



# 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
Calaveras High School/Gold Strike High	05-61564-0531509/05-61564-0530022	5/24/2023	6/13/2023

## Purpose and Description

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

**Schoolwide Program**

**Additional Targeted Support and Improvement**

Gold Strike Continuation High School has been exited from Comprehensive Supports and Improvement. Calaveras has qualified for Additional Targeted Support and Improvement (ATSI) based on the 2022 CA Dashboard.

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.

CHS-Input is sought from all stakeholders via surveys and needs assessments. Data from CAASPP scores, the California Dashboard, and more are also utilized to inform decision-making on goals and planning. School plans (SPSA/WASC) designed to be in alignment with the Local Control Accountability Plan (LCAP) and federal addendum.

GSHS-Input is sought from all stakeholders via surveys and needs assessments. Data from CAASPP scores, the California Dashboard, and more are also utilized to inform decision-making on goals and planning. School plans (SPSA/WASC) designed to be in alignment with the Local Control Accountability Plan (LCAP) and federal addendum.

# 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).

Data collected and shared with the following stakeholder groups:: Site Council/ELAC, CHKS, LCAP community meeting, Parent club meetings, Staff co-planning days,

Summary of findings: (projected area of needs)

Social-Emotional Needs

Parent Engagement

Program Opportunities (diverse course offerings)

Student Engagement

## Classroom Observations

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

ICLE instructional Rounds with peer feedback, Administrative walk-throughs,

Summary of Findings:(projected area of needs)

1.) Post Essential Questions/Learning Objectives

2.) Collaboratively develop learning objectives and common assessments (both formative & summative)

3.) Implement academic discourse strategies

4) Develop implement lessons based on rigor, relevance, engagement rubrics (intentional planning).

The teaching staff has started to collaboratively create student learning goals, success criteria, and formative assessments as observed by informal observations and regular collaboration.

## 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)

Data generated through CAASPP results, the CDE Dashboard, and department specific assessments serve as indicators for necessary program adjustments. Data collected over multiple years will help to guide initial student placement as well as intervention opportunities.

Interim assessments and common rubrics used to measure student progress is an area of priority.

The area of data protocols and systematic analysis and use of data to drive decisions is an area of prioritized focus.

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

Departments need to identify the assessments and data they will use to inform their instruction.

Student interim scores are reviewed, and formative assessments are indicators that inform educators so teaching strategies may be adjusted as needed.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The staff are properly credentialed for the subject areas they teach.

All CUSD Alt. Ed. teaching staff hold a multiple subject teaching credential. Meet the definition of highly qualified.

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

The staff are properly credentialed for the subject areas they teach. Teachers participate in and lead CORE Day PD. Teachers also receive release time for department collaboration and to attend PD offered outside of the district. Additionally, teachers meet for structured department collaboration on 22 early-release days per school year.

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

Staff development opportunities (core days, co-planning, collaboration periods and conferences/workshops) are dedicated to addressing departmental/program improvement. Occasional school/district-wide presentations are geared to topics of wider concern such as trauma informed instruction. Teachers participated in professional development for grading for equity practices, math, science (NGSS), and English (ERWC and CATE Conference) as well as for climate and culture improvement. AP teachers attended AP Conferences. Our CTEIG and SWP grants funded the CTE departments' ongoing professional development and student supports. 2020/21 saw an increased focus on the use of technology for instructional purposes—and this trend will continue to be a priority.

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

Instructional assistance and support for teachers is provided primarily through voluntary peer collaboration, departmental collaboration, and district Educational Services Directors. Increased access to release time has been helpful. All staff received training on ICLE rigor/relevance/engagement rubrics. There have been multiple opportunities for teachers and admin, through leadership coaching, to participate in collaborative instructional review process.

Site admin conduct formal and informal observations/evaluations, providing post observation feedback for teachers.

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

Teachers collaborate with same-course peers, and work in departments to develop vertical articulation of course syllabi. We have structured our bell schedule to have 22 early release days which will be used for department collaboration, professional development(PD), cross curricular collaboration, and data analysis. Some of these days will be used to articulate with the middle school. This is an ongoing area of focus and priority.

## Teaching and Learning

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

Staff received PD on creating standards-based learning objectives. Departments further align curriculum and instruction through the development, implementation, and on-going evaluation of common assessments of student performance. The district continues to provide training in Rigor, Relevance, and I Learner Engagement to improve the instructional design at all schools in the district.

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

CHS meets its annual number of minutes which is higher than the average number of minutes in most high schools in CA.

GSHS meets instructional minute requirements for continuation programs.

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

Credit Recovery through 22-23 through COVID funding. The math program has multiple pathways to achieving graduation requirements

GSHS offers on-line pathways for credit recovery, 3 levels of Math; students transfer from one course to the other based on individual progress. An extended day schedule allows for afternoon credit recovery and additional teacher support to students.

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

All students have equal access to standards-based instructional materials/textbooks as is deemed applicable per program. Two years ago a new ELA curriculum, StudySync, was adopted and implemented in 9-11 grade English classes.

A designated ELD class was added to the master schedule.

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

English updated the ERWC program and StudySync was adopted as an English curriculum.

