

School Year: **2022-23**



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 |
|---------------------------------|-----------------------------------|--|---------------------------|
| Weathersfield Elementary School | 56 73759 6056022 | June , 2022 | |

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)

N/A

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.

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The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

EC Section 64001 requires the development of the SPSA to include the following:

? A comprehensive needs assessment (pursuant to ESSA)

? Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals

? May include local data

? An identification of the process for evaluating and monitoring the implementation of the SPSA and progress

towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

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The mission of Weathersfield Elementary School is to provide innovative academic and co-curricular programs that provide students a lifelong love of learning and the opportunities to develop their interests, talents and abilities. In addition, we provide a variety of fine and performing arts and activities programs designed to enhance our students' academic experience and to develop the "whole child". Our goals are aligned with the District LCAP (Local Control Accountability Plan) and ESSA (Every Student Succeeds Act) which provides students with a fair, equitable, high quality education to close the achievement gap. We are very proud of the growth we've made as noted on the California State Dashboard (data that was available before the pandemic)

In 2020 school year, Weathersfield Elementary earned the 2020 National Blue Ribbon Schools Award! Weathersfield is a Blue Ribbon and California Distinguished School located in the north end

of Thousand Oaks, in the Conejo Valley. We are very excited about our state test score gains, previous to the onset of the pandemic. These gains have earned us high marks with GreatSchools.com. The school currently serves NEED NUMBER students from transitional kindergarten through fifth grade. Weathersfield Elementary School is staffed with a dedicated group of professionals who are committed to providing a rich learning experience for our students. We expect students to maintain high standards of citizenship and scholarship. Our teachers are a cohesive group who share ideas, seek advice and attend professional development to continuously enhance their teaching strategies. Weathersfield is a school with a warm and welcoming environment, and has a school community that cares deeply for the academic and social emotional growth of our children. .

We are very proud of our school-wide Intervention program which is designed to target all levels of learners in small group settings. Our commitment toward closing the achievement gap is seen through our data monitored instruction for all learners, including our Students with Disabilities, English Learners and Socio-Economically Disadvantaged students. Our General Education teachers work together with our Resource teacher to develop a more inclusive environment for all of our Students with Disabilities. Weathersfield's strong academic focus is enhanced by technology supports in every classroom, including Promethean Boards, iPads/laptops and a myriad of educational software to enhance our educational programs. This school year, each class has been provided with one-one devices for student use. Additionally, Weathersfield has a computer lab for full class use of desktop computers.

For social emotional support, our School Counselor provides both individual and group guidance. Additionally, our classroom teachers are providing SEL (Social Emotional Learning) experiences through our Stanford Harmony curriculum. In addition, for our students with special needs, we have a Special Education teacher, School Psychologist and Speech Therapist on staff. To provide extra assistance to our English Learner families, we have a part time Bilingual Facilitator and Bilingual Outreach Coordinator for school to home connections.

Acknowledging the need for Social Emotional Learning and mental health support for our students, the CVUSD elementary counselors developed SEL videos and lessons for our teachers. Lessons are delivered to our children weekly and our school counselor is on site for support both in person and online. Our counselor continues to work closely with families to provide support, resources and guidance.

As for our district mental health support, there is a CVUSD Mental Health hotline for students and families to access. This hotline directly connects students to our BreakThrough counselors who can provide direct services. Community Resources are also available through this program for students and families.

At Weathersfield, our Character Education program emphasizes the importance of making positive choices and decisions through our Mindfulness programs, which ultimately leads our children to being good citizens and respectful, responsible classmates. We offer a variety of rewards programs, including; "Caught Being Good" slips, Golden Tickets for exemplary actions and behavior, classroom motivational incentives, Principal Awards, Student-of-the-Month assemblies; including Star Students and Teacher Choice Awards. In addition, we have an active Student Council which sponsors many creative activities and engaging events. Students in grades three through five can join our Community Outreach program which provides the children with opportunities to work and connect with a variety of community service projects, both within the Conejo Valley and beyond. In addition, our students are provided with a stellar music program, creative Arts program and physical

education twice weekly. We have a number of extra curricular offerings such as our highly acclaimed chorus(TK-5), and band and strings programs. After school, we offer a number of sports, art, coding and dance activities. School events, activities and updates are regularly communicated through the use of our weekly newsletter (Eagle Flyer), Wednesday Wings, teachers Classlink pages, All Call phone messages/emails, Twitter (@GoWeathersfield). PTA text messages-REMIND, school and PTA websites, PTA Facebook and PTA Instagram.

Weathersfield is a “GEM” of a school that has been the best kept secret for far too long. Well...the secret is out-- WEATHERSFIELD IS A SPARKLING DIAMOND!

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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).

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CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (1483), 7-8 (1721), and 10-11 (1199); certificated (331) and classified staff (170); as well as parents (2439) participated in the survey.

86% of parents saying their children enjoy coming to school

91% of parents report that the school creates a positive environment for learning

86% of parents report indicating that they are informed of their students' academic progress.

87% of parents report feeling comfortable on campus and participating in school events

83% of parents report that students' differences were treated with respect.

96% of elementary students feel their teachers care about them

89% of elementary students said they knew who to go to at school if they have a problem

59% of middle school students and 68% of high school students feel comfortable going to their counselor

88% of middle school students and 87% of high school students report that a counselor is available when needed.

93% of certificated staff know what to look for in students experiencing depression.

92% of certificated staff feel confident that they can meet their students' learning needs.

87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.

79% of certificated staff feel students are engaged and motivated

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Weathersfield Student Survey Data

98% of all 4th and 5th grade students feel their teacher cares about them

95% of all 4th and 5th grade students enjoy being in class

98% of all 4th and 5th grade students feel their teacher encourages them to do their best

99% of all 4th and 5th grade students believe their classroom rules are fair

98% of all 4th and 5th grade students feel they know what they should be doing in class

93% of all 4th and 5th grade students feel they have an adult outside of school that they can go to if they have a problem

97% of all 4th and 5th grade students feel they practice showing kindness to others

94% of all 4th and 5th grade students feel they know what to do when they need help with friends

100% of all 4th and 5th grade students feel their parents/guardians believe they can do well in school

98% of all 4th and 5th grade students feel their teacher believes they can do well at school

95% of all 4th and 5th grade students feel they are praised by their teacher when they try hard at school

97% of all 4th and 5th grade students enjoy being at Weathersfield

Weathersfield Teacher Survey Data

100% of those who took the survey feel our school is conducive to teaching and learning

100% of those who took the survey feel our school fosters social and emotional learning for students

and staff

100% of those who took the survey feel that they model and promote respectful behavior for their students

100% of those who took the survey felt the the response from their students regarding learning in their classroom has been positive

Weathersfield Parent Survey Data

98% of parents who took the survey feel informed about their child's academic progress

97% of parents who took the survey feel their child's school respects each other's differences

97% of parents who took the survey feel the adults in their child's school treats them fairly

100% of parents who took the survey feel Weathersfield prepared their child for his/her next academic year

Classroom Observations

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

*

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

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All teachers receive at least one formal observation by the site administrator. Probationary and Temporary teachers receive at least two formal observations. Site administrators regularly conduct informal classroom observations. All teachers meet with site administrator to discuss their observations and are given commendations regarding instructional practices and recommendations for future growth. Site and/or district based professional development is designed to address instructional needs. Throughout the year, informal observations are completed by the principal to ensure Students with Disabilities, English Learners and Socio-Economically Disadvantaged students being instructed using differentiation strategies, UDL and Academic Language Strategies. Data progress monitoring is expected and occurring from all teachers on campus.



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)

*

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments. Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, School Site Council, and teachers to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

2021-2022-Tri 3 ELA Benchmark Assessments- % on or above grade level

TK 85%
K 80%
1st 75%
2nd 84%

2021-2022-Tri 3 ELA Benchmark Assessments- % on or above grade DONE

3rd 86.4%
4th 73%
5th 93.8%

21-22 Tri 3 Math Benchmark Assessments- % on grade or above level

TK 88%
K 87%
1st 81%
2nd 85%

2021-2022-Tri 3 Math Benchmark Assessments- % on or above grade level- DONE

3rd 88.2%
4th 70%
5th 86%

2021-2022 Scholastic Reading Inventory- Testing Comprehension- COMPLETED

| Below Basic | Basic | Proficient | Advanced | |
|-------------|-------|------------|----------|-----|
| | | | | |
| 2nd | 12% | 9% | 31% | 48% |

| | | | | |
|-----|-----|-----|-----|-----|
| 3rd | 9% | 10% | 49% | 32% |
| 4th | 15% | 17% | 37% | 30% |
| 5th | 1% | 2% | 30% | 67% |

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments.

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

*

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2022-23 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded use of ESGI to include all teachers in grades TK-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to align with the essential standards and curricula for each subject.

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Ongoing data monitoring is occurring for all students including students in all special populations. Data collected includes weekly assessments on all subjects to monitor instructional practices and measure student progress. Benchmark Assessments are given 3 times per year for teachers to monitor student understanding and academic performance. Sub group data is analyzed to ensure our students in our special populations are receiving extra assistance to meet their academic goals. The goal for our Students with Disabilities is for the children to receive their instruction in the Least Restrictive Environment and be provided support through our Learning Center model. This Inclusion model provides our students with instruction in their General Education classroom with assistance from our Resource teacher.

Our new data management system, Mastery Connect, provides data for analysis of student progress for grades 3rd-5th. Grade level meetings are designed to analyze data for differentiated instruction, UDL and intervention. * Teachers will received continue to receive ongoing training on any updated protocols for Mastery Connect.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

*

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

CVUSD Elementary Teachers attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, and updated assessments and record keeping. Teachers in TK-2 were also offered refresher training on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 14-18, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-22 school year on-going professional learning was provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, Mastery Connect, Eduprotocols, UDL, GATE, assessment, and student engagement strategies.

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Our teachers have received training on our newly adopted ELA program, Wonders, World of Wonders (TK) and Wonderworks(Special Education). Additionally, last year, our district's elementary school counselors developed Social Emotional Learning (SEL) videos using the Sanford Harmony SEL program. Our school counselor has been working with our teachers to assist them with the delivery of their weekly SEL lessons using videos and the Sanford Harmony curriculum. SEL is a major focus of our school to ensure students are receiving support for their mental health as we re-enter school and throughout the year.

