

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Country Springs Elementary School	36676786111710	April 30, 2024	June 20,2024

Purpose and Description

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

Schoolwide Program
Chino Valley Unified School District in partnership with all educational partners has developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes.

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

Country Springs works collaboratively with all educational partners to develop a comprehensive plan to increase student achievement this year. Student achievement is closely analyzed to identify areas of need, appropriate services are provided to increase student achievement, and financial support is allocated where needed. Our school plan is developed in collaboration with our School Site Council and ELAC, and implementation of the plan in monitored throughout the school year to ensure that ESSA requirements are met and aligns with the district's three LCAP goals:
LCAP Goal 1: All students are provided a high-quality teaching and learning environment. (Priority 1,2, and 7)
LCAP Goal 2: Students, parents, families, and staff are connected and engaged at their school to ensure student success. (Priority 3,5, and 6)
LCAP Goal 3: All students are prepared for college and career beyond graduation. (Priority 4 and 8)

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Centralized Services

Centralized Services Amount	Administrative Supports - Director of Access and Equity: \$160,882, Director of Health Services: \$21,000, 4 Bilingual Clerks: \$75,953, District Community Liaison: \$12,918.00. Direct Services Supports - 4 Technology Training Specialists: \$113,648, TOA Elementary ELD Coaches: \$123,208, TOA Secondary ELD Coaches: \$167,298.
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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our school begins the needs assessment process in the month of January when we hold our site LCAP engagement meetings. During this meeting we share data points and metrics that are available for the district and the school site. We also send a K12 Insight Survey to all of our staff, students, and parents. The district K12 Insight Survey is taken by students, parents, and staff providing quantifiable data regarding school culture and climate. Likewise, data is documented in this plan in the following pages with a data analysis at the end of each data point. Our needs are then listed on our Goal pages. The needs assessment process continues with our ELAC when they give input into the SPSA for EL programs. The SSC reviews all of this data and then approves the new plan to address the identified needs.

The 2023-24 School Quality Survey for parents, students (6th grade only), and staff (certificated and classified) was administered in Winter of 2024. At our school, we had the following numbers of participants for each participating group:

Parents -- 235
Students -- 82
Staff -- 34

Here are three data points that we can celebrate:

Parents -- 96% of parents say that families say that this school informs families about school sponsored activities.

Students -- 90% of students say that teachers clearly explain learning standards and expectations to all students.

Staff -- 97% of staff say that there are staff members whom students can go to for help with a personal concern.

Here are three data points that show our opportunities:

Parents -- 87% of parents say that students are academically challenged.

Students -- 64% of student say that teachers successfully show students how lessons relate to life outside of school.

Staff -- 91% of staff say that this school has high learning standards for all students.

The Tiered Fidelity Inventory (TFI) is administered to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site. Our overall TFI score reflects that as of 4/29/24, an External TFI completed at Country Springs reflected % implementation for school-wide PBIS of Tier 1. The PBIS team will focus on:

-

An LCAP site engagement meeting was held and the following themes emerged from the feedback received through the survey that was provided to parents.

Goal 1: Increase access to visual arts and music

Goal 2: Increased need for Parent workshops on Common Core and building a multi-cultural environment in the schools
Goal 3: Increase classes on life-skills and career exploration
Goal 4: Early Intervention for students

Classroom Observations

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

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:

A District Collaborative Learning Round (CLR) made up of a team of District Administrators walked through classrooms to collect data that is relevant to the District's Areas of Emphasis/Goals, feeder group collaborative team actions, and site emphasis on increased engagement and rigor. This occurred twice this school year in October and February.

In addition, the school site instructional leadership team, consisting of one teacher from each grade level, planned to walk through classrooms to conduct site level CLRs with the principal. This was also postponed until next year.

Administrators did conduct walk-throughs on a regular basis and observations will continue to be focused on student observables in the learning environment based on District protocol and evidence based on the District's Yellow Sheet. Administration will closely observe the engagement of the EL students in the class in future visits. Specifically, the Ayala feeder group collected evidence of visible learning as observed by interventions/extensions and student reflections.

To ensure alignment of learning grades K-12, the Ayala feeder group walked classroom at the following sites this year on the following dates:

10/4/23 - Rolling Ridge

1/30/24 - Canyon Hills Jr. High School

2/16/24 - Ayala High School

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Country Springs utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration during Leadership Charge in July 2023 to review CVUSD Essential Standards Assessment (ESA) Data, CAASPP Data and to review progress on our site 22-23 SMART Goals. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA, Math and PBIS for the 23-24 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum and Instruction Assessment, and Professional Development that will support achieving the SMART Goals.

SMART Goal 1:

School Level SMART Goal: On the 2024 CAASPP, the percent of students scoring “Standards Met” and “Standards Exceeded” (combined) in ELA will increase from 88% to 91% and in Math will increase from 80% to 83%.

SMART Goal 2:

School Level SMART Goal: By May 2024 we will score 2 out of 2 on external TFI Feature 1.3 by implementing a classroom matrix/classroom with routines and SEL posted in every classroom. (Example routines include entering, exiting, small group, whole group, technology use, etc.)

SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and extensions. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the CVUSD Essential Standards Assessments, we will continue to use data from the 2023 Dashboard to meet State Indicators and monitor growth. Teachers will monitor the growth of student groups, such as EL progress during the PLCs.

Baseline ESA Data for August 2023

Essential Standards Baseline Data Math /August 2023

Grade/ Percent Exceeded or Met standard

K/ 83.7%
1st/ 87.7%
2nd/ 81%
3rd/ 81.3%
4th/ 79.4%
5th/ 75%
6th/ 62.6%

Essential Standards Baseline Data ELA /August 2023

Grade/ Percent Exceeded or Met standard

K/ 58.3
1st/ 79%
2nd/ 77%
3rd/ 78.9%
4th/ 80.5%
5th/ 89.3%
6th/ 72.3%

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

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners is a student groups that we will progress monitor regularly. Here are the end of the year essential standard assessment achievement for each grade level:

Essential Standards Final Benchmark Data Math /Spring 2024

Grade/ Percent Exceeded or Met standard

K/ 61.2 %
1st/ 87.7 %
2nd/ 88.4%
3rd/ 81.3%
4th/ 92.5%
5th/ 88%
6th/ 86.9%

Essential Standards Final Benchmark Data ELA /Spring 2024

Grade/ Percent Exceeded or Met standard

K/ 53.1 %
1st/ 87.7%
2nd/ 88.4 %
3rd/ 85.9%
4th/ 87.6%
5th/ 95.2%
6th/ 79.7%

For TFI was earned for 2023-24. The Tier 1 team presented data to the staff (4 times) and solicited feedback from staff to revise the common area expectations.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teaching staff meet the state certification and licensure requirements (and interns) to in the field that they are assigned. We have successfully hired and filled all classes with highly qualified teachers.

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

The Board of Education believes that in order to maximize student learning certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers and certificated teaching assistants to enhance their instructional and classroom management skills and increase their knowledge of academic content in the core curriculum. The program may include but is not limited to:

1. Mastery of discipline-based knowledge including the state-adopted standards, and effective subject-specific pedagogical skills.
2. Training in the use of technologies that enhance instruction.
3. Sensitivity to the needs of diverse student populations, including minorities, students with disabilities, English Language Learners, and economically disadvantaged students; ability to meet those needs.
4. Understanding of how academic and vocational instruction can be integrated and implemented to increase student learning; skill in evaluating and combining available instructional resources; opportunities to collaborate with other staff members in the alignment of academic and vocational curricula.
5. Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education.
6. Effective classroom management skills; ability to relate to students, understand their various stages of growth and development, and motivate them to learn.
7. Training related to student health, safety and welfare.

The district's staff development program shall provide maximum opportunities for staff participation without impacting the number of instructional days offered to students as required by law.

The Board believes that staff development should support school improvement objectives. The Superintendent or designee shall develop a district staff development plan that is coordinated with school plans and objectives established by individuals who are closest to the classroom and most knowledgeable about the needs of the school and its students. The Superintendent or designee shall ensure that the district meets its obligations related to the professional growth of individual probationary and permanent teachers. Because the Board believes that intensive professional development is especially critical during the beginning years of a teacher's career, the Superintendent or designee shall develop a voluntary program of individualized support and assistance for first-year and second year teachers. The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

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

Staff development is aligned to the district's 2024-2025 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process and Student Engagement through Collaborative Communication. Focused staff development will be provided to support mastery of essential learning in all core content and Positive Behavior Intervention and Support. Country Springs will hold PD annually to support the instruction of our English Learners

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

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An onsite instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. The instructional coach models lessons, co-teaches, and trains teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The coach collaborates with teachers to meet their individualized professional development support needs. An on-site Intervention Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

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

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by grade level, departments, and/or school-wide articulation in order to plan, analyze and respond to student data. Following the District's Yellow Sheet, teachers are expected to follow and implement "PLC Right". Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

Teaching and Learning

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

An analysis of the recent ESA data results took place in August, January, and March with district and site personnel. The ESA data is aligned to the Common Core Standards, which supports the curriculum and instruction of the teaching materials. SMART Goals were drafted in August, and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students. The following student groups were identified in needing support to become proficient: Students with disabilities, English Language Learners, and socio-economically disadvantaged students.

