



# 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	09618386096614	December 8th, 2025	January 21st, 2026

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 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 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 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.

No state indicator for overall performance fell in the "Orange" or "Red" 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 Students with Disabilities were two performance levels (Orange) below "all students" (Green). In the area of Mathematics, English Learners and Students with Disabilities were two performance levels (Orange) below "all students" (Green). In the area of Science, no student groups were two performance levels below "all students" (Green). In the area of Academic Engagement/Chronic Absenteeism, Students with Disabilities were two performance levels (Orange) below "all students" (Green). In the area of Conditions and Climate/Suspension Rate, no student groups were two performance levels below "all students" (Yellow).

## 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. 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.42%	0.81%	0.93%	2	4	5
African American	0.42%	0.20%	0.56%	2	1	3
Asian	2.51%	2.24%	3.17%	12	11	17
Filipino	0.42%	0.41%	0.37%	2	2	2
Hispanic/Latino	20.04%	23.58%	24.07%	96	116	129
Pacific Islander	0.21%	0.20%	%	1	1	
White	69.31%	66.67%	65.86%	332	328	353
Two or More Races	6.68%	5.89%	4.29%	32	29	23
Not Reported	0%	%	0.75%	0		4
<b>Total Enrollment</b>				479	492	536

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	146	190	187
Grade 7	156	151	193
Grade 8	177	151	156
<b>Total Enrollment</b>	479	492	536

#### Conclusions based on this data:

1. In the 2024-2025 school year, enrollment increased by 44 students.
2. The Camerado Springs student population in the 2024-2025 school year was relatively more diverse than the prior year, 34.14% an increase of 0.84%
3. Camerado Springs has a higher percentage of Hispanic/Latino students than prior years, 24.07% an increase of 0.49%.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	21	21	22	4.4	4.3%	4.1%
Fluent English Proficient (FEP)	27	29	31	5.6	5.9%	5.8%
Reclassified Fluent English Proficient (RFEP)	22		28	4.6%		5.2%

### Conclusions based on this data:

1. According to DataQuest on the California Department of Education website, enrollment data indicate that CSMS increased the number of students identified as English Learners (EL) to 22 in the 2024–2025 school year, representing an increase of one student.
2. Enrollment data from DataQuest, as reported by the California Department of Education, show a slight increase in both the number and percentage of students identified as Fluent English Proficient (FEP) in the 2024–2025 school year, reflecting an increase of two students.
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 2024-2025 school year occurred to determine if any students could be Reclassified Fluent English Proficient (RFEP). 5.2% of our student population in the 2024-2025 school year was reclassified as Fluent English Proficient.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	144	183	191	144	177	186	144	177	186	100.0	96.7	97.4
Grade 7	149	149	178	145	145	173	145	145	173	97.3	97.3	97.2
Grade 8	174	153	155	173	147	147	173	147	147	99.4	96.1	94.8
All Grades	467	485	524	462	469	506	462	469	506	98.9	96.7	96.6

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2547.	2565.	2539.	22.22	26.55	21.51	39.58	40.68	35.48	22.92	23.73	22.04	15.28	9.04	20.97
Grade 7	2567.	2576.	2611.	19.31	24.83	31.79	41.38	34.48	45.66	22.07	20.69	15.61	17.24	20.00	6.94
Grade 8	2618.	2591.	2589.	34.10	25.17	25.17	40.46	35.37	36.73	13.87	25.17	19.05	11.56	14.29	19.05
All Grades	N/A	N/A	N/A	25.76	25.59	26.09	40.48	37.10	39.33	19.26	23.24	18.97	14.50	14.07	15.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	21.53	31.07	26.88	63.89	58.76	51.08	14.58	10.17	22.04
Grade 7	24.14	26.90	30.64	63.45	56.55	59.54	12.41	16.55	9.83
Grade 8	31.79	25.17	27.21	55.49	62.59	53.74	12.72	12.24	19.05
All Grades	26.19	27.93	28.26	60.61	59.28	54.74	13.20	12.79	17.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	18.75	19.21	13.98	58.33	63.28	65.05	22.92	17.51	20.97
Grade 7	22.76	26.39	43.35	54.48	54.86	49.13	22.76	18.75	7.51
Grade 8	34.68	23.29	23.97	54.34	60.96	56.85	10.98	15.75	19.18
All Grades	25.97	22.70	26.93	55.63	59.96	57.23	18.40	17.34	15.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	18.75	23.16	15.05	75.00	70.06	70.97	6.25	6.78	13.98
Grade 7	13.79	17.24	21.39	75.86	71.03	70.52	10.34	11.72	8.09
Grade 8	24.28	20.41	22.45	69.94	70.75	66.67	5.78	8.84	10.88
All Grades	19.26	20.47	19.37	73.38	70.58	69.57	7.36	8.96	11.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	16.67	32.20	23.12	72.22	62.15	62.37	11.11	5.65	14.52
Grade 7	20.69	25.52	32.37	70.34	65.52	61.27	8.97	8.97	6.36
Grade 8	39.31	25.17	26.53	53.18	67.35	61.90	7.51	7.48	11.56
All Grades	26.41	27.93	27.27	64.50	64.82	61.86	9.09	7.25	10.87