Teachers are delivering creative and innovative lessons to motivate students. Art, music and creative technology have been weaved into instructional practices. Teachers are focusing on providing our students with a structured learning environment that is a safe and happy place to learn and grow.

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

*

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These Facilitators present their resources and strategies at their recurring school site faculty meetings.

Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

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All teachers are provided with staff development on grade level content essential focus standards (district curriculum teams), as well being provided with guidance on essential assessment data for reading, writing, math and ELD. Teachers in grades 3-5 will be offered CAASPP assessment preparation PD's in the Spring. Weathersfield teachers continue to receive training in Social Emotional Learning, UDL, differentiated instruction and the implementation of a variety of strategies to meet the diverse needs of all students including our Students with Disabilities, English Learners, Socio-Economically Disadvantaged students. Data analysis of student academic progress drives our Professional Development design. Additionally, this school year, teachers will receive district diversity & equity training.

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

*

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

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Weathersfield has access to several district-based academic Coordinators and TOSAs (Teachers on Special Assignment) in six focus areas: (1) English Language Development: ELD Coordinator and TOSA provides site and district training on effective instructional strategies for English Learners, work with teachers to teach with fidelity when using adopted materials for ELD, and support for classroom teachers on planning and instruction for English Learners; (2) Professional Learning: TOSA organizes site teacher training on California State Standards in that area of curriculum and instruction. In addition, instructional assistance/assessment and support are also provided in the area of technology by our Assistant Director of Educational Technology and Student Performance. The Assistant Director performs tasks related to data analysis, assessment preparation, and alignment of assessments to California State Standards. Together with her TOSA's, our Assistant Director trains administrators and teachers on the use of technology related to the assessment/performance of students, as well as data analysis of formative/summative assessments. In addition, we have a TOSA to support our Gifted and Talented (GATE) population and a TOSA to support Inclusion in the General Education classroom (LRE), through our Special Education Department. These two TOSA's provide support to the school site to improve our work with our high achieving and students with disabilities.

Each site has a Leadership Team composed of one upper and one lower grade teacher leader, a Gifted and Talented Education (GATE) Coordinator, an English Language Development (ELD) Advisor, and a Social Media Coordinator. This LCAP team provides site based Professional Development, and supports the vision/goals of the school and district.

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

*

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

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In addition to twice weekly grade level meetings, Weathersfield teachers, at each grade level, collaborate daily to ensure consistency instructional delivery/practices. Data is analyzed to ensure learning loss mitigation is occurring during their instructional day and through our intervention. It is essential that our teachers collaborate more now than even before. Due to the pandemic, learning loss continues to be a major focus at Weathersfield. We are committed to providing differentiated instruction and UDL to all students to meet their diverse learning needs. We are also aware that we need to ensure extended learning opportunities to our high achievers, and successfully build upon the academic capacities of our on grade level and slightly below grade level students. Data Analysis is a critical component of our school. Data is used to develop intervention groups to target academically struggling students, just below grade level students, and on/above grade level students. Our intervention is school-wide including SWD, EL, and SED students.

Teaching and Learning

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

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CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 School Year, All TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

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Our grade level district curriculum and assessment committees developed pacing guides using essential standards for ELA (our newly adopted Wonders curriculum), Math (Science and Social Studies 3-5). Benchmark Assessments have been updated based upon the essential standards being taught through the newly developed pacing guides for this school year. Teachers will continue to use Canvas/ClassLinks and SeeSaw as a supplement to their instructional. Students and families will access classroom information on Canvas and students will continue to have the opportunity to access their computer software programs both at home and on Zoom through the Canvas/SeeSaw Learning Management Systems. All Weathersfield teachers are using state approved/district aligned instructional materials in the areas of ELA, ELD, Math, Social Studies and Science. In addition, we continue to enhance our instructional practices through the UDL lesson design model together with Differentiated Instruction to help ALL students (including SWD, EL, and SED) meet and exceed grade level standards.

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

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CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

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CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

Grade Span Required Daily

TK-K 180 minutes

Grades 1-3 230 minutes

Grades 4-5 240 minutes

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

*

CVUSD TK-5 Teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring students progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

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Reading and Math intervention occurs 3 days per week. We have 2 academic specialists who work in tandem with our classroom teachers to provide focused intervention to our students.

1st-5th Grade Intervention ELA and Math - targeting far below and below grade level students, slightly below proficient students (popcorn students), and at/above grade level students. All levels of intervention include Students with Disabilities, English Learners and Socio-Economically Disadvantaged students. Our Intervention for All program ensures that every student receives targeted intervention to meet their diverse learning needs. At and above grade level students will receive extending learning opportunities while below grade level students receive remediation and focused skills building instruction.

Grades 2-5: Intervention concentration on reading comprehension, word analysis, vocabulary development and writing.

Grade 1: Intervention concentration on foundational reading skills: fluency, phonics, vocabulary development, reading comprehension and writing.

Grades 2-5: Math intervention concentration on computation, problem solving, communicating reasoning, and language rich word problems.

Grade 1: Math intervention concentration on computation, word problems, academic language.

Our academic specialists will be using our district adopted curriculum for both ELA and Math. Intervention specialists follow the core curriculum and break the information down for easy understanding. For are more academically struggling students, our instructional specialists will use Wonder Works and slightly lower level core curriculum to build a stronger academic foundation. Additionally, Read Naturally will be used for our academically struggling lower grade students.

ELD Intervention:

Grades K-2: Smarty Ants program 4x per week- 1/2 hour daily

Grades 3-5: Imaging Learning ELA/Math program 4x per week -1/2 hour daily

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

*

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards. NO MENTION OF ADDING ADDITIONAL.

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

*

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

At the elementary level, teachers implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading, IXL Math and Achieve 3000. Elementary Academic Specialists support and provide small group instruction for Students needing support in identified areas.

Opportunity and Equal Educational Access

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

*CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff to receive targeted support in essential ELA and Math skills.

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Teachers incorporate scaffolding and differentiation into their lessons in order to help underperforming students access the general education curriculum. Our school-based Multi-Tiered Systems of Support (MTSS) includes reading and math intervention specialists 3 days per week. Our school counselor provides individual and small group social emotional support weekly for our students. This is an inclusive model of support for all students at Weathersfield.

Evidence-based educational practices to raise student achievement

*

The following research-based educational practices are utilized: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's,, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

Parental Engagement

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

*

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

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Our Bilingual Facilitator works closely with our site liaison and principal to provide our English Learner families with assistance. Assistance ranges from support with academic programs to help their students, assistance with attendance and in tandem with our school counselor, guidance with any social emotional supports their child may need.

Additionally, our site liaison and principal work closely with our district foster and homeless youth Liaison to assist our families with resources needs from the school site.

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)

*

Weathersfield Elementary has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Weathersfield's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Weathersfield's district representative parent DAC, GATE-DAC, DELAC, LBGTQ+ DAC, and AA-DAC reps participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Funding

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

*

Categorical Funds in CVUSD:

EIA funds are used to provide additional support and technology in the classroom.

EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.

LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site does not receive federal funding in the form of EIA, EE, and Title 1. All other funds comes from LCFF. See goals and budget pages as part of SPSA.

Stakeholder 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

Principal and staff review SPSA updates during staff meetings.

Site Council Members (including staff reps) review SPSA updates at our monthly SSC meetings.

March 23, 2022- SSC Meeting- Discussion about SPSA goals moving into the 2022-2023 school year

April 27, 2022- SSC Meeting- SSC Meeting- SPSA Planning Meeting. * ELA, math, intervention, SEL and communication goals were evaluated and designed.

May 26, 2022- SSC Meeting- Continue development of the 2022-2023 SPSA.

June 4, 2022- SSC Meeting- Discussion about data to inform goals for this school year

August 31, 2022- SSC Meeting - Review 22-23 SPSA, discussion to finalize SPSA for signature

September 28, 2022- SSC Meeting- Intervention Support/ Preliminary Data

October 26, 2022 SSC Meeting- Evaluate the academic and social emotional supports for our students

November 30, 2022- SSC Meeting- SPSA check-in to go over goal effectiveness

December- No Meeting

January 25, 2023- SSC Meeting- Check-in on the effectiveness of our intervention programs based on data

February 22, 2023- SSC Meeting- Check-in on SEL support effectiveness

March 29, 2023- SSC Meeting- Evaluate goals/support effectiveness 22-23 school year. Discussion about SPSA goals moving into the 2023-2024 school year

April 26, 2023- SSC Meeting- Begin working on Goal Development for the 2023-2024 SPSA

May 24,, 2023- SSC Meeting- Continue development of the 2023-2024 SPSA- data, budget.

June 7, 2023- SSC Meeting- Discussion on supports needed for the 2023-2024 school year.

Resource Inequities

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

Not Applicable. - can delete this page-

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 | | |
| | 18-19 | 19-20 | 20-21 |
| Kindergarten | 78 | 93 | 70 |
| Grade 1 | 47 | 54 | 51 |
| Grade 2 | 62 | 47 | 43 |
| Grade3 | 39 | 65 | 48 |
| Grade 4 | 38 | 38 | 65 |
| Grade 5 | 49 | 42 | 38 |
| Total Enrollment | 313 | 339 | 315 |

Conclusions based on this data:

1. Our district's SHINE program was a district option for our families who chose not to send their students to our hybrid program. These numbers are not counted in our enrollment numbers above. Additionally, other families chose to have their children attend full-day, in person learning and therefore took their children to private school in '20-21. others chose other options for the '20-21 school year. Our decline in Enrollment of 24 students in '20-21 can be attributed to parent concerns for the health of their students attending school in person.
2. Now, as we begin the '22-23 school year we're seeing a dramatic rise in enrollment. I believe our being selected as a 2020 National Blue Ribbon School continues to draw families to our school.
3. Previous to Covid 19 school closures our several years of improved CAASPP test scores had made a positive impact on our enrollment. We've seen a decline in families "choicing" out of our school and an increase in "choice" applications to attend. At this point we're seeing more "choice" students than ever enroll at Weathersfield.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| English Learners | 50 | 55 | 54 | 16.0% | 16.2% | 17.1% |
| Fluent English Proficient (FEP) | 15 | 20 | 16 | 4.8% | 5.9% | 5.1% |
| Reclassified Fluent English Proficient (RFEP) | 7 | 4 | 2 | 12.3% | 8.0% | 3.6% |

Conclusions based on this data:

1. 21-22 school year data is still in progress. The data will be analyzed once this information is available.
2. We continue to re-classify English Learner students each year. This can be attributed to solid first instruction by our teachers, our strong intervention program and the work of our EL Facilitator and EL Outreach Coordinator. In '20-21 there were only two students re-classified due to the challenges brought about by COVID-19 and hybrid learning.
3. Consistent monitoring of each students' progress provides us with the data to target specific skills that our English Learner students need.

