



# 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
Valley Springs Elementary	05-61564-6003446	05/24/23	June 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

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.

On December 10, 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA), reauthorizing the federal Elementary and Secondary Education Act (ESEA) and replacing the No Child Left Behind Act (NCLB), the 2001 reauthorization of ESEA. Overall, the new law provides states more authority on standards, assessments, accountability, supports, and interventions while preserving the general structure of the ESEA funding formulas. The school site and district take input from all stakeholders, needs assessments, Culture Survey responses, Reading and math assessments, CAASPP and California School Dashboard results, and California Healthy Kids Survey responses. With this information, needs are summarized, goals created, and plans developed. This school plan is written in alignment with the Calaveras Unified School District LCAP.

# 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).

Several district wide surveys were conducted in conjunction with educators thriving. These surveys broke down several sections related to climate and culture. The results were summarized for an overall list of concerns that seemed to resonate across the district. The main concerns from VSE staff and parents seemed to be shared by staff and parents of the vast majority of locations throughout the district. Below is the summary of the district survey results with area of focused needs consolidated

LCAP Goal Staff Priorities Family Priorities

Goal 1---Improving Basic Services/Operations

- Maintenance/Facilities (59 votes)
- Safety/Security (54 votes)
- Transportation (45 votes)
- Maintenance/Facilities (41 votes)
- Safety/Security (41 votes)
- Technology (28 votes)

Goal 2---Improving Student Academic Achievement

- Supports for low-performing students (59 votes)
- Curriculum/Instruction (43 votes)
- Career Technical Education Programs (38 votes)
- Curriculum/Instruction (38 votes)
- Career Technical Education Programs (38 votes)
- Supports for low-performing students (32 votes)

Goal 3---Improving Student Engagement and School Climate

- Improving Student Behavior (55 votes)
- Social Emotional Learning (47 votes)
- Improving Student Attendance (34 votes)
- Social Emotional Learning (43 votes)
- Improving Student Engagement/Connections (35 votes)
- Improving Student Behavior (34 votes)

## Classroom Observations

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

The principal and other district administrators observe classrooms throughout the school year during formal and informal class visits. Teachers are provided constructive feedback on class visits via e-mail, documentation, and/or in-person dialogue. The principal visits each classroom on an average of once a week week during the school year. The school's leadership team, working with the principal, discusses areas of instructional focus. The principal uses information, data gathered during class visits, district initiatives, and Instructional Team Leadership input to guide on-going professional development and areas of focus to improve student outcomes.

Formal observations are conducted at least three times yearly for first year teachers, and twice a year for second year teachers. Tenured teachers work with the principal to create professional growth plans which address areas of continuous improvement and growth. These growth plans include coaching and formal observations.

## 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)

Smarter Balance Assessment Consortium  
Benchmark Assessments  
Curriculum Embedded Assessments  
Pre and Post Assessments  
Formative Assessments  
On the spot assessments such as exit tickets, quick writes, and quizzes  
Grade level common assessments  
Science Assessments  
ELPAC Assessments  
ESGI Kindergarten assessments  
Physical fitness testing results  
Accelerated Reader  
I-Ready Reading and Math diagnostics  
Student work samples with rubric grading (writing samples, oral presentations, student math with written explanations)

All of the above are used to guide decisions including groupings, intervention, differentiation, modifications to instruction, extension activities, and retention/promotion.

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

We will continue to use on-going assessment information (formal and informal, formative and summative) to guide instruction and interventions. Data will be compiled, organized and used to guide discussions at grade level collaboration meetings, staff meetings, School Site Council and ELAC meetings, and other collaborative and reflective opportunities.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district personnel ensures that we are appropriately staffed at Valley Springs Elementary School.

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

This year teachers in TK-5 and the principal had the opportunity to receive continued professional development in ICLE evidence-based practices, PBIS, trauma-informed practices, CUSD signature practices, and others based on interests and advancement in their teaching craft.

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

Professional Development during the 2022-23 school year focused on professional development in Rigor, Relevance, and Engagement rubrics and framework provided by the ICLE and ELD strategies, and CUSD Signature Practices

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

New teachers are provided mentors for support. We continue to focus on and invest in professional development that is meaningful and relevant. SIPPS training was provided for certificated and classified staff. Pro-Act Training was offered to all para support staff for special education interventions.

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

Valley Springs staff continues to build in and best utilize the time we have available for on-going, frequent, and purposeful collaboration time at staff meetings, grade level collaboration meetings, District CORE days, and early release days. Three staff members from VSE participated in Calaveras Unified Instructional Leadership Team (CUILT) to provide leadership and professional development district-wide. Our site Instructional Leadership Team (ILT) members meet monthly to help guide the decisions regarding professional development, leadership, and site direction.

## Teaching and Learning

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

Teachers are monitored to assure that Common Core standards are being implemented, objectives are clear and student outcomes are measured. Ongoing feedback is provided to teachers through class visits, follow up conversations and the formal evaluation process. As we continue to implement Common Core standards, instructional practices and assessments are more defined using existing curriculum and supplemental materials. Staff actively participates in professional development opportunities to strengthen instructional strategies.

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

During a normal school day, students are instructed in language arts and math in two instructional blocks that take up the entire morning until lunch. After lunch, language arts, writing and ELD standards are integrated into subject matter material during Science and Social Studies. With the school-wide focus on GLAD strategies and the focus on deepening learning with the Common Core standards, more emphasis is being placed on integrated and inter-disciplinary instruction and learning. Students receive at least 200 minutes of physical education every two weeks.

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

The principal strives to provide teachers with ongoing feedback on lesson delivery including pacing. Teachers are encouraged to gradually release control to students as they progress from highly structured instruction delivery to independent practice. Emphasis is also placed on ways that staff can check for understanding continually during the learning activities, utilizing strategies that encourage critical thinking. Collaborative conversations can be heard in classrooms with students using information and text to support their positions. Interventions for general education, English learners, and special education students are coordinated, monitored, and overseen by the principal in conjunction with MTSS guidelines. Every effort is made to schedule interventions that allow for students to maximize the opportunity for access to grade-level content and standards. Para-educators, supported by Title One funds, are utilized to assist students to reach Kindergarten and ELD benchmarks.

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

All students have equal access to instructional materials, safe school facilities, and qualified teachers.

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

Common Core ELA curriculum (Wonders) is utilized as the primary resource and tool along with supplementary, intervention, and extension materials that have proven to be successful. In aligning with Common Core math standards, VSE teachers are also utilizing Envision math curriculum and online platform. iReady math curriculum and assessments have been adopted for the 2022-23 school year.

## Opportunity and Equal Educational Access

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

Teachers follow the MTSS process. Teachers utilize Tier I interventions as a first step that can be delivered to students in small groups or individually in their own class, by their own teacher. Staff frequently monitors student progress and will follow up with a Student Success Team meeting that includes administration, classroom teacher, parent and other specialized personnel to determine next steps. Valley Springs Elementary teachers and staff use academic data to develop a strategic Tier 2 strategies to meet the needs of the whole child. A Reading Intervention teacher provides specialized, small-group instruction to students needing additional support.

Evidence-based educational practices to raise student achievement

In partnership with ICLE, VSE teachers continue to engage in professional development in areas of Rigor, Relevance, and Engagement. Continuous PD is provided in CUSD Signature Practices, PBIS, and Social Emotional Learning. A school counselor and the VSE Wellness Center support our students' social-emotional needs.