**Conclusions based on this data:**

1. In 24/25 96.6% of students participated in taking the CAASPP Assessment for English Language Arts, a decrease of 0.1%.
2. The mean scale score decreased 26.9 points in 6th grade, increased 34.5 points in 7th grade, and decreased 1.7 points in 8th grade when compared to test scores from 23/24 in English Language Arts.
3. The highest performing claim was "Reading - Demonstrating understanding of literary and non-fictional texts" with 28.26% of students above standard. The lowest performing claim was "Listening - Demonstrating effective communication skills" with 19.37% 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	144	183	191	144	176	187	144	176	187	100.0	96.2	97.9
Grade 7	149	149	178	145	146	173	145	146	173	97.3	98	97.2
Grade 8	174	153	155	174	147	147	174	147	147	100.0	96.1	94.8
All Grades	467	485	524	463	469	507	463	469	507	99.1	96.7	96.8

\* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2541.	2555.	2545.	24.31	28.98	29.41	27.78	25.00	24.06	25.69	25.57	22.99	22.22	20.45	23.53
Grade 7	2546.	2564.	2594.	13.79	26.03	31.79	28.28	28.77	31.79	35.86	24.66	23.70	22.07	20.55	12.72
Grade 8	2593.	2573.	2588.	33.33	21.77	27.89	20.69	24.49	28.57	26.44	25.17	20.41	19.54	28.57	23.13
Grade 11															
All Grades	N/A	N/A	N/A	24.41	25.80	29.78	25.27	26.01	28.01	29.16	25.16	22.49	21.17	23.03	19.72

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 6</b>	20.83	29.14	27.27	55.56	45.71	47.06	23.61	25.14	25.67
<b>Grade 7</b>	15.86	29.45	36.99	60.00	47.26	49.13	24.14	23.29	13.87
<b>Grade 8</b>	33.33	17.69	23.13	48.85	58.50	57.14	17.82	23.81	19.73
<b>Grade 11</b>									
<b>All Grades</b>	23.97	25.64	29.39	54.43	50.21	50.69	21.60	24.15	19.92

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 6</b>	18.75	22.16	18.18	57.64	61.36	57.22	23.61	16.48	24.60
<b>Grade 7</b>	15.86	23.29	24.86	66.21	54.79	60.69	17.93	21.92	14.45
<b>Grade 8</b>	25.86	19.05	23.13	54.60	65.99	54.42	19.54	14.97	22.45
<b>All Grades</b>	20.52	21.54	21.89	59.18	60.77	57.59	20.30	17.70	20.51

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 6</b>	18.75	26.14	25.67	61.81	63.64	57.22	19.44	10.23	17.11
<b>Grade 7</b>	15.86	18.49	22.54	72.41	70.55	66.47	11.72	10.96	10.98
<b>Grade 8</b>	24.14	21.09	23.13	62.07	68.03	61.90	13.79	10.88	14.97
<b>All Grades</b>	19.87	22.17	23.87	65.23	67.16	61.74	14.90	10.66	14.40

**Conclusions based on this data:**

1. In 24/25 96.8% of students participated in taking the CAASPP Assessment for Mathematics, an increase of 0.1%.
2. The mean scale score decreased 9.9 points in 6th grade, increased 29.5 points in 7th grade, and decreased 15.2 points in 8th grade when compared to test scores from 23/24 in Mathematics.
3. The highest performing claim was "Concepts and Procedures - Applying mathematical concepts and procedures" with 29.39% 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 21.89% 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	9	6	10
7	*	*	*	*	*	*	*	*	*	*	5	4
8	*	*	*	*	*	*	*	*	*	5	*	4
<b>All Grades</b>										17	12	18

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	35.29	33.33	16.67	41.18	50.00	66.67	11.76	16.67	5.56	11.76	0.00	11.11	17	12	18

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	58.82	58.33	50.00	29.41	33.33	38.89	5.88	8.33	0.00	5.88	0.00	11.11	17	12	18

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	5.56	29.41	50.00	33.33	52.94	50.00	50.00	17.65	0.00	11.11	17	12	18