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 | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| Grade 3 | | | 59 | | 0 | 56 | | 0 | 56 | | 0.0 | 95 |
| Grade 4 | | | 53 | | 0 | 50 | | 0 | 50 | | 0.0 | 94 |
| Grade 5 | | | 64 | | 0 | 63 | | 0 | 63 | | 0.0 | 98 |
| All | | | 176 | | 0 | 169 | | 0 | 169 | | 0.0 | 96 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| Grade 3 | | | 2470. | | | 35.71 | | | 35.71 | | | 17.86 | | | 10.71 |
| Grade 4 | | | 2525. | | | 46.00 | | | 16.00 | | | 30.00 | | | 8.00 |
| Grade 5 | | | 2601. | | | 58.73 | | | 30.16 | | | 7.94 | | | 3.17 |
| All Grades | N/A | N/A | N/A | | | 47.34 | | | 27.81 | | | 17.75 | | | 7.10 |

Conclusions based on this data:

1. Weathersfield met CAASPP student participation rate for the 21-22 school year.
2. 71.42% of 3rd graders exceeded or met standards, 62% of 4th graders exceeded or met standards, and 89% of 5th graders exceeded or met standards on the ELA portion of the CAASPP.
3. Our 3rd and 5th grade students scored very well on the ELA portion of the CAASPP assessment . Although 4th grade had a dip, the exceeded or met standards percentage is still above 60%. 4th grade typically has a dip in scores due to larger class sizes and the transition to higher level learning (3rd to 4th grade), which includes more advanced reading, vocabulary, grammar, spelling and writing skills. Combining these factors together with a return to full-time, in-person learning during a Covid year, created additional challenges for our 4th grade students.

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 | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| Grade 3 | | | 59 | | 0 | 56 | | 0 | 56 | | 0.0 | 95 |
| Grade 4 | | | 53 | | 0 | 50 | | 0 | 50 | | 0.0 | 94 |
| Grade 5 | | | 64 | | 0 | 63 | | 0 | 63 | | 0.0 | 98 |
| All | | | 176 | | 0 | 169 | | 0 | 169 | | 0.0 | 96 |

* 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 | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| Grade 3 | | | 2490. | | | 42.86 | | | 41.07 | | | 8.93 | | | 7.14 |
| Grade 4 | | | 2516. | | | 36.00 | | | 22.00 | | | 30.00 | | | 12.00 |
| Grade 5 | | | 2573. | | | 52.38 | | | 22.22 | | | 17.46 | | | 7.94 |
| All Grades | N/A | N/A | N/A | | | 44.38 | | | 28.40 | | | 18.34 | | | 8.88 |

Conclusions based on this data:

1. Weathersfield met CAASPP student participation rate for the 21-22 school year.
2. 84% of 3rd graders exceeded or met standards, 58% of 4th graders exceeded or met standards, and 75% of 5th graders exceeded or met standards on the Math portion of the CAASPP.
3. Our 3rd and 5th grade students scored very well on the Math portion of the CAASPP assessment . Our 4th grade dip can be contributed to larger class sizes and the transition to higher level learning. The complexity of advancing math skills and more in depth word problems creates a difficult transition between 3rd and 4th grade. Combining these factors together with a return to full-time, in-person learning during a Covid year, created additional challenges for our 4th grade students.

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 | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 1422.6 | 1444.0 | * | 1444.6 | 1459.7 | * | 1371.3 | 1406.5 | * | 18 | 13 | 9 |
| 1 | 1446.8 | 1471.1 | * | 1463.5 | 1485.7 | * | 1429.5 | 1455.7 | * | 12 | 11 | 9 |
| 2 | * | 1494.4 | * | * | 1499.4 | * | * | 1489.1 | * | * | 13 | 10 |
| 3 | * | * | 1486.6 | * | * | 1491.6 | * | * | 1481.1 | * | 6 | 11 |
| 4 | * | * | 1534.3 | * | * | 1534.0 | * | * | 1533.9 | * | * | 12 |
| 5 | * | * | * | * | * | * | * | * | * | * | 5 | 4 |
| All Grades | | | | | | | | | | 53 | 50 | 55 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| 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 | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | * | 23.08 | * | * | 61.54 | * | * | 7.69 | * | * | 7.69 | * | 18 | 13 | * |
| 1 | * | 27.27 | * | * | 9.09 | * | * | 63.64 | * | * | 0.00 | * | 12 | 11 | * |
| 2 | * | 23.08 | * | * | 69.23 | * | | 0.00 | * | | 7.69 | * | * | 13 | * |
| 3 | | * | 18.18 | * | * | 27.27 | * | * | 45.45 | | * | 9.09 | * | * | 11 |
| 4 | * | * | 33.33 | * | * | 58.33 | * | * | 8.33 | | * | 0.00 | * | * | 12 |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 20.75 | 26.00 | 21.82 | 50.94 | 50.00 | 54.55 | 22.64 | 18.00 | 18.18 | * | 6.00 | 5.45 | 53 | 50 | 55 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| 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 | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | * | 38.46 | * | * | 38.46 | * | * | 15.38 | * | | 7.69 | * | 18 | 13 | * |
| 1 | * | 27.27 | * | * | 63.64 | * | * | 0.00 | * | * | 9.09 | * | 12 | 11 | * |
| 2 | * | 61.54 | * | * | 30.77 | * | | 0.00 | * | | 7.69 | * | * | 13 | * |
| 3 | | * | 18.18 | * | * | 63.64 | * | * | 9.09 | | * | 9.09 | * | * | 11 |
| 4 | * | * | 50.00 | * | * | 50.00 | | * | 0.00 | * | * | 0.00 | * | * | 12 |
| 5 | * | * | * | * | * | * | | * | * | * | * | * | * | * | * |
| All Grades | 47.17 | 46.00 | 36.36 | 33.96 | 42.00 | 50.91 | * | 4.00 | 9.09 | * | 8.00 | 3.64 | 53 | 50 | 55 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| 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 | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | * | 15.38 | * | | 23.08 | * | * | 53.85 | * | * | 7.69 | * | 18 | 13 | * |
| 1 | * | 9.09 | * | * | 9.09 | * | * | 63.64 | * | * | 18.18 | * | 12 | 11 | * |
| 2 | * | 7.69 | * | * | 69.23 | * | | 7.69 | * | | 15.38 | * | * | 13 | * |
| 3 | | * | 0.00 | | * | 18.18 | * | * | 63.64 | * | * | 18.18 | * | * | 11 |
| 4 | | * | 16.67 | * | * | 33.33 | * | * | 50.00 | | * | 0.00 | * | * | 12 |
| 5 | | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | 8.00 | 7.27 | 30.19 | 42.00 | 38.18 | 33.96 | 38.00 | 41.82 | 24.53 | 12.00 | 12.73 | 53 | 50 | 55 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 72.22 | 23.08 | * | * | 69.23 | * | * | 7.69 | * | 18 | 13 | * |
| 1 | * | 81.82 | * | * | 9.09 | * | * | 9.09 | * | 12 | 11 | * |
| 2 | * | 46.15 | * | * | 46.15 | * | | 7.69 | * | * | 13 | * |
| 3 | | * | 27.27 | * | * | 63.64 | | * | 9.09 | * | * | 11 |
| 4 | * | * | 50.00 | * | * | 50.00 | * | * | 0.00 | * | * | 12 |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 60.38 | 38.00 | 41.82 | 32.08 | 54.00 | 56.36 | * | 8.00 | 1.82 | 53 | 50 | 55 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | * | 46.15 | * | 61.11 | 46.15 | * | * | 7.69 | * | 18 | 13 | * |
| 1 | * | 18.18 | * | * | 81.82 | * | * | 0.00 | * | 12 | 11 | * |
| 2 | * | 69.23 | * | * | 23.08 | * | | 7.69 | * | * | 13 | * |
| 3 | * | * | 27.27 | * | * | 63.64 | | * | 9.09 | * | * | 11 |
| 4 | * | * | 58.33 | * | * | 41.67 | | * | 0.00 | * | * | 12 |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 41.51 | 58.00 | 38.18 | 50.94 | 36.00 | 58.18 | * | 6.00 | 3.64 | 53 | 50 | 55 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | * | 0.00 | * | 77.78 | 92.31 | * | * | 7.69 | * | 18 | 13 | * |
| 1 | * | 18.18 | * | * | 45.45 | * | * | 36.36 | * | 12 | 11 | * |
| 2 | * | 0.00 | * | * | 84.62 | * | | 15.38 | * | * | 13 | * |
| 3 | | * | 0.00 | * | * | 81.82 | * | * | 18.18 | * | * | 11 |
| 4 | | * | 16.67 | * | * | 75.00 | | * | 8.33 | * | * | 12 |
| 5 | | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | 8.00 | 18.18 | 67.92 | 72.00 | 67.27 | 20.75 | 20.00 | 14.55 | 53 | 50 | 55 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | * | 46.15 | * | * | 38.46 | * | * | 15.38 | * | 18 | 13 | * |
| 1 | * | 9.09 | * | * | 81.82 | * | * | 9.09 | * | 12 | 11 | * |
| 2 | * | 23.08 | * | * | 69.23 | * | | 7.69 | * | * | 13 | * |
| 3 | | * | 9.09 | * | * | 72.73 | * | * | 18.18 | * | * | 11 |
| 4 | * | * | 25.00 | * | * | 66.67 | | * | 8.33 | * | * | 12 |
| 5 | * | * | * | * | * | * | | * | * | * | * | * |
| All Grades | 24.53 | 28.00 | 14.55 | 49.06 | 62.00 | 72.73 | 26.42 | 10.00 | 12.73 | 53 | 50 | 55 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 21-22 school year data is still in progress. The data will be analyzed once this information is available.
2. In the Overall Language results, the majority of our students scored at Level 3 Upper Expanding/Low Bridging with the balance of our students scoring in Level 2-and level 4 with almost an equal split.
3. Domains: In Written Language our students scored between Levels 1 and 3, with the majority of our students scoring in Levels 2 and 3; In Listening the overwhelming majority of our students scored in Well Developed; In Speaking there is a split between Somewhat/Moderately and Well Developed; In Reading most of our students scored in Somewhat/Moderately; In Writing the majority of our students scored in Somewhat/Moderately and there is an equal split for the remainder of our students between Well Developed and Beginning.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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| 2020-21 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 315 | 28.3 | 17.1 | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 54 | 17.1 |
| Foster Youth | | |
| Homeless | 2 | 0.6 |
| Socioeconomically Disadvantaged | 89 | 28.3 |
| Students with Disabilities | 31 | 9.8 |