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

Country Springs adheres to the current state required daily instructional minutes. Students who are English Learners engage in a minimum of 30 minutes of ELD per day. PE minutes are provided based on the mandates listed in Education Code. A school year consists of a minimum of 180 school days. The following number of minutes are required by the California Department of Education within a school year:

K	36,000
1–3	50,400
4–8	54,000
9–12	64,800

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

Teachers adhere to a pacing schedule provided by our district. In addition to minutes for ELA and Mathematics, Country Springs teachers incorporate Science, Social Studies, PE, Music, Technology, and Visual and Performing Arts. The master schedule is structured around support services provided by our Resource Specialist to meet the needs of students at each grade-level.

Grades K-3 offer ELA instruction in the morning and Math instruction in the afternoon.
Grades 4-6 offer Math instruction in the morning and ELA instruction in the afternoon.

Intervention time has been created to accommodate any school wide assemblies: Grades 4-6 in the morning and Grades 1-3 in the afternoon. The intervention teacher will push into the kindergarten classrooms on Wednesday, our minimum day, to provide support directly in the general education class. The preschool teacher has agreed to assist with our intervention teacher during 1st grade so we are able to form a larger Tier 3 support if needed due to the school closures last year.

Music and library schedule has been created so the grade level has the pull out opportunities during the same core subject. This is to maximize PLC and planning purposes every week for the team.

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

100% of student groups have access Standards based instructional materials.

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

100% of our students have access to standards-aligned core course and instructional materials.

Opportunity and Equal Educational Access

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

In the 2023-2024 school year, the classroom teacher differentiated instruction daily through small group instruction, re-engagement and re-teaching lessons based on the essential standards, and gathering data through common formative assessments. Since all instruction began virtually, SB 98 required specific minutes for grade levels. The district provided a framework for daily minutes and additional support in ELA and Mathematics has been built into the schedule for all teachers.

For the 2024-2025 school year, teachers will continue to work in the PLC model to analyze student data and respond to needs based on Common Formative Assessments, summative assessments, and district assessments. Specifically, the focus this year will be teachers work in grade level teams to group students based on data and plan for "What I Need" (WIN) Time which is our response to intervention model. Release time will be provided to grade levels to deconstruct essential standards, analyze data, create assessments/student groupings, and to create interventions an extensions to meet student needs.

Evidence-based educational practices to raise student achievement

Through these comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and IELD. The number of students scoring a 4 on ELPAC decreased as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals. With the district's emphasis on PLC, the work within the grade-level is critical in raising student achievement by:

1. Ensuring teachers understand the standards they need to teach
2. Are creating and giving the same assessments and bringing the data to their collaborative grade level team.
3. Responding to the data and allowing flexibility and time for teachers to respond to the data by re-engaging or providing enrichment to students.
4. Working with the instructional coach and administrative team to plan next steps and assist with classroom demonstration lessons and assistance with developing interventions and extensions.

Parental Engagement

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

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent

survey. The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. The FEC offers a seven-week

English Learner Parent Academy and monthly Special Education support group meetings. Federal funds are used to support the teacher-parent partnership for building a strong community focused on student, success. Country Springs also has multiple resources available to support under-achieving students, including multiple intervention programs both in school and outside of school, parent classes and

programs, and access to intervention software programs. Students who are in-transition of housing or facing financial hardship are referred to the HOPE Center for supports. The district uses Parent Square and

Peach Jar to regularly communicate the resources available to the families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Action Team for Partnership committee collaborates on the development of the engagement policy and the Home School Compact. This committee ensures each site receives SSC approval and distributes a copy to each parent and family member of each student. The Action Team for Partnership meets three times per as a group of admin, parents, and teachers to discuss the planning, implementation, and evaluation of parent programs. DELAC meets 4 times per year and discuss the planning, implementation, and evaluation of the consolidated application programs. The Parent Engagement Policy is found our on school website and in the lobby of our school office. The district has scheduled parent training and workshops on topics such as understanding LCAP, SSC, ELPAC, CAASPP, Early Literacy, Parents as Partners, Transitions, Learning at Home, and IEP 101. The district Parent School Community Specialist works collaboratively with site administration to promote and increase parent engagement in monitoring student academic progress, school decision-making and participation in activities. The Family Engagement Center provides professional development for administration, teachers and classified support staff on topics such as training parent son PBIS, the Reading Process and Effective Instruction, Parents as Partners, Digital Tools, Learning at Home, and Struggling Learners in Reading, Writing, and Math to support creating partnerships for academic success. Each workshop addresses the unique needs of students with disabilities, English learners and migratory children when applicable. The FEC hosts workshops for parents and family caregivers to support mental health awareness. Our school site has a ELAC and School Site Council.

Funding

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

See SPSA Actions/Services

Fiscal support (EPC)

See SPSA Budget Section

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our English Language Advisory Committee (ELAC), School Site Council (SSC), and Parent Faculty Association (PFA) provide our parents an opportunity to exercise decision making. These standing committees also inform our parents about the school mandates, state initiatives, school funding and school accountability. Parents involved in School Site Council, ELAC, and those at large can provide input in our school plan development, monitoring process, and other programs to implement throughout the school year using categorical funds. A survey is sent home each year so that all parents can provide us with feedback regarding various initiatives that are offered at our school. Lastly, we are very fortunate to have many parents that care about our school. They support initiatives and they are important educational partners as we strive towards continuous

improvement. The SPSA input was reviewed, revised, shared, and documented in the minutes at the following meetings:

English Language Advisory Committee: 10/5/23, 1/12/24, 2/22/24, 4/18/24

School Site Council: 10/17/23, 1/23/23, 1/10/23, 2/27/24, 4/30/24

Resource Inequities

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

During our comprehensive needs assessment, the School Site Council as well as the entire staff closely analyzes student achievement data to evaluate the needs of our students, school, and program. Through a close study of our data to evaluate the needs of our students, school, and programs. Through a close study of our data, we recognized Country Springs earned a "Very High" rating in ELA and Math on the CA dashboard for student achievement, we recognized an underperformance in students with disabilities and with Hispanic students. As a result, this year, greater resources will be allocated to classroom teachers to work collaboratively on instructional practice and with the SAI teacher and with Hispanic students. We recognize additional resources are necessary to increase the achievement of students with disabilities and Hispanic students.

The data in Chronic Absenteeism is directly related to these two subgroups. Chronic Absenteeism for the Hispanic subgroup is 26.7% of 120 students. Students with Disabilities as a subgroup have an even higher rate of 32.1% of 53 students. It is important that we address it and provide additional resources and information to parents regarding the importance of regular attendance. The PBIS goal of Responsibility will be highlighted and focused on during our Monday Morning Assemblies, and all parent group meetings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	77	57	62
Grade 1	86	92	75
Grade 2	98	86	94
Grade3	104	99	86
Grade 4	82	96	92
Grade 5	92	80	94
Grade 6	90	86	64
Total Enrollment	629	596	567

Conclusions based on this data:

1. In the past three years, Country Springs student enrollment has remained consistent due to the number of transfer requests
2. Country Springs' Asian population is growing the fastest and the Filipino population is decreasing the most. All other populations are relatively stable.
3. Country Springs will need to continue watch transfers in order to ensure all neighborhood students are able to enroll.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	58	64	71	9.20%	10.7%	12.5%
Fluent English Proficient (FEP)	199	201	183	31.60%	33.7%	32.3%
Reclassified Fluent English Proficient (RFEP)	28	25	14	48.3%	39.1%	19.7%

Conclusions based on this data:

1. Country Springs has done an excellent job with EL students. The number of Reclassified Fluent English Proficient (RFEP) students continues to remain high in the primary grades.
2. The number of English Language Learners has increased by over 5% during the past three years.
3. The number of Long-Term English Learners (LTEL) is small (7 students), but the school needs to determine why these students remain in ELD.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	103	95	79	0	94	76	0	94	76	0.0	98.9	96.2
Grade 4	83	98	86	0	97	84	0	97	84	0.0	99.0	97.7
Grade 5	92	80	93	0	80	91	0	80	91	0.0	100.0	97.8
Grade 6	86	85	63	0	85	63	0	85	63	0.0	100.0	100.0
All Grades	364	358	321	0	356	314	0	356	314	0.0	99.4	97.8

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2515.	2530.		63.83	64.47		25.53	25.00		8.51	6.58		2.13	3.95
Grade 4		2548.	2578.		58.76	75.00		20.62	13.10		13.40	10.71		7.22	1.19
Grade 5		2595.	2599.		65.00	61.54		16.25	24.18		12.50	6.59		6.25	7.69
Grade 6		2613.	2622.		55.29	57.14		29.41	34.92		9.41	4.76		5.88	3.17
All Grades	N/A	N/A	N/A		60.67	64.97		23.03	23.57		10.96	7.32		5.34	4.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		43.62	48.68		53.19	51.32		3.19	0.00
Grade 4		37.11	50.00		58.76	47.62		4.12	2.38
Grade 5		51.25	45.05		40.00	48.35		8.75	6.59
Grade 6		47.06	42.86		43.53	53.97		9.41	3.17
All Grades		44.38	46.82		49.44	50.00		6.18	3.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.87	50.00		48.94	43.42		3.19	6.58
Grade 4		59.79	55.95		34.02	44.05		6.19	0.00
Grade 5		61.25	60.44		33.75	34.07		5.00	5.49
Grade 6		57.65	55.56		34.12	41.27		8.24	3.17
All Grades		56.46	55.73		37.92	40.45		5.62	3.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.47	36.84		72.34	60.53		3.19	2.63
Grade 4		25.77	33.33		70.10	64.29		4.12	2.38
Grade 5		26.25	34.07		70.00	60.44		3.75	5.49
Grade 6		24.71	23.81		72.94	74.60		2.35	1.59
All Grades		25.28	32.48		71.35	64.33		3.37	3.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.43	51.32		55.32	38.16		4.26	10.53
Grade 4		38.14	44.05		55.67	53.57		6.19	2.38
Grade 5		55.00	51.65		38.75	40.66		6.25	7.69
Grade 6		34.12	42.86		61.18	57.14		4.71	0.00
All Grades		41.57	47.77		53.09	46.82		5.34	5.41