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
6	*	*	*	*	*	*	*	*	*	*	*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	17.65	8.33	27.78	70.59	91.67	55.56	11.76	0.00	16.67	17	12	18	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
6	*	*	*	*	*	*	*	*	*	*	*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	88.24	91.67	70.59	5.88	0.00	17.65	5.88	8.33	11.76	17	12	17	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
6	*	*	*	*	*	*	*	*	*	*	*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	5.88	0.00	22.22	41.18	66.67	50.00	52.94	33.33	27.78	17	12	18	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.88	8.33	5.56	88.24	91.67	83.33	5.88	0.00	11.11	17	12	18

**Conclusions based on this data:**

1. Administration of the ELPAC took place in the 24-25 school year for 18 students, an increase of 6 students.
2. Of the 18 students who took the ELPAC in 24/25, the highest scoring domain was "Speaking" with 70.59% scoring in the "well developed" range.
3. Of the 18 students who took the ELPAC in 24/25, the lowest scoring domain was "Writing" with 5.56% of students scoring in the "well developed" range.

# School and Student Performance Data

## Student Population

The 2025 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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This section provides information about the school's student population.

### 2024-25 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
536	20.7%	4.1%	0.2%

Total Number of Students enrolled in Camerado Springs Middle 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.

### 2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	22	4.1%
Foster Youth	1	0.2%
Homeless	6	1.1%
Socioeconomically Disadvantaged	111	20.7%
Students with Disabilities	102	19%

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	3	0.6%
American Indian	5	0.9%
Asian	17	3.2%
Filipino	2	0.4%
Hispanic	129	24.1%
Two or More Races	23	4.3%
Pacific Islander	0	0.0%
White	353	65.9%

**Conclusions based on this data:**

1. Camerado Springs' largest subgroup is its socioeconomically disadvantaged students which make up 20.7% of its overall population. We offer reading intervention, math intervention, after school homework assistance, free breakfast and lunch, and free school supplies to help support our socioeconomically disadvantaged students.
2. Camerado Springs' English Learner population (EL) makes up 4.1% of its overall population. This was a decrease of 0.2% when compared to 23-24. 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 MobyMax and Learning Ally.
3. Camerado Springs' Foster Youth population makes up 0.2% of its overall population. This was an increase of 0.2% when compared to 24-25. 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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### 2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

- Based on the 24-25 Dashboard, chronic absenteeism is an area of continued focus with 9.9% of students chronically absent. Camerado Springs received a green designation due to a decrease of 4.6% from the prior year.
- Based on the 24-25 Dashboard, suspension rate is an area of needed support with a yellow/maintained designation. 4.5% of students were suspended at least one day, an increase of 0.2 percent from the prior year.

3. Based on the 24-25 Dashboard, Camerado Springs scored green/high in Mathematics (increase of 10.6 points) and in English Language Arts (increase of 1.6 points).

# School and Student Performance Data

## Academic Performance English Language Arts

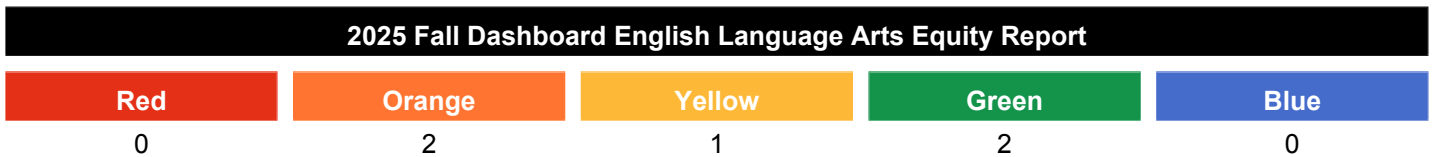
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>31.7 points above standard</p> <p>Maintained 1.6 points</p> <p>501 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>58.8 points below standard</p> <p>Declined 9.1 points</p> <p>37 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>106.1 points below standard</p> <p>15 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>3.5 points below standard</p> <p>Increased 6.7 points</p> <p>111 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>44.8 points below standard</p> <p>Declined 4.6 points</p> <p>96 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>84.2 points above standard</p> <p>Increased 20.6 points</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>1.2 points below standard</p> <p>Declined 7.5 points</p> <p>121 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>41.6 points above standard</p> <p>Increased 34.2 points</p> <p>21 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>40.8 points above standard</p> <p>Increased 3.5 points</p> <p>329 Students</p>

**Conclusions based on this data:**

1. When measuring performance by "all students", Camerado Springs students scored 31.7 points above standard in English Language Arts, an increase of 1.5 points when compared to 23/24 data.
2. When measuring performance by significant "student group", English Learners performed the lowest, 58.8 points below standard in English Language Arts, a decline of 9.1 points when compared to 23/24 data.
3. When measuring performance by "race/ethnicity", Hispanic students performed the lowest, 1.2 points below standard in English Language Arts, a decline of 7.5 points when compared to 23/24 data.