## Parental Engagement

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

Calaveras County Office of Education and the community provide resources to Calaveras Unified School District to help meet the needs of students. First 5 provides resources to families and parent training on a variety of timely topics to support families. School staff, administration, parents/families value the program to continue funding a portion of the garden program through school site funds and PTO contributions. VSE's Parent University was created to support parents in Common Core math, ELA, and other topics of interest. A new electronic reader board was installed and has updated information displayed for parents and community members to access on a regular basis.

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 meets minimally 6 times a year to review data, discuss the use of school resources and to refine vision and mission. Minutes and agendas are kept by members, including the principal and CUSD's categorical director. ELAC representatives and staff members provide input to SSC in monitoring and developing the school plan.

## Funding

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

Our special education classrooms serve students with disabilities in math, reading and writing per their IEPs. Title 1 funds are used to fund three academic para educators to support early literacy in kindergarten and a push-in para educator to support teachers in providing designated ELD. Title1 funding for the 2021-22 school year also helps to support all students across the curriculum in the garden program and art..

Fiscal support (EPC)

Title 1

## 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

School Site Council and ELAC members are actively involved in reviewing data, monitoring programs and supports, campus walkthroughs, and refining SPSA goals to address student needs and resources for continued improvement. School Climate surveys were used to solicit input from all stakeholders on issues of safety, climate, communication, and learning. VSE staff continually provides valuable input and leadership in identifying priorities, resources, and overall school climate needs for supporting students.

## Resource Inequities

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

After reviewing needs assessments, results indicated continued concerns relating to deferred maintenance.

# 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
Kindergarten	44	90	90
Grade 1	55	60	73
Grade 2	50	56	53
Grade3	70	56	59
Grade 4	51	73	58
Grade 5	49	57	75
Total Enrollment	319	392	408

### Conclusions based on this data:

1. Enrollment increased by 1% in the 2022--31 pandemic school year, due to an lifting of pandemic restrictions and families moving into our area due to other schools not pulling restrictions as early as CUSD

# 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	25	29	7.50%	6.4%	7.1%
Fluent English Proficient (FEP)	9	10	16	2.80%	2.6%	3.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. 2022-2023 realized a small increase in English Learners. 7.1% (29 VSE students) were English Learners
2. 0/29 English Learners were re-classified in 2021-22. Push-in ELD support in 2021-22 and implementation of Wonders ELD resources are expected to increase re-classification rates.



# 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 3	69	59		65	58		65	58		94.2	98.3	
Grade 4	52	77		48	71		48	71		92.3	92.2	
Grade 5	50	62		47	61		47	61		94.0	98.4	
All Grades	171	198		160	190		160	190		93.6	96.0	

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 3	2364.	2372.		4.62	12.07		12.31	8.62		24.62	29.31		58.46	50.00	
Grade 4	2428.	2417.		10.42	8.45		14.58	22.54		29.17	16.90		45.83	52.11	
Grade 5	2463.	2459.		12.77	9.84		17.02	22.95		23.40	26.23		46.81	40.98	
All Grades	N/A	N/A	N/A	8.75	10.00		14.38	18.42		25.63	23.68		51.25	47.89	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.15	8.62		56.92	60.34		36.92	31.03	
Grade 4	12.50	8.45		66.67	67.61		20.83	23.94	
Grade 5	14.89	6.56		57.45	78.69		27.66	14.75	
All Grades	10.63	7.89		60.00	68.95		29.38	23.16	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.08	1.72		43.08	53.45		53.85	44.83	
Grade 4	4.17	4.23		52.08	54.93		43.75	40.85	
Grade 5	13.33	8.20		44.44	59.02		42.22	32.79	
All Grades	6.33	4.74		46.20	55.79		47.47	39.47	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.69	6.90		72.31	72.41		20.00	20.69	
Grade 4	6.25	5.63		85.42	64.79		8.33	29.58	
Grade 5	2.13	11.48		82.98	65.57		14.89	22.95	
All Grades	5.63	7.89		79.38	67.37		15.00	24.74	

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 3	3.08	8.62		69.23	51.72		27.69	39.66	
Grade 4	6.25	9.86		72.92	66.20		20.83	23.94	
Grade 5	6.38	6.56		68.09	65.57		25.53	27.87	
All Grades	5.00	8.42		70.00	61.58		25.00	30.00	

**Conclusions based on this data:**

1. 2021-22 CAASPP results reflect 28% of all students met or exceeded overall ELA standards in Overall Achievement. Grade level breakdowns: 3rd grade 21%, 4th grade 31%, 5th grade 33%
2. Due to the Covid -19 pandemic stay-at-home mandates, CAASPP was not administered in 2019-20.
3. 48% of students scored in the Standard Not Met range. The decrease in overall achievement reflects the negative impact of the distance and hybrid learning due to the pandemic.

# 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 3	69	59		65	57		65	57		94.2	96.6	
Grade 4	52	77		48	71		48	71		92.3	92.2	
Grade 5	50	61		47	60		46	60		94.0	98.4	
All Grades	171	197		160	188		159	188		93.6	95.4	

\* 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 3	2373.	2385.		6.15	3.51		15.38	28.07		23.08	22.81		55.38	45.61	
Grade 4	2432.	2430.		4.17	9.86		16.67	12.68		47.92	38.03		31.25	39.44	
Grade 5	2441.	2462.		4.35	5.00		10.87	16.67		23.91	33.33		60.87	45.00	
All Grades	N/A	N/A	N/A	5.03	6.38		14.47	18.62		30.82	31.91		49.69	43.09	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9.23	8.77		36.92	49.12		53.85	42.11	
Grade 4	8.33	8.45		52.08	43.66		39.58	47.89	
Grade 5	2.17	5.00		32.61	48.33		65.22	46.67	
All Grades	6.92	7.45		40.25	46.81		52.83	45.74	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.08	7.02		44.62	47.37		52.31	45.61	
Grade 4	4.17	9.86		66.67	40.85		29.17	49.30	
Grade 5	4.35	0.00		56.52	58.33		39.13	41.67	
All Grades	3.77	5.85		54.72	48.40		41.51	45.74	

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
<b>Grade 3</b>	13.85	15.79		49.23	52.63		36.92	31.58	
<b>Grade 4</b>	6.25	9.86		66.67	53.52		27.08	36.62	
<b>Grade 5</b>	6.52	1.67		54.35	66.67		39.13	31.67	
<b>All Grades</b>	9.43	9.04		55.97	57.45		34.59	33.51	

**Conclusions based on this data:**

1. 2021-22 Overall Math Achievement: 25% of all VSE students met or exceeded overall Math standards. Grade level breakdowns: 3rd grade 31.5%, 4th grade 22.5%, 5th grade 21.6%
2. Due to the Covid -19 pandemic stay-at-home mandates, CAASPP was not administered in 2019-20.
3. 43% of students scored in the Standard Not Met range, a reflection of the detrimental effects of pandemic distance and blended learning.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	7	
1	*	*		*	*		*	*		6	*	
2	*	*		*	*		*	*		*	4	
3	*	*		*	*		*	*		8	*	
4	*	*		*	*		*	*		*	7	
5	*	*		*	*		*	*		4	*	
All Grades										22	24	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	4.55	0.00		45.45	41.67		45.45	45.83		4.55	12.50		22	24	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	27.27	12.50		50.00	66.67		18.18	12.50		4.55	8.33		22	24	

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	4.55	0.00		13.64	29.17		50.00	33.33		31.82	37.50		22	24	

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	40.91	29.17		50.00	62.50		9.09	8.33		22	24	

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	31.82	25.00		63.64	70.83		4.55	4.17		22	24	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	18.18	0.00		31.82	62.50		50.00	37.50		22	24	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	4.55	4.17		72.73	66.67		22.73	29.17		22	24	

#### Conclusions based on this data:

1. In 2021-22, 41.67% of our EL students scored in levels 3 (moderately developed) and 0% scored a 4 (well developed) in overall language. 45.83% scored at the level 2 range (somewhat developed), and 12.5% at level 1 (minimally developed).
2. Overall the strength of our EL students is proven to be in the listening and speaking sub test while the writing is still proving to be the area of growth that we see as our greatest need.

