

School Plan for Student Achievement (SPSA) Template

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

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

Purpose and Description

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

Schoolwide Program

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

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

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

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

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

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

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

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

School Profile

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

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

Paradigm of Leadership

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

Paradigm of Potential

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

helpful in their classroom and family.

Paradigm of Change

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

Paradigm of Motivation

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

Paradigm of Education

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

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

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

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



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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2020-21 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey. All students began the 2020-21 school year through "remote" virtual learning. A majority of students eventually returned to on-campus learning through morning and afternoon cohorts, while many others remained "remote" for the entire duration of the school year.

- 88% of parents saying their children enjoy coming to school
- 92% of parents report that the school creates a positive environment for learning
- 87% of parents report indicating that they are informed of their students' academic progress.
- 88% of parents report feeling comfortable on campus and participating in school events
- 87% of parents report that students' differences were treated with respect.
- 96% of students feel their teachers care about them
- 96% of elementary students said they knew who to go to at school if they have a problem;
- 64% of middle school students and 67% of high school students feel comfortable going to a counselor
- 89% of middle school students and 84% of high school students report that a counselor is available when needed.
- 94% of certificated staff know what to look for in students experiencing depression.
- 92% of certificated staff feel confident that they can meet their students' learning needs.
- 87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.
- 81% of certificated staff feel students are engaged and motivated
- 98% of certificated staff feel capable of incorporating new material about people from different backgrounds into their curriculum.

Classroom Observations

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

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

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators

also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2021-22 school year, principals will track data using Mastery Connect, Canvas, ESGI, 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, Special Education, Homeless, and Foster.

For the 2020-21 school year, CVUSD has expanded their use of ESGI, an assessment platform that was previously used primarily in TK. CVUSD expanded use to include grades K-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 account for time restraints, remote delivery, and alignment with the essential standards. These measures will be available in multiple formats, including Seesaw, PDF, and Canvas.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

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

CVUSD Elementary Teachers were provided with paid days in June and August 2021 for planning and implementation of the newly adopted ELA/ELD Program Wonders and the accompanying Wonder Works for Specialized Academic Instruction. Elementary Teachers also attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, new assessments and record keeping, and updated standards-aligned report cards. Teachers in TK-2 were also able to be trained on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 9-13, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, Kami, 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.

On August 16th, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into the UDL principle of providing multiple means of engagement and how it aligns with practices in DEI. In addition, teachers had an opportunity to view virtual lessons developed by CVUSD teachers that highlighted an engagement checkpoint. Teachers worked collaboratively in grade level or department teams to develop a UDL Action Plan, focused on identifying an academic and social-emotional strategy aligned to a UDL checkpoint to be implemented by the team between August 18th and November 1st.

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

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

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 does specifically target student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Provide required professional learning for all secondary teachers in August 2021 on LGBTQ+ students through a consistent module of training provided by school site colleagues

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. Parent English as a Second Language classes 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.

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

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

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

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

EIA funds are used to provide additional support and technology in the classroom. EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds. LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.
See goals and budget pages as part of SPSA.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

3/23/21 SSC Meeting - Reviewed T2 Data and made suggestions regarding academic goals and strategies
4/28/21 SSC Meeting - Discussed Title1 funds and discussed how to best allocate funds to support the needs of all students
6/15/21 Leader in Me Plan for Success Call - Reviewed MRA results. Selected leadership and culture goals that connect with Goal 1 of SPSA
6/17/21 Met with leadership group to discuss EOY data and discuss goals for 2021-22 school year
8/23/21 Met with teacher to finalize academic goals for the 2021-22 school year
8/26/21 Met with school social worker and the attendance tech to discuss ideas to address chronic absenteeism. Updated strategies.
8/37/21 Met with school's bilingual facilitator to review ELPAC data. Updated strategies to address the need of ELs
8/25/21 SSC Meeting Reviewed EOY data for the 2020-21 school year. Reviewed goals 1 and 3 of SPSA. Committee provided feedback.
9/15/21 SSC Meeting - Reviewed Goals 1-6, incorporated additional strategies, approved SPSA

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.33%	0.37%	0.4%	1	1	1
African American	3.68%	3.36%	2.4%	11	9	6
Asian	%	0%	0.4%		0	1
Filipino	%	0%	%		0	
Hispanic/Latino	84.62%	85.45%	83.3%	253	229	210
Pacific Islander	%	0%	%		0	
White	10.37%	9.33%	10.7%	31	25	27
Two or More Responses	1%	1.49%	2.8%	3	4	7
Not Reported	%	0%	%		0	
Total Enrollment				299	268	252

Student Enrollment Enrollment By Grade Level

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

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	64		37	64		34	64		34	100		92
Grade 4	52		45	47		44	47		44	90.4		94
Grade 5	64		64	64		61	64		61	100		95
All	180		146	175		139	175		139	97.2		95

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2364.			7.81		20.6	15.63		14.7	23.44		5.9	53.13		58.8
Grade 4	2399.			6.38		22.7	19.15		31.8	17.02		18.2	57.45		27.3
Grade 5	2459.			12.50		19.7	25.00		18.0	15.63		29.5	46.88		32.8
All Grades	N/A	N/A	N/A	9.14			20.00			18.86			52.00		

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21			
Grade 3	12.50			42.19			45.31					
Grade 4	6.38			48.94			44.68					
Grade 5	15.63			43.75			40.63					
All Grades	12.00			44.57			43.43					

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	3.13			45.31			51.56		
Grade 4	8.51			38.30			53.19		
Grade 5	9.38			50.00			40.63		
All Grades	6.86			45.14			48.00		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	6.25			56.25			37.50		
Grade 4	8.51			53.19			38.30		
Grade 5	10.94			54.69			34.38		
All Grades	8.57			54.86			36.57		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	7.81			39.06			53.13		
Grade 4	4.26			44.68			51.06		
Grade 5	18.75			43.75			37.50		
All Grades	10.86			42.29			46.86		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	64		37	64		33	64		33	100		92
Grade 4	52		45	47		44	47		44	90.4		94
Grade 5	64		64	64		61	64		61	100		95
All	180		146	175		139	175		139	97.2		95

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2395.			10.94		29.4	18.75		23.5	29.69		17.6	40.63		29.4
Grade 4	2404.			2.13		39.5	14.89		16.3	29.79		23.3	53.19		20.9
Grade 5	2457.			9.38		35.0	12.50		25.0	26.56		15.0	51.56		25
All Grades	N/A	N/A	N/A	8.00			15.43			28.57			48.00		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3				12.50			40.63			46.88
Grade 4				10.64			23.40			65.96
Grade 5				10.94			21.88			67.19
All Grades				11.43			29.14			59.43

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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	15.63			39.06			45.31		
Grade 4	6.38			36.17			57.45		
Grade 5	12.50			32.81			54.69		
All Grades	12.00			36.00			52.00		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	10.94			48.44			40.63		
Grade 4	4.26			36.17			59.57		
Grade 5	7.81			43.75			48.44		
All Grades	8.00			43.43			48.57		

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1436.4	1424.8	1455.1	1442.7	1392.4	1383.3	28	24
Grade 1	1438.9	1457.6	1448.0	1480.2	1429.1	1434.6	29	25
Grade 2	1475.9	1492.0	1484.6	1497.1	1466.9	1486.5	32	20
Grade 3	1477.2	1469.4	1473.2	1460.3	1480.6	1478.1	24	30
Grade 4	1485.2	1484.5	1487.7	1478.1	1482.2	1490.4	22	23
Grade 5	1511.7	1524.3	1505.0	1529.6	1518.0	1518.4	23	23
All Grades							158	145

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.33	42.86	41.67	*	41.67	*	8.33	28	24
1	37.93	20.00	*	32.00	*	32.00	*	16.00	29	25
2	34.38	25.00	40.63	35.00	*	25.00	*	15.00	32	20
3	*	3.33	45.83	36.67	*	43.33	*	16.67	24	30
4	*	0.00	50.00	60.87	*	17.39	*	21.74	22	23
5	*	21.74	52.17	43.48	*	26.09	*	8.70	23	23
All Grades	26.58	12.41	39.87	41.38	18.99	31.72	14.56	14.48	158	145

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.71	20.83	*	45.83	*	20.83	*	12.50	28	24
1	51.72	44.00	*	24.00	*	20.00	*	12.00	29	25
2	59.38	40.00	*	35.00	*	25.00	*	0.00	32	20
3	*	16.67	*	33.33	*	30.00	*	20.00	24	30
4	*	39.13	*	30.43	*	13.04	*	17.39	22	23
5	47.83	52.17	*	26.09	*	13.04	*	8.70	23	23
All Grades	48.73	34.48	29.75	32.41	8.23	20.69	13.29	12.41	158	145