# School and Student Performance Data

## Academic Performance Mathematics

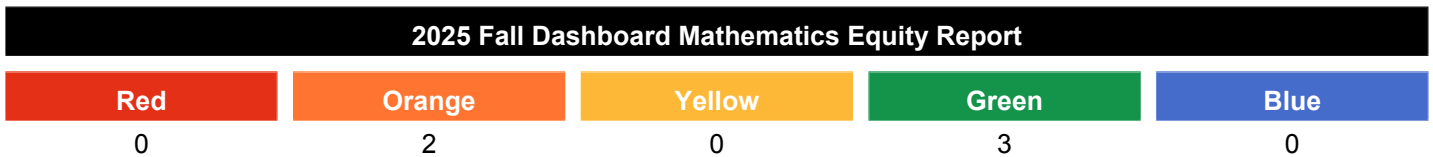
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>9.8 points above standard</p> <p>Increased 10.6 points</p> <p>502 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>73.9 points below standard</p> <p>Maintained -0.5 points</p> <p>37 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>113.8 points below standard</p> <p>15 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>22.5 points below standard</p> <p>Increased 18.8 points</p> <p>110 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>80.3 points below standard</p> <p>Declined 9.7 points</p> <p>97 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>48.5 points above standard</p> <p>Declined 3.6 points</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>20.3 points below standard</p> <p>Increased 10.7 points</p> <p>121 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>12.5 points above standard</p> <p>Increased 39.2 points</p> <p>21 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>19.8 points above standard</p> <p>Increased 9.7 points</p> <p>330 Students</p>

**Conclusions based on this data:**

1. When measuring performance by "all students", Camerado Springs students scored 9.8 points above standard in Mathematics, an increase of 10.6 points when compared to 23/24 data.
2. When measuring performance by significant "student group", Students with Disabilities performed the lowest, 80.3 points below standard in Mathematics, a decline of 9.7 points when compared to 23/24 data.
3. When measuring performance by "race/ethnicity", Hispanic students performed the lowest, 20.3 points below standard in Mathematics, an increase of 10.7 points when compared to 23/24 data.

# School and Student Performance Data

## Academic Performance Science

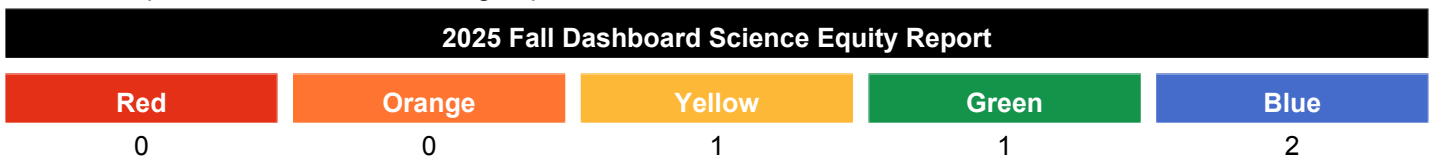
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>64.9 science points</p> <p>Increased 3.2 points</p> <p>149 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>59.6 science points</p> <p>Increased 9.8 points</p> <p>30 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>48.8 science points</p> <p>Increased 3.9 points</p> <p>31 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>53.4 science points</p> <p>Maintained -1.7 points</p> <p>37 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>68.9 science points</p> <p>Increased 5 points</p> <p>101 Students</p>

**Conclusions based on this data:**

1. When measuring performance by "all students", Camerado Springs students scored 64.9 points above standard in Science, an increase of 3.2 points when compared to 23/24 data.
2. When measuring performance by significant "student group", Students with Disabilities performed the lowest, 48.8 points above standard in Science, an increase of 3.9 points when compared to 23/24 data.
3. When measuring performance by "race/ethnicity", Hispanic students performed the lowest, 53.4 points below standard in Science, a decline of 1.7 points when compared to 23/24 data.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 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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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  No Performance Color 62.5 making progress. Number Students: 16 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 9 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.

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 12.5%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 25%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 62.5%

### Conclusions based on this data:

- 62.5% (10 of 16) 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.
- Long-Term English Learner is a new progress indicator category with no data to compare this year.
- 12.5% (2 of 16) 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

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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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>9.9% Chronically Absent</p> <p>Declined 4.6</p> <p>547 Students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>12.5% Chronically Absent</p> <p>Declined 17.9</p> <p>24 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>21.4% Chronically Absent</p> <p>Declined 14.9</p> <p>14 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>13.6% Chronically Absent</p> <p>Declined 8.9</p> <p>125 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>23.1% Chronically Absent</p> <p>Declined 1.2</p> <p>108 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>5.3% Chronically Absent</p> <p>Increased 5.3</p> <p>19 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>14.1% Chronically Absent</p> <p>Declined 1.6</p> <p>128 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>14.3% Chronically Absent</p> <p>Declined 11.5</p> <p>28 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>8.3% Chronically Absent</p> <p>Declined 5.3</p> <p>361 Students</p>