Conclusions based on this data:

1. The data suggests that students are strong across all four claims- 83%-92% of students scored met or exceeded on overall.
2. The data suggests that more teacher collaboration time is needed to address the claim areas to ensure that the needs of all students is met.
3. The data suggests that more than 100% of 3rd grade students achieved Above Standard or At or Near Standard in Reading.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	103	95	79	0	94	76	0	94	76	0.0	98.9	96.2
Grade 4	83	98	86	0	97	84	0	97	84	0.0	99.0	97.7
Grade 5	92	80	93	0	80	91	0	80	91	0.0	100.0	97.8
Grade 6	86	85	63	0	85	63	0	85	63	0.0	100.0	100.0
All Grades	364	358	321	0	356	314	0	356	314	0.0	99.4	97.8

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2505.	2520.		58.51	60.53		25.53	27.63		11.70	7.89		4.26	3.95
Grade 4		2531.	2560.		49.48	61.90		27.84	23.81		11.34	10.71		11.34	3.57
Grade 5		2579.	2577.		51.25	57.14		26.25	18.68		15.00	10.99		7.50	13.19
Grade 6		2612.	2608.		54.12	44.44		23.53	30.16		12.94	17.46		9.41	7.94
All Grades	N/A	N/A	N/A		53.37	56.69		25.84	24.52		12.64	11.46		8.15	7.32

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		57.45	68.42		36.17	27.63		6.38	3.95
Grade 4		60.82	63.10		24.74	33.33		14.43	3.57
Grade 5		57.50	48.35		33.75	39.56		8.75	12.09
Grade 6		50.59	44.44		40.00	47.62		9.41	7.94
All Grades		56.74	56.37		33.43	36.62		9.83	7.01

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		51.06	60.53		45.74	34.21		3.19	5.26
Grade 4		42.27	57.14		45.36	36.90		12.37	5.95
Grade 5		41.25	42.86		50.00	47.25		8.75	9.89
Grade 6		47.06	34.92		44.71	55.56		8.24	9.52
All Grades		45.51	49.36		46.35	42.99		8.15	7.64

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		54.26	59.21		43.62	36.84		2.13	3.95
Grade 4		45.36	52.38		42.27	44.05		12.37	3.57
Grade 5		48.75	39.56		38.75	51.65		12.50	8.79
Grade 6		48.24	47.62		41.18	46.03		10.59	6.35
All Grades		49.16	49.36		41.57	44.90		9.27	5.73

Conclusions based on this data:

1. The data suggests that 13% of 5th grade students achieved standards not met which is significantly higher than last year.
2. The data suggests that a continued focus is still needed in supporting students in generalizing mathematical concepts.
3. The data suggests that the over 88% of 3rd grade students achieved met or exceeded standard overall in mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1462.6	1436.4	1480.9	1456.9	1432.3	1478.7	1475.4	1445.7	1485.8	15	20	15
1	*	1466.6	1469.4	*	1477.6	1470.9	*	1454.8	1467.4	9	12	17
2	1543.0	*	1500.5	1546.9	*	1486.5	1538.6	*	1513.7	14	9	11
3	1532.6	*	*	1513.9	*	*	1550.5	*	*	13	8	10
4	*	1548.2	*	*	1549.3	*	*	1546.6	*	4	11	6
5	*	*	*	*	*	*	*	*	*	4	5	8
6	*	*	*	*	*	*	*	*	*	5	*	*
All Grades										64	66	70

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	46.67	25.00	40.00	26.67	30.00	26.67	13.33	30.00	26.67	13.33	15.00	6.67	15	20	15
1	*	16.67	23.53	*	41.67	47.06	*	33.33	17.65	*	8.33	11.76	*	12	17
2	57.14	*	18.18	35.71	*	63.64	7.14	*	18.18	0.00	*	0.00	14	*	11
3	30.77	*	*	46.15	*	*	23.08	*	*	0.00	*	*	13	*	*
4	*	36.36	*	*	45.45	*	*	9.09	*	*	9.09	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.75	24.24	32.86	34.38	43.94	41.43	14.06	22.73	17.14	7.81	9.09	8.57	64	66	70

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	40.00	15.00	33.33	26.67	45.00	46.67	26.67	25.00	13.33	6.67	15.00	6.67	15	20	15
1	*	33.33	35.29	*	25.00	35.29	*	33.33	17.65	*	8.33	11.76	*	12	17
2	78.57	*	27.27	14.29	*	45.45	7.14	*	18.18	0.00	*	9.09	14	*	11
3	38.46	*	*	46.15	*	*	7.69	*	*	7.69	*	*	13	*	*
4	*	45.45	*	*	36.36	*	*	18.18	*	*	0.00	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.44	31.82	38.57	29.69	36.36	38.57	14.06	22.73	12.86	7.81	9.09	10.00	64	66	70

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	46.67	20.00	26.67	20.00	15.00	33.33	26.67	50.00	33.33	6.67	15.00	6.67	15	20	15
1	*	0.00	11.76	*	58.33	35.29	*	25.00	35.29	*	16.67	17.65	*	12	17
2	28.57	*	18.18	71.43	*	72.73	0.00	*	9.09	0.00	*	0.00	14	*	11
3	38.46	*	*	30.77	*	*	30.77	*	*	0.00	*	*	13	*	*
4	*	18.18	*	*	45.45	*	*	18.18	*	*	18.18	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.94	13.64	18.57	34.38	31.82	41.43	23.44	42.42	30.00	6.25	12.12	10.00	64	66	70

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	40.00	30.00	40.00	46.67	55.00	60.00	13.33	15.00	0.00	15	20	15
1	*	50.00	35.29	*	50.00	52.94	*	0.00	11.76	*	12	17
2	57.14	*	36.36	42.86	*	63.64	0.00	*	0.00	14	*	11
3	53.85	*	*	46.15	*	*	0.00	*	*	13	*	*
4	*	54.55	*	*	36.36	*	*	9.09	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.13	39.39	34.29	40.63	51.52	54.29	6.25	9.09	11.43	64	66	70

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	10.00	33.33	73.33	55.00	53.33	6.67	35.00	13.33	15	20	15
1	*	16.67	41.18	*	66.67	35.29	*	16.67	23.53	*	12	17
2	71.43	*	27.27	28.57	*	63.64	0.00	*	9.09	14	*	11
3	30.77	*	*	53.85	*	*	15.38	*	*	13	*	*
4	*	36.36	*	*	63.64	*	*	0.00	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.63	31.82	50.00	48.44	48.48	35.71	10.94	19.70	14.29	64	66	70

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.67	25.00	26.67	66.67	60.00	66.67	6.67	15.00	6.67	15	20	15
1	*	33.33	23.53	*	50.00	47.06	*	16.67	29.41	*	12	17
2	28.57	*	9.09	71.43	*	90.91	0.00	*	0.00	14	*	11
3	30.77	*	*	69.23	*	*	0.00	*	*	13	*	*
4	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.13	19.70	18.57	62.50	63.64	67.14	9.38	16.67	14.29	64	66	70

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	60.00	35.00	66.67	33.33	45.00	20.00	6.67	20.00	13.33	15	20	15
1	*	0.00	23.53	*	91.67	70.59	*	8.33	5.88	*	12	17
2	57.14	*	45.45	42.86	*	54.55	0.00	*	0.00	14	*	11
3	53.85	*	*	46.15	*	*	0.00	*	*	13	*	*
4	*	36.36	*	*	54.55	*	*	9.09	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.44	25.76	38.57	45.31	62.12	54.29	6.25	12.12	7.14	64	66	70

Conclusions based on this data:

- 1. The data suggests that Country Springs students increase their English Proficiency over time.
- 2. 24% of Country Springs students were at a level 4 on the ELPAC and are ready to reclassify.
- 3. The data suggests that 67.6% of Country Springs students are making progress towards English Language proficiency.

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
567	21.2	12.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Country Springs Elementary 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	71	12.5
Foster Youth		
Homeless	4	0.7
Socioeconomically Disadvantaged	120	21.2
Students with Disabilities	49	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.1
American Indian	1	0.2
Asian	331	58.4
Filipino	36	6.3
Hispanic	120	21.2
Two or More Races	25	4.4
Pacific Islander	3	0.5
White	40	7.1

Conclusions based on this data:

1. Country Springs student population is very similar to the surrounding neighborhood.

2. Country Springs has a relatively stable population; this can be maintained through transfers from other schools or districts.
3. Country Springs improve on academic and social-emotional needs of students and families as the needs arise.