# 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
392	47.4	6.4	0.8
Total Number of Students enrolled in Valley Springs Elementary.	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	25	6.4
Foster Youth	3	0.8
Homeless		
Socioeconomically Disadvantaged	186	47.4
Students with Disabilities	74	18.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
American Indian	4	1.0
Asian	2	0.5
Filipino	2	0.5
Hispanic	118	30.1
Two or More Races	17	4.3
Pacific Islander		
White	247	63.0



**Conclusions based on this data:**

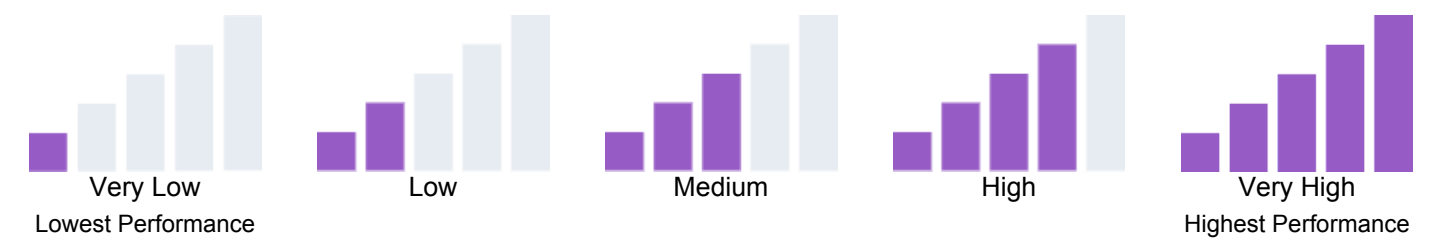
- 1. Based on 2021-22 data, 18.9% of VSE's population is students with disabilities. The state average is 11.7%
- 2. In 2021-22, 47% of VSE students were socioeconomically disadvantaged. The state average is 60.3%
- 3. Based on 2021-22 data, 6.4% of VSE students are English Learners. The state average is 12.5%.

# 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

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>High</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		

#### Conclusions based on this data:

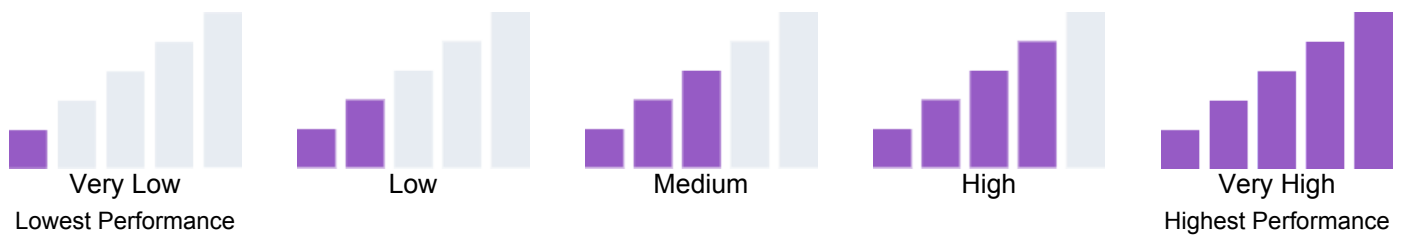
1. Dashboard data has been updated for 2021-22.

# School and Student Performance Data

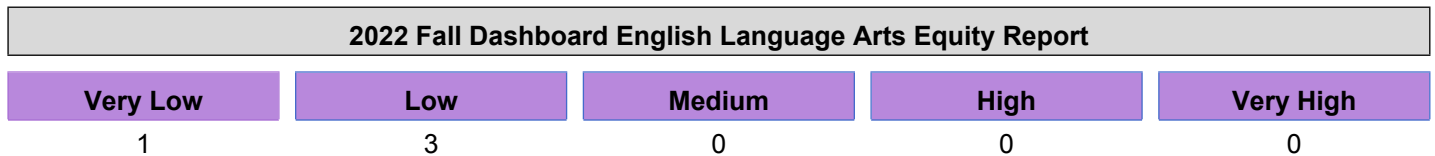
## Academic Performance English Language Arts

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

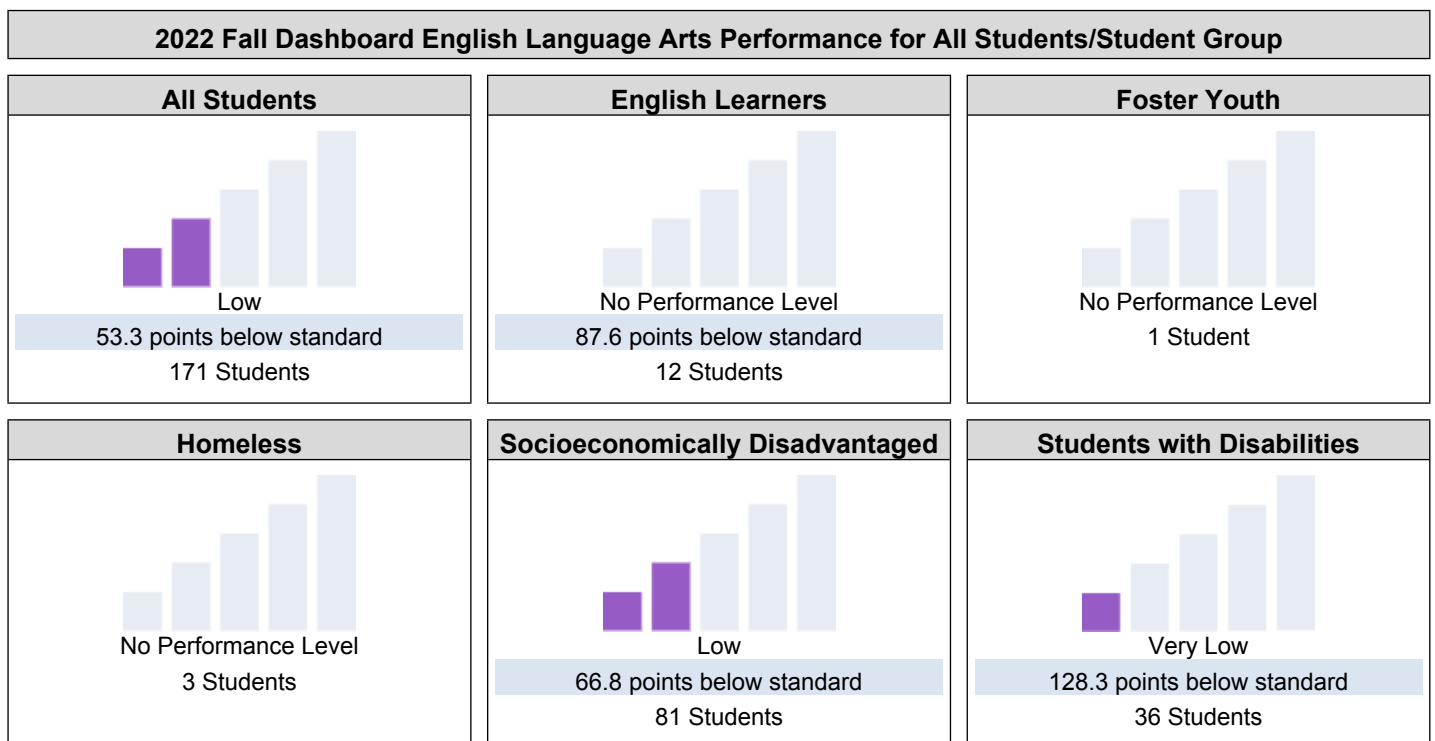
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