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.33	*	8.33	60.71	66.67	*	16.67	28	24
1	*	8.00	*	20.00	*	52.00	48.28	20.00	29	25
2	*	20.00	*	25.00	43.75	25.00	*	30.00	32	20
3		3.33	*	23.33	50.00	56.67	*	16.67	24	30
4		0.00	*	34.78	*	30.43	*	34.78	22	23
5	*	4.35	*	4.35	*	78.26	*	13.04	23	23
All Grades	16.46	6.90	20.89	19.31	37.97	52.41	24.68	21.38	158	145

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	67.86	16.67	*	70.83		12.50	28	24	
1	62.07	48.00	*	36.00	*	16.00	29	25	
2	59.38	30.00	40.63	60.00		10.00	32	20	
3	*	10.00	62.50	76.67	*	13.33	24	30	
4	*	8.70	63.64	65.22	*	26.09	22	23	
5	*	30.43	*	56.52	*	13.04	23	23	
All	48.73	23.45	43.67	61.38	7.59	15.17	158	145	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	53.57	37.50	39.29	50.00	*	12.50	28	24
1	48.28	32.00	*	60.00	*	8.00	29	25
2	59.38	35.00	37.50	55.00	*	10.00	32	20
3	50.00	26.67	*	46.67	*	26.67	24	30
4	59.09	65.22	*	17.39	*	17.39	22	23
5	60.87	56.52	*	34.78	*	8.70	23	23
All Grades	55.06	41.38	29.75	44.14	15.19	14.48	158	145

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.17	75.00	91.67	*	4.17	28	24
1	*	24.00	*	36.00	51.72	40.00	29	25
2	37.50	10.00	34.38	60.00	*	30.00	32	20
3		0.00	58.33	63.33	*	36.67	24	30
4		8.70	54.55	56.52	*	34.78	22	23
5		13.04	78.26	69.57	*	17.39	23	23
All Grades	17.09	9.66	51.27	62.76	31.65	27.59	158	145

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.50	57.14	54.17	*	33.33	28	24
1	*	8.00	*	76.00	41.38	16.00	29	25
2	*	25.00	71.88	45.00	*	30.00	32	20
3	*	3.33	58.33	80.00	*	16.67	24	30
4	*	8.70	63.64	78.26	*	13.04	22	23
5	*	4.35	56.52	82.61	*	13.04	23	23
All Grades	22.78	9.66	56.33	70.34	20.89	20.00	158	145

Conclusions based on this data:

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

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
268	70.5	51.9	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	139	51.9
Foster Youth	1	0.4
Homeless	15	5.6
Socioeconomically Disadvantaged	189	70.5
Students with Disabilities	33	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	3.4
American Indian	1	0.4
Hispanic	229	85.4
Two or More Races	4	1.5
White	25	9.3

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

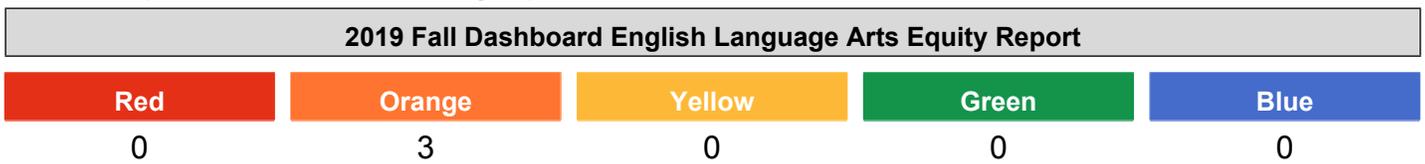
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

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

School and Student Performance Data

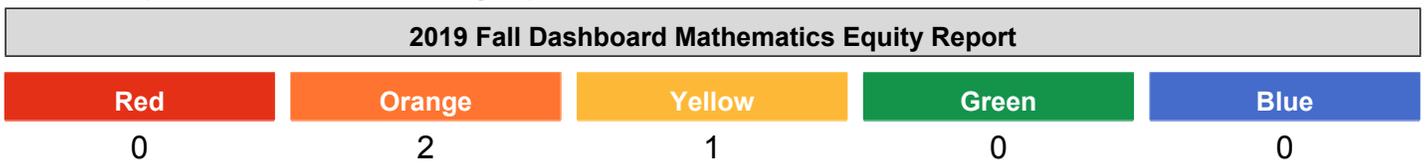
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

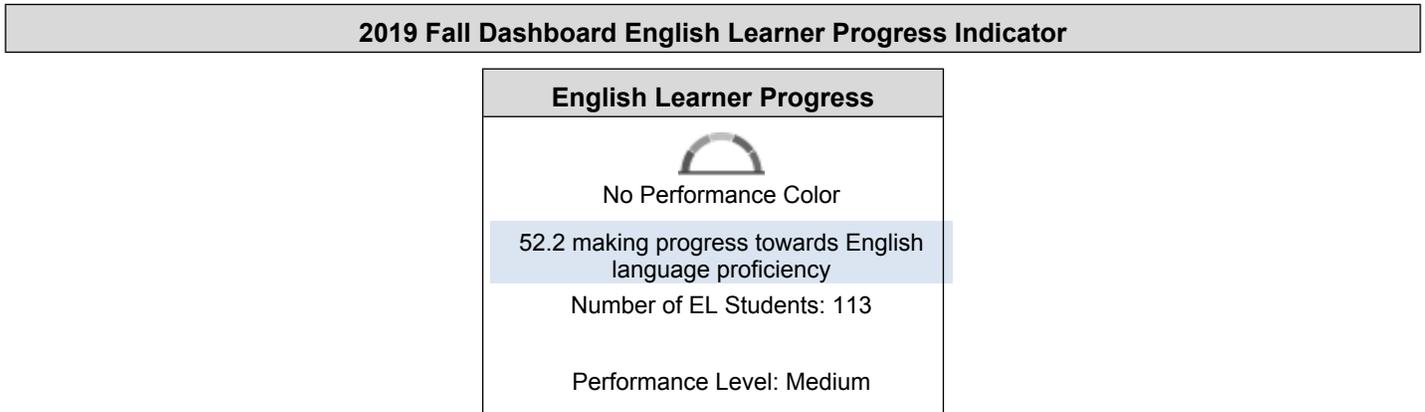
1. English Only students fell to 41.1 points below average and declined by 16.1 points
2. Current English Learners are 101 points below average but increased by 8.5 points
3. Continued data collection will remain a high priority and used to inform instruction

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.1	25.6	2.6	49.5

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	2	2

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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

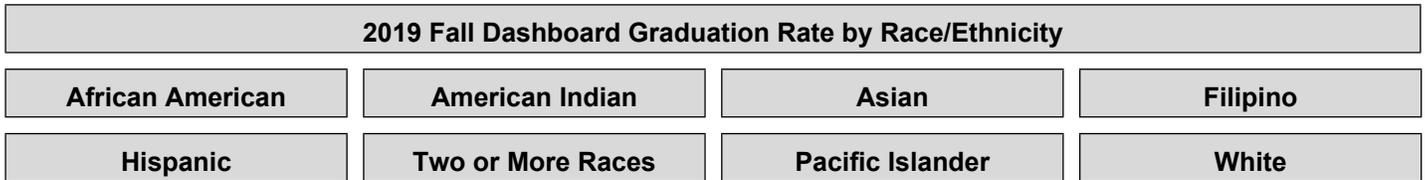
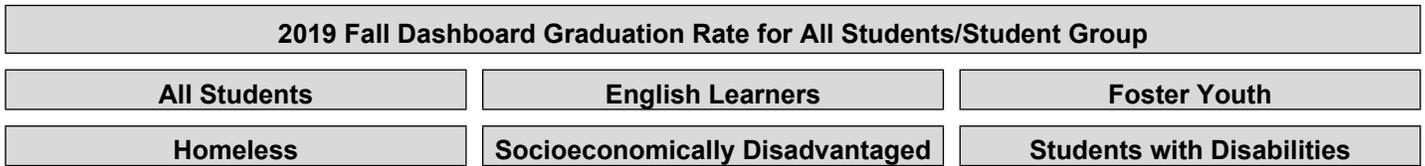
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

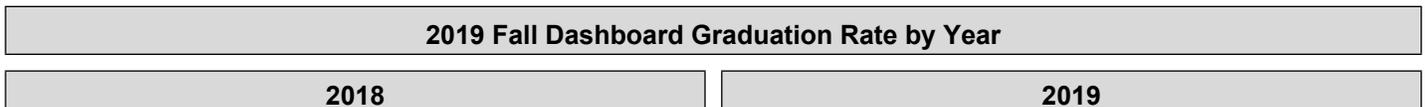
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

School and Student Performance Data

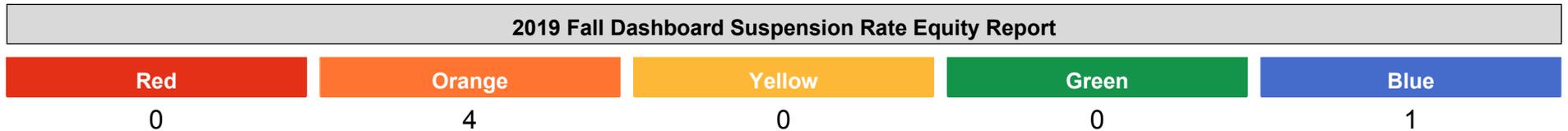
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

