHs campus as well as teachers who were new to their	2023-24 School Year	Teachers, Principal	Stipends	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
grade level.						
Learning A - Z: A software program that provides meaningful online reading practice and encourages close reading skills. Connections are made between reading and writing through interactive tools and constructed response quiz questions.	2023-24 School Year	Teachers	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	936.00
Future software purchases to help with ELA instruction and learning	2023-24 School Year	Teachers, Principal	Licensing	5800: Professional/Consulting Services And Operating Expenditures		
Teacher Release - Assessment Release Teachers are given three 1/2 days throughout the school year - one at the end of each trimester - to either assess their students in a one-on-one setting and/or to review data for ongoing progress monitoring.	2023-24 School Year	Teachers	16 teachers x 1.5 x \$158 + estimated ben. 6 teachers x 1 x \$184 + estimated ben. Inc Salary and Benefits	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	0010 0010	1,422.00 451.00
Implement small group instruction with differentiated curriculum for SWD in addition to services offered under the IEP to make the curriculum and learning more accessible for SWD to minimize learning loss.	2023-24 School Year	Teachers	No cost associated	None Specified	None Specified	
Supplies for instructional supplements and remediation materials	2023-24 School Year	Teachers, Principal	Materials and Supplies	4000-4999: Books And Supplies	0010	8,260.25
Targeted professional learning activities will be provided in the areas of technology, such as Smarty Ants, Imagine Learning, SeeSaw, Canvas, and other online platforms for remote/virtual learning as well as content-	2023-24 School Year	Principal, District Office, and/or VCOE	No cost associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
specific strategies for meeting the needs of SWD, EL, GATE, and SED students to minimize learning loss.						
EARTHs MTSS Tier 2/3 Intervention Program: Identified students will be assigned to an intervention specialist through an involved referral system based on various data points. Ongoing progress monitoring will gauge success and effectiveness of UDL, SEL, DEI and Tier 1 teaching practices.	2023-24 School Year	Elda Sullivan (MTSS Intervention Specialist)	109 days x 5 Hrs. x \$24 + PERS	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	8,997.73
Purchase any necessary instructional supplies and/or materials to support the MTSS program.	2023-24 School Year	Elda Sullivan (MTSS Intervention Specialist)	Supplies	4000-4999: Books And Supplies	ESSER III - Learning Loss	376.98
Edmentum - Reading Eggs Software Program - Grades K and 1: A highly motivational interactive software program for young beginning readers.	2023-24 School Year	Teachers, Principal	Licensing	5800: Professional/Consulting Services And Operating Expenditures	ESSER III - Other Allowable Uses	704.00
Explore Learning - Reflex Site License: Reflex is a computer software program that gives students extra practice on their math facts in a highly-engaging manner that students enjoy. The program can be worked very nicely in teachers' and students' classroom routines.	2023-24 School Year	Teachers, Principal	Licensing	5800: Professional/Consulting Services And Operating Expenditures	OTRM	1,647.50
Math Intervention Specialist: EARTHs has relied on classroom-based Tier 1 and Tier 2 interventions for students who need extra help with their math skills. We now have an Intervention Specialist dedicated to helping students in the area of mathematics.	2023-24 School Year	Principal, Taylor Thomas (Intervention Specialist)	102 days x 4.75 Hrs. x \$23 + NON PERS NON STRS 28 days x 4.75 Hrs. x \$23 + NON PERS/STRS 4/1/24 - 5/23/24	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss OTRM	5,961.76 1,637.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials to supplement the new Math Intervention Program	2023-24 School Year	Principal, Intervention Specialist	Materials and Supplies	4000-4999: Books And Supplies		
Specialist translation of report cards and ELAC Meetings to help make our school programs more accessible for our many Spanish speaking parents.	2023-24 School Year	Specialist - Elda Sullivan	5 Mtgs. x 2 Hrs. x \$24 + PERS	2000-2999: Classified Personnel Salaries	OTRM	165.00

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.

This particular goal will be focused on more than in previous school years with the combined focus of our strategies and knowledge of UDL, SEL, and DEI. This particular analysis will be updated throughout the school year as we assess our progress.

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

This area will be updated as we assess our progress towards meeting the goal throughout the school year.

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

This area will be updated as we assess our progress towards meeting the goal throughout the school year.

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

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

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 4

The following goals for improving the SEL component of our students' daily lives at school are set to be achieved by June, 2024:

At least 95% of all 4th and 5th grade students will enjoy being at school.