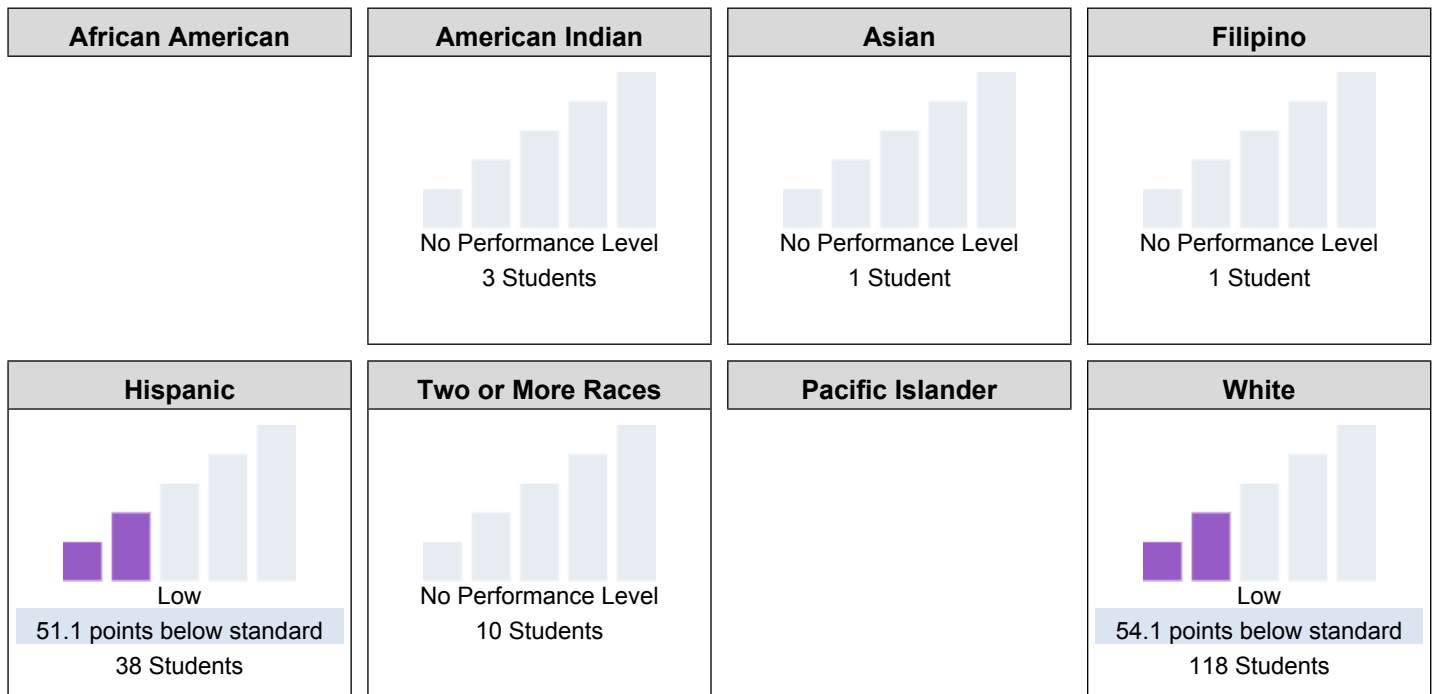
This section provides number of student groups in each level.



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



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



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

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

Current English Learner	Reclassified English Learners	English Only
10 Students	2 Students	52.2 points below standard 156 Students

#### Conclusions based on this data:

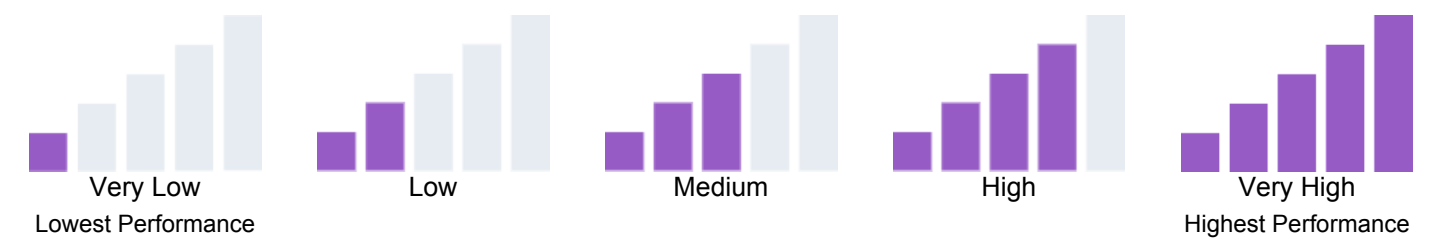
1. Dashboard data has been updated for the 2021-22 school year.

# 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).



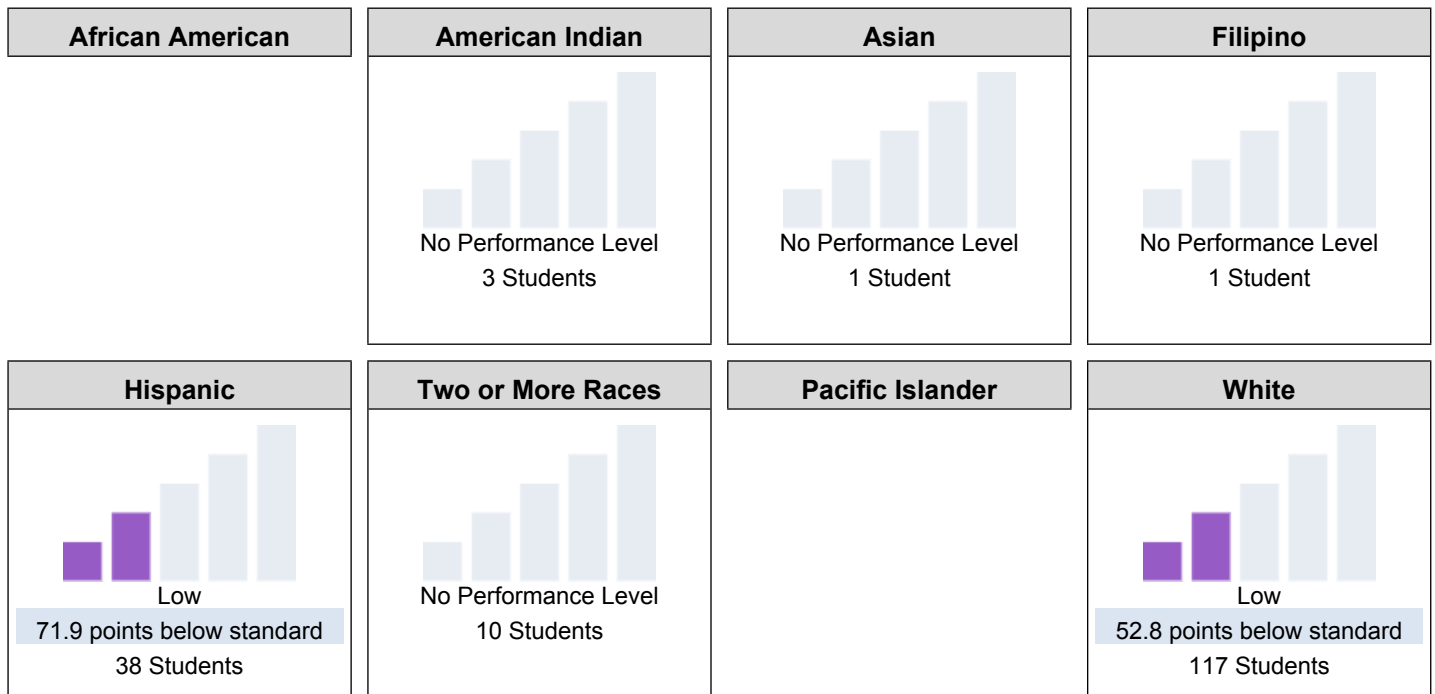
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

