

School Year: **2023-24**



Cameron Springs Middle School

Buckeye Union School District

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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
Cameron Springs Middle School - International Baccalaureate World School	09618386096614	October 16th, 2023	January 17th, 2024

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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). LCFF provides schools and Local Education Agencies (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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

An annual survey of parents was conducted in May 2023. The results of the 2022-2023 survey indicate:

Safety:

88.37% of all parents indicated that they strongly agree or agree that their child feels safe and secure from harassment at school.

76.29% of all parents indicated that they strongly agree or agree that the school is free of racial, cultural, or religious bias.

96.12% of all parents indicated that they strongly agree or agree that the school is clean and well maintained.

Achievement:

90.44% of all parents indicated that they strongly agree or agree that the school's reading program meets their child's needs.

90.91% of all parents indicated that they strongly agree or agree that the school's writing program meets their child's needs.

88.69% of all parents indicated that they strongly agree or agree that the school's mathematics program meets their child's needs.

85.21% of all parents indicated that they strongly agree or agree that the school's science program meets their child's needs.

93.86% of all parents indicated that they strongly agree or agree that the school's history/social science program meets their child's needs.

92.89% of all parents indicated that they strongly agree or agree that the school's physical education program meets their child's needs.

83.26% of all parents indicated that they strongly agree or agree that the school's visual and performing arts program meets their child's needs.

86.23% of all parents indicated that they strongly agree or agree that the school's technology program meets their child's needs.

Communication:

95.69% of all parents indicated that they strongly agree or agree that the school and district communications keep them informed about activities and initiatives.

91.74% of all parents indicated that they strongly agree or agree that the school communication between school and home is timely.

93.11% of all parents indicated that they strongly agree or agree that the school's administrators and office staff are helpful and friendly.

85.65% of all parents indicated that they strongly agree or agree that the school promotes working with parents as partners in their child's education.

Classroom Observations

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

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School District's teacher contract. Feedback to teachers is given in the form of notes or through conversation surrounding instructional practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for Teaching Profession (CSTP). The findings from these observations help to determine next steps for professional development and give the school a snapshot of how teaching and learning is occurring throughout the school.

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)

Camorado Springs Middle School promotes the use of assessment data to drive instructional practices. Student performance on state tests are analyzed each year to determine strengths and needs of our various student groups. State data available includes: 22/23 Physical Fitness Test data (7th Grade), 22/23 California Science Test (CAST) data (8th Grade), and 22/23 Smarter Balanced Assessment (SBA) test results. The below results indicate the percent of students meeting and exceeding standards in English Language Arts and Mathematics. In addition, the percent of each numerically significant subgroup meeting or exceeding standards.

English Language Arts and Mathematics:

All Students: 66% 50%

Students with Disabilities: 20% 13%

Socio Economically Disadvantaged: 48% 39%

English Language Learner: 6% 6%

Black/African American: Not Numerically Significant (Below 10 Students)

American Indian or Alaska Native: Not Numerically Significant (Below 10 Students)

Asian: 73% 53%

Filipino: Not Numerically Significant (Below 10 Students)

Latinx: 54% 36%

Native Hawaiian or Pacific Islander: Not Numerically Significant (Below 10 Students)

White: 70% 54%

2 or More Races: 63% 40%

Science (8th Grade):
All Students: 58%

(You can find the data on the State's results site by filtering for each subgroup at your site.
<https://www.cde.ca.gov>)

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

Camerado Springs also tracks local assessment data, including the Accelerated Reader Success Index. This is one indicator that assists in verifying students are reading books independently that are at their optimal level for developing comprehension skills.

In conjunction with the Buckeye Union School District, in 2022-2023 each of our math and language arts classes administered the FASTBridge Assessment (aReading) and the iReady Mathematics Diagnostic. FASTBridge and iReady combines Curriculum-Based Measures (CBM) and Computer-Adaptive Tests (CAT) for reading and math, and delivers accurate, actionable reports for screening, skill analysis, instructional planning, and more to ensure educators have the right tools and the right data to provide timely and targeted supports. These assessments will be given at the start of the year as a baseline and then assigned again in the Winter and Spring.

Teachers in all subject areas also use curriculum embedded assessments to monitor student progress on a daily, weekly, and end of unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% (25/25) of the certificated staff at Camerado Springs Middle School have completed the requirements or the equivalency to be classified as highly qualified per the Every Student Succeeds Act (ESSA).

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

Camerado Springs teachers have a variety of opportunities to participate in professional development. Our site's focus this year will be on developing effective approaches to teaching and learning, developing global contexts, developing cycles of inquiry, assessment practices, differentiating instruction, Zones of Regulation, using technology in the classroom, building school culture, implementing the Common Core State Standards, grading practices and aligning with IB objectives, Illuminate, Community Project, and developing International Baccalaureate Unit Plans. Teachers meet on average two times a month to develop effective instructional strategies. Teachers develop their lessons, instruction, and interventions using the State Board Adopted (SBE-adopted) materials as a resource and guide throughout the school year.

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

Teacher professional development on the implementation of the State Standards, assessments, grading, and other professional needs occurred in the 2022-2023 school year. This will occur throughout the 2023-2024 school year as well.

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

The district has a Director of Curriculum and Instruction, to provide instructional assistance and support, along with our IB Coordinator, Amy Gargani. All new teachers are enrolled in TIPPS (Teacher Induction Program Preconditions and Standards), where teachers receive two years of individualized coaching from a veteran teacher/TIPPS Support Mentor.

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

The District provides teachers with early release time each Wednesday. This time is designed to enable teachers to examine and develop curriculum, pacing, assessments and results, and student progress.

Teaching and Learning

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

Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards.

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

Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades 6-8 received 48 minutes, daily, in reading/language arts (Language and Literature), math, science, social studies/history (Individuals and Societies), and physical education.

