

School Year: **2024-25**



Camerado Springs Middle School

Buckeye Union School District

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School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Camerado Springs Middle School - International Baccalaureate World School	09618386096614	December 9th, 2024	January 15th, 2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Camerado Springs Middle School - International Baccalaureate World School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Camerado Springs Middle School - International Baccalaureate World School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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.

Educational Partner Involvement

How, when, and with whom did Camerado Springs Middle School - International Baccalaureate World 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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism and Suspension Rate was a state indicator which fell in the "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In the area of English Language Arts, English Learners and Socioeconomically Disadvantaged students were two performance levels (Orange) below "all students" (Green). In the area of Mathematics, Socioeconomically Disadvantaged students were two performance levels (Orange) below "all students" (Green).

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We are always focused on supporting our EL, McKinney Vento, SED, and Foster student groups. We offer in-school and after school intervention opportunities along with activities that support the whole child keeping those particular student groups in mind.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Camerado Springs Middle School - International Baccalaureate World School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.62%	0.42%	0.81%	3	2	4
African American	0.83%	0.42%	0.20%	4	2	1
Asian	2.07%	2.51%	2.24%	10	12	11
Filipino	1.04%	0.42%	0.41%	5	2	2
Hispanic/Latino	18.43%	20.04%	23.58%	89	96	116
Pacific Islander	0.21%	0.21%	0.20%	1	1	1
White	69.36%	69.31%	66.67%	335	332	328
Multiple	7.45%	6.68%	5.89%	36	32	29
Total Enrollment				483	479	492

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	158	146	190
Grade 7	175	156	151
Grade 8	150	177	151
Total Enrollment	483	479	492

Conclusions based on this data:

1. In the 2023-2024 school year enrollment increased by 13 students.
2. The Camerado Springs student population in the 2023-2024 school year was relatively more diverse than the prior year, 33.3% an increase of 2.64%
3. Camerado Springs has a higher percentage of Hispanic/Latino students than prior years, 23.58% an increase of 3.54%.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	16	21	21	3.1%	3.3%	4.3%
Fluent English Proficient (FEP)	23	27	29	4.1%	4.8%	5.9%
Reclassified Fluent English Proficient (RFEP)	19	22	TBD	7.1%	3.9%	TBD

Conclusions based on this data:

1. The enrollment data documents we maintained the same number (21) of students identified as an English Learners (EL) in the 2023-2024 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 2023-2024 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 2023-2024 school year occurred to determine if any students could be Reclassified Fluent English Proficient (RFEP). The data is not currently available at this time.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	158	144	183	153	144	177	152	144	177	96.8	100.0	96.7
Grade 7	170	149	149	170	145	145	170	145	145	100.0	97.3	97.3
Grade 8	146	174	153	144	173	147	144	173	147	98.6	99.4	96.1
Grade 11												
All Grades	474	467	485	467	462	469	466	462	469	98.5	98.9	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2536.	2547.	2565.	21.05	22.22	26.55	34.21	39.58	40.68	27.63	22.92	23.73	17.11	15.28	9.04
Grade 7	2604.	2567.	2576.	34.71	19.31	24.83	40.00	41.38	34.48	14.12	22.07	20.69	11.18	17.24	20.00
Grade 8	2595.	2618.	2591.	17.36	34.10	25.17	48.61	40.46	35.37	25.00	13.87	25.17	9.03	11.56	14.29
Grade 11															
All Grades	N/A	N/A	N/A	24.89	25.76	25.59	40.77	40.48	37.10	21.89	19.26	23.24	12.45	14.50	14.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Grade 6	23.68	21.53	31.07	55.26	63.89	58.76	21.05	14.58	10.17
Grade 7	31.18	24.14	26.90	58.82	63.45	56.55	10.00	12.41	16.55
Grade 8	23.61	31.79	25.17	63.19	55.49	62.59	13.19	12.72	12.24
Grade 11									
All Grades	26.39	26.19	27.93	59.01	60.61	59.28	14.59	13.20	12.79