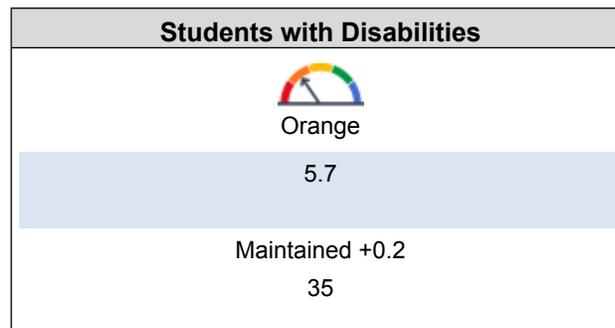
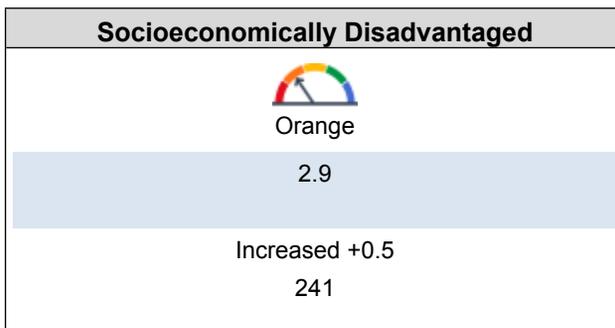
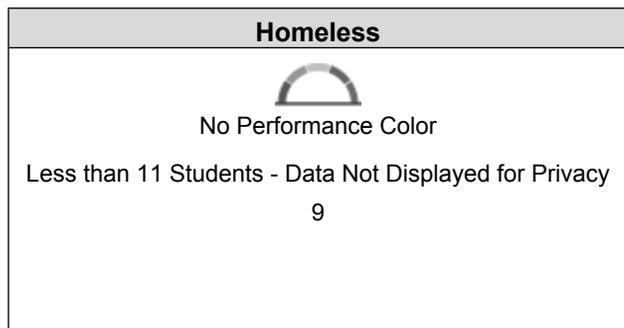
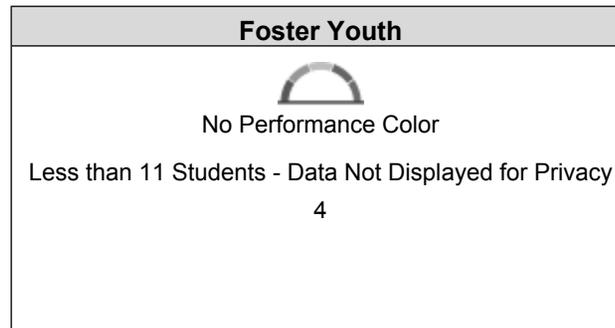
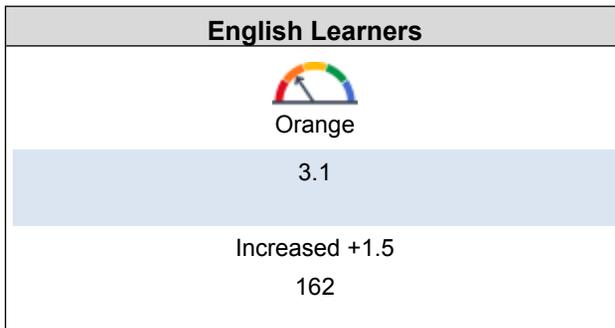
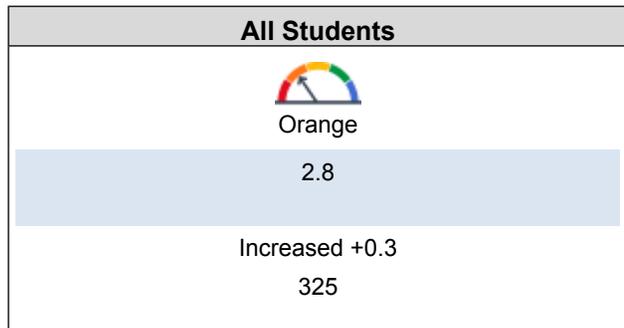


This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.5	2.8

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family, Student, Staff and Community Engagement

LEA/LCAP Goal

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

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

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

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

Goal 1

By June 2022, student, family and staff leadership, engagement and sense of belonging will increase by 5%, as a measured by the Measurable Results Assessment survey.

Identified Need

As a school with a significant population that experiences language, technology, and economic barriers, we must strategically identify and target the needs of our students and families. We need to create a collaborative bridge between school and home in order to increase the type of parent engagement that leads to greater student outcomes. The need to establish social-emotional connections, promote school engagement, and support resiliency is more important than ever. As a Leader in Me School, parents, 3rd -5th grade students, and staff are encouraged to complete the Measurable Results Assessment survey every Spring. The Measurable Results Assessment (MRA) is a survey and reporting system that provides our school insight into the attitudes and behaviors of students, family members, and staff. In June 2021, the school's overall Leader in Me Score was a 71/100 points (Moderately Effective). The survey results noted the following areas of need in the areas of leadership and school culture:

Student Leadership: Score 64 = Needs Improvement

Family Involvement: Score 76 = Moderately Effective

Student Engagement: Score 64 = Needs Improvement

Student Led Achievement: Score 60 = Needs Improvement

Teacher Efficacy: Score 74 - Moderately Effective

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Belonging Score	Current score of 56 in the MRA	Increase to 70
Student-Efficacy: Students are comfortable asking teachers, adults, friends, or classmates for help when they get stuck on schoolwork or are experiencing a problem.	Current score of 56 in the MRA	Increase to 80
Family attendance at virtual engagement events	Average of 26 families per virtual event	Increase to an average of 30 out 186 families
School and Family Partnerships	Current score 70 points in the MRA	Increase by 5 points
CA Dashboard Reduce Suspension Rate	2.8% of all students suspended at least once	Decrease in suspension rate for all students by 1%. Additional efforts to reduce the suspension rate for English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students, and Hispanic students.
Instructional Efficacy	Current Score 73 in the MRA	Increase to by 5 points
Surveys/Feedback Collected after each Family Engagement Night and Education Opportunity	Baseline will be established this year	
Number of families completing the MRA	43 Families in 2021	90 Families in 2022