**Conclusions based on this data:**

1. When measuring chronic absenteeism by "all students", Camerado Springs was "Green/Declined" with 9.9% of students chronically absent, a decrease of 4.6% when compared to 23/24.
2. When measuring chronic absenteeism by "student group", our Students with Disabilities were the highest group with 23.1% of students chronically absent, a decline of 1.2% when compared to 23/24.
3. When measuring chronic absenteeism by "race/ethnicity", our students of Two or More Races were the highest group with 14.3% of students chronically absent, a decline of 11.5% when compared to 23/24.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

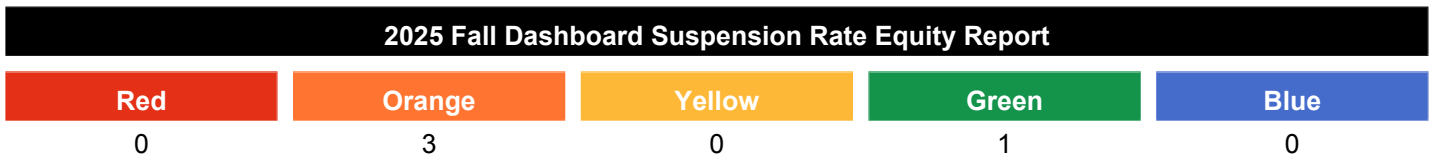
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>4.5% suspended at least one day</p> <p>Maintained 0.2%</p> <p>557 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>4% suspended at least one day</p> <p>Increased 4%</p> <p>25 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>6.7% suspended at least one day</p> <p>Increased 6.7%</p> <p>15 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>10.2% suspended at least one day</p> <p>Increased 3.8%</p> <p>127 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>9.1% suspended at least one day</p> <p>Increased 3.9%</p> <p>110 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>3.8% suspended at least one day</p> <p>Declined 1.9%</p> <p>132 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>10.7% suspended at least one day</p> <p>Increased 4.3%</p> <p>28 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>4.6% suspended at least one day</p> <p>Increased 0.9%</p> <p>367 Students</p>

**Conclusions based on this data:**

1. When measuring suspension rate by "all students", Camerado Springs was "Yellow" with 4.5% of students suspended at least one day, an increase of 0.2% when compared to 23/24 data.
2. When measuring suspension rate by "student group", our socioeconomically disadvantaged students were the highest group with 10.2% of students suspended at least one day, an increase of 3.8% when compared to 23/24 data.
3. When measuring suspension rate by "race/ethnicity", our students of two or more races was the highest group with 10.7% of students suspended at least one day, an increase of 4.3% when compared to 23/24 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
24/25 Smarter Balanced Assessment (SBA)	24/25 Scale Scores distance from Level 3	25/26 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 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: 2024-25

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.

Based on available classroom data, interim assessments, and program diagnostics:

At-risk student groups (students with disabilities, socioeconomically disadvantaged students, English learners, foster youth) showed notable progress, though not all groups reached the expected 5-point improvement relative to Level 3.

Overall performance saw improvement, but the school is still working toward the full 3-point gain in Distance from Level 3 on the ELA portion of the CA Dashboard.

The school is on track to continue progressing toward the target, but additional consistency in Tier I instruction and expanded intervention access may be needed to accelerate growth.

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

Variability in student reading stamina and foundational skills impacted progress for struggling readers.

Some intervention groups exceeded recommended sizes, limiting individualization.

Not all students engaged consistently in the AR program or in after-school support opportunities.

The availability of qualified staff for intervention and substitutes for collaboration days impacted implementation fidelity at times.

English learners with limited foundational literacy required more extensive support than the current staffing model could consistently provide.

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.

To strengthen implementation and accelerate progress in 2025–26, the school will:

Increase monitoring and support of AR engagement and ensure students meet individualized reading goals.

Expand access to intervention by refining placement criteria and adding additional progress-monitoring cycles.

Strengthen Tier I literacy instruction through increased collaboration, common formative assessments, and shared rubrics.

Provide additional training for Learning Ally, Sonday Systems, and LLI to improve program fidelity.

Explore increasing EL intervention time and adding targeted vocabulary instruction across content areas.

Enhance outreach for after-school academic support to increase participation, especially among at-risk learners.



# 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
24/25 Smarter Balanced Assessment (SBA)	24/25 Scale Scores distance from Level 3	25/26 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: 2024-25

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.

Based on classroom assessments, interim diagnostics, and early indicators:

At-risk subgroups made progress toward the expected 5-point growth target, though some groups are still working toward fully closing performance gaps.

Schoolwide performance improved but has not yet fully met the expected +3 in Distance from Level 3 on the mathematics SBA.