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

Camerado Springs teaching staff spends numerous hours developing the scope and sequence of their individual classes. In conjunction with department/grade level collaboration time, it is the goal of all Camerado Springs teaching staff to stay on track and ensure curriculum continuity across the school. All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

Intervention is often embedded into the school day. We offer math interventions, reading interventions, and homework help. In the area of reading we currently use three intervention programs. The first being the Language! Live program. This intervention efficiently applies the research-based Language! Live strategies to accelerate reading achievement. Visual and auditory prompts guide students through the motivating steps to develop fluency and phonics skills, support comprehension, and improve vocabulary. The second program being the Language Literacy Intervention Middle School Years Program (LLI). LLI is a short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. The third program used at Camerado Springs is Sonday System 1 and 2. Sonday offers structured,

systematic, multisensory reading intervention. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings. In the area of mathematics we also use two intervention programs, the first being ST Math. ST Math is a visual instructional program that engages students in creative and rigorous problem solving, allowing them to see the math and grow. Camerado also uses the I-Ready intervention materials/supports. We also utilize teacher aides/paraprofessionals, EL intervention staff, and Math intervention staff to provide various forms of intervention. Camerado Springs uses Rosetta Stone and Raz Plus ELL Edition to support English Language (EL) students and offers the opportunity to remediate failed grades to all students through the MobyMax program.

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

All student groups have access to appropriate standards-based materials for all subjects.

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

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials.

English/Language Arts (ELA)

Grades 6-8: California Collections; Houghton Mifflin Harcourt (Publication 2017, Adopted 3/16/16 for 2016/2017)

Mathematics

Grades 6-8 (Standard Pathway): iReady Classroom Mathematics; Curriculum Associates (Publication 2020, Adopted 5/4/22 for 2022/2023)

Grades 6-8 (Accelerated/Advanced Pathways): Big Ideas Learning (Publication 2015, Adopted 6/4/14 for 2014/2015)

Grades 8 (Advanced Pathway): Geometry; Pearson (Publication 2012, Adopted for 2014/2015)

Science

Grades K-8: Amplify Science (Publication 2018, Adopted 4/18/18 for 2018/2019)

History/Social Science

Grades 6-8: History Alive!; Teacher's Curriculum Institute/TCI (Publication 2011/Update 2017, Adopted 9/16/15 for 2015/2016)

World Language

Spanish - Grades 6-8: EntreCulturas Espanol 1; Wayside Publishing (Publication 2023, Adopted 5/17/23 for 2023/2024)

Health

Grade 7-8: Positive Prevention Plus (Publication 2018, Adopted 11/2/16 for 2016/2017)

Opportunity and Equal Educational Access

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

Students who are struggling to meet the educational standards are offered a variety of support based on individual need. Students with social and emotional needs are afforded the opportunity to meet with our full-time school counselor either one on one or in group sessions. Students with more specific social/emotional needs and who are on an IEP or Section 504 may be recommended for further mental health services.

Camerado Springs provides special education classes to support our special education students via a full inclusion model. Learning Center support classes are also offered throughout the day to all special education students.

After school support for math and language arts are also available for all students as well as a weekly "Solutions" program for students to work on homework with the support of a teacher.

EL students receive extra support as needed.

Evidence-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessments that raise student achievement. In addition, teachers complete regular training on the latest educational practices to include in their classroom teaching.

Parental Engagement

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

Camerado Springs Middle School is fortunate to have a very supportive parent and community group. The Camerado Springs Parent Club and School Site Council are very active and provide opportunities for parent involvement. Parent volunteers give many hours of support each year to our school and classrooms through a variety of activities. The following is a partial list of well-supported ongoing volunteer activities:

Leadership Activities:

- Parent Club
- School Site Council
- Representation on district committees (LCAP Advisory, Master Plan, Budget, and Wellness)
- Parent education opportunities (Topics TBD)

Student Support Activities:

- Student tutoring
- Field trip chaperones
- Student activity days
- 8th grade promotion activities
- Classroom support
- California Junior Scholarship Federation (CJSF)
- Red Ribbon Week
- Unified Sports/Special Olympics

Fund Raising Activities:

- Boon/Great Wester Supply Fundraiser
- PTO Jog-a-Thon
- Dine Out Events
- Hands 4 Hope Fundraiser

Other Fun Activities:

- WOW (Welcome Our Wildcats) Day
- Back to School Night
- Open House
- Oral Interpretation
- Chess Club
- Jazz Band
- Board Game Club
- Dances
- Hands 4 Hope—community service
- El Dorado County Spelling Bee
- Battle of the Books
- Robotics
- Coding Club
- Drama Production

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)

Camerado Springs Middle School recognizes that home involvement is a fundamental force in the development of our students both academically and emotionally. Camerado Springs is committed to forging partnerships with parents to create an environment for students that is positive, supportive and contributes to academic growth and achievement.

It is the goal of Camerado Springs to make the connection between home and school, where parents and teachers work collaboratively to establish common goals for student achievement and student well-being.

To ensure the effective involvement of parents, and to support the partnerships between parents and the school, Camerado Springs Middle School shall:

1. Take the following actions to involve parents in the joint development and joint agreement of its Single Plan for Student Achievement:

- a. Input gathered from meetings and surveys (CA Healthy Kids Survey, district parent survey, school survey, etc.)
- b. Meetings throughout the year to discuss and build consensus (Site Council and Camerado Springs Parent Club)
- c. Assess and share data from various surveys and assessments
- d. Set goals based on data
- e. Distribute plan
- f. Monitor the plan throughout the year at School Site Council meetings

2. The Single Plan for Student Achievement and Parent Involvement Policy will be shared:

- a. At School Site Council
- b. At Camerado Springs Parent Club

- c. Posted on school website
 - 3. Take the following actions to involve parents in the process of school review and improvement:
 - a. Analyze our school academic performance data with School Site Council
 - b. Together, parents and staff will discuss data and look at the academic program offered and adjust as necessary in response to data analysis
 - 4. Provide to parents a description and explanation of the curriculum in use at the school and the proficiency levels students are expected to meet
 - a. At Back to School Night, parents will receive information regarding the standards along with an explanation of assessments used
 - b. Parent conferences will be held formally once a year to review and discuss student progress toward standards
 - c. Parents will receive progress reports a minimum of four times per year and report cards four times per year detailing student progress along with regular grade updates through the online grading program
 - 5. Camerado Springs will coordinate strategies with feeder elementary schools to address transition needs by:
 - a. Placement test results shared
 - b. At-risk lists generated by feeder schools and shared with middle school
 - 6. Conduct an annual survey with questions that assess the effectiveness of our parent involvement policy
 - a. The annual parent survey will be implemented in the spring
 - b. Results of the survey will be shared with the site council, staff and parents. The feedback, which results from the meetings, will be considered as part of the annual review of the parent involvement policy
 - 7. Camerado Springs will build staff and parent capacity for parent involvement to improve student academic achievement through the following activities:
 - a. The school will review school data at a school advisory committee meeting and Parent Club in which all are invited to attend
 - b. Parents will receive an email informing them of their child's results on the annual SBA/CAASPP Assessment. Results will also be uploaded to the Home Access Center.
 - c. The School Accountability Report Card (SARC), websites and the Single Plan for Student Achievement (SPSA) will be used to convey progress toward goals
 - 8. The school will provide materials and training to help parents work with their children to improve their children's academic achievement by:
 - a. Providing parent education nights in the fall that detail how parents can help their children at home with homework and other academic needs
 - b. Parent conferences will review with parents ways in which parents can support children academically
 - c. School expectations and course content will be provided at Back to School Night
 - 9. Camerado Springs will educate its teachers and other staff in how to communicate with and work with parents as partners by:
 - a. Blackboard Connect will be used to inform parents of important school information. Messages will be translated when possible
 - b. The school will provide weekly newsletters to parents
 - c. Teachers will reach out to parents to gain parent involvement
- This policy was developed and agreed upon with parents and staff at the Camerado Springs School Site Council.