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	16.45	18.75	19.21	61.84	58.33	63.28	21.71	22.92	17.51
Grade 7	36.09	22.76	26.39	55.03	54.48	54.86	8.88	22.76	18.75
Grade 8	20.14	34.68	23.29	68.75	54.34	60.96	11.11	10.98	15.75
Grade 11									
All Grades	24.73	25.97	22.70	61.51	55.63	59.96	13.76	18.40	17.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	13.82	18.75	23.16	73.68	75.00	70.06	12.50	6.25	6.78
Grade 7	27.06	13.79	17.24	66.47	75.86	71.03	6.47	10.34	11.72
Grade 8	18.06	24.28	20.41	73.61	69.94	70.75	8.33	5.78	8.84
Grade 11									
All Grades	19.96	19.26	20.47	71.03	73.38	70.58	9.01	7.36	8.96

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	25.66	16.67	32.20	58.55	72.22	62.15	15.79	11.11	5.65
Grade 7	37.06	20.69	25.52	57.06	70.34	65.52	5.88	8.97	8.97
Grade 8	33.33	39.31	25.17	61.81	53.18	67.35	4.86	7.51	7.48
Grade 11									
All Grades	32.19	26.41	27.93	59.01	64.50	64.82	8.80	9.09	7.25

Conclusions based on this data:

1. In 22/23, 98.9% and in 23/24, 96.7% of students participated in taking the CAASPP Assessment for English Language Arts, a decrease of 2.2%.
2. The mean scale score increased 18.8 points in 6th grade, increased 8.7 points in 7th grade, and decreased 27.3 points in 8th grade when compared to test scores from 22/23 in English Language Arts.
3. The highest performing claim was "Research & Inquiry - Investigating, analyzing, and presenting information" and "Reading - Demonstrating understanding of literacy and non-fictional text" both with 27.93% of students above standard. The lowest performing claim was "Listening - Demonstrating effective communication skills" with 20.47% of students above standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	158	144	183	155	144	176	155	144	176	98.1	100.0	96.2
Grade 7	170	149	149	170	145	146	170	145	146	100.0	97.3	98
Grade 8	146	174	153	144	174	147	144	174	147	98.6	100.0	96.1
All Grades	474	467	485	469	463	469	469	463	469	98.9	99.1	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2515.	2541.	2555.	10.97	24.31	28.98	24.52	27.78	25.00	40.00	25.69	25.57	24.52	22.22	20.45
Grade 7	2575.	2546.	2564.	30.00	13.79	26.03	28.24	28.28	28.77	24.71	35.86	24.66	17.06	22.07	20.55
Grade 8	2555.	2593.	2573.	13.89	33.33	21.77	24.31	20.69	24.49	34.03	26.44	25.17	27.78	19.54	28.57
All Grades	N/A	N/A	N/A	18.76	24.41	25.80	25.80	25.27	26.01	32.62	29.16	25.16	22.81	21.17	23.03

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 6	11.04	20.83	29.14	59.09	55.56	45.71	29.87	23.61	25.14	
Grade 7	30.59	15.86	29.45	51.76	60.00	47.26	17.65	24.14	23.29	
Grade 8	14.58	33.33	17.69	58.33	48.85	58.50	27.08	17.82	23.81	
All Grades	19.23	23.97	25.64	56.20	54.43	50.21	24.57	21.60	24.15	

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	13.55	18.75	22.16	58.06	57.64	61.36	28.39	23.61	16.48
Grade 7	25.29	15.86	23.29	57.06	66.21	54.79	17.65	17.93	21.92
Grade 8	13.89	25.86	19.05	68.75	54.60	65.99	17.36	19.54	14.97
All Grades	17.91	20.52	21.54	60.98	59.18	60.77	21.11	20.30	17.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	10.32	18.75	26.14	72.26	61.81	63.64	17.42	19.44	10.23
Grade 7	24.71	15.86	18.49	62.35	72.41	70.55	12.94	11.72	10.96
Grade 8	9.03	24.14	21.09	72.92	62.07	68.03	18.06	13.79	10.88
All Grades	15.14	19.87	22.17	68.87	65.23	67.16	15.99	14.90	10.66

Conclusions based on this data:

1. In 22/23, 99.1% and in 23/24, 96.7% of students participated in taking the CAASPP Assessment for Mathematics, an decrease of 2.4%.
2. The mean scale score increased 14.7 points in 6th grade, increased 18.5 points in 7th grade, and decreased 19.8 points in 8th grade when compared to test scores from 22/23 in Mathematics.
3. The highest performing claim was "Concepts and Procedures - Applying mathematical concepts and procedures" with 25.64% of students above standard. The lowest performing claim was "Problem Solving and Modeling/Data Analysis - Using appropriate tools and strategies to solve real world and mathematical problems" with 21.54% of students above standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	8	9	6
7	*	*	*	*	*	*	*	*	*	5	*	5
8	*	*	*	*	*	*	*	*	*	*	5	*
All Grades										14	17	12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	35.29	33.33	35.71	41.18	50.00	21.43	11.76	16.67	7.14	11.76	0.00	14	17	12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	58.82	58.33	42.86	29.41	33.33	0.00	5.88	8.33	7.14	5.88	0.00	14	17	12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	0.00	0.00	35.71	29.41	50.00	28.57	52.94	50.00	28.57	17.65	0.00	14	17	12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	17.65	8.33	42.86	70.59	91.67	28.57	11.76	0.00	14	17	12	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	100.00	88.24	91.67	0.00	5.88	0.00	0.00	5.88	8.33	13	17	12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	5.88	0.00	42.86	41.18	66.67	42.86	52.94	33.33	14	17	12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	5.88	8.33	78.57	88.24	91.67	14.29	5.88	0.00	14	17	12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Administration of the ELPAC took place in the 23-24 school year for 12 students.
2. Of the 12 students who took the ELPAC in 23/24, the highest scoring domain was "Speaking" with 91.67% scoring in the "well developed" range.
3. Of the 12 students who took the ELPAC in 23/24, the lowest scoring domain was "Reading" with 0% of students scoring in the "well developed" range.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
492	25.4%	4.3%	0.0%

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.

2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	21	4.3%
Foster Youth	0	0.0%
Homeless	7	1.4%
Socioeconomically Disadvantaged	125	25.4%
Students with Disabilities	102	20.7%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	1	0.2%
American Indian	4	0.8%
Asian	11	2.2%
Filipino	2	0.4%
Hispanic	116	23.6%
Two or More Races	29	5.9%
Pacific Islander	1	0.2%
White	328	66.7%

Conclusions based on this data:

1. Camerado Springs' largest subgroup is its socioeconomically disadvantaged students which make up 25.4% of its overall population, an increase of 1%. 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 4.3% of its overall population. This was a decrease of 0.1% when compared to 22-23. 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% of its overall population. This was an decrease of 0.6% when compared to 23-24. 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, 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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Orange	Suspension Rate Orange
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Based on the 23-24 Dashboard, chronic absenteeism is an area of needed support with an orange/maintained designation. 14.5% of students were designated chronically absent, a decrease of 0.1 percent from the prior year.
2. Based on the 23-24 Dashboard, suspension rate is an area of needed support with an orange/maintained designation. 4.3% of students were suspended at least one day, an increase of 0.8 percent from the prior year.

3. Based on the 23-34 Dashboard, Camerado Springs scored green/high in Mathematics and in Language Arts.

School and Student Performance Data

Academic Performance English Language Arts

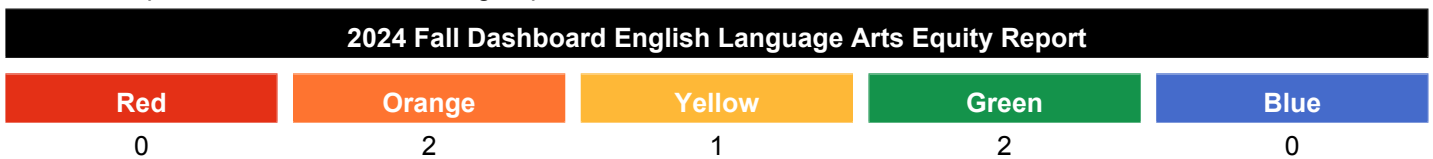
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>30.2 points above standard</p> <p>Maintained -1.1 points</p> <p>461 Students</p>	<p>English Learners</p> <p>Orange</p> <p>49.7 points below standard</p> <p>Declined 8.9 points</p> <p>33 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>10.2 points below standard</p> <p>Maintained 2.2 points</p> <p>120 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>40.2 points below standard</p> <p>Increased 29.5 points</p> <p>100 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>63.6 points above standard</p> <p>Declined 41.4 points</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>6.3 points above standard</p> <p>Increased 10.1 points</p> <p>108 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>7.4 points above standard</p> <p>Declined 10.9 points</p> <p>27 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>37.4 points above standard</p> <p>Declined 3.9 points</p> <p>308 Students</p>

Conclusions based on this data:

1. When measuring performance by "all students", Camerado Springs students scored 30.2 points above standard in English Language Arts, an decrease of 1.1 points when compared to 22/23 data.
2. When measuring performance by "student group", Students with Disabilities performed the lowest, 40.2 points below standard in English Language Arts, an increase of 29.5 points when compared to 22/23 data.
3. When measuring performance by "race/ethnicity", Hispanic students performed the lowest, 6.3 points above standard in English Language Arts, an increase of 10.1 points when compared to 22/23 data.