| Enrollment by Race/Ethnicity | | |
|--|-------|------------|
| Student Group | Total | Percentage |
| African American | 4 | 1.3 |
| American Indian or Alaska Native | 1 | 0.3 |
| Asian | 12 | 3.8 |
| Filipino | 4 | 1.3 |
| Hispanic | 121 | 38.4 |
| Two or More Races | 18 | 5.7 |
| Native Hawaiian or Pacific Islander | 2 | 0.6 |
| White | 153 | 48.6 |

Conclusions based on this data:

1. 21-22 school year data is still in progress. The data will be analyzed once this information is available.

Our teachers have been trained in both UDL and differentiation strategies which have proved to serve our diverse student body through our Tier I and Tier II instruction and academic intervention programs. These programs are designed for all levels of learners including all students in special populations. Students with Disabilities, Socio-Economically Disadvantaged students and English Learners are closely monitored for academic growth. Data is used to drive instructional practices for all students in special populations.
2. Weathersfield provides a myriad of social-emotional supports and extra curricular activities in an effort to create connections to school for our students. In addition, through our DELAC, PTA, School Site Council and Student Award Assemblies there are a myriad of opportunities for parents to connect with school. In addition, through our EL Facilitator and Outreach Coordinator we work hard to connect with the parents of our English Learners.
3. Weathersfield utilizes a variety of school to home communication platforms: Teacher websites, PTA Facebook, Twitter, Eagle Flyer newsletter, etc to connect with our diverse school community.

School and Student Performance Data





Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| English Language Arts  Blue | Chronic Absenteeism  Orange | Suspension Rate  Blue |
| Mathematics  Green | | |

Conclusions based on this data:

- 21-22 school year data is still in progress. The data will be analyzed once this information is available.
No Data for the 20-21 school year.
Analyzing 2019 Data:
Our engaging, academically rigorous instructional program (including intervention) and social-emotional supports for students are correlated to the Blue marks in ELA and Mathematics. We are continuing to provide a strong academic program for all students in both Blended and Remote learning models. Students have been given math manipulatives for at home use to help with Remote learning and Reinforcement work for both Blended and Remote learning models.
- No Data for the 20-21 school year.
Analyzing 2019 Data:

Chronic absenteeism is an ongoing focus area for us this year. We are reaching out to families through personal phone calls, Zoom meetings, counselor intervention, and if needed- we ask PD to do a Wellness Check.

3. No Data for the 20-21 school year.

Analyzing 2019 Data:

Our teachers continue to work on enhancing their UDL and differentiation strategies in an effort to work with all students. For our Remote model, students are placed in breakout rooms to work on skill building and projects at their learning level. In the Blended model, students are provided with small group instruction, following distancing protocols- both in the classrooms and outside, for targeted instructions to meet the diverse learning needs of all students. UDL has been effective in providing students the ability to demonstrate their understanding of a lesson using a variety of options, for example: graphic representation, written work, verbal response etc.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

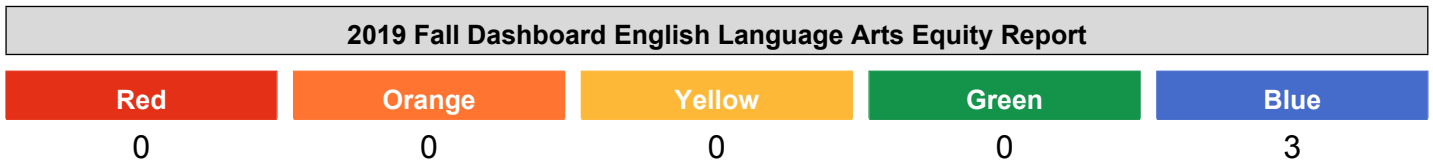
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p> Blue 58.7 points above standard Increased Significantly ++30.9 points 115 | <p>English Learners</p> No Performance Color 32 points above standard Increased Significantly ++65.2 points 23 | <p>Foster Youth</p> No Performance Color 0 Students |
| <p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | <p>Socioeconomically Disadvantaged</p> Blue 35.4 points above standard Increased Significantly ++42.1 points 34 | <p>Students with Disabilities</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue 40.7 points above standard Increased Significantly <small>++18.4 points</small> 37 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color 0 Students |  Blue 61.7 points above standard Increased Significantly <small>++21.6 points</small> 64 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|--|
| Less than 11 Students - Data Not Displayed for Privacy 10 | 69.9 points above standard Increased Significantly <small>++52 points</small> 13 | 66 points above standard Increased Significantly <small>++22.2 points</small> 91 |

Conclusions based on this data:

1. 21-22 school year data is still in progress. The data will be analyzed once this information is available.
 Data is based on the 19-20
 Our work implementing UDL and differentiation strategies, and a focus on academic language and intensive academic interventions has led to impressive increases for our Hispanic, English Learners, Reclassified English Learners, Socioeconomically Disadvantaged and White students. We still have work to do, but are monitoring instructional practices for our students in special populations.
2. Data is based on the 19-20 school year.
 We believe that our "Intervention for All" in-school program has been a driving factor in the significant achievement gains for all Weathersfield students. The targeted nature of this program provides students the assistance they need in the areas where they're struggling.
3. Data is based on the 19-20 school year.
 The gains made by our Hispanic, English Learners, Reclassified English Learners, Socioeconomically Disadvantaged and White students contributed significantly to Weathersfield being named a 2020 National Blue Ribbon School.

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

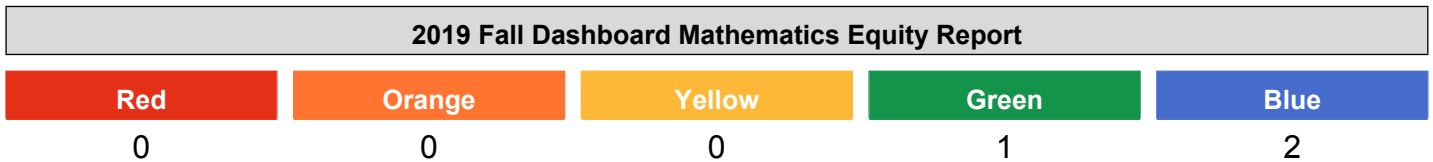
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p> <p>Green</p> <p>31.5 points above standard</p> <p>Increased ++13.4 points</p> <p>115</p> | <p>English Learners</p> <p>No Performance Color</p> <p>9 points above standard</p> <p>Increased Significantly ++15.6 points</p> <p>23</p> | <p>Foster Youth</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> | <p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>3.7 points above standard</p> <p>Increased Significantly ++21.4 points</p> <p>34</p> | <p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p> |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
| | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue 16.1 points above standard Increased Significantly ++22.6 points 37 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | |  Green 32.6 points above standard Increased ++11.3 points 64 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|--|
| Less than 11 Students - Data Not Displayed for Privacy 10 | 35.5 points above standard Increased Significantly ++12 points 13 | 38.3 points above standard Increased ++7.8 points 91 |

Conclusions based on this data:

1. 21-22 school year data is still in progress. The data will be analyzed once this information is available.
 Analysis based on 2019 Fall Data:
 Our achievement increases for our Reclassified English Learners, Socioeconomically Disadvantaged, and Hispanic students are correlated to our targeted focus on UDL and differentiation strategies, academic language and intervention for all of our students.
2. Analysis based on 2019 Fall Data:
 Our increased use of implementing academic language strategies and new engaging Mathematics software has improved our students' understanding of key mathematical vocabulary, computational skills, number sense and math concepts.
3. Analysis based on 2019 Fall Data:
 We believe that our "Intervention for All" in-school program has been a driving factor in the 31.5 points above standard Math gains our students. The targeted nature of this program provides students the assistance they need in terms of Math Facts, Mathematical Concepts and computational skills.