At least 95% of all 4th and 5th grade students will feel like they have an adult on campus they can go to with a problem.

At least 95% of all 4th and 5th grade students will know what to do when they are frustrated at school.

At least 95% of all 4th and 5th grade students will feel a strong connection to the school community.

At least 95% of all 4th and 5th grade students will feel positive about themselves.

At least 95% of all 4th and 5th grade students will feel positive about other students.

It is important to note that staff and our SSC will be reviewing progress towards this goal in the 3rd trimester.

Identified Need

Last school year, our staff and SSC examined the LCAP Student survey for students in grades 4 and 5. Areas were chosen where we felt there was a need for improvement based on the results. A need was also identified to create a site-based survey for other SEL data we are interested in looking at to guide our programs and improve inclusivity and increase the amount and quality of connection our students feel towards our school community. This goal has also been created with the added importance of UDL, SEL, and DEI practices after the global pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Student Survey Responses Site-specific Student Survey Suspension Rate Chronic Absentee Rate	4th and 5th grade students enjoy being at school: 87% (23 students said no) 4th and 5th grade students feel like they have an adult on campus they can go to with a problem: 87% (23 students said no) 4th and 5th grade students know what to do when they are frustrated at school: 82% (38 students said no) 4th and 5th grade students will feel a strong connection to the school community. (no baseline - new question) 4th and 5th grade students will feel positive about themselves. (no baseline - new question) 4th and 5th grade students will feel positive about other students. (no baseline - new question) Suspension Rate: All = 0.2% Chronic Absentee Rate: All = 2.4%, SWD = 7.8%, SED = 6%	4th and 5th grade students enjoy being at school: 95% or more 4th and 5th grade students feel like they have an adult on campus they can go to with a problem: 95% or more 4th and 5th grade students know what to do when they are frustrated at school: 90% or more 4th and 5th grade students will feel a strong connection to the school community: 90% or more 4th and 5th grade students will feel positive about themselves: 90% or more 4th and 5th grade students will feel positive about other students: 90% or more Suspension Rate: 0% Chronic Absentee Rate: All = 1.5%, SWD = 5%, SED = 3%