School and Student Performance Data

Overall Performance






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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Blue</div>	<div>Chronic Absenteeism</div> <div> Green</div>	<div>Suspension Rate</div> <div> Green</div>
<div>Mathematics</div> <div> Blue</div>		
<div>English Learner Progress</div> <div> Blue</div>		

Conclusions based on this data:

1. Country Springs did very well in Language Arts and Mathematics and performs at a very high level.
2. Country Springs students are making good progress in language acquisition and many reclassify out of the EL program in the primary grades, but some upper elementary grade levels need growth. They will benefit from continued support in language acquisition through designated and integrated ELD that will support EL students in moving up one level on the ELPAC assessment.

3. Country Springs has only had 10 suspension in the past three years.

School and Student Performance Data

Academic Performance English Language Arts

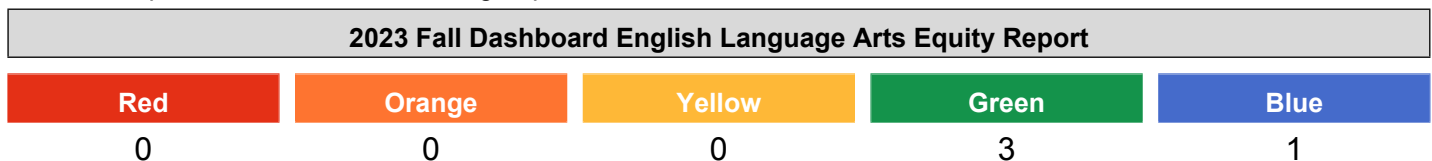
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 96.1 points above standard Increased +11.7 points 319 Students	English Learners Green 76.8 points above standard Decreased -10.2 points 72 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Green 73.5 points above standard Decreased -5.8 points 70 Students	Students with Disabilities 17.4 points below standard Increased Significantly +23.6 points 27 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students	Asian  Blue 114.2 points above standard Increased +11 points 193 Students	Filipino 105.7 points above standard Maintained +2.6 points 19 Students
Hispanic  Green 35.1 points above standard Increased +8 points 59 Students	Two or More Races 81.4 points above standard Increased Significantly +15 points 17 Students	Pacific Islander Less than 11 Students 2 Students	White 84.7 points above standard Increased Significantly +17.4 points 27 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 26.5 points below standard Decreased Significantly -42.2 points 24 Students	Reclassified English Learners 119.1 points above standard Increased +9.8 points 49 Students	English Only 88.2 points above standard Increased Significantly +15 points 174 Students
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Conclusions based on this data:

1. All groups, except current English Learner and White subgroups, increased their average standard scores.
2. Student performance on the CAASP in 21-22 slightly increased overall.
3. Reclassified English Learners are achieving well above standard.

School and Student Performance Data

Academic Performance Mathematics

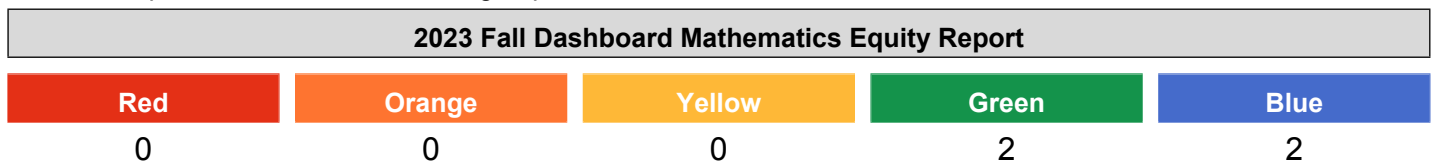
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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





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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 64.2 points above standard Increased +7.3 points 317 Students	English Learners  Green 58.3 points above standard Decreased -9 points 73 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Green 48.3 points above standard Decreased -8.3 points 68 Students	Students with Disabilities 45.7 points below standard Increased Significantly +21.4 points 25 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students	Asian  Blue 85.4 points above standard Increased +5.8 points 193 Students	Filipino 60 points above standard Maintained -2.5 points 19 Students
Hispanic  Blue 3.1 points above standard Increased Significantly +19.1 points 58 Students	Two or More Races 30.4 points above standard Decreased Significantly - 27.8 points 16 Students	Pacific Islander Less than 11 Students 2 Students	White 56.3 points above standard Increased +9.7 points 27 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 53.6 points below standard Decreased Significantly -75.1 points 27 Students	Reclassified English Learners 95 points above standard Increased +13.5 points 49 Students	English Only 50.2 points above standard Increased +9.5 points 172 Students
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Conclusions based on this data:

1. Overall Country Springs Students were above standard.
2. Hispanic subgroup is at the medium level in Math.
3. Reclassified students are well above standard and are 40.8% higher than the English only students in math.

School and Student Performance Data

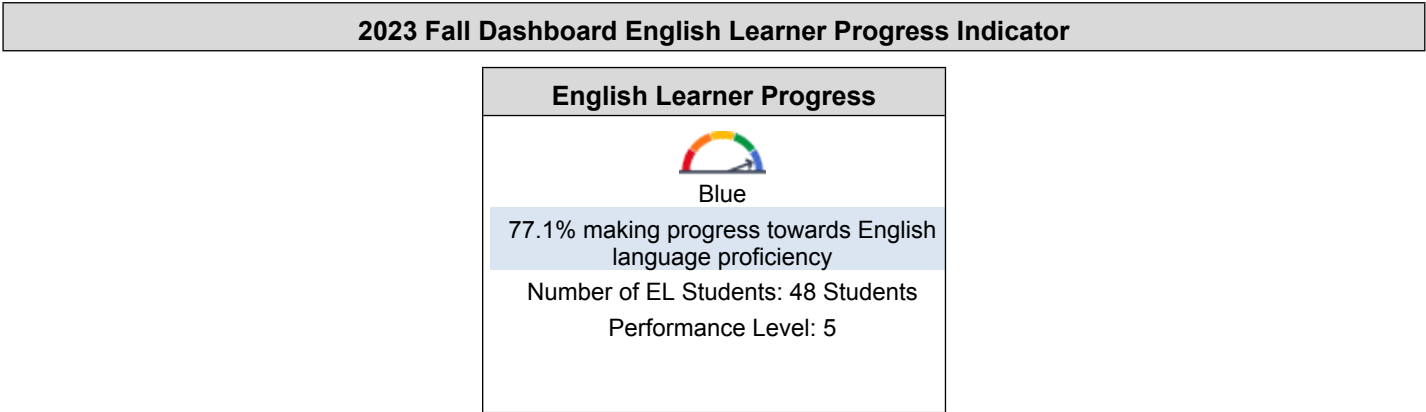
Academic Performance English Learner Progress

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

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

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

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	9	0	36

Conclusions based on this data:

1. The majority of EL students are at level 4 (Well Developed).
2. Two-thirds of the EL population (67.6%) are making progress towards English language proficiency.
3. Country Springs EL population is doing well.

School and Student Performance Data

Academic Performance College/Career Report

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

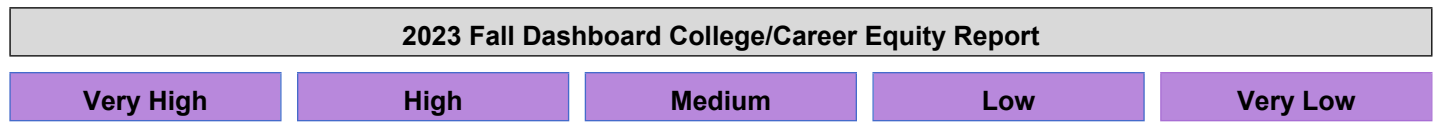
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

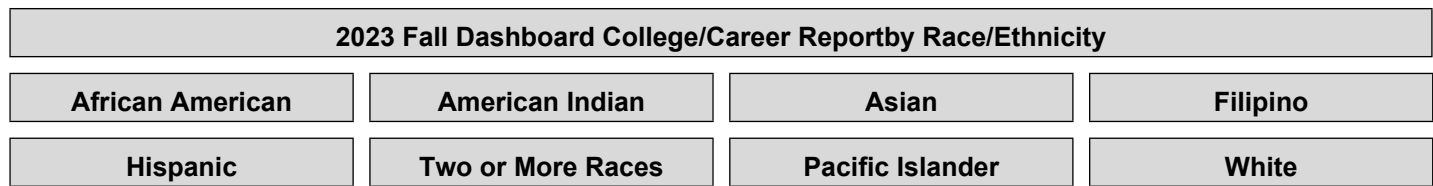
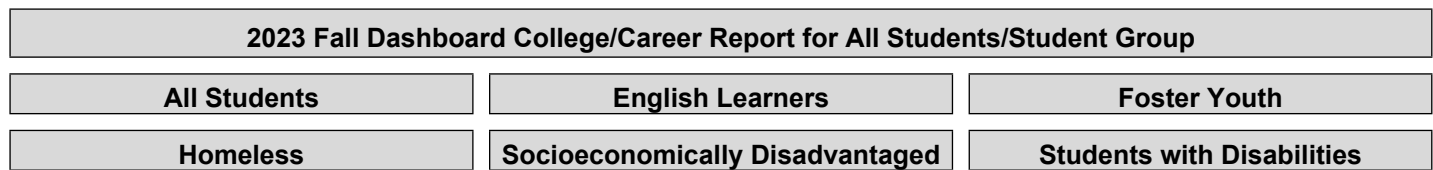
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