School and Student Performance Data

Academic Performance English Learner Progress

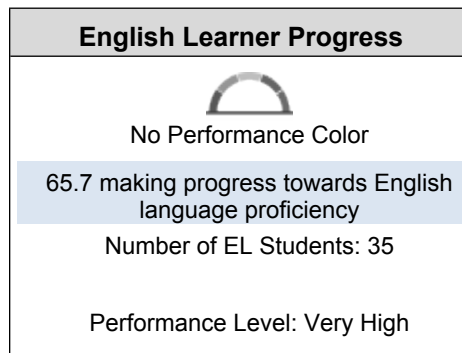
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 17.1 | 17.1 | 8.5 | 57.1 |

Conclusions based on this data:

- 21-22 school year data is still in progress. The data will be analyzed once this information is available.
No Current Data.
Analysis based on 2019 Fall Data:
65.7% of our English Learners are performing at the Very High level. This data shows that our academic intervention program and our focus on academic language strategies are being effective with this group of students.
- Analysis based on 2019 Fall Data:
Our challenge will be to work with our students in the Beginning Stage and Somewhat Developed categories through our academic intervention program and intentional ELD instruction both within the classroom and during our Carousel instructional program.
- Analysis based on 2019 Fall Data:

We also believe that our "Intervention for All" in-school program has been a driving factor in these significant achievement gains for our English Learners. The targeted nature of this intervention program provides students the assistance they need.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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| Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group | | |
|---|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

| Student Group | Cohort Totals | Cohort Percent |
|--|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

| Student Group | Cohort Totals | Cohort Percent |
|--|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

| Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed a-g Requirements – Number and Percentage of All Students | | |
|---|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

| Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses | | |
|--|---------------------------|----------------------------|
| Student Group | Number of Students | Percent of Students |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

| Student Group | Number of Students | Percent of Students |
|--|--------------------|---------------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

| Student Group | Cohort Totals | Cohort Percent |
|--|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

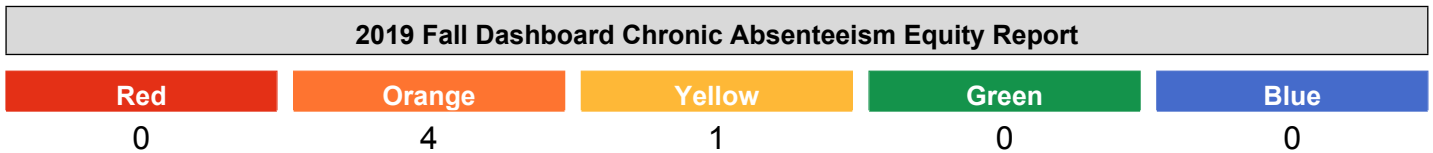
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p> Orange 7.7 Increased Significantly +4.1 325 | <p>English Learners</p> Orange 17 Increased +15.3 53 | <p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 | <p>Socioeconomically Disadvantaged</p> Orange 15.2 Increased +9.6 99 | <p>Students with Disabilities</p> Orange 17.9 Increased +11.7 39 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color 10.5 Increased +5.3 19 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 12 Increased +9.4 117 |  No Performance Color 5.3 Declined -0.6 19 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  Yellow 4.9 Increased +0.8 164 |

Conclusions based on this data:

- 21-22 school year data is still in progress. The data will be analyzed once this information is available.
 Analysis based on 2019 Fall Data:
 Chronic absenteeism is an ongoing focus area for us this year based on this data. To mitigate this issue, we're reaching out to families through personal phone calls, Zoom meetings, counselor intervention, and if needed- we ask PD to do a Wellness Check.
- Analysis based on 2019 Fall Data:
 Our EL Facilitator and Outreach Coordinator have worked with our English Learner families to emphasize the importance of consistent school attendance. This has also been discussed at our ELAC meetings.
- Analysis based on 2019 Fall Data:
 Our Attendance Liaison monitors students attendance and communicates with families regarding student absences, tardies, and truants.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

| 2021 Graduation Rate by Student Group | | | | |
|--|---|---------------------|--------------------------------|-----------------|
| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Number of Fifth Year Graduates | Graduation Rate |
| All Students | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students with Disabilities | | | | |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Two or More Races | | | | |

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

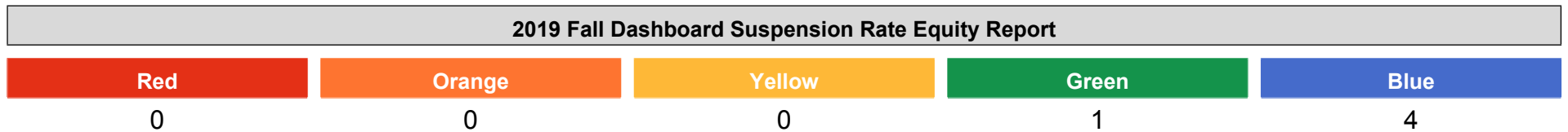
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

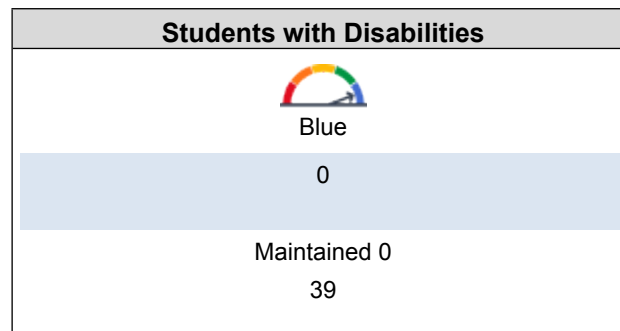
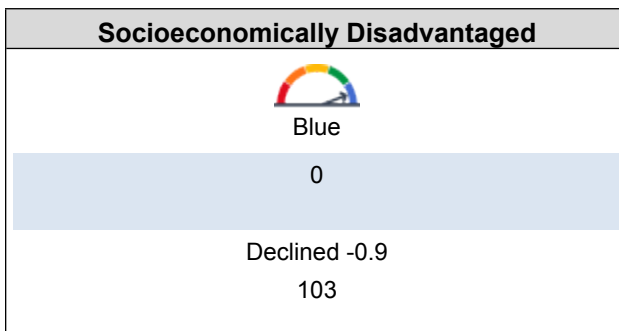
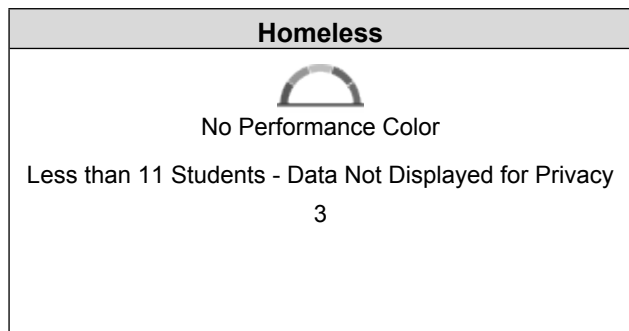
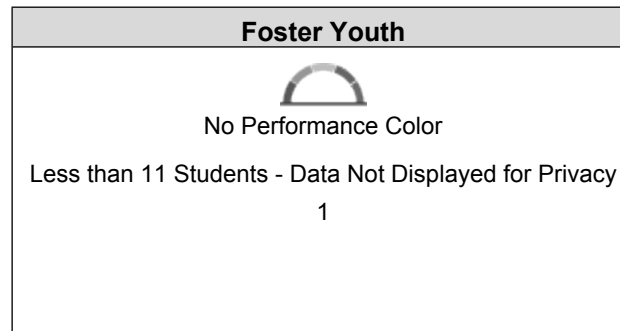
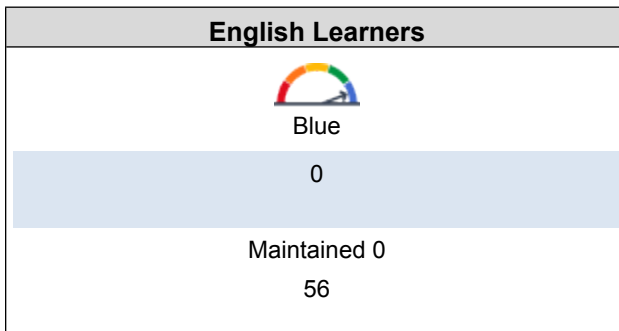
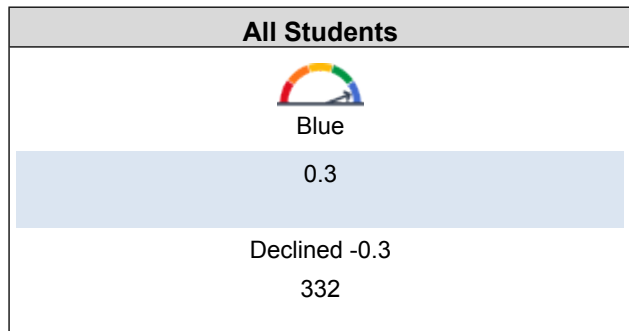


This section provides number of student groups in each color.

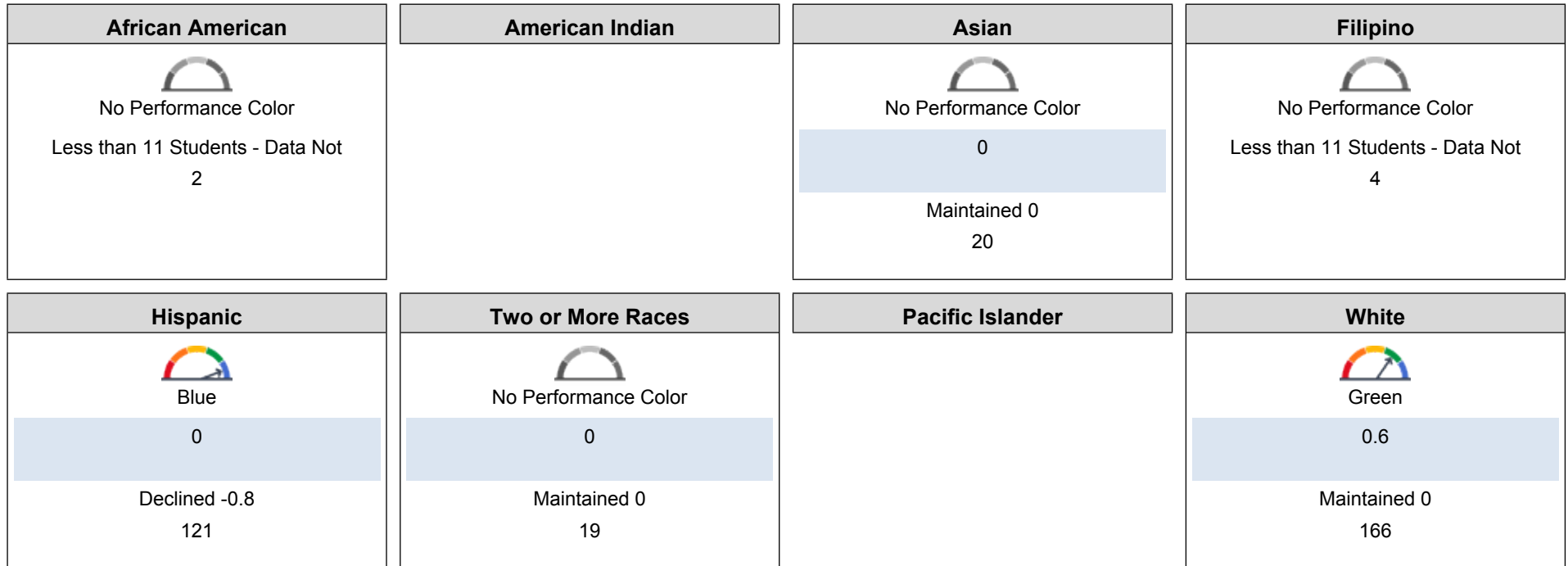


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity



This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.6 | 0.3 |

Conclusions based on this data:

1. 21-22 school year data is still in progress. The data will be analyzed once this information is available.
 Analysis based on 2019 Fall Data:
 We have worked hard to implement Restorative Practices through school administration and our school counselor to lower the number of student suspensions (a decrease of -0.3 %) and more importantly provide our students with the necessary tools to solve their issues appropriately.
2. Analysis based on 2019 Fall Data:
 Our MTSS programs (CHAMPS, Kelso's Choice) have also been effective in giving students tools to handle social emotional behavior, communicate needs and to create positive peer relationships. Our school counselor also intervenes with students/families if a student is having behavioral issues.