Interventions utilized include differentiated instruction, strategic pacing, test retakes, and a focus on essential standards. Carnegie Math has been adopted for the 22-23 school year for the following courses: Foundations in Algebra, Algebra 1, Geometry, Algebra II.

## Opportunity and Equal Educational Access

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

After school tutorials in Math, English, World Languages and Science are available weekly. SPED students are mainstreamed into core curricular classes (as deemed appropriate) and provided support classes as well.

A section of ELD was added to the master schedule.

GSHS students can dual enroll at Calaveras High School.

Evidence-based educational practices to raise student achievement

Through the work with ICLE, lesson design and student engagement remain a focus of PD designed to increase student achievement.

## Parental Engagement

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

Students have access to after-school, certificated tutoring. Peer tutors/mentors are available to students. Student study teams, 504 review teams, and IEP teams all assist under-performing students. Students seeking credit recovery can attend Summer Program or Credit Recovery options at CHS. School staff works closely with Behavioral Health and Foster Youth Services to support students and families in need.

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)

The school site council, consisting of parents, community, teachers, students, and other school personnel are involved in the planning on implementation of consolidated application programs. As part of our WASC revisit process, parent, student, classified personnel, and teacher groups all participated in the school's process to analyze and report as well as to determine needs and set priorities. Our CHS Parents Club has been very active in providing our teachers and their classrooms with "Wish List" items. Additionally, they have purchased picnic tables, benches, and shade structures to place around our campus for students.

#### Funding

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

Lottery funds provided the primary support for staffing the tutorial program.

#### Fiscal support (EPC)

Fiscal support for school goals is provided through general funds. Additionally, we have CTEIG, Perkins, Ag Incentive Grant, and Strong Work force grants to fund our CTE Programs.

Needs include intervention and credit recovery options for both GSHS & CHS. Enrichment options and support are also needed for students.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

SSC has met 4 times during the 2022-23 school year and has two additional meetings to complete revisions and approval of the 2023-24 SPSA. In addition, we have worked with our site leadership team and staff overall by completing data analysis, revisions to goal actions and budget. We also work annually with Differentiated Assistance program specialists assigned through our county office of education.

## **Resource Inequities**

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

There are currently no identified resource inequities at Calaveras High School and Gold Strike Continuation High School.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	230	223	201
Grade 10	210	222	211
Grade 11	181	181	171
Grade 12	196	154	163
Total Enrollment	817	780	746

### Conclusions based on this data:

1. We continue to see a decline in enrollment at CHS. GSHS is stable due to being a continuation high school with two classrooms.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	24	24	24	2.90%	3.1%	3.2%
Fluent English Proficient (FEP)	59	59	49	7.20%	7.6%	6.6%
Reclassified Fluent English Proficient (RFEP)	2			8.3%		

### Conclusions based on this data:

1. We have focused on reclassification of our English Learners both in 21-22 and 22-23.
2. Because this data comes from census data from state, It is not showing recently reclassified students. We currently have 21 English Learners enrolled. 3 students were reclassified on 9/15/22



# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	159	163		103	137		100	133		64.8	84.0	
All Grades	159	163		103	137		100	133		64.8	84.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2572.	2539.		14.00	10.53		36.00	25.56		28.00	29.32		22.00	34.59	
All Grades	N/A	N/A	N/A	14.00	10.53		36.00	25.56		28.00	29.32		22.00	34.59	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	20.43	16.15		60.22	57.69		19.35	26.15	
All Grades	20.43	16.15		60.22	57.69		19.35	26.15	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	17.89	10.94		54.74	50.78		27.37	38.28	
All Grades	17.89	10.94		54.74	50.78		27.37	38.28	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.26	6.87		83.16	79.39		11.58	13.74	
All Grades	5.26	6.87		83.16	79.39		11.58	13.74	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	17.00	10.69		70.00	66.41		13.00	22.90	
All Grades	17.00	10.69		70.00	66.41		13.00	22.90	

**Conclusions based on this data:**

1. We had an 11% drop in overall at or above standard between 2021 and 2022.
2. We had an approximate increase of 11% in below standard between 2021 and 2022.
3. We must have an acute focus on the significant % of students near standard in 2022.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	159	163		103	131		102	131		64.8	80.4	
All Grades	159	163		103	131		102	131		64.8	80.4	

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2548.	2498.		3.92	1.53		22.55	9.16		28.43	19.85		45.10	69.47	
All Grades	N/A	N/A	N/A	3.92	1.53		22.55	9.16		28.43	19.85		45.10	69.47	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.82	3.05		54.90	35.11		36.27	61.83	
All Grades	8.82	3.05		54.90	35.11		36.27	61.83	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	10.78	4.58		57.84	63.36		31.37	32.06	
All Grades	10.78	4.58		57.84	63.36		31.37	32.06	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.88	4.58		70.59	61.07		23.53	34.35	
All Grades	5.88	4.58		70.59	61.07		23.53	34.35	

Conclusions based on this data:

1. We have a significant percentage of students at or near standard. However, only 10% of our students are proficient or above. We need to focus on the 51% of students who are near standard.