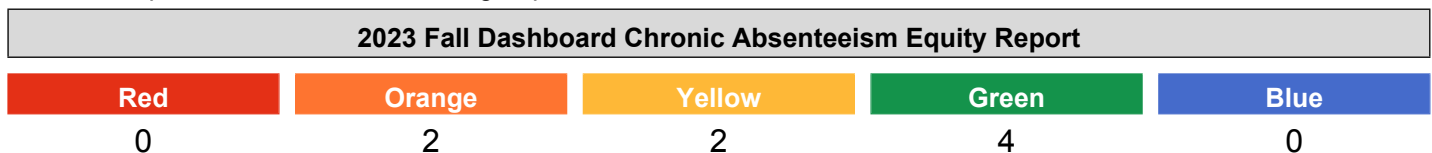
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  <p>Green</p> <p>6.4% Chronically Absent</p> <p>Declined Significantly -3.9</p> <p>578 Students</p>	English Learners  <p>Green</p> <p>7.7% Chronically Absent</p> <p>Declined -3.6</p> <p>91 Students</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless <p>Less than 11 Students</p> <p>5 Students</p>	Socioeconomically Disadvantaged  <p>Yellow</p> <p>10.2% Chronically Absent</p> <p>Declined -5.6</p> <p>137 Students</p>	Students with Disabilities  <p>Orange</p> <p>23.3% Chronically Absent</p> <p>Declined -8.7</p> <p>60 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 6 Students	American Indian Less than 11 Students 1 Student	Asian  Green 2.7% Chronically Absent Declined -1.7 338 Students	Filipino  Green 8.1% Chronically Absent Declined -8.6 37 Students
Hispanic  Yellow 14.9% Chronically Absent Declined -11.8 121 Students	Two or More Races  Green 6.7% Chronically Absent Declined -5.5 30 Students	Pacific Islander Less than 11 Students 3 Students	White  Orange 9.5% Chronically Absent Increased 1.7 42 Students

Conclusions based on this data:

1. Country Springs has a very high level of Chronic Absenteeism with Hispanic and Students with disabilities.
2. Absenteeism in 2021-2022 was impacted by mandatory quarantines related to COVID as well as an overabundance of caution by many parents.
3. The Asian students have a low rate of Chronic Absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

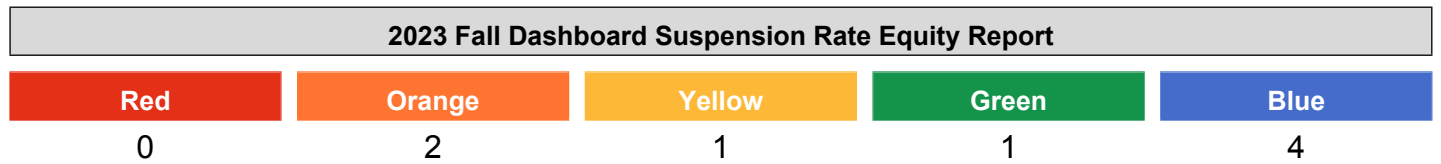
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<div><div>All Students</div><div> Green</div><div>0.5% suspended at least one day</div><div>Increased 0.5 580 Students</div></div>	<div><div>English Learners</div><div> Blue</div><div>0% suspended at least one day</div><div>Maintained 0 91 Students</div></div>	<div><div>Foster Youth</div><div> No Performance Color</div><div>0 Students</div></div>
<div><div>Homeless</div><div>Less than 11 Students 5 Students</div></div>	<div><div>Socioeconomically Disadvantaged</div><div> Blue</div><div>0% suspended at least one day</div><div>Maintained 0 137 Students</div></div>	<div><div>Students with Disabilities</div><div> Orange</div><div>1.7% suspended at least one day</div><div>Increased 1.7 60 Students</div></div>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 6 Students	American Indian Less than 11 Students 1 Student	Asian  Green 0.3% suspended at least one day Increased 0.3 338 Students	Filipino  Blue 0% suspended at least one day Maintained 0 37 Students
Hispanic  Yellow 0.8% suspended at least one day Increased 0.8 122 Students	Two or More Races  Blue 0% suspended at least one day Maintained 0 30 Students	Pacific Islander Less than 11 Students 3 Students	White  Orange 2.3% suspended at least one day Increased 2.3 43 Students

Conclusions based on this data:

1. Country Springs has only suspended 4 student in the past three years.
2. All student groups have a Very Low Suspension Rate.
3. All Race/Ethnicity groups have a Very Low Suspension Rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

High-Quality Teaching and Learning Environment

LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priority 1, 2, and 7]

Priority 1: Credentials, Instructional materials, Facilities

Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards

Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs (College and Career Readiness for High school ONLY)

Goal 1

Staff will use data collection tools to monitor PLC Process to meet Collaborative Team Action Plan Numbers 5 and 8. Ayala Administration and Leadership Teams will collaborate to complete monthly classroom walkthroughs to view learning intentions, success criteria, student engagement, FBI, interventions/extensions, evidence of student reflection/goal setting, and a positive learning environment.

Identified Need

The majority of students at Country Springs are well-prepared for their grade level when the year begins. An identified area of need is in extending, enriching, and challenging students to meet their potential and strengthening reading skills for EL students to improve scores in ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Essential Standards Assessment ESA #3 Math Scores Grades K-6	Current Reality: 2023-2024 Grades K-2: 4/8/24 - 4/19/24 Math = 79.1% Grades 3-6: 2/16/24 - 3/1/24 Math = 87.1% Average of 83.7% Note: Kinder score is 61.3% (89.5% accuracy rate on test)	School Level SMART Goal: ESA #3, the percent of K-6 students scoring "Standards Met" and "Standards Exceeded" (combined) in Math will increase by 3% to 86.7%.
Essential Standards Assessment ESA#3 ELA Scores Grades K-6	Current Reality: 2023-2024 Grades K-2: 4/8/24 - 4/19/24 ELA = 81.8% Grades 3-6: 2/16/24 - 3/1/24 ELA = 87.1% Average 84.8% Note: Kinder score is 69.4% (81.2% accuracy rate on test)	School Level SMART Goal: ESA #3 the percent of K-6 students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase by 3% to 87.8%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL students

Strategy/Activity

1.1a - Refine current instructional practices and the use of supplementary materials that support the Essential Standards to maximize student achievement in Math and ELA/ELD. Integrate the use of Chrome books in lessons across grades and curriculum to increase the proficiency level of students in the use of computers for educational tasks. Support teachers with the PLC process in unpacking essential standards, creating SMART goals, writing CFAs, analyzing data, and responding to student needs during universal access time (WIN time) and to provide enrichment to students in need.

1.1b - Provide supplemental materials such as technology devices, accessories, software, and headphones to students as needed.

1.1c Provide bi-weekly time to teacher through outside PE agency. Teacher will utilize time to collaborate with grade level teams and support the PLC model.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20000	AMIM / 0000 5800: Professional/Consulting Services And Operating Expenditures 1.1c Provide bi-weekly time to teacher through outside PE agency. Teacher will utilize time to collaborate with grade level teams and support the PLC model.
8000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 1.1a PLC time provided as release time for teachers to create and refine Common Formative Assessments (CFA) and to deepen their understanding of essential standards in ELA and Math. Time sheet teachers or subs to understand the data analysis protocol of the data from Essential Standards Assessment so teachers can plan next steps for Tier 2

	intervention/extensions. Professional development will be provided for teachers to analyze assessment data used to measure student progress and to assist in goal setting/reflections for staff and students. Procedures and protocols will be established that equip teachers with the knowledge needed to use assessment data to drive decision-making about student learning.
200	Title II Part A: Improving Teacher Quality 4000-4999: Books And Supplies 1.1b Supplemental materials such as technology devices, accessories, software, and headphones will be purchased to support student learning.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.2 Teachers will be provided professional development on how to utilize instructional technology to increase student mastery of CA standards in ELA/ELD and Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
1.2 Provide release time for teachers with English Learners to look at EL data in ELA and Math, work with EL instructional coaches on practices, and plan for DELD and IELD time.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 Parents will receive training in how to access the state adopted curriculum in ELA and Math via online resources provided by the district so that they can support their child's learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

This goal has been met. All grade levels are using Chromebooks and technology on a weekly basis to complete educational tasks. Teachers are supporting students and engaging in the PLC process on a weekly basis. In January staff meeting administration reviewed tools for practicing and preparing for ELPAC and CAASPP.

ESA #3 Checkpoint for grades K-6

ELA

Current Reality: 2023-2024

Grades K-2: 4/8/24 - 4/19/24	ELA = 81.8%
Grades 3-6: 2/16/24 - 3/1/24	ELA = 87.1%
Average 84.8%	

Note: Kinder score is 69.4% (81.2% accuracy rate on test)

Math

Current Reality: 2023-2024

Grades K-2: 4/8/24 - 4/19/24	Math = 79.1%
Grades 3-6: 2/16/24 - 3/1/24	Math= 87.1%
Average 83.7%	

Note: Kinder score is 61.2% (89.5% accuracy rate on test)

Checkpoint 3 goals were met in ELA and Math for all grades 3 - 6; K-2 was not met.

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

The proposed expenditures have been appropriate, and the funds will continue to support the goals. The majority of the funds are spent on teacher PD time, and this will continue to be the case. More instructional materials will be purchased to meet the needs of the students as needed.