Funding

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

Title I and Title III are the only categorical funds that apply. Camerado Springs does not receive Title I and Title III funding.

Fiscal support (EPC)

Camerado Springs receives through the Local Control Funding Formula (LCFF), Supplemental Grant funding, site funds, and School/Library Improvement Block Grant funds, which supports intervention and supports teachers, lunchtime and after school interventions and technology needs on the Camerado Springs campus.

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

The annual SPSA update is written by the principal after discussion with the entire staff and approval of the Camerado Springs site council. Data collected from parent surveys, student surveys, and staff surveys is used to develop the plan every year. All input is considered and added to the report for clarification of the educational program provided. It is then presented to the Buckeye Union School District (BUSD) School Board for approval.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.62%	0.42%	2	3	2
African American	0.9%	0.83%	0.42%	4	4	2
Asian	2.0%	2.07%	2.51%	9	10	12
Filipino	1.1%	1.04%	0.42%	5	5	2
Hispanic/Latino	14.2%	18.43%	20.04%	65	89	96
Pacific Islander	%	0.21%	0.21%		1	1
White	75.4%	69.36%	69.31%	346	335	332
Multiple/No Response	6.1%	7.45%	6.68%	28	36	32
	Total Enrollment			459	483	479

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	156	158	146
Grade 7	137	175	156
Grade 8	166	150	177
Total Enrollment	459	483	479

Conclusions based on this data:

1. In the 2022-2023 school year enrollment decreased by 4 students.
2. The Camerado Springs student population in the 2022-2023 school year was relatively as diverse as the prior year, 31.1%.
3. Camerado Springs has a higher percentage of Hispanic/Latino students than prior years, 20%.

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	14	16	21	3.1%	3.3%	4.4
Fluent English Proficient (FEP)	19	23	27	4.1%	4.8%	5.6
Reclassified Fluent English Proficient (RFEP)	1	19	22	7.1%	3.9%	4.6%

Conclusions based on this data:

1. The enrollment data documents a slight increase in the number and percentage of students identified as an English Learner (EL) in the 2022-2023 school year.
2. The enrollment data documents a slight increase in the number and percentage of students identified as Fluent English Proficient (FEP) in the 2022-2023 school year.
3. When an EL student demonstrates English language proficiency comparable to grade-level English-speaking peers and can participate equally with them in the school's regular instructional program, the EL student is eligible to be reviewed for reclassification by Educational Services. The reclassification process of students in the 2022-2023 school year occurred with 5 students being Reclassified Fluent English Proficient (RFEP).

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 6	153	158	144	N/A	153	144	N/A	152	144	N/A	96.8	100.0
Grade 7	129	170	149	N/A	170	145	N/A	170	145	N/A	100.0	97.3
Grade 8	167	146	174	N/A	144	173	N/A	144	173	N/A	98.6	99.4
All Grades	449	474	467	N/A	467	462	N/A	466	462	N/A	98.5	98.9

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 6	N/A	2536.	2547.	N/A	21.05	22.22	N/A	34.21	39.58	N/A	27.63	22.92	N/A	17.11	15.28
Grade 7	N/A	2604.	2567.	N/A	34.71	19.31	N/A	40.00	41.38	N/A	14.12	22.07	N/A	11.18	17.24
Grade 8	N/A	2595.	2618.	N/A	17.36	34.10	N/A	48.61	40.46	N/A	25.00	13.87	N/A	9.03	11.56
All Grades	N/A	N/A	N/A	N/A	24.89	25.76	N/A	40.77	40.48	N/A	21.89	19.26	N/A	12.45	14.50

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 6	N/A	23.68	21.53	N/A	55.26	63.89	N/A	21.05	14.58	
Grade 7	N/A	31.18	24.14	N/A	58.82	63.45	N/A	10.00	12.41	
Grade 8	N/A	23.61	31.79	N/A	63.19	55.49	N/A	13.19	12.72	
All Grades	N/A	26.39	26.19	N/A	59.01	60.61	N/A	14.59	13.20	

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 6	N/A	16.45	18.75	N/A	61.84	58.33	N/A	21.71	22.92
Grade 7	N/A	36.09	22.76	N/A	55.03	54.48	N/A	8.88	22.76
Grade 8	N/A	20.14	34.68	N/A	68.75	54.34	N/A	11.11	10.98
All Grades	N/A	24.73	25.97	N/A	61.51	55.63	N/A	13.76	18.40

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 6	N/A	13.82	18.75	N/A	73.68	75.00	N/A	12.50	6.25
Grade 7	N/A	27.06	13.79	N/A	66.47	75.86	N/A	6.47	10.34
Grade 8	N/A	18.06	24.28	N/A	73.61	69.94	N/A	8.33	5.78
All Grades	N/A	19.96	19.26	N/A	71.03	73.38	N/A	9.01	7.36

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 6	N/A	25.66	16.67	N/A	58.55	72.22	N/A	15.79	11.11
Grade 7	N/A	37.06	20.69	N/A	57.06	70.34	N/A	5.88	8.97
Grade 8	N/A	33.33	39.31	N/A	61.81	53.18	N/A	4.86	7.51
All Grades	N/A	32.19	26.41	N/A	59.01	64.50	N/A	8.80	9.09

Conclusions based on this data:

1. In 2022, 98.5% and in 2023, 98.9% of students participated in taking the CAASPP Assessment for English Language Arts.
2. The mean scale score increased 11 points in 6th grade, decreased 36 points in 7th grade, and increased 24 points in 8th grade when compared to test scores from 21/22 in English Language Arts.
3. The highest performing claim was "Research & Inquiry - Investigating, analyzing, and presenting information" with 26.41% of students above standard. The lowest performing claim was "Listening - Demonstrating effective communication skills" with 19.26% of students above standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 6	153	158	144	N/A	155	144	N/A	155	144	N/A	98.1	100.0
Grade 7	129	170	149	N/A	170	145	N/A	170	145	N/A	100.0	97.3
Grade 8	167	146	174	N/A	144	174	N/A	144	174	N/A	98.6	100.0
All Grades	449	474	467	N/A	469	463	N/A	469	463	N/A	98.9	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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 6	N/A	2515.	2541.	N/A	10.97	24.31	N/A	24.52	27.78	N/A	40.00	25.69	N/A	24.52	22.22
Grade 7	N/A	2575.	2546.	N/A	30.00	13.79	N/A	28.24	28.28	N/A	24.71	35.86	N/A	17.06	22.07
Grade 8	N/A	2555.	2593.	N/A	13.89	33.33	N/A	24.31	20.69	N/A	34.03	26.44	N/A	27.78	19.54
All Grades	N/A	N/A	N/A	N/A	18.76	24.41	N/A	25.80	25.27	N/A	32.62	29.16	N/A	22.81	21.17

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 6	N/A	11.04	20.83	N/A	59.09	55.56	N/A	29.87	23.61	
Grade 7	N/A	30.59	15.86	N/A	51.76	60.00	N/A	17.65	24.14	
Grade 8	N/A	14.58	33.33	N/A	58.33	48.85	N/A	27.08	17.82	
All Grades	N/A	19.23	23.97	N/A	56.20	54.43	N/A	24.57	21.60	

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 6	N/A	13.55	18.75	N/A	58.06	57.64	N/A	28.39	23.61
Grade 7	N/A	25.29	15.86	N/A	57.06	66.21	N/A	17.65	17.93
Grade 8	N/A	13.89	25.86	N/A	68.75	54.60	N/A	17.36	19.54
All Grades	N/A	17.91	20.52	N/A	60.98	59.18	N/A	21.11	20.30

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	N/A	10.32	18.75	N/A	72.26	61.81	N/A	17.42	19.44
Grade 7	N/A	24.71	15.86	N/A	62.35	72.41	N/A	12.94	11.72
Grade 8	N/A	9.03	24.14	N/A	72.92	62.07	N/A	18.06	13.79
All Grades	N/A	15.14	19.87	N/A	68.87	65.23	N/A	15.99	14.90

Conclusions based on this data:

1. In 2022, 98.9% and in 2023, 99.1% of students participated in taking the CAASPP Assessment for Mathematics.
2. The mean scale score increased 26 points in 6th grade, decreased 29 points in 7th grade, and increased 38 points in 8th grade when compared to test scores from 21/22 in Mathematics.
3. The highest performing claim was "Concepts and Procedures - Applying mathematical concepts and procedures" with 23.97% of students above standard. The lowest performing claim was "Communicating Reasoning - Demonstrating ability to support mathematical conclusions" with 19.87% of students above standard.

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
6	*	*	*	*	*	*	*	*	*	6	8	9
7	*	*	*	*	*	*	*	*	*	*	5	*
8	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										12	14	17

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
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	35.71	35.29	33.33	35.71	41.18	33.33	21.43	11.76	0.00	7.14	11.76	12	14	17

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
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.67	50.00	58.82	41.67	42.86	29.41	16.67	0.00	5.88	0.00	7.14	5.88	12	14	17

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	7.14	0.00	33.33	35.71	29.41	50.00	28.57	52.94	16.67	28.57	17.65	12	14	17

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	28.57	17.65	66.67	42.86	70.59	16.67	28.57	11.76	12	14	17

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	75.00	100.00	88.24	25.00	0.00	5.88	0.00	0.00	5.88	12	13	17

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
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	14.29	5.88	41.67	42.86	41.18	41.67	42.86	52.94	12	14	17

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
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	7.14	5.88	100.00	78.57	88.24	0.00	14.29	5.88	12	14	17

Conclusions based on this data:

- Administration of the ELPAC took place in the 22-23 school year for 14 students.
- Assessment results for fewer than 11 students is replaced with an (*), which can be found throughout the CSMS ELPAC results.
- Of the 14 students who took the ELPAC in 22/23, the highest scoring domain was "Speaking" with 88.24% scoring in the "well developed" range. The lowest scoring domain was "Written Language" with 0% of students scoring in the "well developed" range.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
479	24	4.4	0.6
Total Number of Students enrolled in Camerado Springs Middle School - International Baccalaureate World School.	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	4.4
Foster Youth	3	0.6
Homeless	4	0.8
Socioeconomically Disadvantaged	115	24
Students with Disabilities	81	16.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	2	0.4
Asian	12	2.5
Filipino	2	0.4
Hispanic	96	20
Two or More Races	32	6.7
Pacific Islander	1	0.2
White	332	69.3

Conclusions based on this data:

1. Camerado Springs' largest subgroup is its socioeconomically disadvantaged students which make up 24% of its overall population. We offer reading intervention, math intervention, after school homework assistance, free breakfast and lunch, and free school supplies to help support our socioeconomically disadvantaged students.
2. Camerado Springs' English Learner population (EL) makes up 4.4% of its overall population. This was a increase of 1.3% when compared to 20-21. We offer additional reading and math support to our EL students throughout the school year with a reading and math specialist on campus via a pullout program coordinated during elective time, after school homework assistance, access to ST Math and Learning Ally.
3. Camerado Springs' Foster Youth population makes up 0.6% of its overall population. This was an increase of 0.2% when compared to 20-21. We offer additional reading and math support to our Foster Youth students throughout the school year with a reading and math specialist on campus via a pullout program coordinated during elective time, after school homework assistance, access to ST Math and Learning Ally, access to ST Math and Learning Ally, free breakfast and lunch, free transportation available to and from school, and free school supplies to help support our foster youth students.

School and Student Performance Data

Overall Performance





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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Based on the 2023 Dashboard, chronic absenteeism is an area of needed support with a medium/yellow designation.
2. Camerado Springs scored high/green in English Language Arts.
3. Camerado Springs scored high/green in Mathematics.