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		
<div><b>All Students</b></div> <p>Low</p> <p>56.5 points below standard</p> <p>170 Students</p>	<div><b>English Learners</b></div> <p>No Performance Level</p> <p>102.4 points below standard</p> <p>12 Students</p>	<div><b>Foster Youth</b></div> <p>No Performance Level</p> <p>1 Student</p>
<div><b>Homeless</b></div> <p>No Performance Level</p> <p>3 Students</p>	<div><b>Socioeconomically Disadvantaged</b></div> <p>Low</p> <p>74.0 points below standard</p> <p>80 Students</p>	<div><b>Students with Disabilities</b></div> <p>Very Low</p> <p>119.8 points below standard</p> <p>36 Students</p>

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



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

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

Current English Learner	Reclassified English Learners	English Only
10 Students	2 Students	54.8 points below standard 155 Students

#### Conclusions based on this data:

1. Dashboard data has been updated for the 2021-22 school year.

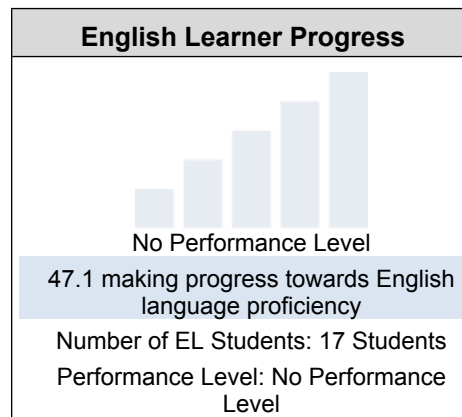
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29.4%	23.5%	0.0%	47.1%

#### Conclusions based on this data:

1. Dashboard data has been updated for the 2021-22 school year.
2. With almost 30 % of students showing a decrease in performance level we have a larger percentage of students, 47% that have increased at least one level.

# 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.

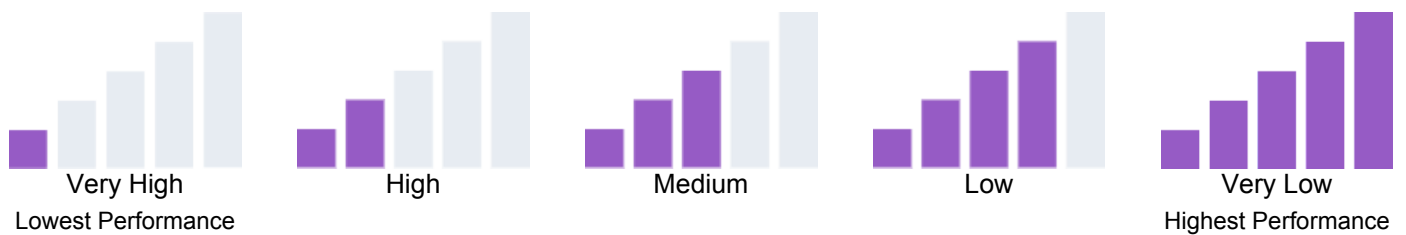


# School and Student Performance Data

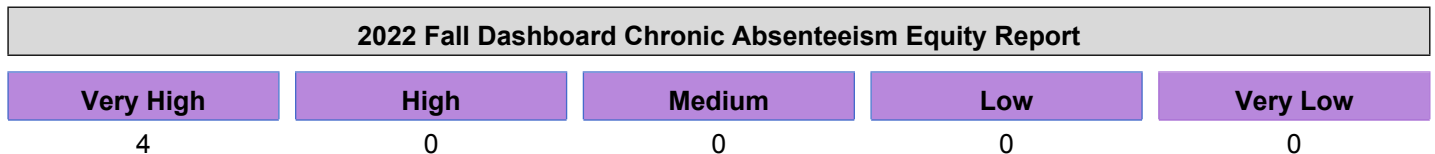
## Academic Engagement Chronic Absenteeism

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

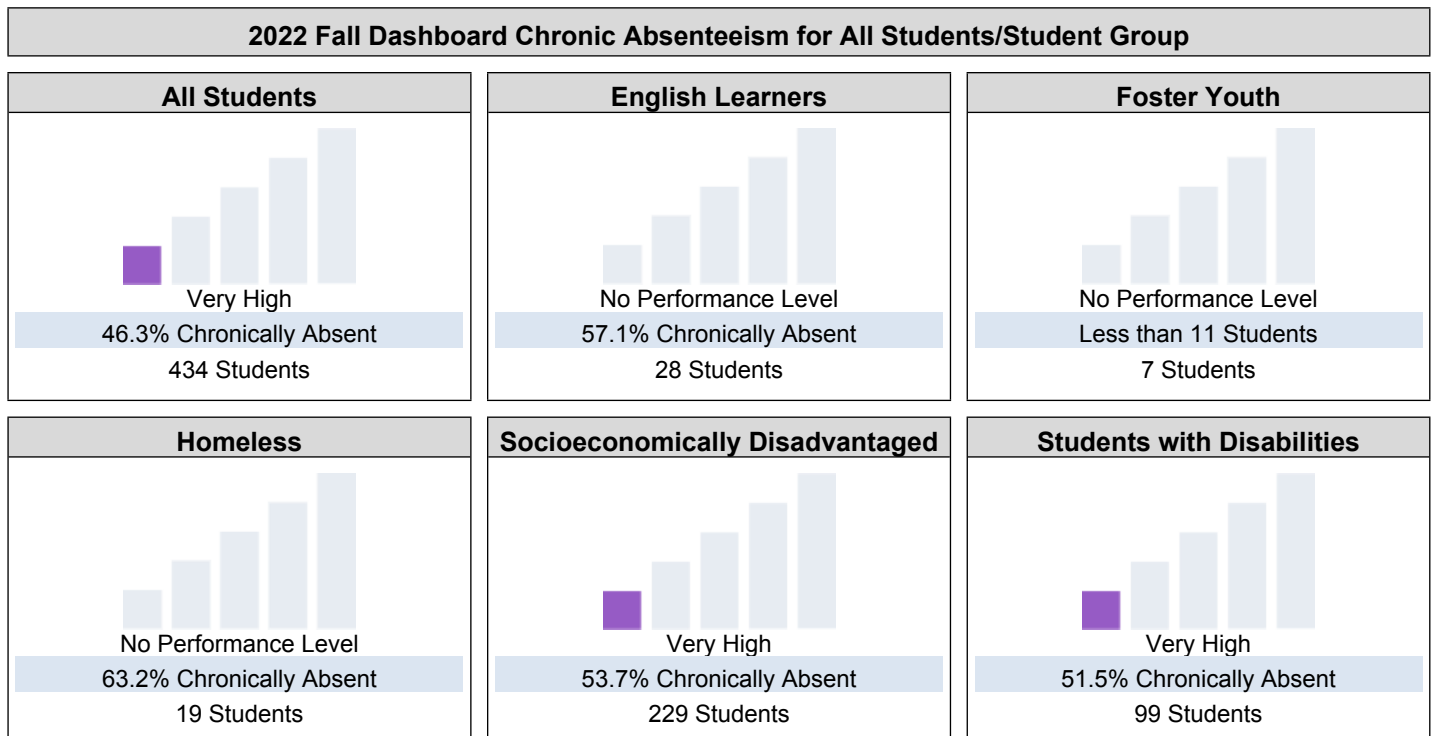
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