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
Garden Work Day / Master Gardener Stipend: As part of our outdoor learning program, and as a way to foster a deeper love and connection to our school, we hold monthly Garden Work Days where our EARTH families are	2023-24 School Year	Teacher, TBD	5 hrs./mo. (Sept-June) x \$30 (PD Rate) + STRS	1000-1999: Certificated Personnel Salaries	0010	1,835.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
urged to come out on a Saturday from 9:00 - 12:00 to maintain our many gardens and outdoor classrooms.						
CHAMPS Bucket Ticket Program: An EARTHs program whereby students are recognized for outstanding behavior connected to our monthly "Character Keys" program	2023-24 School Year	Teachers, Principal, Campus Safety Assistants, other EARTHs staff	No costs associated	None Specified	None Specified	
Gecko Spirit Rallies: Motivational online/virtual "pep rallies" centered on various themes throughout the year, these activities take place first thing in the morning and only last approx. 15 minutes but the positive effect is felt greatly across the school.	2023-24 School Year	Teachers, Principal, other EARTHs staff	No costs associated	None Specified	None Specified	
Big Buddies / Little Buddies "Study Buddy" Program conducted on campus for Blended classes and virtually for Remote classes. This program partners older students (Big Buddies) with younger students (Little Buddies) where they work together to solve engineering challenges, create art projects, and participate in a variety of other activities throughout the school year. 5th graders partner with 2nd graders; 4th graders partner with 1st graders; 3rd graders partner with kindergarteners.	2023-24 School Year	Teachers, K - 5 students	No costs associated	None Specified	None Specified	
Character Keys Program: A character education program where one specific character trait - or "key" - is focused on through activities in the classroom. Spirit Awards are held at the end of each trimester to recognize students who embody the various	2023-24 School Year	Teachers, Principal, other EARTHs staff	No costs associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Character Keys of each month. Students come on stage and receive the award from the principal in front of their parents and peers.						
<p>Unity Day and Inclusion Celebration:</p> <p>Students and staff celebrate the anti-bullying and kindness themes of Unity Day and the spirit of Inclusion each year with a Rooftop Rally celebration honoring the theme.</p> <p>All students and staff will wear orange all day to show our united front.</p> <p>Students and staff will create "Unity Crowns" to wear with motivational sayings that are self-selected.</p> <p>There will be many other classroom-specific activities chosen by teachers to do with their students.</p>	October, 2023	All EARTHs staff and students	No costs associated	None Specified	None Specified	
<p>Inclusive Schools Week:</p> <p>A week-long celebration and focus on the themes of Inclusion, Acceptance, and Kindness</p> <p>Students and staff will paint rocks with positive-themed messages to be placed around the entire school campus.</p> <p>A message board will be created on the walls of the Multi-Purpose Room for students and staff to</p>	December, 2023	All EARTHs staff and students	No costs associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>write positive messages on what incusivity and acceptance means to them.</p> <p>A Gecko Spirit Rally will cap the end of the week whereby students and staff wear colored shirts at each grade level to show "inclusion" with ther grade-level peers.</p>						
Targeted professional learning activities provided in the area SEL using the Sanford Harmony program as well as content-specific strategies for meeting the SEL needs of students.	2023-24 School Year	Principal, Teachers	No site costs associated	None Specified	District Funded	
Newcomers Group: A series of group counseling sessions designed to give strategies to new students to help them make friends and feel comfortable in their new surroundings.	2023-24 School Year	School Counselor, Teachers, Principal	District costs associated with the hiring of our Elementary School Counselor	None Specified	District Funded	
Friendship Group: A series of group counseling sessions designed to help students who might either be struggling with existing friendships or struggling to make friends.	2023-24 School Year	School Counselor, Principal, Teachers	District costs associated with the hiring of our Elementary School Counselor	None Specified	District Funded	
We are hoping to contiue with Fulcrum's Stand Proud Program for 5th Grade: A phenomenal program created to build self-esteem and teach 5th grade students the value of collaboration, mutual support, and a variety of other related themes.	2023-24 School Year	School Counselor, Principal, Teachers, Fulcrum Staff	District costs associated with the Fulcrum program	None Specified	District Funded	
Kindergarten Class Placements / Assessments: Teachers assess their incoming kindergarten students before the start of the school year in order to create	2023-24 School Year	Teachers	4 Teachers x 2 days x 7 hrs. x \$30 + STRS	1000-1999: Certificated Personnel Salaries	0010	2,056.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
balance classrooms. The opportunity also allows kindergarteners and their parents to meet the teachers, principal, and Campus Safety Assistants and see the classrooms, playground, and campus before the first day of school. The program goes a very long way in reducing anxieties and potential tears on the first day of school.						
Student Council: Our Student Council strives to be inclusive of all students and promotes student leadership on campus.	2023-24 School Year	Teacher	Stipend Extra Duty Instructional Assignment includes STRS	1000-1999: Certificated Personnel Salaries	0010	1,767.00
Swank Movie License: Principal organizes grade level movie nights throughout the year as a way to get students on campus in a social setting to promote student connectedness to the campus, along with friendships and positive social settings.	2023-24 School Year	Principal	Licensing	5800: Professional/Consulting Services And Operating Expenditures	0010	600.00
GATE Lunch and Learn Activities: We will have lunch time sessions for guest speakers and other activities scheduled between cohorts for students to hear interesting stories from various professionals within the community. GATE students and anyone else interested are invited to this popular monthly event.	2023-24 School Year	Principal, GATE Parent Rep., GATE Teacher Advisor, community members	No cost associated	None Specified	None Specified	
Family Night Out: One time per month, a restaurant in the Conejo Valley is chosen for our school community to eat in or take out food based on health regulations in order to build community	2023-24 School Year	Principal, School Families, PTA	No cost associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
outside of school, particularly because we are a magnet school and our school families do not see each other outside of school as often as families in most other school communities do being neighbors.						
Purchase any necessary instructional supplies and/or materials to support the goal of student improvement and to support making learning more accessible	2023-24 School Year	Teachers	Supplies	4000-4999: Books And Supplies	0010	8,260.25