2. In 22-23 all students (except for identified SWD) will go directly into Algebras 1 as 9th graders. We are providing two lab classes for the approximately 50 students who need the most support in Algebra 1. This should increase the number of students in college prep level math classes to go beyond the 2 year high school math requirement.
3. In 22-23, we anticipate a 20% increase in the number of students taking Geometry.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	7	
10	*	*		*	*		*	*		6	*	
11	*	*		*	*		*	*		8	4	
12	*	*		*	*		*	*		*	6	
All Grades										19	19	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	50.00	31.58		37.50	26.32		12.50	42.11		0.00	0.00		16	19	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	75.00	36.84		25.00	52.63		0.00	10.53		0.00	0.00		16	19	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	12.50	15.79		56.25	21.05		31.25	31.58		0.00	31.58		16	19	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	18.75	21.05		81.25	78.95		0.00	0.00		16	19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	93.33	68.42		6.67	31.58		0.00	0.00		15	19	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	31.25	26.32		62.50	31.58		6.25	42.11		16	19	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	26.67	5.26		73.33	89.47		0.00	5.26		15	19	

**Conclusions based on this data:**

1. With less than 30 students, the state does not produce data. Therefore, it is difficult to make valid conclusions on EL achievement.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
780	40.8	3.1	0.6
Total Number of Students enrolled in Calaveras High School/Gold Strike High.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	3.1
Foster Youth	5	0.6
Homeless		
Socioeconomically Disadvantaged	318	40.8
Students with Disabilities	138	17.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.6
American Indian	6	0.8
Asian	4	0.5
Filipino	3	0.4
Hispanic	190	24.4
Two or More Races	29	3.7
Pacific Islander	2	0.3
White	532	68.2



**Conclusions based on this data:**

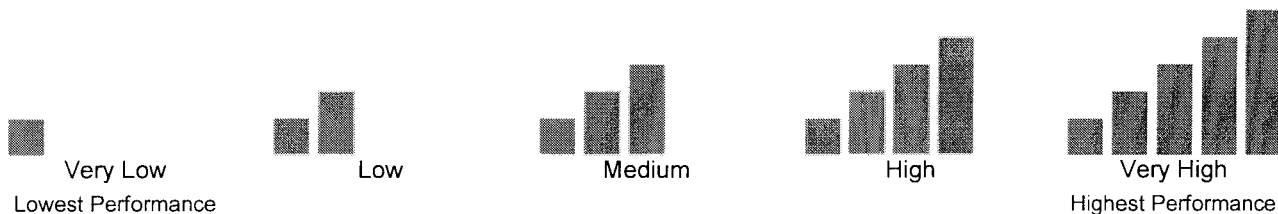
1. We continue to have a significantly higher percentage of SWD than the state average. Due to this, we are looking at disproportionality data regarding students out of general education 20% or more of the time. We are beginning to look at increasing our inclusion opportunities for students.

# School and Student Performance Data

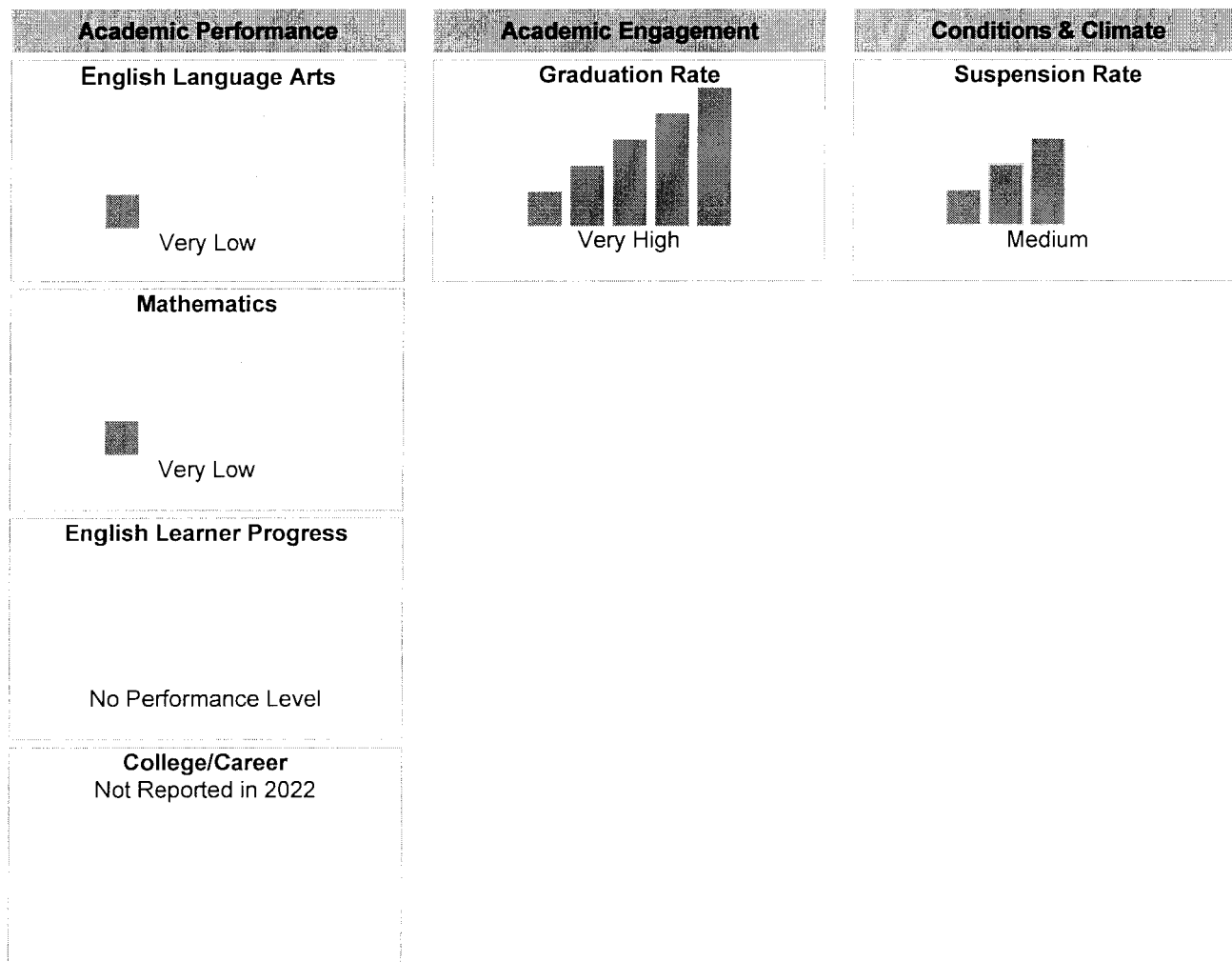
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