School and Student Performance Data

Academic Performance Mathematics

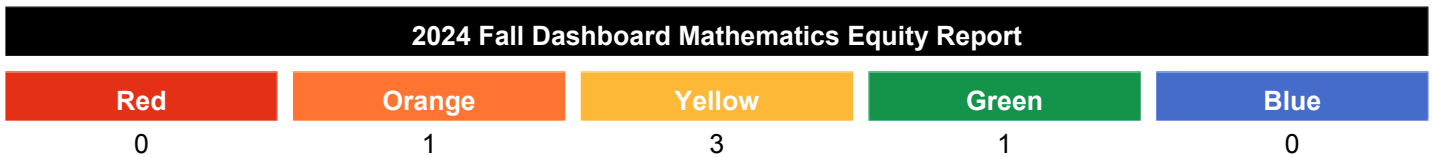
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.7 points below standard</p> <p>Increased 5 points</p> <p>462 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>73.4 points below standard</p> <p>Increased 7.7 points</p> <p>33 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>41.3 points below standard</p> <p>Maintained 2.1 points</p> <p>120 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>70.6 points below standard</p> <p>Increased 30.5 points</p> <p>100 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>52.1 points above standard</p> <p>Maintained -0.6 points</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>30.9 points below standard</p> <p>Increased 13.1 points</p> <p>108 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>26.7 points below standard</p> <p>Declined 15.1 points</p> <p>27 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>10.1 points above standard</p> <p>Increased 4.9 points</p> <p>308 Students</p>

Conclusions based on this data:

1. When measuring performance by "all students", Camerado Springs students scored 0.7 points below standard in Mathematics, an increase of 5.0 points when compared to 22/23 data.
2. When measuring performance by "student group", English Learners performed the lowest, 73.4 points below standard in Mathematics, an increase of 7.7 points when compared to 22/23 data.
3. When measuring performance by "race/ethnicity", Hispanic students performed the lowest, 30.9 points below standard in Mathematics, an increase of 13.1 points when compared to 22/23 data.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 41.7% making progress. Number Students: 12 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 6 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 16.7%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 41.7%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 41.7%

Conclusions based on this data:

- 41.7% (5 of 12) of EL students at Camerado Springs demonstrated progress towards English proficiency of at least one level of English language acquisition from the prior year's assessment results.
- 41.7% (5 of 12) of EL students at Camerado Springs maintained progress towards English proficiency.
- 16.7% (2 of 12) of EL students at Camerado Springs decreased one level of English language acquisition from the prior year's assessment results.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.”












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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>14.5% Chronically Absent</p> <p>Maintained -0.1</p> <p>511 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>30.4% Chronically Absent</p> <p>Declined 8.7</p> <p>23 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>36.4% Chronically Absent</p> <p>Declined 5.3</p> <p>11 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>22.5% Chronically Absent</p> <p>Increased 0.9</p> <p>138 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>24.3% Chronically Absent</p> <p>Increased 3.7</p> <p>115 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>12 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>15.7% Chronically Absent</p> <p>Declined 3.7</p> <p>121 Students</p>
<p>Two or More Races</p>  <p>Red</p> <p>25.8% Chronically Absent</p> <p>Increased 7.6</p> <p>31 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>13.6% Chronically Absent</p> <p>Maintained -0.2</p> <p>339 Students</p>

Conclusions based on this data:

1. When measuring chronic absenteeism by "all students", Camerado Springs was "Low/Orange" with 14.5% of students chronically absent, a decrease of 0.1% when compared to 22/23.
2. When measuring chronic absenteeism by "student group", our English Learner students were the highest group with 30.4% of students chronically absent, a decrease of 8.7% when compared to 22/23.
3. When measuring chronic absenteeism by "race/ethnicity", our students of Two or More Races were the highest group with 25.8% "Red" an increase of 7.6% when compared to 22/23.