Growth is steady but incremental, indicating that interventions are helping but Tier I instruction must continue to strengthen to accelerate progress for all students.

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

Foundational math gaps, particularly for students below grade level, require extensive reteaching that exceeds the capacity of existing intervention minutes.

Some students eligible for math intervention had inconsistent attendance, limiting progress.

After-school support participation varied, particularly during busy seasons or for students relying on district transportation.

The need for substitutes occasionally limited the frequency and effectiveness of department collaboration.

Students with both math skill gaps and language needs (EL students) required more intensive scaffolding than current resources fully allowed.

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.

To improve math outcomes and accelerate growth toward the schoolwide and subgroup targets, the following refinements will be made in 2025–26:

Increase progress monitoring in intervention classes and strengthen placement criteria for entering or exiting support.

Develop more consistent Tier I strategies for academic vocabulary, problem-solving routines, and real-world application tasks.

Expand outreach and communication to increase attendance in after-school Math Help.

Continue strengthening common assessments and collaborative analysis of student work.

Provide additional training around differentiation and evidence-based math strategies (e.g., number talks, error analysis routines, visual models).

Explore additional intervention materials or online tools for students significantly below grade level.

Increase integration of desmos-based tasks, manipulatives, and conceptual models to build deeper understanding.

# 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
24/25 California Science Test (CAST)	24/25 CAST Percentage Meeting Standard	25/26 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: 2024-25

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.

The strategies were effective in increasing student engagement and scientific understanding, and they contributed to steady progress toward CAST performance goals.

Key indicators of effectiveness include:

Increased use of labs and investigations led to higher student participation, stronger conceptual understanding, and more frequent use of scientific reasoning and modeling.

IB Design classes provided additional hands-on learning opportunities that supported engineering standards and problem-solving skills, which complement student performance on the CAST.

Teacher collaboration strengthened alignment to NGSS, supported consistent lab implementation across grade levels, and improved pacing and unit coherence.

Teachers reported improved student engagement, particularly among students who benefit from visual, tactile, and project-based learning.

While CAST scores showed positive movement, the overall improvement did not yet fully reach the targeted 3% increase, and identified at-risk subgroups continue to need additional support to close performance gaps.

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

Review of available data and classroom evidence shows:

Schoolwide performance made progress toward the 3% CAST improvement target but has not yet fully met the goal.

At-risk subgroups demonstrated more gradual gains and are still working toward achieving the expected +5% increase in the percentage meeting or exceeding standard.

Students showed increased proficiency in science practices (claim/evidence reasoning, modeling, data interpretation), which contributes to long-term CAST growth even if immediate gains are incremental.

The foundation for stronger performance has been established, and continued emphasis on NGSS-aligned instruction and labs will help accelerate progress in the coming year.

Hands-on materials and consumables require ongoing replenishment, which sometimes limited the frequency of labs.

Variations in students' foundational science literacy and reading comprehension affected their ability to interpret scientific texts and CAST-style questions.

Some units required more time than the pacing calendar allowed, reducing opportunities for deeper exploration or additional labs.

The complexity of NGSS assessments requires sustained practice with data analysis, modeling, and multi-step reasoning, which some students struggled with.

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.

To strengthen progress and more rapidly increase CAST performance, the school will:

Increase the frequency of hands-on investigations and focus explicitly on CAST-style tasks involving data interpretation and scientific explanations.

Incorporate more scaffolded reading and writing supports into science instruction to address literacy barriers that affect CAST performance.

Expand collaboration time for science teams to refine assessments, analyze data, and adjust pacing to better align with student needs.

Enhance integration between the IB Design courses and the science curriculum to reinforce engineering standards and scientific inquiry skills.

Provide targeted support for at-risk subgroups, including small-group instruction, additional lab simulations, and practice with academic vocabulary.

Explore online simulations or digital labs to supplement physical materials and increase access to NGSS-aligned learning experiences.

# 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, possibly every other year. 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: 2024-25**

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.

During the 2024–25 school year, Camerado Springs Middle School implemented a comprehensive set of positive behavior and SEL supports aimed at maintaining a low suspension rate. The school increased opportunities for student engagement by expanding after-school programs in athletics, arts, music, STEM, and leadership, ensuring offerings that reflect diverse student interests.

SEL was integrated into the school day through explicit instruction in emotional regulation, conflict resolution, and empathy-building strategies. Staff participated in professional development centered on trauma-informed practices, restorative approaches, and implementation of IB Approaches to Learning.

The school shifted away from punitive discipline toward restorative practices such as peer mediation, collaborative problem solving, and opportunities for students to repair harm and strengthen relationships. Parent workshops helped reinforce SEL and behavioral expectations at home.