**Conclusions based on this data:**

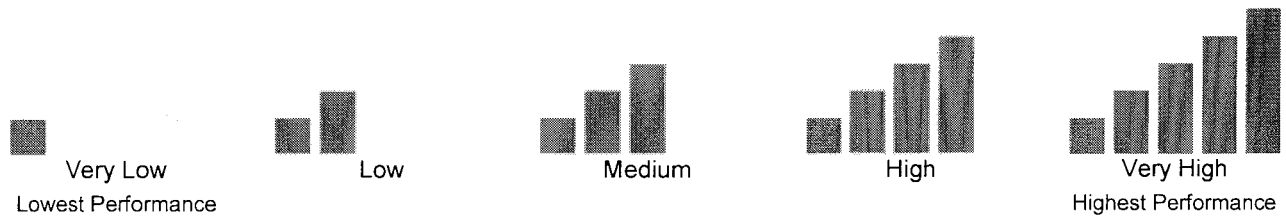
1. We need to find ways improve student performance on the standardized test in ELA and Mathematics.
2. Continue to find and implement increased alternatives to suspension and continue to implement PBIS to address student behavior.
3. Improve student involvement with determining their path to college/career readiness by working with our College and Career counselor as well as our College and Career Technician.

# School and Student Performance Data

## Academic Performance English Language Arts

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




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





This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
3	1	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 <p>Very Low 70.2 points below standard 155 Students</p>	<p>No Performance Level 8 Students</p>	<p>No Performance Level 1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 <p>Very Low 73.0 points below standard 62 Students</p>	 <p>Very Low 103.1 points below standard 32 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<b>African American</b>          No Performance Level 1 Student	<b>American Indian</b>          No Performance Level 2 Students	<b>Asian</b>          No Performance Level 1 Student	<b>Filipino</b>          No Performance Level 1 Student
<b>Hispanic</b>   Low 44.5 points below standard 35 Students	<b>Two or More Races</b>          No Performance Level 9 Students	<b>Pacific Islander</b>          	<b>White</b>   Very Low 78.7 points below standard 105 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<b>Current English Learner</b>  5 Students	<b>Reclassified English Learners</b>  3 Students	<b>English Only</b>  66.7 points below standard 138 Students

#### Conclusions based on this data:

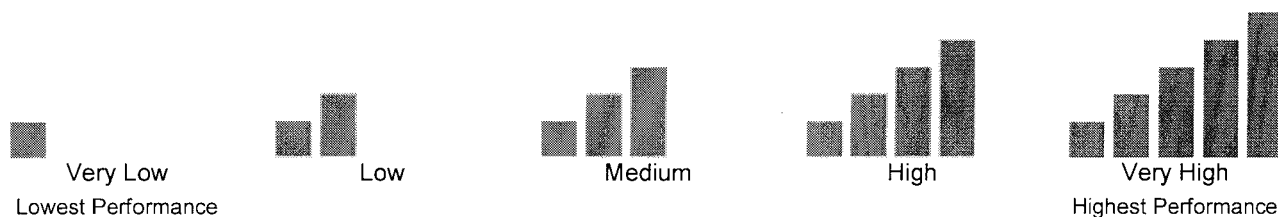
1. The 21-22 completion status was for CHS/GSHS was less than 86%. With the LOSS values this means that 9% of our students who should have tested had a significant impact of our overall ELA performance of 70.2 points below standard. We must look at the root cause of this low CAASPP/CAA completion status.
2. Our Hispanic subgroup scored about 26 points higher than our all students group.
3. There is a significant difference in overall standard score of our SWD population-33 point difference for this sub group compared to all students.