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Partnership with Franklin Covey's Leader in Me In-service day for teachers will allow teachers to share their ideas and collaborate. Determines annual academic goals, discuss action steps systems for accountability and celebrations.	Aug 2021- June 2022	Principal Classroom Teachers TOSA	Membership	5800: Professional/Consulting Services And Operating Expenditures	Title I	8500
			Substitutes for In-Service	1000-1999: Certificated Personnel Salaries	Title I	1500
			Student Notebooks	4000-4999: Books And Supplies	Title I	2200
Dedicated school TOSA to provide: Monthly family training on the 7 Habits - Family Learning Night Provides PD to staff in the area of 7 Facilitate Leadership opportunities for students Attends regional training Coordinates Action Teams Coordinates Lighthouse and Leadership Day Assists with the planning and implementation of family engagement event Support MTSS process Model lessons for teachers	Aug 2021- June 2022	TOSA	TOSA	1000-1999: Certificated Personnel Salaries	Title I	95072.60
				3000-3999: Employee Benefits	Title I	19428.40
Monthly Family Learning Nights will teach parents and students how to apply the 7 Habits at school and home. The 7 habits Family Learning nights are based on Stephen R. Covey's The 7 Habits of Highly Effective People and The 7 Habits of Highly Effective Families. PARTICIPANTS WILL: HABIT 1: BE PROACTIVE® Accept greater responsibility and take initiative.	September 2021 - June 2022	Classroom Teachers TOSA	Supplies	4000-4999: Books And Supplies	Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>HABIT 2: BEGIN WITH THE END IN MIND® Establish a family mission statement together.</p> <p>HABIT 3: PUT FIRST THINGS FIRST® Improve productivity by focusing on important priorities.</p> <p>HABIT 4: THINK WIN-WIN® Create a positive, uplifting environment for everyone.</p> <p>HABIT 5: SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD® Solve individual challenges together through Empathic Listening.</p> <p>HABIT 6: SYNERGIZE® Reflect on the importance of unity and love in the home.</p> <p>HABIT 7: SHARPEN THE SAW® Learn the value of traditions and family renewal by living a healthy lifestyle</p>						
<p>Growth Mindset and Social Emotional Learning</p> <p>Staff and students set and track school, classroom and personal wildly important goals that address leadership, culture and academics.</p> <p>Teachers incorporate 7 habits into their daily lessons and conduct classroom meetings to incorporate SEL.</p>	August 2021 - June 2022	Principal TOSA Classroom Teachers Students	Supplies for Classroom Lessons	4000-4999: Books And Supplies	After School and Education Safety (ASES)	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Principal and TOSA deliver mini lessons about the 7 habits and SEL via the Weekly Welcome.</p> <p>Monthly growth mindset lessons taught TK-5 in the classroom by the teacher.</p> <p>Professional Development for Staff (provided by district, book study and outside organizations)</p>						
<p>Create a safe and welcoming environment by teaching and practicing school-wide expectations: Videos to CHAMPS expectation Posters to reinforce on campus procedures</p>	August 2021 - June 2022	Principal TOSA Teachers	Printing - Posters	5000-5999: Services And Other Operating Expenditures	Instruction	500
<p>Recognize parents, students and staff for their positive leadership contributions on and off campus.</p> <p>Weekly Welcome Habit Awards Leadership Spotlight Bunny Bucks</p> <p>By including parents in the Leadership Spotlights, we will honor their contributions on and off campus. We have many parents who support other families through their involvement in outside organizations. The recognition will be our way to share our appreciation and encourage others to become involved in the school and local community.</p>	August 2021 - June 2022	Principal Teachers	Printing - Certificates Incentives	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Instruction Title I	200.00 500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Additional Campus Safety Assistants to monitor safety measures as well as model SEL strategies and leadership skills around campus.	August 2021 - June 2022	Principal Campus Safety Assistants	Campus Safety Assistant	2000-2999: Classified Personnel Salaries	Instruction	3360
				3000-3999: Employee Benefits	Instruction	667
<p>Outreach and Support: Teachers will collaborate with bilingual paraprofessionals and bilingual outreach assistant (OA) to contact and support the families to address student areas of needs and collaborate with families. Staff members will refer students and families to the school counselor, OA, and bilingual school social worker (SSW). School counselor will meet with students to address social/emotional needs and will collaborate with teachers and families.</p> <p>OA and the SSW will help families obtain outside resources that help eliminate barriers and promote greater school engagement.</p> <p>Principal, OA, and SSW will conduct home visits in order to conduct wellness checks.</p> <p>The OA, bilingual facilitator (BF), and office staff will contact and assist families in completing essential school surveys and forms.</p>	August 2021 - June 2022	Principal Teachers Outreach Assistant School counselor School Social Worker	School counselor Outreach Assistant School Social Worker		District Funded District Funded District Funded	
<p>At least 5 ELAC meetings will be scheduled throughout the year.</p> <p>The focus will be discussing the needs of English learners, parent</p>	September 2021 - May 2022	Principal Outreach Coordinator/Assistant Bilingual				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>engagement and navigating the school system. Community guest speakers and staff will provide parent education on various topics:</p> <p>The importance of attendance State Testing Language Census School Site Plan Goals Comprehensive Needs Assessment The 7 Habits EL Master Plan Reclassification process Services for English learners</p> <p>OA and BF will contact families to invite them to the meetings.</p>		Facilitator				
<p>Teachers and Principal will host Family Engagement Nights</p> <p>Site will host 5 Family Engagement Nights to promote school-family connections:</p> <p>Possible Topics: Hispanic Game Night Painting Night Cooking Math and Science Nights Camp in the Park Lighthouse Celebration</p> <p>Supplies will be provided to families at no cost. The goal is to provide ALL families access to enrichment opportunities as a family. The FEN will promote family engagement in school and also as a family unit.</p>	August 2021 - June 2022	Principal TOSA Outreach Coordinator	Supplies for events	4000-4999: Books And Supplies	Title I	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Latino Literacy Project</p> <p>TOSA will facilitate the Latino Literacy Project: - Semester 1 and 2</p> <p>Series of classes that teach parents the importance of establishing a family reading routine with their children and how to share the book as a Family. The classes help both parents and school age children learn English vocabulary, together as a family.</p> <p>ELs families will be targeted but all families are welcome to attend.</p> <p>Classes will be taught in Spanish and English. Classes will meet on Zoom Families will create an "album" that captures the families text- to self connections and what they learned as a family during the weekly classes.</p>	September 2021 - June 2022	Principal TOSA Translator	Supplies	4000-4999: Books And Supplies	Title I	500.00
<p>Timely Communication with families</p> <p>Principal, teachers and staff will engage in two-way communication with families via email, text, phone calls, meetings social media and message boards.</p> <ul style="list-style-type: none"> • Rabbit Report - Videos • Webinars • Blackboard Messages • Communication Folders • Student Agendas 	August 2021 - June 2022	Principal TOSA Office Staff Teachers Outreach Coordinator Outreach Assistant	Communication Folders	4000-4999: Books And Supplies	Title I	900
			Student Agendas	4000-4999: Books And Supplies	Title I	950
			Translation	2000-2999: Classified Personnel Salaries	0860	800
			Translation	3000-3999: Employee Benefits	0860	200
			Nicky Folders	4000-4999: Books And Supplies	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Parent Conferences <p>BF and OA will make personal calls to families to encourage them to register for and attend the school events. Bilingual paraprofessionals and office staff will provide translation services to parents.</p> <p>BF and Bilingual Paraeducators will provide translations as necessary.</p>						
<p>Bilingual district outreach coordinator and bilingual outreach assistant will offer parent education classes:</p> <p>Possible Topics Reading and Understanding Report Card Technology Classes Literacy Classes Social Emotional Support Mental Health</p>	August 2021 - June 2022	Outreach Coordinator Outreach assistant School Social Worker				
<p>School will create partnerships with outside organizations in order to increase the services available at/near our campus:</p> <p>school supplies food distributions health screenings clothing vouchers technology devices</p>	August 2021 - June 2022	Principal All School Staff Outreach Coordinator School Social Worker				
<p>STAR (ASES) program will be offered at no charge to families. Students can participate for 3 hours, on school days. Program</p>	August 2021 - June 2022	Principal STAR Staff	STAR Staff and equipment.	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	125000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
is an alternative to paid childcare						
Outreach Assistant will support families in enrolling in ESL classes. Classes will be offered via Zoom and in person. Three levels of ESL will be offered.	September 2021 - June 2022	Outreach coordinator	ESL Teachers		District Funded	
Establish and implement CHAMPS practices in common areas (hallways and playground) to set consistent behavior expectations. Utilize restorative practices to address office referrals.	August 2021 - June 2022	Principal Teachers TOSA Campus Safety Assistants				
Social Emotional Lessons using the Leader in Me and Sanford Harmony curriculum. TOSA and School Counselor will help plan weekly lessons.	August 2021 - June 2022	Principal TOSA School Counselor Teachers				
School will use other other means of discipline in lieu of suspension when appropriate. Examples: Parent Meetings/Class Observations Community Service Restorative Justice Loss of Privileges MTSS Process	August 2021 - June 2022	Principal Teachers CSA Support Staff				
Offer a variety of Enrichment Opportunities and Supports for Students before/after school and during the school day: Example: P.E teacher	August 2021 - June 2022	Principal Specialist Counselor	Art Teacher	2000-2999: Classified Personnel Salaries	Donations	8000
			PE Teacher	2000-2999: Classified Personnel Salaries	Donations	6000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer Student Clubs (Ex. Running Club, Hiking Club, Robotics) Band - Hillcrest Arts Partnership Choir - Hillcrest Arts Partnership Science Teacher Art Teacher PiP Specialist School Based Counseling Assemblies Fieldtrips			Science Teacher Assemblies/Field Trips Extra Funding for Assemblies/Fieldtrips	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Donations Title I Instruction	8000 3000 3000
Leader In Me -Lighthouse Teams/Leadership Block Students will be grouped into six groups of 35-40 students in grades TK-5. Groups will meet weekly from 8:30-9:20 on Wednesdays. Students will participate in a cross-cultural community where they build lasting friendships outside of the classroom. Each student will stay in their assigned group while enroll at Conejo/OCLM. Each group will participate in the Weekly Welcome Assembly, Leader in Me Lessons, Team Building Activities, Accountability Check-Ins and Enrichment Opportunities. These groups will form the lighthouse teams (Leadership Team, Culture Team, Academics Team) 2 Teachers will support each group Each team member will receive a T-Shirt that represent their Lighthouse Team	October - June	Principal TOSA Teachers Students	T-Shirts	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will participate in Professional Development that targets the following areas: Diversity Equity and Inclusion Universal Lesson Design Trauma Informed Practices Social Emotional Learning Growth Mindset Student Engagement Academic Achievement	August 2021 - June 2021	Principal TOSA Teachers	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title I	5000

Annual Review

SPSA Year Reviewed: 2020-21

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.