3. Analysis based on 2019 Fall Data:
Community Circles, implemented by classroom teachers and our school counselor, have shown positive results in student relationships, communication and school culture.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 1

By June 2023, the percentage of TK-2nd grade students meeting grade level standards in English Language Arts (ELA) will increase by 15% as measured by Trimester Benchmark Assessments using Tri 1 as the baseline and Tri 3 as the final outcome.

By June 2023, the percentage of 3rd-5th grade students meeting grade level standards in English Language Arts (ELA) will increase by 15% as measured by Trimester Benchmark Assessments using Tri 1 as the baseline and Tri 3 as the final outcome.

Identified Need

Based on Benchmark Assessments, SRI scores (2nd-5th), end of unit tests, ongoing quizzes, teacher observations, ELPAC results and IEP progress toward goals, we have identified a focused need for our students.

Focus areas for TK- K: Foundational Reading Skills

Focus areas for 1st and 2nd grade: Foundational Reading Skills and Comprehension

Focus areas for 3rd-5th grade: Reading Comprehension and Writing (conventions and communication skills).

TK-2 grade teachers will monitor student achievement through ongoing quizzes, end of unit tests, Benchmark Assessments, ELPAC results, and IEP progress towards goals and teacher observations.

3rd-5th grade teachers will monitor student achievement through ongoing quizzes, end of unit tests, Benchmark Assessments including Writing Assessment, ELPAC results, and IEP progress towards goals and teacher observations.

To improve upon English Language Arts achievement for all students, including our Students with Disabilities (SWD), English Learners (EL), Hispanic/Latino and Socio-Economically Disadvantaged (SED), we are using UDL strategies and Differentiated Instruction to ensure all learners receive focused instruction to meet the academic needs of all students, in support of diversity, ethnicity and inclusion. In addition, we are targeting our intervention instruction based upon student skill levels. Zoom intervention with our credentialed specialists focuses on students who are just below grade level and our low to far below grade level achievers. Within the classroom, both online and in person, teachers continue to differentiate instruction to meet the diverse needs of our students.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|------------------|
| 75% of TK and Kindergarten students will meet or exceed benchmarks targeting foundational reading skills such as letter and sound recognition, as measured by Tri 3 Benchmark Assessments | 65% | 75% |
| 75% of 1st grade students will meet or exceed benchmarks of 4 of 5 essential reading standards as measured by Tri 3 Benchmark Assessments | 65% | 75% |
| 75% of 2nd-5th graders will meet or exceed benchmarks on 3 of 4 essential reading standards as measured by Tri 3 Benchmark assessments. | 70% | 75% |
| 2nd -5th grade SRI Scores Measuring Reading Fluency/Comprehension 75% of Below Basic, Basic and Proficient Students will move at least on level on the SRI - Reading Comprehension assessments. | 2020-2021 Scholastic Reading Inventory- Testing Comprehension Below Basic Basic Proficient Advanced 2nd 19% 16% 29% 35% | 75% |

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

| | | | | |
|---|-------------|-----|----------|-----|
| | 3rd | 21% | 21% | 29% |
| | 21% | 29% | 21% | 29% |
| | 4th | 23% | 23% | 22% |
| | 23% | 32% | 23% | 22% |
| | 5th | 23% | 1% | 32% |
| | 23% | 44% | 1% | 32% |
| 2021-2022 Scholastic Reading Inventory- Testing Comprehension* | | | | |
| | Below Basic | | Basic | |
| | Proficient | | Advanced | |
| | 2nd | 9% | 12% | 48% |
| | 9% | 31% | 12% | 48% |
| | 3rd | 10% | 7% | 33% |
| | 10% | 49% | 7% | 33% |
| | 4th | 17% | 15% | 30% |
| | 17% | 36% | 15% | 30% |
| | 5th | 12% | 3% | 56% |
| | 12% | 29% | 3% | 56% |

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

By the end of the 2022-2023 school year, 70% of 3rd-5th graders will meet or exceed benchmarks in essential reading standards as measured by a cumulative of trimester ELA Benchmark assessments.

2020-2021-Tri 3 ELA Benchmark Assessments- % on grade level- Blended Model & Remote Models

TK 85%
K 80%
1st 75%
2nd 84%
3rd 67.3%
4th 65%
5th 83.8%

2021-2022-Tri 3 ELA Benchmark Assessments- % on grade level-

K:Overall 94%
Blends Sounds- 98%
Fluently Names Letters- 98%
High Frequency Words- 71%

1st: Overall 91%
Blends- 98%
Phonics- 92%
High Frequency Words-92%
Fluency-79%

2nd:Overall 94%

70%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Phonics- 98%
 Reads Accurately- 94%
 Reads Fluently- 83%
 High Frequency Words- 100%

3rd 62%
 4th 62%
 5th 75%

2021-2022 CAASPP ELA Scores- Met or Exceeded

3rd 71%
 4th 62%
 5th 89%

All K-5th grade students in special populations (Students with Disabilities, Hispanic, English Learners, and Socio-Economically Disadvantaged students) will increase performance by 10% from below to at grade level.

2020-2021 Tri 3 ELA Benchmarks Assessments: Subgroups- % on grade level

| | SPED | EL | SED |
|----------|------|-----|-----|
| Hispanic | | | |
| K | 50% | | 55% |
| 48% | | 60% | |
| 1st | 50% | | 75% |
| 73% | | 86% | |
| 2nd | 50% | | 44% |
| 80% | | 60% | |

10%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

| | <p>2021-2022 Tri 3 ELA Benchmarks Assessments: Subgroups- # of students & % on grade level</p> <table border="1"> <thead> <tr> <th></th> <th>SPED</th> <th>EL</th> <th>SED</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>(6) 95%</td> <td>(6) 33%</td> <td>(12) 30%</td> </tr> <tr> <td>1st</td> <td>(1) 25%</td> <td>(3) 100%</td> <td>(5) 65%</td> </tr> <tr> <td>2nd</td> <td>(2) 50%</td> <td>(4) 20%</td> <td>(3) 100%</td> </tr> </tbody> </table> | | SPED | EL | SED | K | (6) 95% | (6) 33% | (12) 30% | 1st | (1) 25% | (3) 100% | (5) 65% | 2nd | (2) 50% | (4) 20% | (3) 100% | |
|-----|--|----------|----------|----|-----|---|---------|---------|----------|-----|---------|----------|---------|-----|---------|---------|----------|--|
| | SPED | EL | SED | | | | | | | | | | | | | | | |
| K | (6) 95% | (6) 33% | (12) 30% | | | | | | | | | | | | | | | |
| 1st | (1) 25% | (3) 100% | (5) 65% | | | | | | | | | | | | | | | |
| 2nd | (2) 50% | (4) 20% | (3) 100% | | | | | | | | | | | | | | | |