# School and Student Performance Data

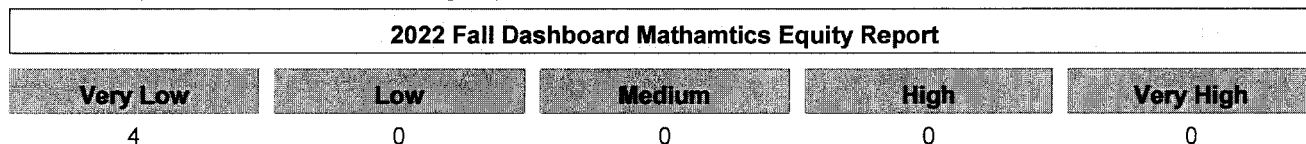
## Academic Performance Mathematics

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




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





This section provides number of student groups in each level.



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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  <p>Very Low 143.7 points below standard 154 Students</p>	<b>English Learners</b> <p>No Performance Level 8 Students</p>	<b>Foster Youth</b> <p>No Performance Level 1 Student</p>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  <p>Very Low 166.3 points below standard 61 Students</p>	<b>Students with Disabilities</b>  <p>Very Low 182.7 points below standard 32 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
No Performance Level 1 Student	No Performance Level 2 Students	No Performance Level 1 Student	No Performance Level 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 <p>Very Low 147.1 points below standard 35 Students</p>	No Performance Level 9 Students		 <p>Very Low 145.1 points below standard 104 Students</p>

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
5 Students	3 Students	142.5 points below standard 138 Students

#### Conclusions based on this data:

1. The 21-22 completion status was for CHS/GSHS was less than 82%. With the LOSS values this means that 13% of our students who should have tested, brings our overall performance to an approximate 250 pts below state standard for that 13% of students. This had a significant impact of our overall math performance of 143.7 points below standard. We must look at the root cause of this low CAASPP/CAA completion status.
2. There is a fairly significant difference in overall standard score of our SED population-23.4 point difference for this sub group compared to all students.
3. There is a significant difference in overall standard score of our SWD population-39 point difference for this sub group compared to all students.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level 54.5 making progress towards English language proficiency Number of EL Students: 11 Students Performance Level: No Performance 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.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
36.4%	9.1%	36.4%	18.2%

#### Conclusions based on this data:

1. There is not enough data on the CA Dashboard to produce valid conclusions. We continue to provide supports to our EL students through designated ELD, counseling services.



# School and Student Performance Data

## Academic Performance College/Career Report

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

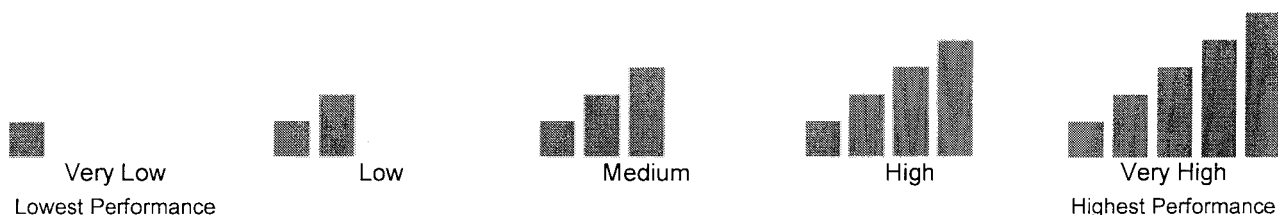
### Conclusions based on this data:

1. No data.

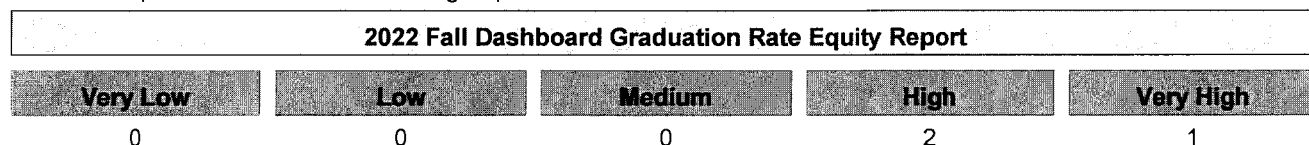
# School and Student Performance Data

## Academic Engagement Graduation Rate

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



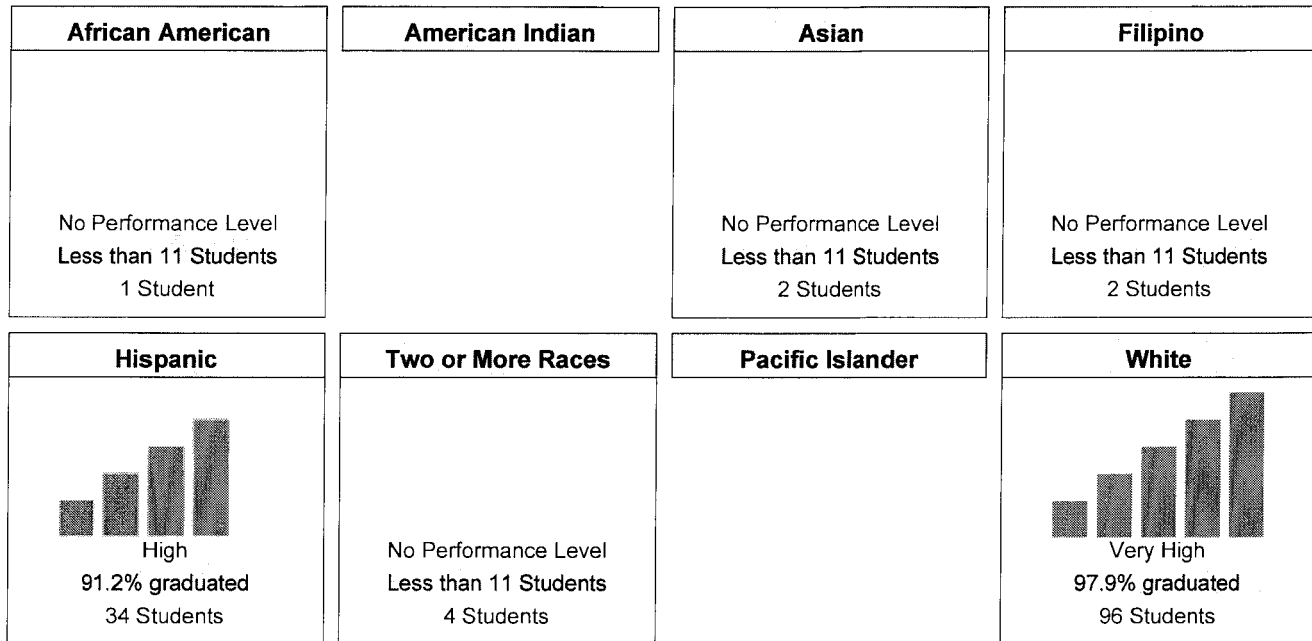
This section provides number of student groups in each level.