Throughout the year, the staff facilitated multiple opportunities to engage students and families. Although our MRA Leadership score dropped by 2 points, we did see a growth of 5 points in the area of removing Barriers to Engagement. However the Family Efficacy score dropped by 5 points. This reflects how difficult remote learning and the modified school day was for families. Staff also reported needing more professional development that helps them better support their students' academic and social emotional needs. In the area of Culture, Student Engagement dropped by 10 points. The biggest area of need in this category is in facilitating more opportunities for students to make a difference in how things are done at school and overall school belonging. However, more students did report being happy to be at this school (growth from 79% to 84%) and in having a voice in decision making at school (growth from 79% to 84%).

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

Due to staffing issues, a dedicated outreach assistant was not hired for the school site until January 2021. However, the need was filled by the district outreach coordinator. Funds not spent on the OA were used to fund additional hours for para educators so they could support both student cohorts. Less funds were used on teacher release time and those funds were allocated towards student incentives and extra supplies for parent education material and family engagement nights.

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.

Additional actions and funds are included this year to address student engagement and sense of belonging. Enrichment opportunities that could not be offered due to health mandates during the 2020-21 school year will be offered this school year, as allowed by current health mandates. In addition, the staff will engage in additional professional development that will increase the staff's ability to promote growth mindset and support students' various needs, including students who have experienced various trauma. Additional parent education will be offered to strengthen the families capacity to support their child's education and social emotional needs. We will gather family feedback after each event to measure the effectiveness of our family engagement events and parent education.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Accelerated Learning

LEA/LCAP Goal

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

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

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

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

Goal 2

Addressing COVID-19 Learning Loss

Identified Need

The school closures in the spring of 2020 caused by COVID 19 and the modified school schedule that was offered during the 2020-21 school year disrupted the academic growth students could have made during the school year. During the 2020-21 school year, instruction focused on the teaching of essential standards. Our in end of year data reflects that growth was made in reading and math, but fluency is an overall area of need.

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

Current 1st grade: High Frequency Words Mastery (29%), Reading Words (52%)

Current 2nd grade: Reading with Fluency (32%)/Accuracy and Solving addition and subtraction problems with Fluency (45%)

Current 3rd grade: Reading with Fluency (42%) and Adding/Subtracting 3 digit numbers (53%)

Current 4th grade: 35.3% met or exceeded the grade level ELA standard and 55.8% met or exceeded the grade level Math Standards

Current 5th grade: 54.5% met or exceeded the grade level ELA standard and 47.2% met or exceeded the grade level Math Standards

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners Learning Loss: Literacy Imagine Learning: Minimum of 60 minutes of use for 30 weeks	Baseline will be collected this year	3rd grade: Growth of 771 Benchmark Score Units 4td grade: Growth of 351 Benchmark Score Units 5th grade: Growth of 249Benchmark Score Units
English Learners Learning 1st-2nd grade Smarty Ants: Minimum of 60 minutes for 30 weeks.	Baseline will be collected this year	For students in 1st Grade, the expected learning growth is to advance 25 lessons in SA after completing 60 minutes of instruction per week for 30 weeks For students in 2nd Grade, the expected learning growth is to advance 25 lessons in SA after completing 120 minutes of instruction per week for 30
1st-5th grade Students Literacy Lexia Reading: 60 minutes/weekly	Baseline will be collected this year	3-4 levels for students using the program from October - June.

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will administer pre-assessments and compare the results to existing student data from the 2020-21 school year to identify students needing immediate targeted intervention at the beginning of school year (3 week cycle of targeted intervention).</p> <p>Students with Disabilities (SWD) will have access to this intervention in addition to the special educations services they receive.</p>	September - October 2021	Principal Teachers Academic Specialist	Academic Specialist	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	OTRM OTRM	1170 292
<p>Academic Specialist (AS) will use Smarty Ants to provide reading intervention for ELs in 1st and 2nd grade. AS will meet with a small group of students for 30 minutes per session/ 2 days per week (before or after school). AS will deliver direct lessons to students struggling to complete the Smarty Ants lessons.</p> <p>Students with Disabilities (SWD) will have access to this intervention in addition to the special educations services they receive.</p>	October 2021- June 2022	Principal Academic Specialist	EL Academic Specialist - ESR2 Funds	2000-2999: Classified Personnel Salaries	Other	9800
<p>Academic Specialist will use Imagine Learning to provide reading intervention to ELs in 3rd-5th grade. AS will meet with a small group of students for 30 minutes per session/ 2 days per week (before or after school). AS will deliver direct lessons to students struggling to complete the Imagine Learning lessons.</p>	October 2021- June 2021	Principal Academic Specialist	EL Academic Specialist - ESR2 Funds			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SWD will have access to this intervention in addition to the special educations services they receive.						
Students meeting the identified criteria were invited to attend summer school for 4 weeks, 5 days/week, 3/5 hours/day All students meeting the criteria were invited to attend, including ELs, SWD, and FY students who also participated in other interventions during the summer.	July 2021-August 2021	Principal Summer School TOSA Summer School Teachers	District Funded			
All students in grades 1st-5th grade students will utilize LexiaCore 5 for 60 per week, in class to accelerate reading growth Students will be recognized every time they earn a Lexia Certificate	September 2021 - June 2022	Principal TOSA Teachers				
Newcomers and EL levels 1 and 2 to will use Rosetta Stone 60 minutes weekly to accelerate their English Language Proficiency. A dedicated Academic Specialist will monitor the program use.	September 2021- June 2022		Newcomer Academic Specialist	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	0860 0860	5860 1180
Incoming TK and Kindergarten Students will participate in the Hop into School program that will introduce students to school routines and grade level standards	August 2021	Principal Teacher	Teacher Academic Specialist 1	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Donations Donations Donations	2,000 385 920 180

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Academic Specialist 2	2000-2999: Classified Personnel Salaries	Donations	832
				2000-2999: Classified Personnel Salaries	Donations	165
			Para Educator	2000-2999: Classified Personnel Salaries	Donations	800
				3000-3999: Employee Benefits	Donations	160
Up 45 students will be invited to attend the Find My Genius summer program that offers academics and enrichment opportunities, Conejo Elementary will host the camp during the summer to increase to access.	Summer 2021 and 22	Principal Outreach Assistant YMCA				
Hire Bilingual Teacher for the 2021-22 school year that will provide early intervention opportunities to K-2 students, will provide small group instruction during LEAD time to ELs or EOs students needing additional support.	2021-22 School Year	Principal Human Resource Department	Bilingual Teacher - ESR2	1000-1999: Certificated Personnel Salaries	Other	60000
				3000-3999: Employee Benefits	Other	20000
Increase Bilingual Paraeducators hours from 3 hours/day to 5.25/day. Bilingual paraprofessional will support students in their primary language as necessary and/or work with students in small group to support first instructions. BP will also provide interventions support to struggling EL's. The intervention will be planned and monitored by the classroom teacher.	August 2021-June 202	Paraprofessionals Principals Teacher	Para Educators	2000-2999: Classified Personnel Salaries	District Funded	
				3000-3999: Employee Benefits	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2 Additional teaching positions to reduce the need of combo classes in K-3.	August 2021 - June 2022	Human Resources Department	Additional 3rd grade teacher	1000-1999: Certificated Personnel Salaries	Other	
			TK teacher	1000-1999: Certificated Personnel Salaries	Other	

Annual Review

SPSA Year Reviewed: 2020-21

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.

Our school-wide use of Lexia did help promote reading growth in our students in 3rd-5th grade. The number of students who were reading in the below basic level decreased by 22% in 3rd grade, 3% in 4th grade and 7% in 5th grade (compared to the beginning of the year data). The number of students who were reading on grade level by the end of the year grew from 18% to 34% in 3rd grade, from 32% to 39% in 4th grade and from 25% to 36% in 5th grade.

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

The original plan for Lexia use was for the students to connect with an academic specialist via zoom 2-3 times per week to monitor use, progress and receive direct instructions. However, after the first cycle of intervention, we saw that there was a large need to increase participation. As a result, we moved to a school wide-model starting in January 2021 in which all students had access to the program. The students used the program during the reinforcement time. Students who passed Lexia levels and earned certificates were recognized weekly during our weekly welcome program. Our implementation of Smarty Ants and Imagine Learning was very successful. We had the highest rate of students meeting the required minutes in the district.

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

We will continue to use Lexia schoolwide for grades 1st-5th grade. Our ELs will continue to use Smarty Ants or Imagine Learning at school or at home but will meet with an academic specialist weekly, on campus. This will help increase accountability and attendance since lack of reliable internet or childcare did prevent some students from participating in the offered interventions. Intervention services are also starting earlier this year. We are targeting students who only participated in schooling remotely last year and/or are 2 years behind grade level. In addition, teaching positions were approved this year to reduce the need of combo classrooms in K-3.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English-Language Arts

LEA/LCAP Goal

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

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

Goal 3

By June 2022, achievement in ELA will increase as follows:

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

Grade 1-2- 75% meeting the grade level phonics standard by trimester 3

Grade 3-5:75 % percent of students will meet their SRI projected growth target.