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------------|---|---|--|----------------|---------|
| | | | Description | Type | Funding Source | Amount |
| <p>K-5 Intervention ELA- targeting far below grade level, below basic and slightly below proficient students (popcorn students) including Students with Disabilities, English Learners and Socio-Economically Disadvantage Students.</p> <p>Grades K-5-intervention concentration on reading comprehension and writing conventions/communication, word analysis and vocabulary. Readworks program</p> | September 2022-May 2023 | Classroom Teachers Intervention Specialists Principal | <p>Small group instruction to break down core curriculum by scaffolding and chunking the material for all far below grade level students, below basic and slightly below proficient students in grades K-5.</p> <p>Intervention Specialists Grades K-5th AL</p> | 2000-2999: Classified Personnel Salaries | OTRM | 2670.16 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------------|---|---|--|---------------------------|---------|
| | | | Description | Type | Funding Source | Amount |
| | | | Intervention Specialist CW | 2000-2999: Classified Personnel Salaries | ESSER III - Learning Loss | 4739.40 |
| Grade Level data analysis to inform instruction for all levels of learners including Students with Disabilities ,English Learners and Socio-Economically Disadvantaged Students | September 2022- June 2023 | Classroom Teachers Intervention Specialists Principal | Data Analysis for intervention and data driven instruction to close the achievement gap. Teachers and principal analyze data, monitor our inclusive model of intervention and develop best practices to drive instruction for all students, including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students Unfunded- meetings during teacher prep time. | 1000-1999: Certificated Personnel Salaries | | |
| One primary grade and one upper grade instructional intervention specialist to work within the classroom(s) with academically struggling students | September 2022- May 2023 | Classroom Teachers Instructional Aides Principal | Instructional intervention specialists will work within the classroom(s) to assist students with learning loss. | 2000-2999: Classified Personnel Salaries | ESSER III - Learning Loss | 5454.34 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|--|--|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Teachers continue to participate in Professional Development and receive support in working with the Canvas Learning Platform and SeeSaw. Teachers and Specialists continue to have ongoing training in the areas of Differentiated Instruction and UDL practices, in addition to Inclusion, MTSS, IEP's,504's and behavioral supports. | August 2022-June 2023 | Classroom Teachers Intervention Specialists Bilingual Facilitator Principal | Ongoing training and support is provided to our teachers, intervention specialists and bilingual facilitator to ensure competency with the district adopted learning platforms. Additionally, teachers and intervention specialists are provided ongoing PD to increase their knowledge level in the areas of Differentiated Instruction and UDL practices, in addition to Inclusion, MTSS, IEP's, 504, and behavioral supports available to them. | 1000-1999: Certificated Personnel Salaries | District Funded | |
| | | | | 2000-2999: Classified Personnel Salaries | District Funded | |
| ELA Software Program- IXL | August 2022-June 2023 | Classroom Teachers Principal | IXL software program used for skill building and remediation in ELA for grades 2-5 | 4000-4999: Books And Supplies | District Funded | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------------------|---|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Smarty Ants K-2 & Imagine Learning 3-5 ELD support to improve English Language Proficiency in the area of ELA for all English Learners</p> <p>English Learner (EL) newcomers and at risk EL students will continue to with our Bilingual Facilitator and our Intervention Specialist to access online programs-Smarty Ants and Imagine Learning. Additionally, students will receive academic intervention through our Intervention for All program.</p> <p>English Learner student progress is monitored on an ongoing basis and during our Language Assessment Team (LAT) meetings.</p> <p>For all English Learners: Our EL Advisor provides training and PD to our staff monthly during our staff meetings and is a teacher resource for ongoing instructional needs</p> | September 2022- June 2023 | Classroom Teachers Intervention Specialist Bilingual Facilitator EL Advisor Principal | <p>Pull-out curricular support for English Learners in the Emerging level of language. Targeted instruction is designed to develop English proficiency in the area of English Language Arts.</p> <ul style="list-style-type: none"> For students in K, the expected learning growth is to advance 36 lessons in SA after completing 120 minutes of instruction per week for 21 weeks For students in 1st Grade, the expected learning growth is to advance 35 lessons in SA after completing 120 minutes of instruction per week for 21 | 2000-2999: Classified Personnel Salaries | 0860 | 250.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | <ul style="list-style-type: none"> • weeks • For students in 2nd Grade, the expected learning growth is to advance 36 lessons in SA after completing 120 minutes of instruction per week for 21 weeks • For 3rd Grade the expected learning growth is 771 Benchmark Score Units after completing an average total of 20 hours (the number of lessons vary) in one school year • For 4th Grade the expected learning growth is 351 Benchmark | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|---|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | <p>Score Units after completing an average total of 20 hours (the number of lessons vary) in one school year</p> <ul style="list-style-type: none"> For 5th Grade the expected learning growth is 249 Benchmark Score Units after completing an average total of 20 hours (the number of lessons vary) in one school year. | | | |
| | | | NV | | | |
| | | | Supports provided to our at risk sub groups including newcomers, EL levels 1 and 2 and academically at risk English Learner students. | 1000-1999: Certificated Personnel Salaries | District Funded | |
| | | | CW | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------------|--|--|--|--|---------|
| | | | Description | Type | Funding Source | Amount |
| | | | EL Advisor provides instructional support, training and PD to our staff to ensure all English Learner students are taught with fidelity. | | | |
| Cross Curricular Music Program | September 2022-June 2023 | Music Specialist Classroom Teachers Principal | Cross Curricular Music strands through ELA, Math, Social Studies and Science within the program. PTA Paid: Total \$10,000 | 2000-2999: Classified Personnel Salaries | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |
| ELA Software Program: Reading Counts, IXL ELA , Brain Pop/Brain Pop Jr. to enhance our ELA program at each grade level. | September 2022-June 2023 | Classroom Teachers Principal | Reading Counts software program used to build comprehension skills in reading. PTA Funded: Total-\$1200.00 | 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |
| | | | Brain Pop/Brain Pop Jr- skill builder software Total: \$1215.00 | 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |
| | | | Mystery Science | 4000-4999: Books And Supplies | District Funded | |
| | | | IXL Reading - District Funded | 4000-4999: Books And Supplies | Other | |
| Instructional Materials | August 2022-June 2023 | Classroom Teachers Office Staff Support Staff Intervention Specialists Principal | Instructional Materials/Supplies | 4000-4999: Books And Supplies | 0010 | 9457.37 |
| | | | Instructional Materials | 4000-4999: Books And Supplies | OTRM | 232.96 |
| | | | Instructional Materials | 4000-4999: Books And Supplies | ESSER III - Learning Loss | 436.93 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|---|-------------------------------|--|---------|
| | | | Description | Type | Funding Source | Amount |
| | | | Instructional Materials | 4000-4999: Books And Supplies | 0860 | 120.00 |
| Teacher Stipends for Classroom Supplies | August 2022-June 2023 | Classroom Teachers Principal | PTA Funded Teacher Stipends for Classroom Supplies \$300.00 per teacher | 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |
| Document Systems Copier | August 2022-June 2023 | Office Manager Principal Teachers Intervention Specialists Staff | Copier used by all school personnel for student learning materials and parent outreach. | 4000-4999: Books And Supplies | 0010 | 2200.00 |
| SeeSaw Learning Management System for Grade TK-2 and Canvas | August 2022-June 2023 | Classroom Teachers Principal | Learning Management System in combination with Canvas. This program allows for students to easily access materials and upload assignments | None Specified | District Funded | |
| Ongoing Monitoring of English Learner Students through intentional ELD instruction school-wide | August 2022-June 2023 | Classroom Teachers EL Specialist Intervention Specialists EL Facilitator Principal | Through data analysis including classroom benchmarks, formative and summative assessments, teacher and intervention specialist's observations, ELPAC, classroom instruction will adjust to meet individual student needs. | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------------|---|--|----------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Ongoing Monitoring of Students with Disabilities to ensure success in the Least Restrictive Environment. Students are provided with accommodations as stated in their IEP's, small group intervention and academic/social emotional supports. Teachers/Resource teacher continue to have ongoing communication with families to provide updates on student progress. Our Resource Teacher provides instruction to build academic competency within student goals and beyond | August 2022-June 2023 | General Education Teachers Resource Teacher Special Education Staff Intervention Specialists Counselor Principal | Ongoing weekly meetings via Zoom or phone-between General Education teachers, our Resource teacher and Special Education staff to monitor progress of Students with Disabilities. Monitoring progress in the Least Restrictive Environment (LRE) to drive instructional practices (UDL/Differentiation) and to provide social emotional support, both in and out of the classroom and in the Learning Center Unfunded | None Specified | | |
| Ongoing Monitoring of Socio-Economically Disadvantaged Students to ensure consistent attendance, academic progress and social emotional support. | August 2022-June 2023 | Classroom Teachers Intervention Specialists Principal | Through data analysis including classroom benchmarks, formative and summative assessments, teacher and intervention specialist's observations, instructions will be adjusted to meet individual student needs. | None Specified | | |
| Cursive Writing and Science Materials | September 2022-June 2023 | Classroom Teachers Principal | Instructional Materials to support writing and science | 4000-4999: Books And Supplies | 0010 | 500.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------------|--|---|--|--|---------|
| | | | Description | Type | Funding Source | Amount |
| Physical Education | September 2022- June 2023 | PE Specialists Principal | PE Specialist will provide mindfulness and calming exercises (for SEL) in addition to calisthenics and sports. | 2000-2999: Classified Personnel Salaries | 0010 | 5709.29 |
| Professional Development- Equity and Diversity | August 2022- Ongoing | District Office Personnel Principal Teachers Staff | Continued Equity & Diversity PD to educate and inform all staff members regarding the importance of these topics. | None Specified | District Funded | |
| School-wide Reading Challenge | Sept. 2022- May 2023 | Teachers Principal Instructional Aides | School-wide Reading Challenge to increase reading comprehension and to encourage students to read. Awards provided | None Specified | OTRM | 1000.00 |
| TK Aides to support our Transitional Kindergarten Classes | August 2022- June 2023 | TK Teachers Principal TK Aides | TK aides to assist with learning loss, student support and social emotional learning | 2000-2999: Classified Personnel Salaries | District Funded | |
| Art Program- TK-5th | September 2022- June 2023 | Art Specialist Classroom Teachers Principal | Art Program designed to teach the fundamentals and elements of Art. The Art program incorporates Social Emotional Learning to provide students a creative outlet for their thoughts and feelings. | 2000-2999: Classified Personnel Salaries | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |
| | | | | | | |

Annual Review

SPSA Year Reviewed: 2021-22

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.

With the challenges we faced this year due to the COVID pandemic and the return to full-time in person school, we discovered that there was a gap between students that were doing very well and those that had extreme learning loss. Due to this our teacher's laser focused their differentiated instruction and UDL practices, to ensure that we targeted all levels of learners to try to close the learning gap. Additionally, our Intervention for All program targeted all learning levels (above grade level, on grade level, just below grade level and far below grade level) for all students, including SWD, SED, and English Learners.

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

In combination with Weathersfield's budget and PTA assistance for intervention, we were able to expand our Intervention for All program this past school year. This year my site budget has been increased a bit, which will enable me to hire more instructional aides for our primary grades. This is critical as we continue to build foundational skills for our youngest students who have spent very little time in school over the past few years. Additionally, we will continue to monitor our upper grade academic progress through benchmark and formative assessments and will add more help if 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.

In analyzing our data, we continue to have concerns about student learning loss that occurred during the pandemic. Targeted intervention, combined with classroom differentiation strategies and a focus on UDL, is designed to provide students with the assistance they need to meet their diverse learning needs. We are meeting the students "where they are" based on their academic progress. We've noticed that we have a unique situation at hand. We have students that are progressing on or above grade level and those that are struggling, with very few students in the middle. This is an adjustment for our teachers as they plan their Tier I instructional strategies. PD will be given to teachers to address this concern during our staff meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 2

By June 2023, the percentage of TK-2nd grade students meeting grade level standards in Math will increase by 15% as measured by Benchmark Assessments using Tri 1 as the baseline and Tri 3 as the final outcome.

By June 2023, the percentage of 3rd-5th grade students meeting grade level standards in Math will increase by 15% as measured by Trimester Benchmark Assessments using Tri 1 as the baseline and Tri 3 as the final outcome.