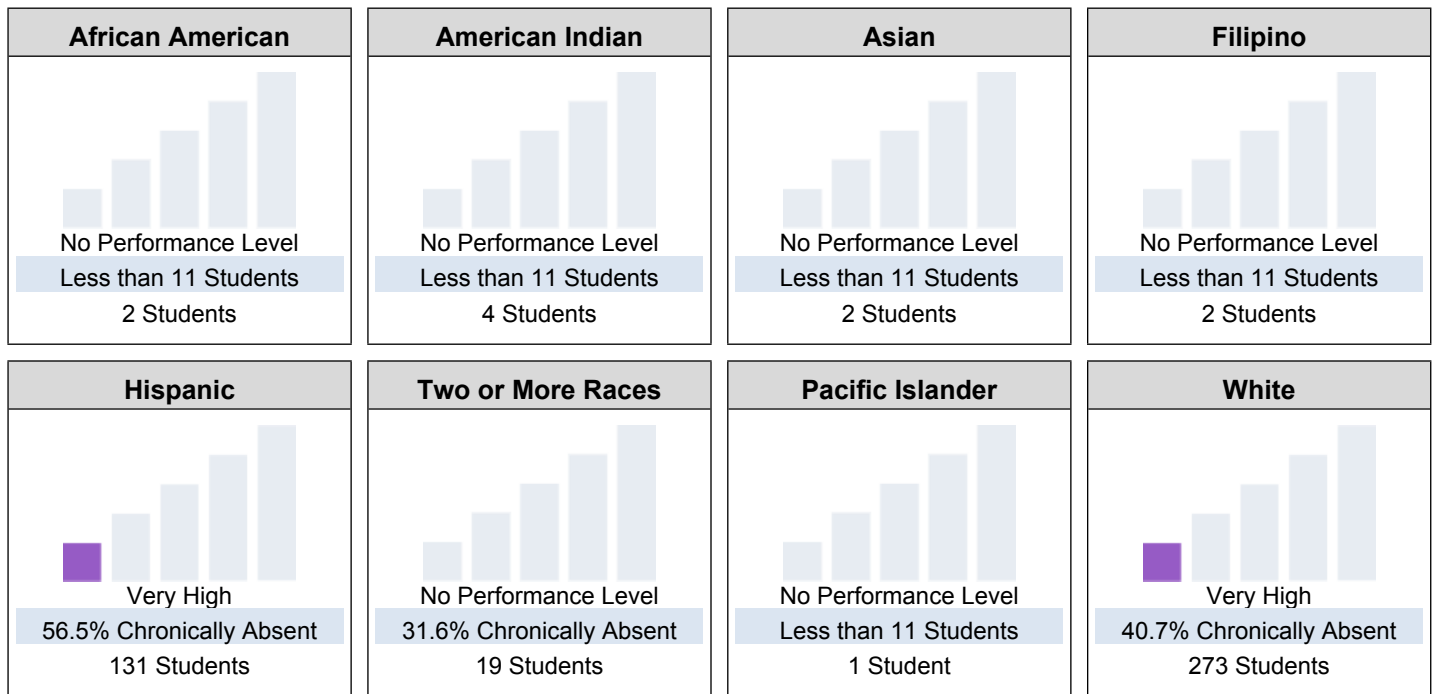
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Dashboard data has been updated for the 2021-22 school year.
2. Chronic absenteeism is addressed through SSTs, attendance meetings, SARB process, color-in classroom attendance banners, and popsicle party incentives.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

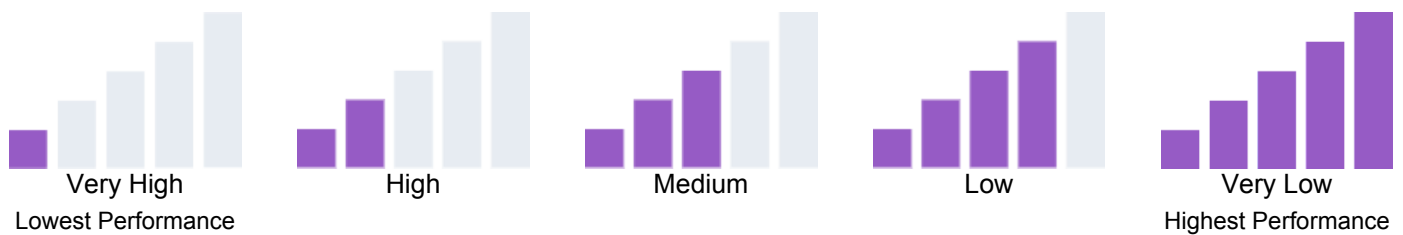
1.