School and Student Performance Data

Conditions & Climate Suspension Rate

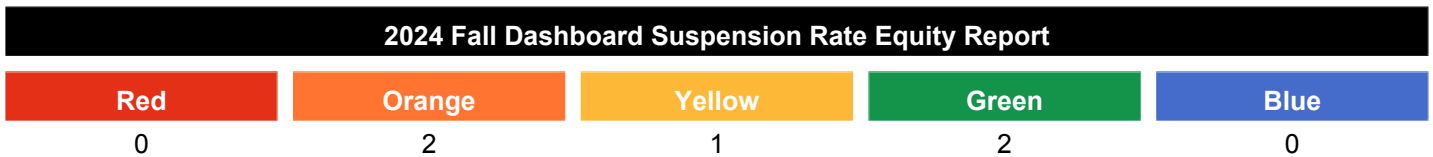
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 0.8%</p> <p>517 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>23 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>6.4% suspended at least one day</p> <p>Maintained 0.1%</p> <p>140 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>5.2% suspended at least one day</p> <p>Declined 1.7%</p> <p>116 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>5.7% suspended at least one day</p> <p>Increased 1.7%</p> <p>122 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>6.5% suspended at least one day</p> <p>Declined 2.6%</p> <p>31 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>3.8% suspended at least one day</p> <p>Increased 0.8%</p> <p>344 Students</p>

Conclusions based on this data:

1. When measuring suspension rate by "all students", Camerado Springs was "Medium/Orange" with 4.3% of students suspended at least one day, an increase of 0.8% when compared to 22/23 data.
2. When measuring suspension rate by "student group", our socioeconomically disadvantaged students were the highest group with 6.4% of students suspended at least one day, an increase of 0.1% when compared to 22/23 data.
3. When measuring suspension rate by "race/ethnicity", our students of two or more races was the highest group with 6.5% of students suspended at least one day, a decrease of 2.6% when compared to 22/23 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
23/24 Smarter Balanced Assessment (SBA)	23/24 Scale Scores distance from Level 3	24/25 Scale Scores +3

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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 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.	All Students	3000 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
1.2	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.	Students with disabilities	3000 District Funded 4000-4999: Books And Supplies Materials for Language! Live reading intervention class 2500 District Funded 4000-4999: Books And Supplies Materials for Sondag System I & II intervention program
1.3	Provide a language arts intervention class at each grade level to support identified students needing remedial support	Socioeconomically disadvantaged, English learners, Foster youth	25000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 0.8 Reading Intervention Teacher 500 LCFF - Supplemental 4000-4999: Books And Supplies LLI Student Folders
1.4	Provide EL Intervention for identified EL students on our campus.	English Learners	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
1.5	After school academic support opportunities for students. Homework support and reteaching of essential skills - 2 days a week.	All Students	4000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher pay for after school support
1.6	Provide copy materials for teachers to supplement course work	All Students	10000 LCFF 5000-5999: Services And Other Operating Expenditures Copy paper and lease/maintenance of copy machines
1.7	Provide online remediation of failed grades using MobyMax.	All Students	3000 LCFF 4000-4999: Books And Supplies Cost of MobyMax site license

1.8	Regular department planning, collaboration, and common core alignment	All Students	2000 LCFF 0000: Unrestricted Department planning and costs related to securing a substitute teacher
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Implementation of evidence-based reading interventions, such as guided reading and leveled literacy groups. Professional development for teachers focused on data-driven instruction and differentiated learning. Use of technology tools to support literacy, such as online reading platforms and assessment tools.

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

TBD

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.

TBD

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
23/24 Smarter Balanced Assessment (SBA)	23/24 Scale Scores distance from Level 3	24/25 Scale Scores +3

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide a mathematics intervention class at each grade level to support identified students needing remedial support.	Socioeconomically disadvantaged, English learners, Foster youth	30000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Math Intervention Teacher 500 LCFF - Supplemental 4000-4999: Books And Supplies Math Intervention Materials and Supplies
2.2	After school academic support opportunities for students. Math Help provides support and reteaching essential math related skills - 2 days a week.	All Students	4000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

			Teacher pay for after school support
2.3	Provide copy materials for teachers to supplement course work	All Students	10000 LCFF 5000-5999: Services And Other Operating Expenditures Copy paper and lease/maintenance of copy machines
2.4	Regular department planning, collaboration, and common core alignment	All Students	2000 LCFF 0000: Unrestricted Department planning and costs related to securing a substitute teacher
2.5	Provide online remediation of failed grades using MobyMax.	All Students	2400 LCFF 4000-4999: Books And Supplies Cost of MobyMax site license