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

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

SED students will gain 3 points in ELA performance on CAASPP

ELs will increase by 15 points in ELA performance on CAASPP

Identified Need

K-2: Additional time practicing HFW and developing phonics skills

3rd-5th grade: Reading comprehension

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 Trimester 3 Report Card Benchmarks	See above	75% of students meeting the grade level end of the year goal
CAASPP	All Students are 51.3 points below standard and Increased 7.6 Points. SED are 57 points below standard Maintained 1.9 Points. EL students scored 60.4 points below standard and increased by 15.8 Points	SED students will gain 3 points in ELA performance on CAASPP ELs will increase by 15 points in ELA performance on CAASPP
SRI	Students meeting the SRI end of the year benchmark. 39% of 3rd graders, 41% of 4th graders 50% of 5th graders	75% percent of 3rd-5th grade students will meet their SRI projected growth target. 10% in the number of students reading at above grade level

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>On going monitoring of reading skills</p> <p>K-2 BPST/Benchmark assessment every trimester 3-5 Monthly SRI test</p> <p>Teachers will use the data help track the classroom progress towards meeting their reading goal. Student progress will be shared with students and parents. Students will use their data to</p>	September 2021- June 2022	Principal Teachers TOSA				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
track their progress towards meeting their personal reading goal.						
<p>TK-2 teachers will be provided with 2 release days per trimester to conduct assessments, analyze data, meet with parents and/or plan next steps.</p> <p>3-5th Grade Teachers will be provided with 1 Release Day per Trimester</p> <p>Teachers and Principal will meet to discuss data and plan the next steps. 5 x per Year September, October, December, February, March</p>	October 2021 - June 2022	Teachers Principals	Substitutes for Teacher Release Time	1000-1999: Certificated Personnel Salaries	Title I	7500
<p>Partnership with Franklin Covey's Leader in Me</p> <p>In-service day for teachers will allow teachers to share their ideas and collaborate. Determines annual academic goals, discuss action steps systems for accountability and celebrations.</p>	August 2021- June 2022	Principal Teachers	See Goal 1			
<p>Staff and students will identify school-wide, classroom, and personal wildy important reading goal.</p> <p>At each grade level, lead measures(actions), system of for accountability and celebrations will be identified.</p> <p>Progress toward achieving goals will be shared with the entire</p>	August 2021- June 2022	Teachers TOSA Principal Students	Incentives	4000-4999: Books And Supplies	Title I	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>school community. We will have a school score board. Classrooms and students will also have scoreboards. The school-wide scoreboard will be shared with with the school community via the Weekly Welcome (student assembly) and parent notifications.</p> <p>Principal and TOSA will meet with teacher to discuss results.</p> <p>Students will earn incentives when working towards and achieving goals.</p>						
<p>Bilingual paraprofessional will support students in their primary language as necessary and/or work with students in small group to support first instructions. BP will also provide interventions support to struggling EL's. The intervention will be planned and monitored by the classroom teacher.</p>	August 2021 - June 2022	Paraprofessionals Principal Teacher	See Goal 2			
<p>School will establish a school culture that promotes literacy by:</p> <ul style="list-style-type: none"> • Hosting spirit weeks tied to literacy • Share school-wide goals and progress • Monthly communications about reading progress • Share resources with families regarding 	August 2021 - June 2022	Principal TOSA Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
reading programs						
STAR (After School Education Program) will offer Literacy and Math block. Students will have additional guided opportunities to strengthen their literacy skills.	August 2021-June 2022	STAR STAFF Principal	See Goal 1			
<p>Latino Literacy Project</p> <p>TOSA will facilitate the Latino Literacy Project (Semester 1 = 10 weeks, Semester 2 = 6 weeks)</p> <p>Classes teach parents the importance of establishing a family reading routine with their children and how to share the book as a Family. The classes help both parents and school age children learn English vocabulary, together as a family.</p> <p>ELs families will be targeted but all families are welcome to attend.</p> <p>Bilingual facilitator will call all EL families in 3rd and 4th grade to personally invite them and explain the program</p> <p>Classes will be taught in Spanish and English.</p> <p>Classes will meet on Zoom.</p> <p>Families will create an "album" that captures the families text- to self connections and what they learned</p>	September 2021-May 2022	Principal TOSA Translator	See Goal 1			
Students in Grade 3-5 will complete 1-2 weekly lessons on	September 2021-June 2022	Principal Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Achieve3000 during LEAD Time. Achieve300 allows teachers to differentiate literacy and content-area instruction according to the students needs. Program can you be used to provide intervention and acceleration of learning. Program is also adaptive: teachers can adjust instruction with text-to-speech and speech-to-text tools, vocabulary supports, and automatically adaptive assessments. This will allow ALL students, including SWD to participate.		LEAD Time Academic Specialist				
Students will receive interventions services based on need. Students will use SIPPS and Fountas and Pinnell for T2 intervention. All students will have access to the necessary interventions (ELs, EOs and SpEd).	August 2021-June 2022	Principal Teacher Academic Specialist	Reading Academic Specialist1	2000-2999: Classified Personnel Salaries	Title I	11000
				3000-3999: Employee Benefits	Title I	2100
			Reading Academic Specialist ESR2 Funds	2000-2999: Classified Personnel Salaries	Other	9000
				3000-3999: Employee Benefits	Other	2000
Staff will participate in Professional Development that targets the following areas: Diversity Equity and Inclusion Universal Lesson Design Trauma Informed Practices Social Emotional Learning Growth Mindset Student Engagement Academic Achievement	August 2021-June 2022	Principal Teachers TOSA	See Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
GATE facilitator will provide staff development on how to extend learning by incorporating GATE best strategies to daily lessons.	October 2021- June 2022	GATE facilitator	Gate Facilitator Stipend - District Funded			
Students in grades 3-5th will use the Typesy program for 60 minutes weekly to develop keyboarding skills and reinforce common core standards.	August 2021-June 2022	Teachers	Typesy	5000-5999: Services And Other Operating Expenditures	Title I	522
Buy additional books for new classroom libraries based on student interest and levels.	August 2021 - June 2022	Teachers Principal	Books	4000-4999: Books And Supplies	Title I	1000.00
Teachers will send home monthly SRI reports to students in grades 3rd-5th grade	October 2021- June 2022	Teachers TOSA	Paper	4000-4999: Books And Supplies	After School and Education Safety (ASES)	70.00
Move from an integrated science approach to a standards base approach to teaching ELA, using the Wonders curriculum	August 2021 - June 2022	Teachers				
All teachers will be trained in the Wonders curriculum	July 2021-August 2021	Teachers Trainers Central Office	Teacher Pay for Training	1000-1999: Certificated Personnel Salaries	District Funded	

Annual Review

SPSA Year Reviewed: 2020-21

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.

In Kindergarten, 77% of students met the letter sounds standards, 85% met the letter names standard but only 29% of students met the High Frequency Standard. We want to 75% current K students meeting these standards by the end of year.
In 1st grade, 68% of the students met the grade level phonics standard, we want that to grow to 75% this school year.
In 2nd grade, 42% of the students met the Reads with Fluency standard, we want that to grow to 75% this school year. We also want 75% of students meeting the grade level phonics standard.
In 3rd grade, 39% of the students met their SRI projected growth target, 41% of the 4th graders met the target and 50% of 5th graders met the target. The goal was 100%. This year the goal will be 75%.
While the number of students who were in the below basic level decreased by 22% in 3rd grade, there was only a decrease of 3% in 4th grade and 7% in 5th grade.
The number of students who were reading on grade level by the end of the year grew from 18% to 34% in 3rd grade, from 32% to 39% in 4th grade and from 25% to 36% in 5th grade.

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

Lexia was available for all students to use starting in January 2020. Students passing levels on Lexia were recognized during our Weekly Welcome assembly. In addition, students meeting their goals were recognized at the end each trimester and at the end of year with medals and trophies. 60% Teachers attended Daily 5 training in the Spring of 2021 and will begin to implement new strategies this year to promote additional reading growth.

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.

Dedicated reading specialists will provide reading intervention as needed. The intervention will target phonics and reading comprehension. The intervention will take place during the school day. Lexia Core 5 will be used in a classroom in 1st-5th grade. Although all students had access to Lexia last year, not all the teachers were allocating classroom time for the use. This is one major shift to implementation this school year. Another change that is based on feedback from parents, teachers in grades 3rd-5th grade will send home monthly SRI reports that will allow parents to see how much progress their child is making. However, the biggest shift this school year is that teachers will no longer teach ELA using a science integration approach. Teachers will focus on the ELA standards and teach science separately. This will provide the teachers more classroom time to teach and practice the ELA standards.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

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

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

Goal 4

By June 2022, Math achievement will improve as follows:

K - 75% of students will master the rote counting and recognizing numerals standard as indicated on the trimester 3 report card.

1st - 75% of students will master the solve addition/subtraction facts with fluency standard as indicated on the trimester 3 report card.