# 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).



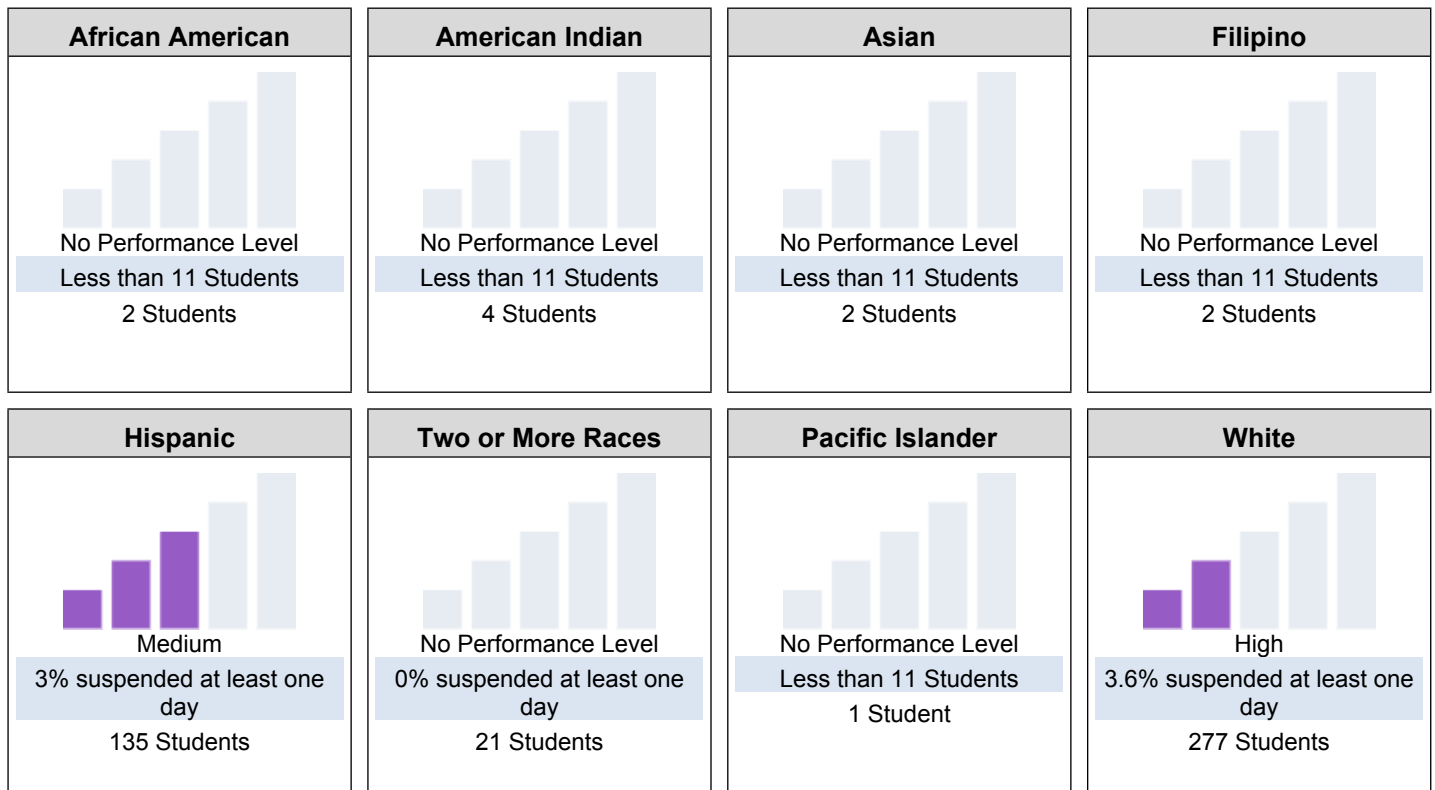
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	3	1	0	0

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					
All Students		English Learners		Foster Youth	
<p>High</p> <p>3.6% suspended at least one day</p> <p>444 Students</p>		<p>No Performance Level</p> <p>0% suspended at least one day</p> <p>28 Students</p>		<p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
<p>No Performance Level</p> <p>5.3% suspended at least one day</p> <p>19 Students</p>		<p>High</p> <p>5.2% suspended at least one day</p> <p>233 Students</p>		<p>High</p> <p>4% suspended at least one day</p> <p>101 Students</p>	

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Dashboard data has been updated for the 2021-22 school year.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

CONDITIONS OF LEARNING Area A Priorities 1, 2, and 7:

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

- Providing basic services and improving overall learning conditions
- Facilitating the transition to Common Core
- Remain compliant with the Williams Act (ensuring access to properly credentialed teachers, healthy/safe facilities and standards-based instructional materials)

## Goal 1

Facilitate and implement Common Core Curriculum, provide access to technology and technology support, materials and supplies

## Identified Need

Findings indicate that Common Core-aligned ELA and math curriculum are essential to improve CAASPP assessment performance and overall academic performance. Students need to have the necessary technology skills to be able to access and utilize 21st century learning and to be college and career-ready.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 CAASPP ELA Scores	28% of all students met or exceeded overall ELA standards.	60% of all students will meet or exceed overall ELA standards
2022 CAASPP Math Scores	25% of all VSE students met or exceeded overall Math standards.	60% of all students will meet or exceed overall math standards

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 will be provided instruction with District ELA and math curriculum, with an emphasis on rigor, relevance, engagement, and CUSD Signature Practices.

### Strategy/Activity

Site will continue to use Common Core-aligned consumables and on-line curriculum resources. Supplemental Wonders resources will be purchased to support early literacy and well as other

instructional materials, as needed. The addition of I-Ready for both math and ELA has proven to be a great resource for boosting student 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)	Source(s)
2,000	Title I Part A: Allocation
18500	Lottery: Instructional Materials

### **Strategy/Activity 2**

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

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

Increased Utilization of Technology and Media Support

#### **Strategy/Activity**

Media specialist will provide classroom and on-line resources to students and assistance to staff and assist in maintaining Bulldog Resource links for parent support on VSE website.  
Teachers will receive on-going training in use of technology tools and best practices and highly effective practices for integrating technology into the curriculum.  
Technology will be used to most effectively collect and analyze data and assessment information, and to use this information to drive instruction and target intervention.

### **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)
21861.60	Title I Part A: Allocation
44515.92	District Funded

### **Strategy/Activity 3**

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

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

Students will have 1:1 access to computers and other technologies both in the computer lab and in the classroom environment.

#### **Strategy/Activity**

Purchase new and replacement Chromebooks, peripherals, and printer cartridges, as needed  
SpEd and Kinder classrooms will have access to Chromebook, ipads for facilitated communication and learning station activities.

### **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)
1000.00	Title I Part A: Allocation

## 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-Core aligned curriculum, increased utilization of technology, and media specialist support and instruction will result in improved academic performance and parent support.

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.



# 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

Area B---Priorities 4, 8

Area A (Pupil Outcomes): Priority #4 (Standardized Achievement)and Priority #8 (Local Outcomes) Calaveras Unified School District will effectively address the following areas...

1. Improving student academic achievement as measured through standardized and local outcomes.
2. Improve performance in state standardized testing (SBAC) in English/Language Arts and math
3. Improve our ELPAC scores and redesignation rates (moving students out of English Learner classification)

## Goal 2

All students at all performance levels will demonstrate measurable academic growth in conceptual understanding, procedures and applications as evidenced by multiple measures of assessment. EL student re-classification rate will increase by 1 level.

## Identified Need

Based on 2020-21 CAASPP data, 77% of all students in English Language Arts and 80% of all students in math were unable to meet or exceed grade level expectations on the most recent CAASPP. ELPAC scores indicate that 0 students were re-classified as English proficient.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-21 CAASPP scores	23% of all students met or exceeded overall ELA standards. Overall Math Achievement: 20% of all VSE students met or exceeded overall Math standards.	60% of all students will meet or exceed overall ELA and math standards.
2020-21 ELPAC scores	In 2020-21, 50% of our EL students scored in levels 3 (moderately developed) and 4 (well developed) in overall language. 45% scored at the level 2 range (somewhat developed), and 5% at level 1 (minimally developed).	All EL students currently at levels 3 and 4 will re-classify as English proficient. All EL students will progress at least 1 level as measured by the ELPAC assessment.

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)

## On-going Analysis of Common Formative and Summative Assessment Results to Measure Growth for All Diverse Learners

### Strategy/Activity

Grade-Level common assessments  
On the spot formative assessments such as exit tickets  
Reading and Math curriculum assessments  
Writing assessments  
HMH Reading Inventory  
iReady Math assessments  
Science assessments  
AR reading program  
CAASPP Interim assessments  
CAASPP Summative assessments  
ELPAC assessments  
ESGI Kindergarten assessments  
Student work samples

### 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)

### Strategy/Activity 2

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

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

Staff Development and Professional Collaboration

### Strategy/Activity

District Professional Development in ICLE strategies, targeting Rigor, Relevance, and Engagement and CUSD Signature Practices  
PBIS Tiers 2 and 3  
Site PD will support district initiatives.  
SIPPS training, GLAD, ELD strategies, and Special Education PD will be provided.  
Grade-Level Release Days, grade level team meetings, staff meetings/professional development, peer observations, Instructional Leadership Team (ILT) meetings  
Standards-based instruction and assessment through data analysis.  
Administering common assessments and analyzing student work as grade-level teams  
Sharing/learning of best practices and highly effective strategies  
Conferences  
Administrative Designee for Principal to attend PD

### 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)

3,500.00

Source(s)

Title I Part A: Allocation

### Strategy/Activity 3

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

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

Designated Instruction for English Learners

#### Strategy/Activity

Intervention: A para-professional will assist teachers in small group Designated Instruction for English Learners.