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.

There were not any changes made to this goal, the annual outcomes, metrics, or strategies/activities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connections to and Engagement at School Ensure Student Success

LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]
Priority 3: Parent Involvement
Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism
Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

Goal 2

PBIS Tier 2 Team will create and implement an Action Plan (2.13) by December 2024; the Action Plan will be used at Tier 2 meetings to guide decision making and earning a score of 2 in section 2.13. Student Engagement: Increase in K-12 Insight Survey where students report feeling safe and connected to the campus.

In the 2022-23 received gold recognition for PBIS. Country Springs received platinum recognition for PBIS in 2024. For the 2024-2025 school year, Country Springs will continue to be recognized as a PBIS Platinum school.

Attendance will reach the district goal of 96.5%.

Identified Need

PBIS Tier 2 Team recognizes that students in need of Tier 2 supports need a more clear and concise action plan to support in the fidelity of implementation of Tier2 strategies and services.

Recognition of Platinum status shows the success of the implementation of all Tier 1-3 services.

Attendance continues to be a district wide focus with a goal of 96.5% district-wide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-12 Insight Online Parent, Student, and Staff Survey Results to improve by 5% in parent, student, and staff participation results.	Participation in the 2022-2023 K-12 Insight Survey included 173 parents, 35 campus based staff, and 71 sixth graders. Areas of growth for school connectedness and engagement: (% who disagree/strongly disagree) Parents:	Increase participation rate for Parents, Staff, and Students on K-12 Insight Survey by 5%. Goals: Parent Participation: 182 Campus Based Staff Participation: 37 Sixth Grade Student Participation: 75

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> The school offers students a variety of activities and courses (17%) The referral process for students needing social, emotional, and behavioral support is communicated effectively (12%) <p>Students:</p> <ul style="list-style-type: none"> The school offers students a variety of activities and courses (17%) There is a teacher, counselor, or other staff member to whom a student can go to for help with a personal problem (14%) <p>Staff:</p> <ul style="list-style-type: none"> This school encourages families to volunteer (11%) This school offers students a variety of activities and courses (11%) 	Grow in areas listed for school connectedness and engagement by 5%.
Final End of Year Attendance Report	2023-2024 attendance rate was above district goal of 96.5% overall.	2024-25 attendance rate will continue to be above district goal of 96.5% overall.
Suspension rate	2023-24 Suspension rate is 0%	2024-25 Suspension rate continues at 0%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase parent awareness of weekly school activities, and weekly school newsletters (Clubhouse News) through a variety of school communication and provide education opportunities to improve student attendance and school connectedness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified None Specified 2.1a Principal will send out weekly Newsletters/email informing parents of school activities and giving information on how to be involved.
0	None Specified None Specified 2.1b Have parent information sessions that will address student attendance for this year which include CDC guidelines, short term independent study, and Alternative Education Center. Utilize the Family Engagement Center coordinator to assist and help with materials. Also provide information sessions to address social-emotional support.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement programs that promote positive school climate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1200	General Fund 1000-1999: Certificated Personnel Salaries 2.2a Subs for PBIS Team for training of teachers and to participate in Tiered Fidelity inventories. Evidence to monitor this goal will be TFI scores.
0	None Specified

	<p>None Specified</p> <p>2.2b Continue site programs (Student Council, H.I.T.S., Plays, MVP performances, Monday Morning Assemblies, etc.) to support a positive school climate and increase student engagement.</p>
1107	<p>Lottery: Instructional Materials</p> <p>4000-4999: Books And Supplies</p> <p>2.2c Purchase resources and materials to support PBIS. Reinforcement of expectations will be reviewed at Monday Morning Assemblies. Monthly trading card exchange will be provided to students to trade in rewards for goods. Teacher raffle will be done to reward teachers for giving trading cards to students.</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Overall implementation of the strategies and activities has been successful at Country Springs. Parents regularly reading the communications (S'More Newsletter) Clubhouse News. Additional information is provided to parents through the school website, social media, and teacher websites/dojos.

Site programs (Student Council, H.I.T.S., Plays, MVP performances, Monday Morning Assemblies, etc.) support a positive school climate and increase student engagement. This has had a positive impact on discipline and attendance. Saturday Schools, and Before School Intervention has had a positive impact on all areas.

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

None

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.

None

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Preparation for College and Career Beyond Graduation

LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]
Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC
Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY).

Goal 3

On the 2025 CAASPP, the percentage of students scoring “Standards Met” and “Standards Exceeded” (combined) in ELA will increase 3% to 94% and in Math will increase 3%% to 87%.

English Learners: By the end of the year, as a result of high quality, daily Designated ELD and Integrated ELD instruction, each English learner students will increase their English language proficiency by 1 level in preparation for reclassification and successful completion of the CAASPP.
LTELs - By the end of the year, a reclassification plan for each Long-Term English Learner will be written in order to support the student's progress towards meeting the district reclassification criteria and successful completion of the CAASPP (CVUSD LTEL Form)
81% of English Learners will show growth on the English Language Proficiency Assessment for California (ELPAC) by progressing at least one level as indicated by the English Learner Progress Indicator (ELPI)

All GATE students will be offered the opportunity for enrichment.

Identified Need

For the 2023 CAASPP, 88% of students met or exceeded standards in ELA. For the 2023 CAASPP, 80% of students met or exceeded standards in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Scores	<p>Current reality: 2023-2024 ESA #3 -MATH</p> <p>3rd - 6th Met/Exceeded:</p> <p>3rd - 81.3%</p> <p>4th - 92.5%</p> <p>5th - 88.0%</p> <p>6th - 86.9%</p> <p>Grades 3- 6 average in 2023-24 on Math ESA#3 is 87.2%.</p>	<p>87% of students in grades 3-6 will score Met/Exceeded Standard on the MATH portion of the 2025 CAASPP. (increase of 3%)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SMART Goal for 2023-24 on Math CAASPP for Grades 3-6 is 83% Met/Exceeded	
CAASPP ELA Scores	<p>Current reality: 2023-2024 ESA #3 -ELA 3rd - 6th Met/Exceeded: 3rd - 85.9% 4th - 87.5% 5th - 95.2% 6th - 79.8%</p> <p>Grades 3- 6 average in 2023-24 on ELA ESA#3 is 87.1%.</p> <p>SMART Goal for 2023-24 on ELA CAASPP for Grades 3-6 is 91% Met/Exceeded</p>	94% of students in grades 3-6 will score Met/Exceeded Standard on the ELA portion of the 2025 CAASPP (increase of 3%)
English Learners will show growth on the English Language Proficiency Assessment for California (ELPAC) by progressing at least one level as indicated by the English Learner Progress Indicator (ELPI)	15 out of 72 total EL students were reclassified in 2023-24. 20.83% of EL reclassified in the 2023-24 school year. 78% of students banded up in 2023-24 on the ELPAC.	81% of EL students will band up in the 2024-2025 school year on the ELPAC.
Number of GATE students participating in enrichment opportunities	All students are offered in school and after-school GATE opportunities. Previous year attendance was 75%.	At least 78% of GATE students will participate in after-school GATE opportunities.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement a master schedule where students have access to 45 minutes of tiered interventions for identified students AND offer before or after school intervention for qualifying students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified None Specified 3.1 All classroom teachers will provide Tier 2 differentiated instruction to all students. Teacher assessments, common formative assessments, and Essential Standards Assessment will be used to monitor progress and drive future decisions regarding the level of support these students receive.
3000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 3.2 Teachers will provide before or after school intervention, cost to provide additional hours outside the contract day and/or training on supporting DELD and IELD students in the classroom.
0	None Specified None Specified 3.3 Meet with leadership team to review master schedule and look at intervention data of students.
0	None Specified None Specified 3.4 General education teacher and administration will hold STEP meetings with parents to address academic concerns. STEP meetings will be designed to address specific concerns from parents and teachers. STEP Team will create goals that address student academic needs. All goals will be aligned with activities inside and outside the classroom.
32,500	AMIM / 0000 5000-5999: Services And Other Operating Expenditures 3.5 Subscription, technology, licenses, and supplies/materials to support student learning to include but not limited to: iReady, Summit K-12, Lexia English, and Simplify Writing.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 All English Language Learners

Strategy/Activity

Daily Designated English Language Development (DELD) instruction will be provided to all English Learners. These students will use the adopted Wonders curriculum to strengthen their language development skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified
None Specified
3.5 Administration will conduct classroom walkthroughs during DELD time monthly. Progress will be monitored through ESA data and ELPAC scores. Teachers will administer practice ELPAC assessments so students will have opportunities to practice during the school day prior to ELPAC.

4500

None Specified
5000-5999: Services And Other Operating Expenditures
3.6 Subscription for EL students to use before school at intervention, during school, and after hours to help with language development.