ECOS Science Camp: The culminating highlight of being an EARTHs student. Our K - 5 curriculum is partially based on the Education in the Environment Initiative (EEI) from the California EPA and fosters outdoor learning in partnership with the National Park System Rangers. 5th graders go to ECOS Science Camp in Running Springs, CA to extend their knowledge and put all they have learned from K - 5th grade to work. Students and staff attend for two nights / three days.	2023-24 School Year	Teachers	3 Teachers x 2 Hrs. x 2 days x \$106.00 + STRS	1000-1999: Certificated Personnel Salaries	0010	1,557.00
Red Ribbon Week Activities: As an elementary school, we take Red Ribbon Week as a time to reinforce the theme of "Making Good Choices" as opposed to staying away from drugs. Our Healthy Choices theme covers everything from getting enough sleep and eating well to making good decisions with friends on the playground. There are themed activities planned for every day of the week.	2023-24 School Year	Teachers, Principal, PTA	PTA covers costs of ribbons and Healthy Choices bracelets	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SEEDS, SPROUTS, SHRUBS Program: EARTHs has a partnership with the National Park Rangers to work together in the Santa Monica National Recreation Area and on our campus to engage in an outdoor learning program based on State academic content standards and the Education and the Environment Initiative (EEI) curriculum, created by the California Environmental Protection Agency.	2023-24 School Year	Principal, Teachers, Nat'l. Park Rangers	No costs associated	None Specified	None Specified	
Kendall's Bees - An interactive learning experience that matches up with the 3rd grade NGSS. A bee keeper brings a live, working (enclosed) bee hive to EARTHs and discusses the bee life cycle and many scientific facts and other information about these amazing insects.	2023-24 School Year	Principal, 3rd Grade Team		5000-5999: Services And Other Operating Expenditures	0010	420.00
Family Coding Night: This is an exciting night where students get to show their parents how much they know about coding. Activities are set up around the Multi-Purpose Room and families rotate from one to the next.	2023-24 School Year	Principal, Volunteers	No cost associated	None Specified	None Specified	
Star Party: A family event during the evening when it gets dark and the stars come out. We have volunteers from the Ventura County Astronomical Society come to our school with large telescopes for our staff, students, and their parents, to look through. Yet to be determined for the spring.	2023-24 School Year	Principal, Volunteers	No cost associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Document Systems: Our photo copy machine contract	2023-24 School Year	Principal, Office Staff	Copier Service	5000-5999: Services And Other Operating Expenditures	0010	3,300.00
School Uniform Program: EARTHs Magnet School has a uniform as part of it's SSC-approved Dress Code. We ask all students to adhere to the specifics outlined in our policy and it helps create a wonderful feeling on campus.	2023-24 School Year	Teachers, Office Staff, Principal, Parents	No costs associated	None Specified	None Specified	
CVUSD Copy Center: Grade leves create various types of journals and Science Notebooks that require mass copying at the District center.	2023-24 School Year	Office Staff, Principal	Printing Services	5000-5999: Services And Other Operating Expenditures	0010	3,000.00
Field Trip Venue Entrance Fee: Our school program is based on experiential learning. Students go on several field trips every year at every grade level to see and learn in person the topics addressed in our curriculum.	2023-24 School Year	Office Staff, Principal	Entrance Fee	5000-5999: Services And Other Operating Expenditures		
EARTHs "Helping Hands" Program: A program in which upper grade students are allowed the opportunity to go to primary grade classrooms during their own free recess time to help younger students who need extra assistance as directed by the younger student's teacher.	2023-24 School Year	Teachers, CSAs, Principals, Student Volunteers	No costs associated	None Specified	None Specified	
Trout in the Classroom Program: Through a partnership with California Fish and Wildlife, EARTHs operates under special permit to raise Rainbow Trout as part of an educational program. We receive nearly 200 trout eggs roughly 4 times per year. When	2023-24 School Year	Teachers, Principal	No costs associated	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
the trout fry are approx. 12 weeks old, we invite families to come with us to release the Rainbow Trout in pre-approved local watersheds on a Saturday morning. Families are urged to stay for a picnic and learn how to fly fish from local members of the Conejo Fly Fishers Club.						
<p>Parent Volunteer Program: Upon acceptance and registration at EARTHs, parents sign a commitment form to volunteer three hours per month per family to help out at school or at home in some way for our school. We have a unique hands-on learning environment that often requires many adults in classrooms to help with various learning activities.</p> <p>The program involves parents in the routines of classroom learning experiences helps lower the adult-to-student ratio in our classrooms and makes curriculum and learning more accessible for all students.</p>	2023-24 School Year	Principal, Teachers, Parents	No costs associated	None Specified	None Specified	
Ongoing weekly PE release time provided for teachers for collaboration and work towards creating a UDL campus and making learning more accessible for all students with a specific focus on SED, EL, GATE, and SWD with consideration of DEI and SEL principles.	2023-24 School Year	Specialists	24 hrs/week x 36 weeks x \$20 + benefits (9/5/23 - 6/7/2024)	2000-2999: Classified Personnel Salaries	0010	18,490.00
Unidentified Magnet Funds - Funds reserved for the specific staff training needs of a science and technology-focused magnet	2023-24 School Year			4000-4999: Books And Supplies	Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
school.						
Para-pro/Specialist translation of report cards and ELAC Meetings to help make our school programs more accessible for our many Spanish speaking parents	2023-24 School Year	Facilitator/Specialist	5 Mtgs. x 2 Hrs. x \$24.35 + PERS Facilitator	2000-2999: Classified Personnel Salaries	OTRM	167.50
			5 Mtgs. x 2 Hrs. x \$24.00 + PERS Specialist	2000-2999: Classified Personnel Salaries	OTRM	165.00
			Overtime hours needed for translation	2000-2999: Classified Personnel Salaries	OTRM	75.05
Fulcrum Overtime - Our staff takes the EARTHs 5th graders to the STAND PROUD Fulcrum experience for the day. The trip extends teachers past their normal working hours.	2023-24 School Year	5th Grade Teachers	Overtime for Fulcrum Field Trip 3 Teachers x 2.5 Hrs. x \$106 + STRS	0001-0999: Unrestricted: Locally Defined	0010	973.00
Anacapa Overtime - Our staff takes the EARTHs 4th grade students out to Anacapa Island for scientific study and observation of plants and wildlife on and around the island. The trip extends teachers past their normal working hours.	2023-24 School Year	4th Grade Teachers	Overtime for Anacapa Island Field Trip 3 Teachers x 4 Hrs. x \$106 + STRS	0001-0999: Unrestricted: Locally Defined	0010	1,557.00