Classroom teachers will provide Integrated ELD instruction through GLAD strategies. GLAD training will be provided.

Staff will provide Tier 1 and Tier 2 interventions in the classroom with fidelity based on data collection.

### 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)

15,396.36

Source(s)

Title I Part A: Allocation

### Strategy/Activity 4

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

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

Decrease chronic absenteeism to help reach the status of 5%.

#### Strategy/Activity

Perfect attendance fill-in classroom banners with Popsicle party incentives are used successfully to motivate student to attend school each day. Attendance meeting, SST meetings, and SARB letters are used to inform and address attendance issues.

### 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)

1000

Source(s)

Title I Part A: Allocation

### Strategy/Activity 5

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

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

All TK and Kindergarten students will have access to academic support.

**Strategy/Activity**

TK and Kindergarten para-professionals will be utilized to provide support and targeted intervention.

**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)

93422.60

22019.04

Source(s)

Title I Part A: Allocation

District Funded

**Strategy/Activity 6**

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

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

All students and staff will access supplemental instructional materials and supplies.

**Strategy/Activity**

Supplemental materials such as Mystery Science, Studies Weekly, Science Weekly, Kindergarten ESGI, and other school supplies will support instruction.

**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)

10619.44

5548

Source(s)

Title I Part A: Allocation

Lottery: Instructional Materials

## 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.

Instructional resources, intervention and analysis of formative and summative assessment data will improve overall academic performance. Attendance incentives and increased communication with parents through the SST process and SARB letters will improve attendance.

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.

# 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

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

1. Increasing parental engagement
2. Increasing student engagement
3. Improving school/district climate
4. Increase membership in site-based Parent/Teacher Organizations, School Site Councils, and Booster Clubs
5. Increase communication opportunities between parent groups
6. Increase opportunities for parents to visit campus, meet with site administration

## Goal 3

Improve School Climate, Student Wellness and Engagement, and Parent Involvement. Decrease suspension rate.

## Identified Need

Findings indicate that the school must continue to focus on building and maintaining an engaging, emotionally and safe environment for students and adults. Findings indicate that the school must continue to seek out stakeholder input, participation, and collaboration.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student feedback, parent input, climate surveys, teacher and counselor feedback, participation in volunteering, parent organizations, Parent University, and school activities	2023 District Climate survey data reflects 85% indicated the school staff does an effective job at building parent partnerships.	50% increase in parent involvement, as evidenced by attendance at school activities and parent organizational meetings, and volunteer hours
	2.8%	1%

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)

Behavior and Social Emotional Support for All Students, grades TK - 5

### Strategy/Activity

All students will receive instruction and incentives through the Positive Behavior Intervention and Support (PBIS) model on how to meet and be recognized when demonstrating the 4 school-wide expectations: Promote kindness, Act responsibly, Work and play safely, and Show respect (PAWS) and tools to promote Social Emotional Learning through Second Step resources. Character education traits and responsibility will be emphasized in the classrooms each month and recognized at monthly assemblies and classroom incentives and behavior plans.

**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)

5,000

Source(s)

Title I Part A: Allocation

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

Garden Program - Instruction by Garden teacher for all students, grades TK-5

Strategy/Activity

10 sessions of garden instruction and activity per class will be provided throughout the year.

**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)

5000

Source(s)

Title I Part A: Allocation

2,000

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

All stakeholders, including staff, parents, and community members will have improved in-person or virtual opportunities to participate in school activities that increase their skills as partners in education.

Strategy/Activity

Bulldog Express, Back to School Night, parent conferences, SST Meetings, IEPs, report cards/progress reports, School Site Council meetings, ELAC meetings, Parent University classes, Title 1 Parent Involvement Meetings, Parent Teacher Organization meetings, food and materials

**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)

1948.00

Source(s)

Title I Part A: Parent Involvement

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All students will have access to Art instruction.

#### Strategy/Activity

An Art teacher will provide art instruction to students in grades TK-5.

#### 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)

10200.00

2,000

Source(s)

Title I Part A: Allocation

Parent Teacher Association/Parent Faculty Club  
(PTA/PFC/PTSO, PTO, etc.)

#### Strategy/Activity 5

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

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

All students, grades TK-5 will participate in activity that promotes healthy habits. Students in need of social and emotional support will have access to counseling support.

#### Strategy/Activity

Exercise and good health will be promoted through positive choices during recess, school-wide exercise programs, physical education activities, and lessons promoting movement and healthy body activity. Development of school-wide measures and goals based on developmental standards at all grade levels. Exercise and good health will be promoted through positive choices during recess, school-wide exercise programs, physical education activities, and lessons promoting movement and healthy body activity.

Students and families will have access to VSE's Wellness Center, staffed by Sierra Child and Family Support Services.

Access to school counselor for students who need social and emotional support will be provided.

#### 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)

18816.00

Source(s)

Lottery: Instructional Materials

Title I Part A: Allocation

#### Strategy/Activity 6

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

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

All students will have access to NGSS Science instruction and/or enrichment.



### Strategy/Activity

Teachers will utilize a separate science room set up to deliver science instruction. Lesson materials not to exceed \$1,000.

### 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)

1000

Source(s)

Title I Part A: Allocation

### Strategy/Activity 7

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

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

Sensory Room will provide a multi-sensory environment for Occupational Therapy and students' well-being

### Strategy/Activity

Upgrade and equip Sensory room.

### 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)

3,000

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.

Implementation of strategies will provide a positive school climate overall, improve student health and wellness, improve student engagement and learning, increase parent involvement, and decrease suspension rate.

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.



# 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)
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# 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	\$236,448
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	\$288,346.96

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$170,000.00
Title I Part A: Parent Involvement	\$1,948.00

Subtotal of additional federal funds included for this school: \$171,948.00

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

State or Local Programs	Allocation (\$)
District Funded	\$66,534.96
Lottery: Instructional Materials	\$42,864.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$4,000.00
Unrestricted	\$3,000.00

Subtotal of state or local funds included for this school: \$116,398.96

Total of federal, state, and/or local funds for this school: \$288,346.96

# 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
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Dawn England	Classroom Teacher
Charles Keller	Principal
Brandy Moyer	Parent or Community Member
Katie Orlopp	Classroom Teacher
Renetta Hale	Classroom Teacher
Jessica Tapia	Parent or Community Member
Chad Rees	Parent or Community Member
Keri Goodwin-Saban	Parent or Community Member
Joseph Wyatt	Parent or Community Member
Megan Timm	Other School Staff

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**



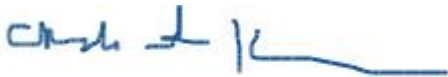
English Learner Advisory Committee

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 5/24/23.

Attested:



Principal, Charles Keller on 5/25/23



SSC Chairperson, Jessica Tapia on 5/24/23

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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



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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceusesinvestment.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/guidanceusesinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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