Structures such as student leadership councils and student-led initiatives increased student voice and strengthened school connectedness. Students at risk of disciplinary actions received targeted supports, including CICO, counseling check-ins, and individualized behavior support plans.

These combined efforts contributed to maintaining a low suspension rate and fostered a more positive and inclusive school climate.

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

Overall, the plan was implemented as intended, with all major strategies and supports put into place; however, there were a few notable differences between the projected plan and the actual implementation:

**Flight Academy Workshops:**  
Due to scheduling constraints and vendor availability, the school completed only one workshop instead of two. This resulted in a slight reduction in actual expenditures compared to what was originally budgeted.

**Incentive Programs (Wildcat Pride Tickets, Merits, and CICO Rewards):**  
Incentive use fluctuated throughout the year, with fewer incentives purchased during the second half of the year due to surplus inventory from the first semester. Expenditures were therefore slightly lower than planned.

**Professional Development and Training:**  
Some planned ATL and SEL training sessions were delivered in-house by existing staff rather than through external providers. This reduced training-related costs and resulted in lower-than-expected expenditures in this category.

**Campus Monitor Staffing:**  
Staffing adjustments and changes in availability led to short gaps in campus monitor coverage. Because the position was not filled continuously throughout the year, the total classified salary expenditure was lower than budgeted.

**Classroom/Calming Space Materials:**  
Fewer replenishment supplies were needed than originally anticipated due to carryover inventory from the previous year. As a result, spending in this category was slightly below the projected amount.

Despite these adjustments, all key components of the goal were implemented, and the school maintained a low suspension rate while strengthening positive behavior supports and student connectedness.

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.

As a result of this year's analysis, several adjustments will be made to strengthen the effectiveness of the goal and ensure continued progress in maintaining a low suspension rate and supporting positive student behavior:

**Enhanced Focus on Tier 1 SEL and Behavioral Instruction:**

The school will expand explicit instruction in SEL and IB Approaches to Learning (ATL) during advisory and core classes. This change will be reflected under Strategy 4.1 to emphasize consistent schoolwide implementation.

**Refinement of Incentive Systems:**

The Wildcat Pride ticket system, Hundred Merit Events, and CICO incentives will be refined to increase consistency across classrooms and grade levels. Updates to these systems will be described under Strategies 4.2 and 4.3 in the SPSA.

**Increased Support for Students with Ongoing Behavioral Needs:**

Based on the success of CICO and individualized supports, the school will expand Tier 2 interventions and explore additional progress-monitoring tools. These adjustments will be incorporated into Strategy 4.3.

**Sustainable Flight Academy Implementation:**

To ensure ongoing access to social-emotional leadership development, the school will formally adopt an every-other-year rotation for Flight Academy. This will be noted in Strategy 4.4 and reflected in future budget planning.

**Strengthening Campus Supervision:**

To maximize student connectedness and prevent Tier 2/3 behaviors, the school will continue the Campus Monitor position and refine scheduling to ensure consistent coverage. These updates will be reflected under Strategy 4.6.

**Addition of a New Metric for Monitoring School Climate:**

In addition to the suspension rate, the school will begin monitoring office referrals and minor incident reports to better track early behavioral trends. This metric will be added to the Annual Measurable Outcomes section.

These revisions will help ensure interventions are proactive, targeted, and aligned with the overall goal of supporting the whole child while maintaining a positive and inclusive school climate.

# 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.
<b>5.3</b>	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
<b>5.4</b>	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.
<b>5.5</b>	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
<b>5.6</b>	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
<b>5.7</b>	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: 2024-25

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.

During the 2024–25 school year, Camerado Springs Middle School implemented a comprehensive set of strategies aimed at maintaining a Low chronic absenteeism rate (5% or less) and strengthening overall school connectedness. The school successfully carried out the planned activities, and these efforts collectively contributed to improved attendance habits and a more positive school culture.

#### Schoolwide Engagement and Incentives:

Grade-level attendance competitions, leadership-driven activities, and positive student recognition programs were implemented consistently throughout the year. These initiatives increased student motivation, highlighted the importance of daily attendance, and helped reinforce a climate where being present at school is valued and celebrated.

#### Staff Training and SEL Support:

Teachers received refresher training in Love and Logic and began implementing Zones of Regulation strategies. This training strengthened classroom relationships, improved emotional regulation support for students, and contributed to a more predictable and caring environment—factors shown to increase student attendance and reduce school avoidance.

#### Schoolwide Culture-Building Activities:

Red Ribbon Week, new student welcome lunches, lunchtime intramurals, and a robust offering of clubs and after-school programs played a key role in building student belonging. These opportunities helped students feel more connected to peers and adults on campus, which is strongly correlated with regular attendance.