500

None Specified
4000-4999: Books And Supplies
3.7 Headphones with microphones for EL students to practice with Lexia English during before school intervention, during ELD time, and at home as needed.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

GATE Identified Students

Strategy/Activity

Enrichment - GATE Students in after-school GATE Academy
GATE screening assessment
GATE Parent Information Night(s)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6700	GATE 5800: Professional/Consulting Services And Operating Expenditures 3.6 Purchase materials/resources and/or provide classes for GATE students to provide enrichment activities
0	GATE None Specified 3.7 Parent information nights to provide information on how to enrich learning of GATE learners at home.
0	GATE None Specified 3.8 All Second and Third Grade students will be screened for GATE using the NNAT3 assessment. Screening for students in grades 4-6 will be provided as the need arises, but will not be screened in two consecutive years.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Parents will receive training in how to access the district online Portal in their own language so that parents can view testing scores, school information, and be able to better support their child's learning. Parents will be provided resources for the ELPAC test and also know there are practice assessments for the ELPAC.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100	AMIM / 0000 1000-1999: Certificated Personnel Salaries 3.9 Parent information night/training by staff

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

DELD time is being realized by all grade levels on a daily basis. Enrichment opportunities are afforded to all students in GATE both during school and after school during the GATE Academies. Parents are provided information night for GATE Students.
FBI (First Best Instruction) is utilized in all classrooms and the PLC process with team collaboration is making impacts in all classrooms.

This goal has been met. All grade levels are using Chromebooks and technology on a weekly basis to complete educational tasks. Teachers are supporting students and engaging in the PLC process on a weekly basis. In January staff meeting administration reviewed tools for practicing and preparing for ELPAC and CAASPP.
ESA #3 Checkpoint for grades K-6

ELA
K - 2nd is 81.8% (actual) Goal not met
3rd - 6th 87.1% (actual) Goal met

Math
K-2nd is 79.1 (actual) Goal not met
3rd - 6th 87.2% (actual) Goal met

Checkpoint 3 goals were met in Math for all grades 3 - 6; K-2 not met

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

GATE funds for newly qualified students have left a balance in the GATE budget. The SSC will approve additional GATE materials for classrooms. Parent information nights do not require any funding at this time.

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.

Purchasing of additional GATE materials will be approved once all GATE Academies have been paid for.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 12

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 13

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 14

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$80,807.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title II Part A: Improving Teacher Quality	\$11,200.00

Subtotal of additional federal funds included for this school: \$11,200.00

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

State or Local Programs	Allocation (\$)
AMIM / 0000	\$52,600.00
GATE	\$6,700.00
General Fund	\$1,200.00
LCFF - Supplemental	\$3,000.00
Lottery: Instructional Materials	\$1,107.00
None Specified	\$5,000.00

Subtotal of state or local funds included for this school: \$69,607.00

Total of federal, state, and/or local funds for this school: \$80,807.00

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
Title II Part A: Improving Teacher Quality	11,200.00	0.00
GATE	6,700.00	0.00
Lottery: Instructional Materials	1,107.00	0.00
General Fund	50,285.00	49,085.00
LCFF - Supplemental	3000	0.00
AMIM / 0000	84,276.73	31,676.73

Expenditures by Funding Source

Funding Source	Amount
AMIM / 0000	52,600.00
GATE	6,700.00
General Fund	1,200.00
LCFF - Supplemental	3,000.00
Lottery: Instructional Materials	1,107.00
None Specified	5,000.00
Title II Part A: Improving Teacher Quality	11,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,300.00
4000-4999: Books And Supplies	1,807.00
5000-5999: Services And Other Operating Expenditures	37,000.00
5800: Professional/Consulting Services And Operating Expenditures	26,700.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	AMIM / 0000	100.00
5000-5999: Services And Other Operating Expenditures	AMIM / 0000	32,500.00
5800: Professional/Consulting Services And Operating Expenditures	AMIM / 0000	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	GATE	6,700.00
None Specified	GATE	0.00
1000-1999: Certificated Personnel Salaries	General Fund	1,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	1,107.00
4000-4999: Books And Supplies	None Specified	500.00
5000-5999: Services And Other Operating Expenditures	None Specified	4,500.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	11,000.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,200.00
Goal 2	2,307.00
Goal 3	47,300.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Monica Hyland	Principal
Trudy Trueman	Classroom Teacher
Laurie Shuler	Classroom Teacher
Jennie Volkert	Classroom Teacher
Denise Koerber	Other School Staff
Jennifer Holtkamp	Parent or Community Member
Andrew Castillo	Parent or Community Member
Nell Horowitz	Parent or Community Member
Tiffany Schusler	Parent or Community Member
Stephanie Morales	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/30/24.

Attested:

	Principal, Monica Hyland on 4/30/20024
	SSC Chairperson, Jennifer Holtkamp on 4/30/2024

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Home-School Partnerships for Student Achievement 2024-2025: 1st Grade



Chino Valley Unified School District



Country Springs Elementary School

14145 Village Center Drive, Chino Hills, CA 91709

(909) 590-8212

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards. Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

District Parent Resources

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

DISTANCE LEARNING TOOLS
PARENT SUPPORT GROUP & STRESS
MANAGEMENT
EL PARENT ACADEMY
FAMILY LITERACY
PARENTS AS PARTNERS
THE ART OF PARENTING
TRANSITIONS

Family Engagement Center Link:
www.chino.k12.ca.us/Page/8882

909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

Community & Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- Community Newsletters
- Parent Square
- School website
- School marquee
- Social media
- Agendas/Folders/Homework Sheets
- Parent-teacher meetings
- Emails and communication applications (i.e. Class Dojo, Remind)
- Participate in "activities to build engagement"

www.chino.k12.ca.us/countrysprings

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

Goal 1: All students are provided a high-quality teaching and learning environment.

Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success.

Goal 3: All students are prepared for college and career beyond graduation.

School Goals – School Plan for Student Achievement (SPSA)

Goal 1: On the 2025 Essential Standards Assessment #3, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA and math will increase by 3%.

Goal 2: Increase student engagement as evidenced by the K12 Insight survey where students report feeling safe and connected to the campus. The attendance rate will continue to be above 96.5%.

Goal 3: On the 2025 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA and math will increase by 3%.

Teacher, Parents, & Students Shared Responsibility for Learning

In the Classroom

Our teachers will work with students and their families to support students' success in mastering the CA Common Core State Standards. Some key ways to connect our classroom practices with the school goals will be to:

GOAL 1:

- Clearly stated learning targets and success criteria on essential standards in ELA and Math
- Professional Learning Team (PLT) discussions will be centered on essential standards and collaboration on instructional strategies to provide intervention/enrichment

GOAL 2:

- Second Step curriculum is taught for 30 minutes weekly

GOAL 3:

- Staff will analyze student assessment data multiple times throughout the school year.
- Staff will make tier 3 reading intervention recommendations for students who need additional reading support

At Home

Here are some ideas of how families can support students' success:

GOAL 1:

- Keep up to date with teacher communication regarding upcoming assignments, tests, and announcements
- Review any feedback provided by the teacher on assignments and assessments/Friday folder
- IXL support in ELA and Math

GOAL 2:

- Ask your child what they learned in Second Step, Math, and ELA weekly; reinforce and review what is taught at home through conversations
- Ask how your child is feeling; if support is needed, contact our school for resources

GOAL 3:

- Attend all parent conferences with your child's teacher/the school
- Communicate any concerns you have with the school
- Ensure your child reads or is read to daily

Family Participation

Activities to Build ENGAGEMENT

Student Learning

Back to School Night
Parent Conferences
Open House
Parent Workshops
Family Fun Nights

Organizations/Committees

Parent Faculty Association (PFA)
School Site Council (SSC)
English Language Advisory Committee (ELAC)
Partnerships for Learning Network (PFLN)
Positive Behavioral Interventions and Supports (PBIS) Committee
Safety Committee

Social-Emotional Development and Growth

Positive Behavior Intervention and Supports (PBIS) Parent Night
MTSS-B Counselor Webpage/Resources
Second Step Family Letters
Clubs and Activities



Chino Valley Unified School District

Country Springs Elementary School Parent and Family Engagement Policy

2024-2025

School Policy Engagement:

Country Springs recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. *Country Springs* shall jointly develop with, and distribute to, parents of Title 1 and Non-Title 1 students a written parental engagement policy, agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Title I schools will convene an **annual meeting** to **inform parents** the requirements of Title I and their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement. The parents of participating students will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and parent and family engagement policy and school-parent compact. The school will offer a flexible number of meetings and provide, if requested, parents' opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through regular means of communication.

Shared Responsibilities for High Student Academic Achievement:

The staff of *Country Springs* in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents**. The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of supporting their child's learning. The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers, and students will share the responsibility for improved student academic and behavioral achievement. *Country Springs* will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed below (*Epstein's Six Types of Parental Involvement*). The annual school-parent compacts will specify partnership activities for as many of the six types of engagement as possible. The school-parent compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement. *Country Springs' goals will include school improvement goals in these three areas: academics, school-community engagement, and college and career readiness*. The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. Annually the school-parent compact will be updated by staff and parents, based on formal and informal data. Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community partnership activities and celebrate successes.

This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards.

Country Springs will support these home-school partnerships by using the following **six types of engagement**:

1. **Parenting.** We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level, and all staff members will work effectively with our diverse families. *Country Springs* will host parent workshops to share information that is relevant to the community. Parent conferences are held to provide parents with updates on student progress and/or action steps to work in partnership towards supporting the child.
2. **Communication.** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods. At a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. *Country Springs* will utilize the school webpage to keep parents up to date with information. Parents are able to attend group meetings (PFA, SSC, ELAC, GATE) to stay informed. Administration will send weekly announcements.
3. **Volunteering.** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. *Country Springs* will have a variety of opportunities to volunteer, not limited to: in the classroom, on field trips, and school events.
4. **Learning at Home.** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. *Country Springs* encourages families to have their child read daily, ask what their child learned in Second Step, Math, and ELA throughout the week and have conversations together. If additional support is needed, families have access to computer programs in Math and ELA for their child.
5. **Decision-making.** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents and family members in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. *Country Springs* will provide parent information nights and committee groups where parents can give input. *Country Springs* will encourage parents to complete an annual feedback survey.
6. **Collaborating with Community.** We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. *Country Springs* will hold events on site where businesses, agencies, and service organizations can be involved with our students.