2nd - 75% of students will: master the number combinations up to 20 standard as indicated on the trimester 3 report card

In addition, by June 2022, the % of students in 3rd-5th grade who meet or exceed the grade level standard according to the district benchmark assessment will increase by 5%

The achievement of SED will increase by 10 points in Math on CAASPP and 5% more will meet or exceed the grade level standard according to the district benchmark assessment.

The achievement of ELs will increase by 10 points in Math on CAASPP and 5% more will meet or exceed the grade level standard according to the district benchmark assessment.

Identified Need

Based on the end of the year data, TK-5 teachers will dedicate classroom time to teach the grade level concepts and practice math fluency. Last year, classroom time was not used to practice fluency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	<p>2018-2019 data ELs are 67.7 points below standard</p> <p>SED students are 61.9 points below standard and declined by 7 points</p>	<p>ELS will increase by 10 points in Math on CAASPP</p> <p>SED will increase by 10 points in Math on CAASPP</p>
Benchmark assessments	<p>K: 90% of students mastered the rote counting standard but only 76% of students mastered the recognizing numerals standard by the end of the school year.</p> <p>1st: 45% of students mastered the solve addition/subtraction facts with fluency</p> <p>2nd: 59% of students mastered the number combinations up to 20 standard.</p> <p>3rd Grade: 52.9% of all students met or exceeded the grade level standards 38.1% of EL students met or exceed the grade level standards 0% of SWD met or exceeded the grade level standard</p> <p>4th grade 47% of all students met or exceeded the grade level standards 33.4% of EL students met or exceed the grade level standards 16.7% of SWD met or exceeded the grade level standards</p>	<p>75% of All Students in K-5 will met their grade level math goals.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5th grade 60% of all students met or exceeded the grade level standards 53.4% of EL students met or exceed the grade level standards 44.4% of SWD met or exceeded the grade level standard	
Average minutes completed on IXL - 2nd-5th grade	Baseline will be established this year	

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
Teachers will administer pre/post test to identify need for intervention and monitor progress. Teachers will meet with principal and academic specialist to review data and plan small group intervention	August 2021 - June 2022	Principal Teachers Academic Specialists				
Academic Specialist will meet with targeted students 3-5 times per week, 30 minutes each session to monitor the use of intervention programs (Freckle, IXL, Reflex Math) . English learners and special education students will have access to this intervention in addition to the other services they already receive.	September 2021 -June 2022	Principal TOSA Teachers	Academic Specialist	2000-2999: Classified Personnel Salaries	OTRM	21190
				3000-3999: Employee Benefits	OTRM	7800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2nd-5th grade teacher will use IXL as a Tier 1 intervention in class for all students. Student will use IXL Math a 10-15 minutes daily to practice math.	August 2021-June 2022		IXL Districted Paid Service	None Specified	Other	
TK-2 teachers will be provided with 2 release days per trimester to conduct assessments, analyze data, meet with parents and/or plan next steps. 3-5th Grade Teachers will be provided with 1 Release Day per Trimester Teachers and Principal will meet to discuss data and plan the next steps. 5 x per Year September, October, December, February, March	September 2021 June 2022	Principal Teachers	See Goal 3			
Bilingual paraprofessional will support students in their primary language as necessary and/or work with students in small group to support first instructions. BP will also provide interventions support to struggling EL's. The intervention will be planned and monitored by the classroom teacher.	August 2021- June 2022	Principal Teachers Bilingual Paraprofessional	See Goal 2			
1st Grade students will use Reflex Math to develop math facts fluency	September 2021 - June 2022	Principal Teachers	Reflex Math	5000-5999: Services And Other Operating Expenditures	Title I	900
2nd - 5th students will take the IXL diagnostic assessment at	January 2021- June 2022	Teachers Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
least 1 time per trimester. Assessment data will be used to plan and deliver targeted intervention.		TOSA Academic Specialist				
Staff will participate in Professional Development that targets the following areas: Diversity Equity and Inclusion Universal Lesson Design Trauma Informed Practices Social Emotional Learning Growth Mindset Student Engagement Academic Achievement	August 2021-June 2022	Teachers TOSA Principal	See Goal 1			
Teachers will provide small group math instruction/support in class 2-3x per week.	September 2021 - June 2022	Teachers				
1st-5th grade teachers will provide daily opportunities to review grade level math facts in a way that targets fluency.	September 2021 - June 2022	Teachers				
General math instructions will be delivered at a that time that allows SWD to participate in the daily grade level lessons	September 2021 - June 2022	Teachers Learning Center Teacher				
3rd-5th grade students will use Imagine Learning Math for 40 - 60 / weekly to improve math vocabulary. Academic Specialist will meet with students 1 day per week to monitor use and progress. Academic Specialist will frequently communicate progress with families.	October 2021 - May 2022	Principal Academic Specialist	EL Academic Specialist - ESR2	3000-3999: Employee Benefits 2000-2999: Classified Personnel Salaries	Other	
Math Intervention program for Tier 2 will be purchased and Academic Specialist will participate in the	October 2021	Principal TOSA Academic	Math Intervention Program	4000-4999: Books And Supplies	OTRM	2800

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

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

K: 90% of students mastered the rote counting standard but only 76% of students mastered the recognizing numerals standard by the end of the school year. This will continue to be the goal for Kinder
 1st: 86% of students mastered the accurately solve addition/subtraction facts standard. Goal was met.
 2nd: 59% of students mastered the number combinations up to 20 standard. Goal was not met.
 3rd-5th grade - The appropriate measurement tool was not used to measure the goal as written. In February, teachers started to use STAR Math to measure growth and identify students needing Tier 2 intervention. This was not enough time see growth using this platform.

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

During trimester 1, intervention was offered virtually. However, access and participation was inconsistent. During trimester 2 and 3, targeted math intervention was offered in person, which increased participation. Remote intervention was offered for those students whose attended school remotely or who could not attend intervention in person.

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.

Based on last years progress, goals will target fluency and computation of math facts in grades K-2. In 3rd-5th grade, the math benchmark will be used the as the common measurement tool. Specific actions were included to address the needs ELs and SWD since these groups of students met or exceeded the grade level standards at lower numbers in 3rd-5th grade.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Learners

LEA/LCAP Goal

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

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

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

Goal 5

As measured by the ELPAC summative assessment, by June 2021:

80% of Level 1 students will move to level 2.

60% of Level 2 students will move to level 3.

40% of Level 3 students will move to level 4

50% of English Learners at the Level 4 level will meet the criteria for reclassification.

Identified Need

With a high population of English Learners, Teachers have a dual obligation to teach students English while at the same time teach them academics. As we do so student acquire language and become more proficient over time. As they become more proficient they are able to reclassify from the English Learner program. In 2018-19, 31 % of current ELs grew by one level on the ELPAC, 37% maintained the same level and 32% dropped one or two levels. Our biggest drops were students who scored at the level 3 or level 4 on the 2017-18 ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of reclassified students	7 students reclassified	50% of Level 4 students will reclassify by the June 2021
ELPAC	2018-19 31% of current ELs grew by one level 37% maintained the same level 32% dropped one or two levels.	80% of Level 1 students will move to level 2. 60% of Level 2 students will move to level 3. 40% of Level 3 students will move to level
CA Dashboard	2019 52.2% of ELs making progress towards English language proficiency p	60% of EL's making progress towards English language proficiency