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Implemented regular use of formative assessments to identify student needs and adjust instruction accordingly. Conducted data review meetings where teachers analyzed student performance and planned targeted interventions. Provided training for teachers on best practices in mathematics instruction, including differentiated learning strategies and technology integration (e.g., math apps and interactive tools). Focused on building teacher capacity to align instruction with state standards and use data effectively. Established small-group instruction and after-school tutoring programs for students performing below grade level. Offered additional support for identified subgroups, including English Learners and students with disabilities. Adopted supplemental instructional materials and online platforms to enhance conceptual understanding and problem-solving skills. Introduced hands-on and project-based learning activities to increase student engagement. Conducted workshops for parents to help them support their children's learning at home. Partnered with local organizations to provide resources, such as math games and manipulatives, for students.

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

TBD

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.

TBD

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Science

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
23/24 California Science Test (CAST)	23/24 CAST Percentage Meeting Standard	24/25 CAST +3% Meeting Standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Increasing activities that focus on hands on learning experiences and labs.	All Students	2500 LCFF - Base 4000-4999: Books And Supplies Amplify Materials and Lab Materials
3.2	Design opportunities for students through our IB rotation; Engineering, Graphic Design, and Robotics.	All Students	5000 LCFF - Base 4000-4999: Books And Supplies Design Materials
3.3			
3.4	Regular department planning, collaboration, and IB unit planning/development.	All Students	2000 LCFF None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Implemented NGSS-aligned instructional materials to ensure curriculum consistency and relevance. Focused on the three-dimensional learning model: disciplinary core ideas, science practices, and cross-cutting concepts. Hands-On and Inquiry-Based Learning: Integrated lab experiments, project-based activities, and real-world applications into the curriculum. Encouraged student-driven inquiry through open-ended investigations and collaborative group work. Provided ongoing training for teachers on NGSS best practices and incorporating technology into science instruction. Supported teachers in developing interdisciplinary lessons that connect science with mathematics and language arts. Implemented digital tools and simulations, such as virtual labs and interactive science platforms, to supplement hands-on activities: Used online resources to provide access to up-to-date scientific data and experiments. Promoted STEM (Science, Technology, Engineering, Mathematics) initiatives through extracurricular programs.

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

TBD

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.

TBD

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive Behavior Support and Suspension Rate

Camerado 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Camerado 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. Camerado 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
23/24 Suspension Rate	23/24 Suspension Rate	24/25 Suspension Rate

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Continue ATL Training and Zones of Regulation Training - Led by IB Coordinator, School Counselor and School Administrators.	All Students & Staff	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.
4.2	Wildcat Pride Tickets and Incentives	All Students	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.
4.3	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	Students with identified behavioral concerns	500 LCFF 4000-4999: Books And Supplies Incentives to support and encourage positive behavior on the Camerado Springs campus
4.4	Flight Academy Workshop for all 7th and 8th grade students. Flight Academy is designed to give students a deeper awareness of their own personalities and stories and how to use their unique qualities to bring about change in their communities. Flight Academy is not designed to fix anyone but to inspire students to look beyond their differences to lean into each other's strengths to bring about change and build community. We encourage schools to create a plan to utilize the information discovered through the day to continue to bring change in the classroom as well as the overall school campus.	7th and 8th grade students	5000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified Cost of two all day workshops.
4.5	Hundred Merit Events	All Students	3000 ASB None Specified Incentive events for students who maintain their merits for quarters 1, 2, and 3.
4.6	Campus Monitor	All Students	40000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

			Additional staff presence to promote student connectedness and support schoolwide discipline.
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Increased the number and variety of after-school programs, including sports, arts, music, STEM clubs, and leadership groups. Ensured extracurricular options were inclusive and addressed diverse student interests and abilities. Integrated SEL into the daily curriculum to teach skills like conflict resolution, empathy, and emotional regulation. Provided professional development for staff on implementing trauma-informed and restorative practices. Shifted from punitive disciplinary measures to restorative approaches, such as peer mediation, and counseling. Created opportunities for students to repair harm and build stronger relationships within the school community. Hosted parent workshops to strengthen school-home partnerships and equip parents with strategies to support their children. Established student leadership councils to empower students to have a voice in school decisions and activities. Encouraged student-led initiatives, such as organizing school events or peer mentoring programs. Identified students at risk of disciplinary actions and provided targeted interventions, such as check-ins with counselors or participation in mentorship programs. Developed individual behavior support plans for students with chronic behavior challenges.