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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b> <p>Very High 96.4% graduated 139 Students</p>	<b>English Learners</b> <p>No Performance Level Less than 11 Students 9 Students</p>	<b>Foster Youth</b> <p>No Performance Level Less than 11 Students 1 Student</p>
<b>Homeless</b> <p>No Performance Level Less than 11 Students 2 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>High 94.9% graduated 78 Students</p>	<b>Students with Disabilities</b> <p>No Performance Level 90.9% graduated 22 Students</p>

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



**Conclusions based on this data:**

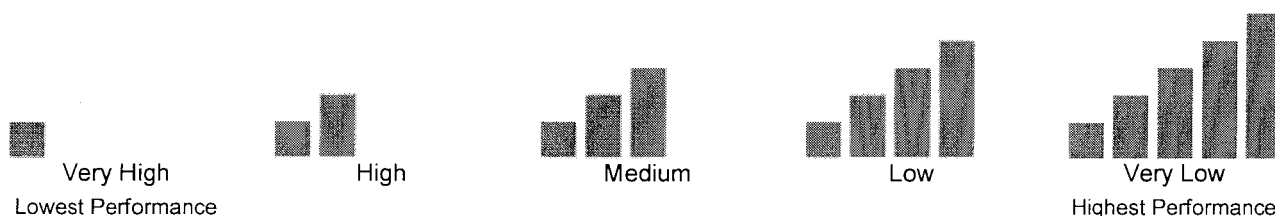
1.

# School and Student Performance Data

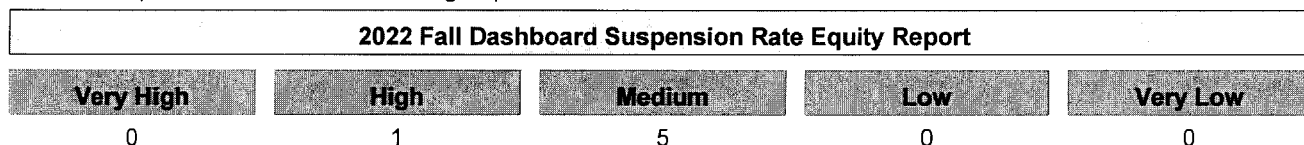
## Conditions & Climate Suspension Rate

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

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



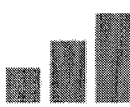
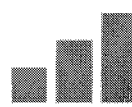
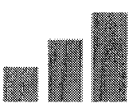
This section provides number of student groups in each level.



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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b> <p>Medium 4.8% suspended at least one day 852 Students</p>	<b>English Learners</b> <p>Medium 5.9% suspended at least one day 34 Students</p>	<b>Foster Youth</b> <p>No Performance Level Less than 11 Students 10 Students</p>
<b>Homeless</b> <p>No Performance Level Less than 11 Students 4 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Medium 4.9% suspended at least one day 406 Students</p>	<b>Students with Disabilities</b> <p>High 9.9% suspended at least one day 162 Students</p>

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

African American	American Indian	Asian	Filipino
<p>No Performance Level Less than 11 Students 5 Students</p>	<p>No Performance Level 0% suspended at least one day 11 Students</p>	<p>No Performance Level Less than 11 Students 4 Students</p>	<p>No Performance Level Less than 11 Students 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>4.4% suspended at least one day 204 Students</p>	 <p>2.4% suspended at least one day 42 Students</p>	<p>No Performance Level Less than 11 Students 3 Students</p>	 <p>5.2% suspended at least one day 580 Students</p>

Conclusions based on this data:

1.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

### Goal 1

Calaveras Unified School District will effectively address the following areas... \_

Providing basic services and improving overall learning conditions

### Goal 2

Calaveras Unified School District will effectively address the following areas... \_

Improving student academic achievement as measured through standardized and local outcomes

## Goal 1

Improving student academic achievement.