School and Student Performance Data

Academic Performance English Language Arts

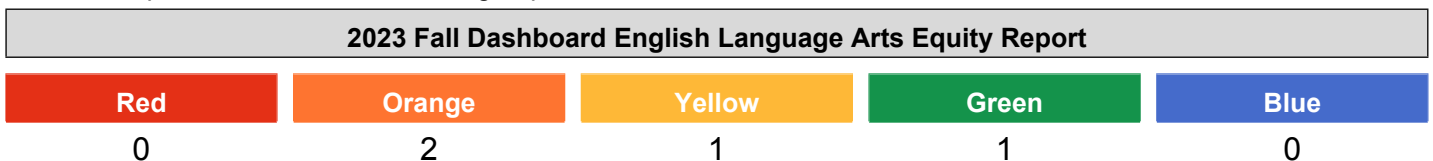
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 31.3 points above standard Maintained +0.8 points 457 Students	English Learners 40.8 points below standard Increased +11.1 points 32 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Orange 12.4 points below standard Decreased -13.4 points 109 Students	Students with Disabilities Orange 69.7 points below standard Maintained -2.6 points 80 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 2 Students	105.1 points above standard 12 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.9 points below standard Decreased -8.8 points 94 Students	18.3 points above standard Decreased -11.1 points 29 Students	Less than 11 Students 1 Student	 Green 41.3 points above standard Maintained +2.4 points 315 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104.5 points below standard Decreased Significantly -20.7 points 15 Students	15.4 points above standard Increased Significantly +35.3 points 17 Students	36 points above standard Maintained +1.6 points 410 Students

Conclusions based on this data:

1. When measuring performance by "all students", Camerado Springs students scored 31.3 points above standard in English Language Arts, an increase of 0.8 points when compared to 21/22 data.
2. When measuring performance by "student group", Students with Disabilities performed the lowest, 69.7 points below standard in English Language Arts, a decrease of 2.6 points when compared to 21/22 data.
3. When measuring performance by "race/ethnicity", Hispanic students performed the lowest, 3.9 points below standard in English Language Arts, a decrease of 8.8 points when compared to 21/22 data.

School and Student Performance Data

Academic Performance Mathematics

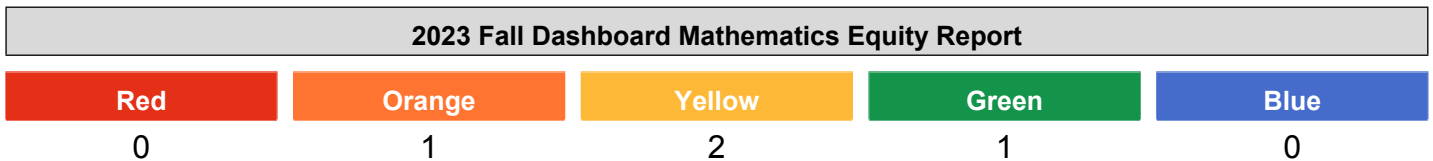
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 5.7 points below standard Increased +10.9 points 458 Students	English Learners 81.1 points below standard Increased Significantly +15.5 points 32 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Yellow 43.4 points below standard Increased +9.9 points 109 Students	Students with Disabilities Orange 101.1 points below standard Increased +7.8 points 80 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 2 Students	52.7 points above standard 12 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 44 points below standard Increased +5.3 points 94 Students	11.6 points below standard Increased +12.8 points 29 Students	Less than 11 Students 1 Student	 Green 5.2 points above standard Increased +10.6 points 316 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
145.1 points below standard Decreased -8 points 15 Students	24.7 points below standard Increased Significantly +31.4 points 17 Students	1.1 points below standard Increased +10.3 points 411 Students

Conclusions based on this data:

- When measuring performance by "all students", Camerado Springs students scored 5.7 points below standard in Mathematics, an increase of 10.9 points when compared to 21/22 data.
- When measuring performance by "student group", Students with Disabilities performed the lowest, 101.1 points below standard in Mathematics, an increase of 7.8 points when compared to 21/22 data.
- When measuring performance by "race/ethnicity", Hispanic students performed the lowest, 44.0 points below standard in Mathematics, an increase of 5.3 points when compared to 21/22 data.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
60 points above standard making progress towards English language proficiency
Number of EL Students: 15 Students Performance Level: No Performance Level

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

2023 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
2	4	0	9

Conclusions based on this data:

- 60% of EL students at Camerado Springs demonstrated progress towards English proficiency. 9 of 15 students progressed at least one level of English language acquisition from the prior year's assessment results.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

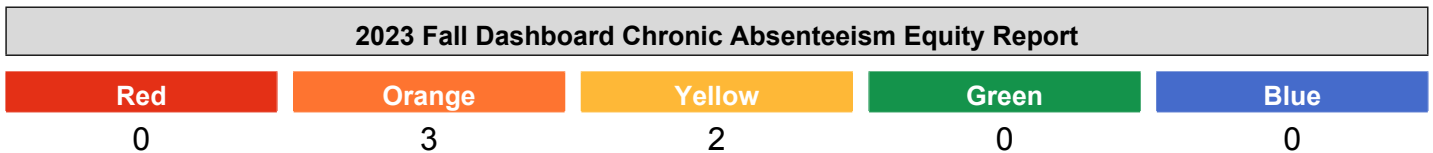
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>14.6% Chronically Absent</p> <p>Declined Significantly -5.5</p> <p>487 Students</p>	<p>English Learners</p> <p>39.1% Chronically Absent</p> <p>Increased 14.1</p> <p>23 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>21.6% Chronically Absent</p> <p>Declined -8.9</p> <p>125 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>20.7% Chronically Absent</p> <p>Declined -8.4</p> <p>87 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 3 Students	0% Chronically Absent 0 13 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 19.4% Chronically Absent Increased 1.5 98 Students	 Yellow 18.2% Chronically Absent Declined -6.1 33 Students	Less than 11 Students 1 Student	 Yellow 13.7% Chronically Absent Declined Significantly -6.6 335 Students

Conclusions based on this data:

1. When measuring chronic absenteeism by "all students", Camerado Springs was "Medium/Yellow" with 14.6% of students chronically absent, a decrease of 5.5% when compared to 21/22.
2. When measuring chronic absenteeism by "student group", our socioeconomically disadvantaged students were the highest group with 21.6% (Low/Orange) of students chronically absent, a decrease of 8.9% when compared to 21/22.
3. When measuring chronic absenteeism by "race/ethnicity", our Hispanic students were the highest group with 19.4% (Low/Orange) an increase of 1.5% when compared to 21/22.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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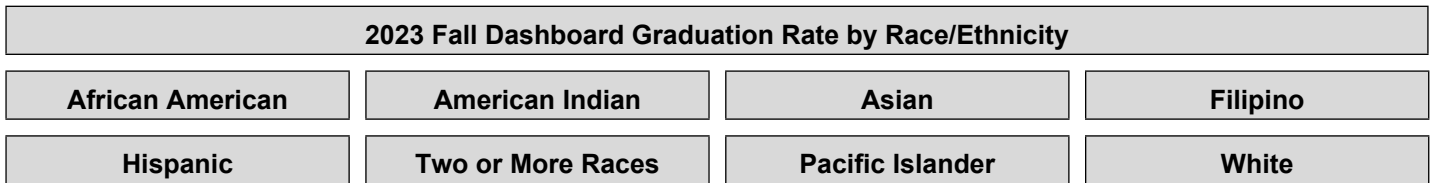
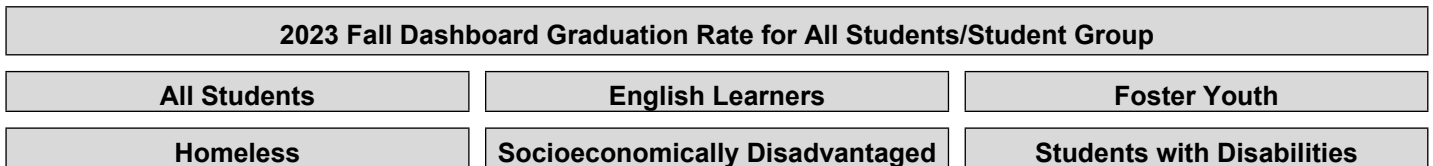
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

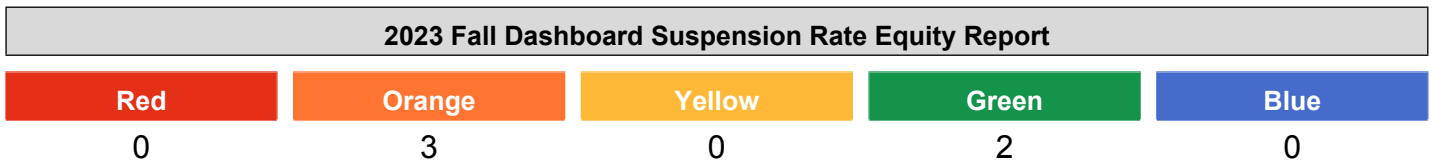
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 3.5% suspended at least one day Declined -1.4 490 Students	English Learners 0% suspended at least one day Maintained 0 23 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged Orange 6.3% suspended at least one day Increased 1.2 126 Students	Students with Disabilities Orange 6.9% suspended at least one day Increased 3.5 87 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 3 Students	0% suspended at least one day 13 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4% suspended at least one day Declined -1.1 99 Students	 Orange 9.1% suspended at least one day Increased 3.7 33 Students	Less than 11 Students 1 Student	 Green 3% suspended at least one day Declined -1.8 337 Students

Conclusions based on this data:

1. When measuring suspension rate by "all students", Camerado Springs was "High/Green" with 3.5% of students suspended at least one day, a decrease of 1.4% when compared to 21/22 data.
2. When measuring suspension rate by "student group", our student with disabilities was the highest group with 6.9% of students suspended at least one day, an increase of 3.5% when compared to 21/22 data.
3. When measuring suspension rate by "race/ethnicity", our students of two or more races was the highest group with 9.1% of students suspended at least one day, an increase of 3.7% when compared to 21/22 data.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1 - Student Achievement - Maximize the performance of each student in all academic areas.

Goal 1

The Camerado Springs Middle School performance on Smarter Balanced Assessments of English Language Arts will improve by 3 points from level 3 on the State Dashboard.

Identified Need

The performance of at-risk subgroups of 11 or more students on Smarter Balanced Assessments of English Language Arts will improve by 5 scaled score points (an at risk subgroup is one that performs more than 5% below the percent of students at or above standard for the entire site).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
22/23 Smarter Balanced Assessment (SBA)	22/23 Scale Scores distance from Level 3	23/24 Scale Scores +3

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students will see growth in their individual AR reading levels by achieving an average of 85% success rate on the AR quizzes and increasing the frequency of quizzes taken by students. Students will participate four days per week, if allowed to return to school full time, in the AR program and teachers will monitor student progress with monthly reports. More lower level, high interest AR books will be purchased for the library and teachers will be updating their classroom libraries. Students will also have access to Learning Ally; an audio textbook library with human-narrated books.

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)
6000	LCFF - Supplemental 4000-4999: Books And Supplies Purchase AR books for the library and classroom libraries
2300	District Funded 5000-5999: Services And Other Operating Expenditures Accelerated Reader Online Program
2500	District Funded 5000-5999: Services And Other Operating Expenditures Learning Ally Audio Library Program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Provide a reading intervention classes at each grade level to support identified students needing remedial support and small group intervention for students needing a more intensive reading support.

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)
3000	District Funded 4000-4999: Books And Supplies Materials for Language! Live reading intervention class
5000	District Funded 4000-4999: Books And Supplies Materials for Sondag System I & II intervention program

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Socioeconomically disadvantaged, English learners, Foster youth

Strategy/Activity

Provide a language arts intervention class at each grade level to support identified students needing remedial support

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)
25000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 0.8 Reading Intervention Teacher
500	LCFF - Supplemental 4000-4999: Books And Supplies LLI Student Folders

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide EL Intervention for identified EL students on our campus.

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)
5000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .2 EL Intervention Teacher
300	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Rosetta Stone Licenses
200	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Raz Plus ELL Edition

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

After school academic support opportunities for students. Homework support and reteaching of essential skills - 2 days a week.

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)

4000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Teacher pay for after school support

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide copy materials for teachers to supplement course work

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)

10000

Source(s)

LCFF
5000-5999: Services And Other Operating
Expenditures
Copy paper and lease/maintenance of copy
machines

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide online remediation of failed grades using MobyMax.