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

TBD

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.

TBD

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Chronic Absenteeism

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
23/24 Chronic Absenteeism Rate	23/24 Chronic Absenteeism Rate	24/25 Chronic Absenteeism Rate

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Grade level competitions and incentives.	All Students	1000 ASB 5000-5999: Services And Other Operating Expenditures The leadership class will coordinate various competitions throughout the school year designed around attendance. These activities will have incentives for individual students and classes.
5.2	Teachers will receive refresher training in the Love and Logic curriculum and will be trained in Zones of Regulation.	Teaching Staff	0 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.
5.3	Camerado Springs will participate in Red Ribbon Week to develop awareness to the dangers of drugs, alcohol, vaping, and tobacco use.	All Students	250 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
5.4	Maintain the Camerado Culture and Climate Committee that addresses student behavior and climate issues that impede the learning process.	Teaching Staff	0 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.
5.5	Positive student recognition programs will continue such as merit lunches, Wildcat Pride Tickets, and certificates.	All Students	1500 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
5.6	New Student Welcome Luncheon	New Students	200 ASB None Specified Luncheon costs for all new students to the Buckeye Union School District and Camerado Springs Middle School
5.7	Maintain and support after school drama program.	All Students	6000 District Funded 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.
5.8	Maintain and support the various lunch and after school clubs.	All Students	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, Gardening Club and more. 2000 ASB 4000-4999: Books And Supplies Materials and Supplies are often needed for the clubs offered at Camerado Springs.
5.9	Offer lunch time intramurals for students throughout the year.	All Students	2000 ASB 4000-4999: Books And Supplies Sports equipment for lunchtime activities.
5.10	Offer relevant and engaging PE activities for students throughout the year.	All Students	5000 LCFF - Base 4000-4999: Books And Supplies PE equipment (new and replacement materials).

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Implemented a school-wide attendance monitoring system to track and identify students at risk of chronic absenteeism. Established incentives, such as recognition programs and rewards for improved attendance. Integrated SEL lessons into the curriculum to build stronger student-teacher relationships and foster a sense of belonging. Provided professional development for staff on trauma-informed practices and restorative approaches. Developed individualized attendance plans for chronically absent students, including mentorship programs and home visits. Collaborated with counselors to provide mental health support for students facing significant challenges.

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

TBD

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.

TBD

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$274,172.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$195,350.00
Total Federal Funds Provided to the School from the LEA for CSI	\$184,673.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
ASB	\$11,250.00
District Funded	\$16,300.00
LCFF	\$36,900.00
LCFF - Base	\$12,500.00
LCFF - Supplemental	\$112,500.00
None Specified	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$5,900.00

Subtotal of state or local funds included for this school: \$195,350.00

Total of federal, state, and/or local funds for this school: \$195,350.00

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	39,077.00

Expenditures by Funding Source

Funding Source	Amount
ASB	11,250.00
District Funded	16,300.00
LCFF	36,900.00
LCFF - Base	12,500.00
LCFF - Supplemental	112,500.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,900.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	4,000.00
1000-1999: Certificated Personnel Salaries	72,000.00
2000-2999: Classified Personnel Salaries	40,000.00
4000-4999: Books And Supplies	36,850.00
5000-5999: Services And Other Operating Expenditures	26,300.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00
None Specified	10,200.00

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	1,000.00
None Specified	ASB	3,200.00

4000-4999: Books And Supplies	District Funded	5,500.00
5000-5999: Services And Other Operating Expenditures	District Funded	4,800.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	6,000.00
0000: Unrestricted	LCFF	4,000.00
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	2,000.00
4000-4999: Books And Supplies	LCFF - Base	12,500.00
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	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	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
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	63,300.00
Goal 2	48,900.00
Goal 3	9,500.00
Goal 4	50,500.00
Goal 5	23,150.00

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
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Douglas Shupe	Principal
Scott Pieri	Classroom Teacher
Robin Seibert	Other School Staff
Tera Masiel	Parent or Community Member
Kimber Azevedo	Parent or Community Member
Josiah Ferguson	Parent or Community Member
Carol Barfuss	Parent or Community Member
Sadiyah Angelo	Secondary Student
Jameson Ready	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 12/9/24

SSC Chairperson, Tera Masiel on 12/9/24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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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