## Identified Need

Continue the integration of technology into all content areas in order to increase learning and demonstrate mastery of content standards.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Data---College and Career Indicator of % of students prepared.	2019 Dashboard Data---"Orange", 42.6% prepared, declined 4.2%	Increase percentage of prepared students by 2% annually as measured through the CA Dashboard.
Through the Collaborative Instructional Review process, collect data on the use of technology that enhances student learning.	Based on collected data, about 50% of our instructional time integrates technology into lessons in some way.	For the 22-23 school year, we would like to breakout specific tools that are being used while staying around 50% integration of technology.
% of student logins during the instructional day.	Baseline to be established in the 22-23 school year.	The established baseline will allow us to identify the expected outcome in 22-23 school year.
DSEI Data	Baseline to be established in the 22-23 school year.	The established baseline will allow us to identify the expected outcome in 22-23 school 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.

## Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

1. Continued PD focus and training on district and school identified instructional initiatives: Academic discussion, formative assessment processes, writing through use of rigor, relevance, engagement and relationship rubrics, intentional planning-focus on newer teachers. (International Center for Leadership in Education or ICLE).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

25,000

Source(s)

Unrestricted

## Strategy/Activity 2

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

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Continued technology integration training to effectively improve student outcomes specifically in the areas of student engagement and achievement.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

10,000

Source(s)

Unrestricted

### Strategy/Activity 3

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

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Continued purchase of virtual learning licenses for continuation and credit recovery. 2023-243 implementation of district wide ELA and Math assessment (iReady).

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

15000

Source(s)

Unrestricted

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Continued support for credit recovery through summer program as well as offering opportunities within our master schedule. We continue to see a high proportion of students making up credits in English, Social Sciences and Algebra 1.

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

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

For the 23-24 school year (Yr 2)Goal 1 has been revised to focus on student achievement vs. a stand alone on use of technology.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

### Goal 3

Calaveras Unified School District will effectively address the following areas... \_

Increasing parental engagement

Increasing student engagement

Improving school/district climate

## Goal 2

Promote positive school climate and culture by increasing engagement opportunities for students, families and other educational partners.

## Identified Need

WASC Identified Critical Areas of Need for both CHS and GSHS.\ Continue to engage all stakeholders in communication in order to improve school climate and

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey--9th and 11th graders	Caring Adult Relationships (48% and 62% have this) School Connectedness (54% and 58% feel connected) School Safety (52% and 56% believe school is safe)	Increase the number of students who feel connected and safe. All students will identify at least one caring adult relationship at school.
Parent/Family Surveys	Identify a parent survey during the 22-23 school year.	Administer survey, analysis of participants, results in improvement of overall school climate and culture.
Communications (staff, students, families)	Daily student updates, use of IC messenger (moving to Parent Square for communication to/from parent, staff, students. student emails, in 2023-24).	Weekly bulletin for staff, continue daily student updates,, develop written daily student updates posted on website. Implementation of Parent Square (data collection to determine effectiveness).
Dashboard Data---Suspension Rate	2022 Dashboard Status Medium.	Decrease in percentage change every year. Focus on alternative means of correction.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS tiered fidelity inventory	Tier 1 PBIS status.	Increase TFI scores in PBIS Tier 1 and Tier II until we meet 85% fidelity.

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

## Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

#### Increase Parent/Family Communication and Engagement

- ~Maintain site level advisory and support groups as applicable (IEP teams, SSC.)
- ~Provide family/stakeholder engagement opportunities through the LCAP process.
- ~Conduct Parent Engagement Surveys
- ~Coordinate parent engagement events.
  - Maintain Spring 8th grade visitation/parent night.
- ~Conduct targeted outreach to connect families with school linked services based on need. (CARE team, collaborator with Calaveras County Office of Education)
  - Implement Parent Square.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
10000	Unrestricted

## Strategy/Activity 2

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

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

Continue to support our PBIS/WASC advisor with one period release.

Breaking Down the Walls

Maintain Get Focused Stay Focused curriculum for all freshman

On the Right Track -Senior event through Chamber of Commerce/Community Organization (supporting adult services)

PBIS Tier 1 and II Interventions

Freshman Fly In Orientation and Parent involvement Barbecue lunch.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

0

30000

Source(s)

Unrestricted

Unrestricted

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

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

N

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, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2

Calaveras Unified School District will effectively address the following areas... \_

Improving student academic achievement as measured through standardized and local outcomes.

## Goal 3

WASC GOAL 4:

Calaveras High School/Gold Strike High School will determine relevant data points and create a protocol for analyzing data in order to make data-driven decisions that increase student learning.

## Identified Need

WASC 2020 - an additional area for growth identified was to continue to use the California Dashboard Indicators (link) and other local measures to assess progress and continue to monitor the changes at the school for their impact on student achievement and well-being.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Use local math and reading universal screeners 3 x annually to determine interventions for struggling learners.	Reading-	Establishing data during 21-22 and 22-23 school year.
Percentage of students completing advanced courses: Honors, AP	Establish baseline starting with 21-22 data.	Establishing data during 21-22 and 22-23 school 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.

## Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Identify priority data points (overall/departmental)

What we are doing as a site to support this goal:

~SWIFT-FIA completed by Leadership Team in 2023 will drive planning for professional development and collaboration time next school year

- ~DSEI assessment baseline done in 2023 to guide needs assessment
- ~Tiered Fidelity Inventory to assess where we are in the implementation process for PBIS
- ~California Dashboard (area for growth from 20202 when it is updated

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

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
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## **Strategy/Activity 2**

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

(Identify either All Students or one or more specific student groups)

All

### **Strategy/Activity**

Establish systems and protocols to assess, analyze and use data to drive site decisions (classroom, departmental, overall)

~Form PLCs -Departments, AP, Special Education, EL, PBIS, etc. (use data as guidance for continuous improvement)

~Address any gaps in departments regarding common formative and summative assessments (use of standardized interim assessments)

~Train Staff on Data Protocol

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

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
40000	District Funded

## **Annual Review**

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

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

## **ANALYSIS**

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

Common assessments (Reading Inventory, Math Inventory) were identified. Professional development plan based on instructional and learning objectives.

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

**not applicable**

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.

**Increased focus on professional development.**

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

### Goal 4

#### Identified Need

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

#### Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

### Goal 5

#### Identified Need

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

#### Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
-----------	-----------



# 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	\$151,278
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$130,000.00

## 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 (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
District Funded	\$40,000.00
Unrestricted	\$90,000.00

Subtotal of state or local funds included for this school: \$130,000.00

Total of federal, state, and/or local funds for this school: \$130,000.00

# 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
- 3 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Benjamin Buecher	Parent or Community Member
Kandilyn Galli	Secondary Student
Fara Roberts	Parent or Community Member
Thomas Sherman	Classroom Teacher
Andrea Floyd	Classroom Teacher
Anita Godamn	Classroom Teacher
Denise Weatherby	Parent or Community Member
Gina Sullivan	Other School Staff
Amy Hasselwander	Principal
	Other School Staff
	Classroom Teacher
	Other School Staff
	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:

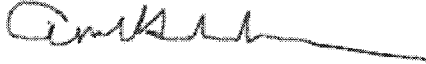

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 5/24/2023.

Attested:

	Principal, Amy Hasselwander on 5/04/2022
	SSC Chairperson, Fara Roberts on 5/24/2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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



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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

## Appendix B:

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

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

#### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

#### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

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

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

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

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

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

Developed by the California Department of Education, January 2019

**Subject:** Re: Device refresh

**Date:** Thursday, May 25, 2023 at 5:41:02 PM Pacific Daylight Time

**From:** Mark McGinness

**To:** Amy Hasselwander

**CC:** Matthew Medellin, Sean Smiley, Michael Ramaley

Sorry but we have limited stock but the option to leave desktop monitor could be an option we may just need to look at connection type of new monitor and look at cost to get adaptors.

Yes any laptop we put out will either be within the 5 year mark and most have one from 2020 and anyone using an older 2018 model would get a newer laptop.

So Matt all I would need is your blessing so we can send out this info before school ends. I know there could be a few challenges with some but I know we will provide support to assist with the transition to full time using laptops. Our goal will to do our best and make it as simple as possible.

We will also include you in the email sent to staff.

MM

Sent from my iPhone

On May 25, 2023, at 5:18 PM, Amy Hasselwander <ahasselwander@calaveras.k12.ca.us> wrote:

As long as all teachers have a good laptop, I can support that. Might be some pushback at the change but like the boards in classrooms, teachers have gone from why would I want this to please don't take it away, so to speak. We will get through the change. Laptops are more flexible. Teachers aren't stuck to their desks like they are with desktops.

Probably won't make some teachers happy but I think they will adapt. Is there a way to provide a monitor for teachers who request one?

Thanks.

Sent from my iPhone

On May 25, 2023, at 3:22 PM, Mark McGinness <MMcginness@calaveras.k12.ca.us> wrote:

*Hi,*

Please review before we send out to your site Teachers.

*We have been evaluating each site to determine needs to refresh older laptops/desktops.*

*TMS and CHS pre-COVID were primary desktop sites and when distant learning hit us, we provided laptops to everyone and even some of those are older models.*



*I have shared with sites that, due to budgetary concerns, we cannot continue to supply 2 devices to teachers. I know Teachers have liked the idea but it can and will not be an option moving forward.*

*Both CHS and TMS have desktop computers that were purchased in 2018 and are EOL. We have determined the best way to move forward will be to remove the 2018 models from classrooms this summer. As most teachers have a laptop already this will become their only device. We will replace a laptop if it is more than 5 years old. We know there could be some push back, this is why we are sharing this information with you ahead of time so we can get your support.*

*We may not get to everyone before end of school year and we may not get all the desktops removed but this will continue until all older devices have been removed.*

*We know some of the concerns are that most all new devices which are already in use and even desktops no longer have dvd players and there is 2 options we will assist with.*

- 1. We already have adaptors that will connect a standard dvd player to the Newline TV's, the sad part is we do not have DVD players to give out but in most cases that we have found is teacher might already have one.*
- 2. We are looking at purchasing some usb dvd drives that can be connected to a laptop.*

*This is not the same for office/support staff they will continue to get desktops.*

Thanks

Mark McGinness

[https://calaverasusd.com/departments/technology\\_services](https://calaverasusd.com/departments/technology_services)

Phone: 2346

Email: [helpdesk@calaveras.k12.ca.us](mailto:helpdesk@calaveras.k12.ca.us)