Building Capacity for Parent Engagement

The *Country Springs* school staff is committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children
- provide materials and training to help parents work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners

- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

Accessibility

Our school, Country Springs and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

Home-School Partnerships for Student Achievement 2024-2025: 2nd Grade



Chino Valley Unified School District



Country Springs Elementary School

14145 Village Center Drive, Chino Hills, CA 91709
(909) 590-8212

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- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

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Community & Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- Community Newsletters
- Parent Square
- School website
- School marquee
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- Parent-teacher meetings
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- Participate in "activities to build engagement"

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Our Goals for Student Achievement

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Goal 1: All students are provided a high-quality teaching and learning environment.

Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success.

Goal 3: All students are prepared for college and career beyond graduation.

School Goals – School Plan for Student Achievement (SPSA)

Goal 1: On the 2025 Essential Standards Assessment #3, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA and math will increase by 3%.

Goal 2: Increase student engagement as evidenced by the K12 Insight survey where students report feeling safe and connected to the campus. The attendance rate will continue to be above 96.5%.

Goal 3: On the 2025 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA and math will increase by 3%.

Teacher, Parents, & Students Shared Responsibility for Learning

In the Classroom

Our teachers will work with students and their families to support students' success in mastering the CA Common Core State Standards. Some key ways to connect our classroom practices with the school goals will be to:

GOAL 1:

- Clearly stated learning targets and success criteria on essential standards in ELA and Math
- Professional Learning Team (PLT) discussions will be centered on essential standards and collaboration on instructional strategies to provide intervention/enrichment

GOAL 2:

- Second Step curriculum is taught for 30 minutes weekly

GOAL 3:

- Staff will analyze student assessment data multiple times throughout the school year.
- Staff will make tier 3 reading intervention recommendations for students who need additional reading support

At Home

Here are some ideas of how families can support students' success:

GOAL 1:

- Keep up to date with teacher communication regarding upcoming assignments, tests, and announcements
- Review any feedback provided by the teacher on assignments and assessments/Friday folder
- IXL support in ELA and Math

GOAL 2:

- Ask your child what they learned in Second Step, Math, and ELA weekly; reinforce and review what is taught at home through conversations
- Ask how your child is feeling; if support is needed, contact our school for resources

GOAL 3:

- Attend all parent conferences with your child's teacher/the school
- Communicate any concerns you have with the school
- Ensure your child reads or is read to daily

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Safety Committee

Social-Emotional Development and Growth

Positive Behavior Intervention and Supports (PBIS) Parent Night
MTSS-B Counselor Webpage/Resources
Second Step Family Letters
Clubs and Activities



Home-School Partnerships for Student Achievement 2024-2025: 3rd Grade



Chino Valley Unified School District



Country Springs Elementary School

14145 Village Center Drive, Chino Hills, CA 91709

(909) 590-8212

What is Home-School Partnerships?

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- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

District Parent Resources

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

DISTANCE LEARNING TOOLS
PARENT SUPPORT GROUP & STRESS
MANAGEMENT
EL PARENT ACADEMY
FAMILY LITERACY
PARENTS AS PARTNERS
THE ART OF PARENTING
TRANSITIONS

Family Engagement Center Link:
www.chino.k12.ca.us/Page/8882

909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

Community & Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- Community Newsletters
- Parent Square
- School website
- School marquee
- Social media
- Agendas/Folders/Homework Sheets
- Parent-teacher meetings
- Emails and communication applications (i.e. Class Dojo, Remind)
- Participate in "activities to build engagement"

www.chino.k12.ca.us/countrysprings

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

Goal 1: All students are provided a high-quality teaching and learning environment.

Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success.

Goal 3: All students are prepared for college and career beyond graduation.

School Goals – School Plan for Student Achievement (SPSA)

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Teacher, Parents, & Students Shared Responsibility for Learning

In the Classroom

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GOAL 2:

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GOAL 3:

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- Staff will make tier 3 reading intervention recommendations for students who need additional reading support

At Home

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GOAL 3:

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- Ensure your child reads or is read to daily

Family Participation

Activities to Build ENGAGEMENT

Student Learning

Back to School Night
Parent Conferences
Open House
Parent Workshops
Family Fun Nights

Organizations/Committees

Parent Faculty Association (PFA)
School Site Council (SSC)
English Language Advisory Committee (ELAC)
Partnerships for Learning Network (PFLN)
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Safety Committee

Social-Emotional Development and Growth

Positive Behavior Intervention and Supports (PBIS) Parent Night
MTSS-B Counselor Webpage/Resources
Second Step Family Letters
Clubs and Activities



Home-School Partnerships for Student Achievement 2024-2025: 4th Grade



Chino Valley Unified School District



Country Springs Elementary School

14145 Village Center Drive, Chino Hills, CA 91709
(909) 590-8212

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- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

District Parent Resources

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www.chino.k12.ca.us/countrysprings

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

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Goal 3: All students are prepared for college and career beyond graduation.

School Goals – School Plan for Student Achievement (SPSA)

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GOAL 3:

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Family Participation

Activities to Build ENGAGEMENT

Student Learning

Back to School Night
Parent Conferences
Open House
Parent Workshops
Family Fun Nights

Organizations/Committees

Parent Faculty Association (PFA)
School Site Council (SSC)
English Language Advisory Committee (ELAC)
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Safety Committee

Social-Emotional Development and Growth

Positive Behavior Intervention and Supports (PBIS) Parent Night
MTSS-B Counselor Webpage/Resources
Second Step Family Letters
Clubs and Activities



Home-School Partnerships for Student Achievement 2024-2025: 5th Grade



Chino Valley Unified School District



Country Springs Elementary School

14145 Village Center Drive, Chino Hills, CA 91709
(909) 590-8212

What is Home-School Partnerships?

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- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

District Parent Resources

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

DISTANCE LEARNING TOOLS
PARENT SUPPORT GROUP & STRESS
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PARENTS AS PARTNERS
THE ART OF PARENTING
TRANSITIONS

Family Engagement Center Link:
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909 628-1201 ext. 5601

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Community & Student Learning

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- Participate in "activities to build engagement"

www.chino.k12.ca.us/countrysprings

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

Goal 1: All students are provided a high-quality teaching and learning environment.

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Goal 3: All students are prepared for college and career beyond graduation.

School Goals – School Plan for Student Achievement (SPSA)

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Teacher, Parents, & Students Shared Responsibility for Learning

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GOAL 3:

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Family Participation

Activities to Build ENGAGEMENT

Student Learning

Back to School Night
Parent Conferences
Open House
Parent Workshops
Family Fun Nights

Organizations/Committees

Parent Faculty Association (PFA)
School Site Council (SSC)
English Language Advisory Committee (ELAC)
Partnerships for Learning Network (PFLN)
Positive Behavioral Interventions and Supports (PBIS) Committee
Safety Committee

Social-Emotional Development and Growth

Positive Behavior Intervention and Supports (PBIS) Parent Night
MTSS-B Counselor Webpage/Resources
Second Step Family Letters
Clubs and Activities



Home-School Partnerships for Student Achievement 2024-2025: 6th Grade



Chino Valley Unified School District



Country Springs Elementary School

14145 Village Center Drive, Chino Hills, CA 91709

(909) 590-8212

What is Home-School Partnerships?

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- **Explain** how teachers and parents will communicate about student progress
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District Parent Resources

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

DISTANCE LEARNING TOOLS
PARENT SUPPORT GROUP & STRESS
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EL PARENT ACADEMY
FAMILY LITERACY
PARENTS AS PARTNERS
THE ART OF PARENTING
TRANSITIONS

Family Engagement Center Link:
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909 628-1201 ext. 5601

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- Participate in "activities to build engagement"

www.chino.k12.ca.us/countrysprings

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

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Family Participation

Activities to Build ENGAGEMENT

Student Learning

Back to School Night
Parent Conferences
Open House
Parent Workshops
Family Fun Nights

Organizations/Committees

Parent Faculty Association (PFA)
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Safety Committee

Social-Emotional Development and Growth

Positive Behavior Intervention and Supports (PBIS) Parent Night
MTSS-B Counselor Webpage/Resources
Second Step Family Letters
Clubs and Activities



Home-School Partnerships for Student Achievement 2024-2025: Kindergarten



Chino Valley Unified School District



Country Springs Elementary School

14145 Village Center Drive, Chino Hills, CA 91709
(909) 590-8212

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District Parent Resources

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

DISTANCE LEARNING TOOLS
PARENT SUPPORT GROUP & STRESS
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Family Participation

Activities to Build ENGAGEMENT

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Organizations/Committees

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Second Step Family Letters
Clubs and Activities



Home-School Partnerships for Student Achievement 2024-2025: Autism Program



Chino Valley Unified School District



Country Springs Elementary School

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Family Participation

Activities to Build ENGAGEMENT

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