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All English Learners (ELs) will receive 150 minutes a week of Designated ELD.	August 2021- June 2022	Principal Teachers	Academic Specialist	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Donations Donations	
EL Advisor will provide PD in the area of language acquisition during staff meetings and will share resources via email.	October 2021- June 2022	Principal Teachers EL Advisor	EL Advisor Stipend	1000-1999: Certificated Personnel Salaries	District Funded	
Newcomers will meet with an academic specialist for 30 minutes per day, for 8 weeks. Goals is to provide language, cultural and technology support.	August 2021- June 2022	Principal Academic Specialist	Newcomer Academic Specialist See Goal 2			
Academic Specialist (AS) will use Smarty Ants to provide reading intervention for ELs in 1st and 2nd grade. AS will meet with a small	October 2021- June 2022	Principal Academic Specialist	See Goal 2			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>group of students for 30 minutes per session/ 2 days per week (before or after school). AS will deliver direct lessons to students struggling to complete the Smarty Ants lessons.</p> <p>Academic Specialist will use Imagine Learning to provide reading intervention to ELs in 3rd-5th grade. AS will meet with a small group of students for 30 minutes per session/ 2 days per week (before or after school). AS will deliver direct lessons to students struggling to complete the Imagine Learning lessons.</p> <p>Students with Disabilities (SWD) will have access to this intervention in addition to the special educations services they receive.</p>						
<p>Monitoring meetings will be held for all newcomers and at risk students.</p> <p>Language focus goals will be selected to address the 4 domains of EL proficiency</p>	October 2021	Teacher Principal Bilingual Facilitator				
<p>Principals will conduct "data chat" meetings with parents, students and teacher for all Level 4 students. Reclassification criterial will be reviewed and student data will be shared. Goals will be drafted to support the students' progress.</p>	Teacher Bilingual Facilitator Principal					
<p>Parents of English learners will be personally invited to attend the</p>	September 2021 - May 2022	Principal TOSA				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Latino Family Literacy Project classes. Classes will help students and parents create a reading routine at home. Classes will teach parents how to support the development of their child's reading skills by providing reading strategies. Also, the classes will focus on the development of English vocabulary.		Bilingual Facilitator				
Reclassification process will be explained to parent during ELAC meetings. Parents will also receive tips on how they can help their child make ongoing growth.	January 2021	Principal				
Common ELD times will be implemented for TK-2 and 3rd-5th grade. This will allow teachers to collaborate and share students in order to best offer targeted designated ELD.	September 2021 - June 2022	Teachers				
Two academic specialist will support ELD instruction by working with IFEP, RFEP and EO students. This allow teachers to deliver ELD in small groups.	September 2021 - June 2022	Academic Specialist				
The MTSS process will be initiated for students who dropped a level on the ELPAC.	October 2021 - June 2022	Principal TOSA Teachers				
Staff will participated in PD targeting the specific needs of EL Examples: CABE Workshops hosted by VCOE	October 2021- June 2022	Teachers	PD	5800: Professional/Consulting Services And Operating Expenditures	0860	1800
School will prepare to offer a dual language immersion program in the Fall of 2022 to best support the needs of ELs. School and	August 2021 - June 2022	Principal Central Office Administration Teachers	District Funded ESR2			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
district personnel will engage in professional development, consultation, and collaboration.		Support Staff				

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

When compared to their 2019 scores
 40% of Level 1 students moved to level 2 and 60% stayed as level 1 - Goal Not Met
 19% of Level 2 students moved to level 3, 14% moved to level 1 and 66% stayed as level 1 - Goal Not Met
 12% of Level 3 students moved to level 4, 21% moved to level 2 and 66% stayed at level 3
 50% of English Learners at the Level 4 level Did meet the criteria for reclassification; however, since the ELPAC scores were 2 years old, reclassification was not approved. - Goal Met

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

Since the ELPAC scores were 2 years old, we did not reclassify any students during the 2020-21 school year. Designated ELD was offered remotely during reinforcement time, however participation berried.

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.

Goals will remain the same. Actions that were not feasible last year, will be implemented this school year. After school support will be offered on campus. Designated ELD will be taught the during the school day.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

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

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

Goal 6

Reduce chronic absenteeism by 3% for EL students
 Reduce chronic absenteeism by 5% for SED students
 Reduce chronic absenteeism by 5% for SWD students
 Reduce chronic absenteeism by 5% for White students

19-20 20 Chronic
 20-21 40 Students

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CA Dashboard

SED students are 12.2% chronically absent and Increased 3.3%

Reduce chronic absenteeism by 4% for EL students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL students are 8% chronically absent and Increased 2.8% SWD students are 11.1% chronically absent and Declined 2.8% White students are 14.3% chronically absent and Declined 2.4%	Reduce chronic absenteeism by 5% for SED students Reduce chronic absenteeism by 5% for SWD students Reduce chronic absenteeism by 5% for White students

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Office Staff will run attendance data daily call parents when absent, enter data in the Q student information system.	August 2021-June 2022	Principal Office staff				
Bilingual outreach assistant will connect with families after three unexcused absences to gather information, help remove barriers, support families and direct to resources as needed. Bilingual outreach assistant and the bilingual school social worker will collaborate when addressing the needs of families.	August 2021-June 2022	Principal Bilinguals outreach assistant Bilingual outreach social worker				
Bilingual Outreach Social Worker will create an attendance club to support and encourage increased student attendance.	August 2021-June 2022	Principal Bilingual Social Worker				
Bilingual Social Worker and office staff will support principal with attendance follow up and SART meetings	August 2021-June 2022	Principal Office staff Bilingual Social Worker				
Office clerk, the bilingual outreach	August 2021-June	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
assistant, bilingual school social worker and principal will meet two time per month to monitor attendance.	2022	Office Staff Bilingual Social Worker				
Provide education to families regarding attendance procedures and regulations. Explain the independent studies process.	September 2021 - June 2022	Principal BSW				

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

There was 100% increase in the number of students who were considered chronically absent. The majority of these absences came from students who attended school remotely last 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.

None

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

School will provide educations for all parents regarding attendance requirements, procedures and consequences for poor attendance. This will be done early in the year in order to discourage negative attendance. In addition, school will provide education to all parents regarding short term independent studies. These will help reduce the number of unexcused absences.

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	\$472,704.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$165,073.00

Subtotal of additional federal funds included for this school: \$165,073.00

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

State or Local Programs	Allocation (\$)
0860	\$9,840.00
OTRM	\$33,252.00
After School and Education Safety (ASES)	\$128,570.00
Donations	\$27,442.00
Instruction	\$7,727.00
Other	\$100,800.00

Subtotal of state or local funds included for this school: \$307,631.00

Total of federal, state, and/or local funds for this school: \$472,704.00

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
0860	9840	0.00
0TRM	33252	0.00
Title I	165073	0.00

Expenditures by Funding Source

Funding Source	Amount
0860	9,840.00
0TRM	33,252.00
After School and Education Safety (ASES)	128,570.00
Donations	27,442.00
Instruction	7,727.00
Other	100,800.00
Title I	165,073.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	174,072.60
2000-2999: Classified Personnel Salaries	78,897.00
3000-3999: Employee Benefits	54,392.40
4000-4999: Books And Supplies	14,620.00
5000-5999: Services And Other Operating Expenditures	135,422.00
5800: Professional/Consulting Services And Operating Expenditures	15,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	0860	6,660.00
3000-3999: Employee Benefits	0860	1,380.00
5800: Professional/Consulting Services And Operating Expenditures	0860	1,800.00
2000-2999: Classified Personnel Salaries	OTRM	22,360.00
3000-3999: Employee Benefits	OTRM	8,092.00
4000-4999: Books And Supplies	OTRM	2,800.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	1,070.00
5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	127,500.00
1000-1999: Certificated Personnel Salaries	Donations	10,000.00
2000-2999: Classified Personnel Salaries	Donations	16,717.00
3000-3999: Employee Benefits	Donations	725.00
2000-2999: Classified Personnel Salaries	Instruction	3,360.00
3000-3999: Employee Benefits	Instruction	667.00
4000-4999: Books And Supplies	Instruction	200.00
5000-5999: Services And Other Operating Expenditures	Instruction	3,500.00
1000-1999: Certificated Personnel Salaries	Other	60,000.00
2000-2999: Classified Personnel Salaries	Other	18,800.00
3000-3999: Employee Benefits	Other	22,000.00
1000-1999: Certificated Personnel Salaries	Title I	104,072.60
2000-2999: Classified Personnel Salaries	Title I	11,000.00
3000-3999: Employee Benefits	Title I	21,528.40
4000-4999: Books And Supplies	Title I	10,550.00
5000-5999: Services And Other Operating Expenditures	Title I	4,422.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	13,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	299,778.00
Goal 2	103,744.00
Goal 3	34,692.00
Goal 4	32,690.00
Goal 5	1,800.00

School Site Council Membership

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

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

Name of Members	Role
Erica Ultreras	Principal
Michelle Adler	Other School Staff
Jenna Foster	Parent or Community Member
Natalie Smith	Classroom Teacher
Gabriela Cameron	Parent or Community Member
Maria Beltran	Parent or Community Member
	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.

Recommendations and Assurances

The School Site Council (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 SSC sought and considered all recommendations from the following groups or committees 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
	Other: Classified See attachment for signatures

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

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

This SPSA was adopted by the SSC at a public meeting on 9/15/21.

Attested:



Principal, Erica Ultreras on 9/15/21
SSC Chairperson, Jenna Foster on 9/15/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Recommendations and Assurances

The School Site Council (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 SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Aniqa Courtney	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
Gabriela Cameron	School Site Representative
	Special Education Advisory Committee Representative
	Other: Classified
Michelle Adler	

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

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

This SPSA was adopted by the SSC at a public meeting on 9/15/21.

Attested:



Principal, Erica Ultreras on 9/15/21



Jenna Foster (Sep 15, 2021 21:15 PDT)

SSC Chairperson, Jenna Foster on 9/15/21

Signature: 
Gabriela Cameron (Sep 15, 2021 20:36 PDT)
Email: gabmarinc@gmail.com

Signature:
Email: mpollak83@gmail.com

Signature:
Email: maria042511@gmail.com

Signature: 
Aniqa Courtney (Sep 15, 2021 19:04 PDT)
Email: aniqa.courtney@gmail.com

Signature:
Email: nataliesmith@conejousof.org

Signature: 
Michelle Adler (Sep 15, 2021 17:46 PDT)
Email: madler@conejousof.org