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)

3000

Source(s)

LCFF
4000-4999: Books And Supplies
Cost of MobyMax site license

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Regular department planning, collaboration, and common core alignment

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)

10000

Source(s)

LCFF

0000: Unrestricted

Department planning and costs related to securing a substitute teacher

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.

Camerado Springs has seen growth implementing the above strategies. Continuing the implementation with fidelity and fine tuning the programs on campus will be the focus of the 2023-2024 school year.

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

Camerado Springs is implementing the Souday System I & II reading intervention program.

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.

Camerado Springs staff has been trained in the new Souday System I & II program. In addition, Camerado Springs has experienced some staffing changes to better support both Reading Intervention programs at Camerado Springs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Goal #1 - Student Achievement - Maximize the performance of each student in all academic areas.

Goal 2

The Camerado Springs Middle School performance on Smarter Balanced Assessments of Mathematics will improve by 3 points from level 3 on the State Dashboard.

Identified Need

The performance of at-risk subgroups of 11 or more students on Smarter Balanced Assessments of Mathematics will improve by 5 scaled score points (an at risk subgroup is one that performs more than 5% below the percent of students at or above standard for the entire site).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
22/23 Smarter Balanced Assessment (SBA)	22/23 Scale Scores distance from Level 3	23/24 Scale Scores +3

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Socioeconomically disadvantaged, English learners, Foster youth

Strategy/Activity

Provide a mathematics intervention class at each grade level to support identified students needing remedial support.

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)
30000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

	Math Intervention Teacher
500	LCFF - Supplemental 4000-4999: Books And Supplies Math Intervention Materials and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with disabilities, Students Socioeconomically disadvantaged, English learners, Foster youth

Strategy/Activity

Provide ST Math program to students needing remedial support.

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)
2000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures ST Math is an instructional program that builds a deep conceptual understanding of math through rigorous learning and creative problem solving to engage, motivate and challenge students toward higher achievement.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

After school academic support opportunities for students. Math Help provides support and reteaching essential math related skills - 2 days a week.

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)
4000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher pay for after school support

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide copy materials for teachers to supplement course work

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)

10000

Source(s)

LCFF
5000-5999: Services And Other Operating Expenditures
Copy paper and lease/maintenance of copy machines

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Regular department planning, collaboration, and common core alignment

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)

10000

Source(s)

LCFF
0000: Unrestricted
Department planning and costs related to securing a substitute teacher

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide online remediation of failed grades using MobyMax.

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)
2400	LCFF 4000-4999: Books And Supplies Cost of MobyMax site license

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.

Camerado Springs has seen growth implementing the above strategies. Continuing the implementation with fidelity and fine tuning the programs on campus will be the focus of the 2023-2024 school year.

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

Camerado Springs adopted new Mathematics curriculum in 2022-2023. I-Ready Math is being used throughout all three grade levels.

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.

Camerado Springs staff will continue to be trained in the I-Ready Mathematics adoption. In addition, Camerado Springs has experienced some staffing changes to better support the Math Intervention program at Camerado Springs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science

LEA/LCAP Goal

Goal #1 - Student Achievement - Maximize the performance of each student in all academic areas.

Goal 3

The percent of students performing at or above standard on California Science Test (CAST) will improve by 3%.

Identified Need

The percent of students performing at or above standard on the California Science Test (CAST), who belong to a subgroup of 11 or more students, will improve performance by 5%. (An at risk subgroup is one that performs more than 5% below the percent of students at or above standard for the entire site).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
22/23 California Science Test (CAST)	22/23 CAST Percentage Meeting Standard	23/24 CAST +3% Meeting Standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increasing activities that focus on hands on learning experiences and labs.

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)
5000	LCFF - Base 4000-4999: Books And Supplies

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

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

All Students

Strategy/Activity

Design opportunities for students through our IB rotation; Engineering, Graphic Design, and Robotics.

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)

10000

Source(s)

LCFF - Base
4000-4999: Books And Supplies
Design Materials**Strategy/Activity 3****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)

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

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

All Students

Strategy/Activity

Regular department planning, collaboration, and IB unit planning/development.

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)

LCFF

None Specified
Department planning and costs related to securing a substitute teacher

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.

Continuing the implementation with fidelity and fine tuning the programs on campus will be the focus of the 23/24 school year.

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive Behavior Support and Suspension Rate

LEA/LCAP Goal

Goal #2 - Promote the development of each student as a "whole person."

Goal 4

Camorado Springs Middle School will maintain a suspension rate of Low (1% or less) as defined by the California State Dashboard for all students and all subgroups of 11 or more students.

Identified Need

Camorado Springs will continue to develop positive behavioral interventions and supports, looking at the school's universal supports in place, supplemental supports in place, and intensified supports. Camorado Springs will put an emphasis on teaching and embedding into lessons the International Baccalaureate's Approaches to Learning (ATL) Skills in hopes of creating a positive school culture and reducing the overall suspension rate. ATL skills encompass general and discipline-specific learning skills. These skill sets help develop students who are empowered as self-disciplined learners.

The following are ATL categories that group skills into transferable life-long habits of learning:

Communication Skills, Social/Collaboration Skills, Self-Management (organization, affective & reflective) Skills, Research (information literacy & media literacy) Skills, Thinking (critical-thinking, creative thinking & transfer) Skills.

Staff will need training and time to plan/discuss each ATL Skill.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	22/23 Suspension Rate	23/24 Suspension Rate

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 & Staff

Strategy/Activity

ATL Training and Zones of Regulation Training - Led by IB Coordinator, School Counselor and School Administrators.

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)
500	LCFF 4000-4999: Books And Supplies Zones of Regulation tools and materials.
500	LCFF 4000-4999: Books And Supplies Calming Space tools and support materials.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Wildcat Pride Tickets and Incentives

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)
500	ASB 4000-4999: Books And Supplies Incentives to support and encourage positive behavior on the Camerado Springs campus.
500	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Incentives to support and encourage positive behavior on the Camerado Springs campus.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with identified behavioral concerns

Strategy/Activity

Students will be set up with a daily CICO (Check In Check Out) sheet. A CICO is a highly effective research based intervention and can be changed and adapted to suit any school or situation. The

program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in

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)

500

Source(s)

LCFF
4000-4999: Books And Supplies
Incentives to support and encourage positive behavior on the Camerado Springs campus

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hundred Merit Lunch

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

ASB
None Specified
Incentive lunch/bbq for students who maintain their merits for quarters 1, 2, and 3.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Campus Monitor

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)

40000

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Additional staff presence to promote student
connectedness and support schoolwide
discipline.