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 will be taking what we have learned (and continue to learn) through our focus on SEL and DEI principals and reporting out throughout the year on what we feel is the effectiveness of our efforts. "Actions to be Taken to Reach this Goal" will be adjusted and new ones will be created as we progress through the school 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.

This area will be updated as we progress through the school year.

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

This area will be updated as we progress through the school 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$165,464.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
0010	\$76,112.00
OTRM	\$21,384.00
ESSER III - Learning Loss	\$38,584.00
ESSER III - Other Allowable Uses	\$23,584.00
Other	\$5,800.00

Subtotal of state or local funds included for this school: \$165,464.00

Total of federal, state, and/or local funds for this school: \$165,464.00

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
Other	5,800.00	0.00
ESSER III - Learning Loss	38,584.00	0.00
0860	0	0.00
0010	76,112.00	0.00
OTRM	21,384.00	0.00
ESSER III - Other Allowable Uses	23,584.00	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	76,112.00
OTRM	21,384.00
ESSER III - Learning Loss	38,584.00
ESSER III - Other Allowable Uses	23,584.00
Other	5,800.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	7,559.00
1000-1999: Certificated Personnel Salaries	43,410.00
2000-2999: Classified Personnel Salaries	57,046.02
4000-4999: Books And Supplies	33,438.98
5000-5999: Services And Other Operating Expenditures	6,720.00
5800: Professional/Consulting Services And Operating Expenditures	17,290.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	0010	2,530.00
1000-1999: Certificated Personnel Salaries	0010	14,376.00
2000-2999: Classified Personnel Salaries	0010	18,490.00
4000-4999: Books And Supplies	0010	33,041.00
5000-5999: Services And Other Operating Expenditures	0010	6,720.00
5800: Professional/Consulting Services And Operating Expenditures	0010	955.00
2000-2999: Classified Personnel Salaries	OTRM	8,637.00
5800: Professional/Consulting Services And Operating Expenditures	OTRM	12,747.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	8,288.00
2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	29,919.02
4000-4999: Books And Supplies	ESSER III - Learning Loss	376.98
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	19,975.00
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	21.00
5800: Professional/Consulting Services And Operating Expenditures	ESSER III - Other Allowable Uses	3,588.00
0001-0999: Unrestricted: Locally Defined	Other	5,029.00
1000-1999: Certificated Personnel Salaries	Other	771.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,602.36
Goal 2	37,203.02
Goal 3	33,435.82
Goal 4	44,222.80

School Site Council Membership and Assurances

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

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

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

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

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






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

Name of Members	Role
Jeff Rickert	Principal
Julie Herder	Classroom Teacher
Kaitlyn Drake	Classroom Teacher
Janice Hague	Classroom Teacher
Nicole Goodwin	Other School Staff
Carrie Howard	Parent or Community Member
Nicky White	Parent or Community Member
Katie Sessing	Parent or Community Member

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

Advisory Council Recommendations

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on September 13, 2023.

Attested:

	Principal, Jeff Rickert on September 13, 2023
	SSC Chairperson, Kaitlyn Drake on September 13, 2023