#### Performing Arts and Extracurricular Opportunities:

The after-school drama program and a variety of lunchtime and after-school clubs provided meaningful outlets for student interests. Participation increased across multiple groups, and student feedback indicated stronger feelings of connection and engagement—important protective factors against chronic absenteeism.

#### Climate and Culture Committee:

The Culture and Climate Committee met regularly to address emerging behavioral or engagement concerns, ensuring that schoolwide practices supported a positive environment. Their recommendations helped refine supports for students who were beginning to show attendance challenges.

#### Overall Effectiveness:

Collectively, the strategies were effective in strengthening school culture, increasing student engagement, and providing multiple layers of support for students. These efforts contributed to maintaining a Low chronic absenteeism rate and helped reduce barriers that may otherwise lead to inconsistent attendance. The positive school climate initiatives, coupled with targeted staff training and expanded student opportunities, created a supportive environment that encouraged students to attend school consistently.

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

Overall, the strategies to support attendance and reduce chronic absenteeism were implemented as planned; however, a few differences emerged between the intended implementation and the actual expenditures:

#### Incentive Use Varied by Semester:

Grade-level competitions, Wildcat Pride Tickets, and AR incentives were implemented schoolwide, but fewer incentives were purchased in the second half of the year due to carryover inventory from the fall. This resulted in slightly lower expenditures than originally budgeted.

#### Love and Logic/Zones of Regulation Training Completed In-House:

Refresher training for staff was delivered internally by site leaders rather than by outside trainers. Because no outside consultants were needed, these activities did not require the expenditures initially anticipated.

#### Club and Extracurricular Supplies:

Several clubs had leftover materials from previous years, and some clubs required fewer purchases than projected. As a result, actual spending for club supplies was slightly below the initial budget estimates.

#### Intramural Supplies and PE Equipment:

PE and intramural programs were fully implemented; however, the need for replacement equipment was lower than expected, reducing the total cost of materials.

#### Drama Program Costs Aligned Closely with Budget:

The after-school drama program operated as planned with no major changes in cost, though slight savings occurred due to fewer costume and set material purchases than in previous years.

#### New Student Luncheon Participation:

Fewer new students enrolled midyear than anticipated, resulting in lower food and supply costs for the welcome luncheon.

Despite these adjustments, all major components of the plan were implemented, and the school successfully maintained a positive culture that supported strong attendance.

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.

As a result of this year's analysis, several refinements will be made to strengthen implementation and ensure continued progress toward maintaining a Low chronic absenteeism rate:

**Enhanced Monitoring of Attendance Patterns:**

In addition to tracking chronic absenteeism, the school will begin monitoring early warning indicators such as excessive tardies and frequent partial-day absences. This added metric will appear in the Annual Measurable Outcomes section of next year's SPSA to help identify concerns earlier.

**Increased Emphasis on Tier 1 Attendance Messaging:**

The leadership class will expand schoolwide attendance campaigns, including digital signage, classroom reminders, and monthly recognition of high-attendance classes. These enhancements will be reflected in Strategy 5.1 (Competitions and Incentives).

**Refinement of Positive Recognition Systems:**

Recognition programs such as Wildcat Pride Tickets, merit lunches, and AR incentives will be streamlined to promote consistency across classrooms and better align with attendance goals. Updates will be noted under Strategy 5.5 (Positive Student Recognition).

**Strengthened Onboarding for New Students:**

The New Student Welcome Luncheon will be supplemented with a brief orientation session focused on expectations, attendance importance, and campus involvement opportunities. This refinement will be added to Strategy 5.6 (New Student Luncheon).

**Expanded Student Connectedness Opportunities:**

Based on strong participation, the school will add additional no-cost or low-cost lunchtime clubs and activities to increase belonging and reduce school avoidance. These additions will appear in Strategy 5.8 (Clubs) and Strategy 5.9 (Intramurals).

**Increased Collaboration Through the Culture and Climate Committee:**

The committee will add regular attendance review to its agenda to better integrate climate work with early identification of at-risk students. This adjustment will be reflected in Strategy 5.4 (Culture and Climate Committee).

These changes will strengthen the school's preventative systems, expand student engagement opportunities, and help ensure the site continues to maintain a Low chronic absenteeism rate. Updates will be incorporated throughout the SPSA sections identified above.

# 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
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Douglas Shupe	Principal
Michael Bird	Classroom Teacher
Robin Seibert	Other School Staff
Stephanie Wiltcher	Parent or Community Member
Steve Barbaccia	Parent or Community Member
Amanda Coyne	Parent or Community Member
Jacob Jones	Parent or Community Member Secondary Student
Adrian Rubalcaba	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 8, 2025.

Attested:

	Principal, Douglas Shupe on 12/8/25
	SSC Chairperson, Stephanie Wiltcher on 12/8/25

# 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](mailto: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](mailto: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](mailto: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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