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.

Camerado Springs has seen growth implementing the above strategies. Continuing the implementation with fidelity and fine tuning the programs on campus will be the focus of the 23/24 school year.

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

Goal #2 - Promote the development of each student as a "whole person."

Goal 5

The site will maintain a chronic absenteeism rate of Low (5% or less) as defined by the California State Dashboard for all students and subgroups of 11 or more students.

Identified Need

Camerado Springs will continue to promote a positive school culture reducing the overall chronic absenteeism rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	22/23 Chronic Absenteeism Rate	23/24 Chronic Absenteeism Rate

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)

7th & 8th Grade Students

Strategy/Activity

Flight Academy workshop and follow-up program.

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)
3000	ASB 5000-5999: Services And Other Operating Expenditures

Flight Academy is an all day workshop where students discover more about themselves, their strengths, and how they can be used in a leadership capacity. Students gain insights about their unique personalities and learn how to use their unique qualities to be agents of change on their campus and in their communities.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Teaching Staff

Strategy/Activity

Teachers will receive refresher training in the Love and Logic curriculum and will be trained in Zones of Regulation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
None Specified
Teaching with Love and Logic is truly a positive approach infused with time-tested ideas and strategies that empower teachers to effectively manage classroom dynamics.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Camerado Springs will participate in Red Ribbon Week to develop awareness to the dangers of drugs, alcohol, vaping, and tobacco use.

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)

250

Source(s)

ASB
4000-4999: Books And Supplies
Supplies for lunch time activities

400

Parent Teacher Association/Parent Faculty Club
(PTA/PFC/PTSO, PTO, etc.)
4000-4999: Books And Supplies
Red Ribbon Week Bracelets

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Teaching Staff

Strategy/Activity

Maintain the Camerado Culture and Climate Committee that addresses student behavior and climate issues that impede the learning process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
None Specified
Committee works as a team to solve site level issues related to making Camerado Springs a great place for students and staff.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Positive student recognition programs will continue such as merit lunches, Wildcat Pride Tickets, and certificates.

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)

1500

Source(s)

ASB
4000-4999: Books And Supplies
Cost of recognition lunches and award certificates

500

ASB
4000-4999: Books And Supplies
Cost of award certificates, medals, and plaques

300

ASB

4000-4999: Books And Supplies
Cost of Accelerated Reader incentives

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

New Students

Strategy/Activity

New Student Welcome Luncheon

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)

200

Source(s)

ASB

None Specified

Luncheon costs for all new students to the
Buckeye Union School District and Camerado
Springs Middle School

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain and support after school drama program.

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)

Foundation

5800: Professional/Consulting Services And
Operating Expenditures

The after school drama program supports the
"whole child" and our efforts to offer a
performing arts opportunity to our students.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain and support the various lunch and after school clubs.

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)

4000

LCFF
1000-1999: Certificated Personnel Salaries
Certificated stipends are paid to teaching staff to lead the various clubs on campus. Clubs include Hands 4 Hope, Oral Interpretation, Spelling Bee, Battle of the Books, Chess Club, Board Game Club, Tech Club, Coding Club, Jazz Band, Robotics, Kindness Club.

2000

ASB
4000-4999: Books And Supplies
Materials and Supplies are often needed for the clubs offered at Camerado Springs.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Offer lunch time intramurals for students 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)

Source(s)

2000

ASB
4000-4999: Books And Supplies
Sports equipment for lunchtime activities.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Offer relevant and engaging PE activities for students 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)

LCFF - Base
4000-4999: Books And Supplies
PE equipment (new and replacement 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.

Camerado Springs has seen growth implementing the above strategies. Continuing the implementation with fidelity and fine tuning the programs on campus will be the focus of the 2023-2024 school year.

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

N/A

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.

N/A

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	\$274,172.00
Total Federal Funds Provided to the School from the LEA for CSI	\$184,673.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$221,350.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
ASB	\$13,250.00
District Funded	\$12,800.00
Foundation	\$5,000.00
LCFF	\$51,900.00
LCFF - Base	\$20,000.00
LCFF - Supplemental	\$117,500.00
None Specified	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$900.00

Subtotal of state or local funds included for this school: \$221,350.00

Total of federal, state, and/or local funds for this school: \$221,350.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Base	51577	31,577.00

Expenditures by Funding Source

Funding Source	Amount
ASB	13,250.00
District Funded	12,800.00
Foundation	5,000.00
LCFF	51,900.00
LCFF - Base	20,000.00
LCFF - Supplemental	117,500.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	900.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	20,000.00
1000-1999: Certificated Personnel Salaries	72,000.00
2000-2999: Classified Personnel Salaries	40,000.00
4000-4999: Books And Supplies	49,850.00
5000-5999: Services And Other Operating Expenditures	30,300.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00
None Specified	4,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	ASB	7,050.00
5000-5999: Services And Other Operating Expenditures	ASB	3,000.00
None Specified	ASB	3,200.00
4000-4999: Books And Supplies	District Funded	8,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	4,800.00
5800: Professional/Consulting Services And Operating Expenditures	Foundation	5,000.00
0000: Unrestricted	LCFF	20,000.00
1000-1999: Certificated Personnel Salaries	LCFF	4,000.00
4000-4999: Books And Supplies	LCFF	6,900.00
5000-5999: Services And Other Operating Expenditures	LCFF	20,000.00
None Specified	LCFF	1,000.00
4000-4999: Books And Supplies	LCFF - Base	20,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	68,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	40,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	76,800.00
Goal 2	58,900.00
Goal 3	16,000.00

Goal 4

45,500.00

Goal 5

24,150.00

School Site Council Membership

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

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

Name of Members	Role
Douglas Shupe	Principal
Scott Pieri	Classroom Teacher
Robin Seibert	Other School Staff
Heidi Stepp	Parent or Community Member
Sarah Chafer	Parent or Community Member
Lisa Tuchsén	Parent or Community Member
Ashley Scholz	Secondary Student
Joe Istvanick	Secondary Student

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

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 December 11, 2023.

Attested:



Principal, Douglas Shupe on 12/11/23



SSC Chairperson, Lisa Tuchsén on 12/11/23

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.

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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