Identified Need

Based on Benchmark Assessments, end of unit tests, ongoing quizzes, teacher observations, ELPAC result and IEP progress toward goals we have identified a focused need for our students.

Focus areas for TK-K: Foundational Math Skills

Focus areas for 1st and 2nd: math facts, computation and basic word problems

Focus areas for 3rd -5th-math facts, computation and word problems

TK-2 grade teachers will monitor student achievement through ongoing quizzes, end of unit tests, Benchmark Assessments, ELPAC results, IEP progress towards goals and teacher observations.

3rd-5th grade teachers will monitor student achievement through ongoing quizzes, end of unit tests, Benchmark Assessments, ELPAC results, IEP progress towards goals and teacher observations.

To improve upon Math achievement for all students, including our Students with Disabilities (SWD), English Learners (EL), Hispanic/Latino and Socio-Economically Disadvantaged (SED), we are using UDL strategies and Differentiated Instruction to ensure all learners receive focused instruction to meet their academic needs, in support of diversity, equity and inclusion. In addition, we are targeting our intervention instruction based upon student skill levels. Zoom intervention with our credentialed specialists focuses on students who are just below grade level and our low to far below grade level achievers

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|------------------|
| 75% of TK and Kindergarten students will meet or exceed benchmarks in foundational math skills focusing on number recognition, counting and basic computation as measured by Tri 3 Benchmark Assessments | 70% | 75% |
| 75% of 1st grade students will meet or exceed benchmarks of 4 of 5 essential Math standards as measured by Tri 3 Benchmark Assessments | 70% | 75% |
| 75% of 2nd graders will meet or exceed benchmarks on 3 of 4 essential Math standards as measured by Tri 3 Benchmark Assessments. | 70% | 75% |
| By the end of the 2022-2023 school year, 75% of 3rd-5th graders will meet or exceed benchmarks in 3 of 4 essential Math standards as measured by Tri 3 Benchmark Assessments. | 2020-2021 Tri 3 Math Benchmark Assessments- % on grade level or above- Blended Model TK 88% K 87% 1st 81% 2nd 85% 3rd 65% 4th 83% 5th 91.9% | 75% |

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

2021-2022 Tri 3 Math Benchmark Assessments % on grade level

K: Overall 90%
Counts-90%
Counts 1:1 Correspondence-94%
Recognizes Numbers-87%

1st: Overall 94%
Add/Sub Accurately- 96%
Counts/Reads/Writes-94%
Add/Sub Fluently-92%
Solves Word Problems-92%

2nd
Overall 84%
Add/Sub Fluently- 81%
Word Problems- 81%
Understand to 1,000-89%

3rd 85%
4th 83%
5th 86%

2021-2022 CAASPP Math Scores- % Met or Exceeded

3rd 84%
4th 58%
5th 75%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

All K-5th grade students in special populations (Students with Disabilities, Hispanic, English Learners, and Socio-Economically Disadvantaged students) will increase performance by 10% from below to at grade level.

| 2020-2021 Tri 3 Math Benchmarks Assessments: Subgroups- % on grade level- Blended & Remote Model | | | |
|--|----------|----------|-----|
| | SPED | EL | SED |
| K | | 50% | 45% |
| | 79% | | |
| 1st | | 50% | 77% |
| | 87% | | |
| 2nd | | 50% | 44% |
| | 80% | | |
| 2021-2022 Tri 3 Math Benchmarks Assessments: Subgroups- # of student & % on grade level | | | |
| | SPED | EL | SED |
| K | (6) 33% | (12) 25% | |
| | (7) 67% | | |
| 1st | (3) 100% | (5) 100% | |
| | (1) 80% | | |
| 2nd | (4) 20% | (3) 89% | |
| | (2) 50% | | |

10%

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|---|---|--|---------------------------|---------|
| | | | Description | Type | Funding Source | Amount |
| <p>First-5th grade Intervention Math - targeting far below grade level, below basic and slightly below proficient students (popcorn students), including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students. Intervention focus is on mathematical processes, order of operation, computation, and language rich word problems.</p> <p>Primary Grade and Upper Grade instructional intervention specialists to support students within the classroom(s) who are struggling in the area of math.</p> | Sept. 2022-May 2023 | Classroom Teachers Intervention Specialists Principal | Small Group zoom instruction to break down core curriculum by scaffolding and chunking the material for our far below, below and slightly below (popcorn) intervention students in grades | 2000-2999: Classified Personnel Salaries | OTRM | 2670.17 |
| | | | AL | | | |
| | | | Intervention Specialist CW | 2000-2999: Classified Personnel Salaries | ESSER III - Learning Loss | 4739.40 |
| | | | Instructional intervention specialists will work within the classroom(s) to assist students with learning loss. | 2000-2999: Classified Personnel Salaries | ESSER III - Learning Loss | 5454.33 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|---|--|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Imagine Learning- Math: Grades 3-5 ELD intervention for our Emerging and At Risk English Learner students</p> <p>Imagine Learning Intervention Specialists have received targeted training to implement this programs and supports to our English Learners in the area of Math. There are ongoing trainings for data monitoring and support of student learning.</p> <p>Student progress is monitored through small group instruction, and LAT meetings.</p> <p>Our EL Advisor provides training and PD to our staff monthly during our staff meetings and is a teacher resource for ongoing instructional needs.</p> | Sept.2022-May 2023 | Intervention Specialist Classroom Teachers EL Advisor Bilingual Facilitator Principal | <p>3rd-5th grade language development intervention in the area of Math- 4 days per week</p> <p>Imagine Learning: 3-5th Math CVUSD Implementation Target is 60 minutes a week for 30 weeks in order to demonstrate significant growth.</p> <ul style="list-style-type: none"> For 3rd Grade the expected learning growth is 98 Quantiles Scale Units after completing an average total of 30 lesson in one school year For 4th Grade the expected learning growth is 92 Quantiles Scale Units after completing an average total of 30 lesson in | 2000-2999: Classified Personnel Salaries | District Funded | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|---|---|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | <p>one school year</p> <ul style="list-style-type: none"> For 5th Grade the expected learning growth is 86 Quantile Scale Units after completing an average total of 30 lessons in one school year | | | |
| | | | <p>EL Advisor-provides ongoing instructional resources, trainings and PD to our staff to ensure all English Learner students are taught with fidelity.</p> | <p>2000-2999: Classified Personnel Salaries</p> | <p>Other</p> | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|------------------------------------|--|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Teachers continue to participate in Professional Development and receive support in working with the Canvas Learning Platform and SeeSaw. Teachers continue to have ongoing training in the areas of Differentiated Instruction and UDL, in addition to Inclusion, MTSS, IEP's,504's and behavioral supports. | August 2022- June 2023 | Classroom Teachers Principal | Ongoing training and support is provided to our teachers, intervention specialists and bilingual facilitator to ensure competency with the district adopted learning platforms. Additionally, teachers and intervention specialists are provided ongoing PD to increase their knowledge level in the areas of Differentiated Instruction and UDL practices, in addition to Inclusion, MTSS, IEPs, 504's and behavioral supports. | 1000-1999: Certificated Personnel Salaries | District Funded | |
| SeeSaw Learning Management System for grades TK-2 | Augusts 2022- June 2023 | Classroom Teachers Principal | Learning Management System in combination with Canvas. This program allows for students to easily access materials and upload assignments | 4000-4999: Books And Supplies | District Funded | |
| Math Software Programs- IXL & Reflex Math, Brain Pop/Brain Pop Jr. Educational software to enhance our academic programs. | August 2022- June 2023 | Classroom Teachers Principal | Relex Math- software program used for facts, skill building an remediation in Math. Total: 3295.00 multi-funded 0015 and PTA | 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------------|--|---|--|--|---------------------------------------|
| | | | Description | Type | Funding Source | Amount |
| | | | Reflex Math- \$2130.00 of total cost \$3295.00- 0015 fund IXL software program used for skill building and remediation in Math | 4000-4999: Books And Supplies 4000-4999: Books And Supplies | Donations District Funded | |
| Physical Education - PE Specialists provide structured activities to our students. | September 2022-May 2023 | PE Specialists Principal | PE Specialist will provide calming exercises (for SEL) in addition to calisthenics and sports. | 2000-2999: Classified Personnel Salaries | 0010 | 5709.30 |
| Cross Curricular Music Program | September 2022-June 2023 | Music Specialist Classroom Teachers Principal | Cross Curricular Music strands ELA, Math, Social Studies and Science within the program. PTA Paid-Total: \$10,000 | 2000-2999: Classified Personnel Salaries | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |
| Instructional Materials | August 2022-June 2023 | Classroom Teachers Office Staff Support Staff Intervention Specialists Principal | Instructional Materials/Supplies Instructional Materials Instructional Materials Instructional Materials | 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies | 0010 OTRM ESSER III - Learning Loss 0860 | 9457.38 232.96 436.94 120.00 |
| Teachers Stipends for Classroom Supplies | August 2022-June 2023 | Classroom Teachers Principal | Teacher Stipends for Classroom Supplies PTA Funded \$5,700 | 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |
| Science Consumables | September 2022-June 2023 | Classroom Teachers Principal | Instructional materials to support science. | 4000-4999: Books And Supplies | Other | 629.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------------------|---|--|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Ongoing Monitoring of Students with Disabilities to ensure success in the Least Restrictive Environment. Students are provided with accommodations as stated in their IEP's, small group intervention and academic/social emotional supports. Teachers/Resource teacher continue to have ongoing communication with families to provide updates on student progress. Our Resource Teacher provides instruction to build academic competency within student goals and beyond | August 2022- June 2023 | General Education Teachers Resource Teacher Special Education Staff Intervention Specialists Counselor Principal | Ongoing weekly meetings between General Education teachers, our Resource teacher and Special Education staff to monitor progress of Students with Disabilities. Monitoring progress in the Least Restrictive Environment (LRE) to drive instructional practices (UDL, Differentiation) and to provide social emotional support, both in and out of the classroom and in the Learning Center. | None Specified | | |
| Ongoing Monitoring of English Learner Students through intentional ELD instruction - school-wide | August 2022- June 2023 | Classroom Teachers EL Specialist Intervention Specialists EL Facilitator Principal | Through data analysis including classroom benchmarks, formative and summative assessments, ELPAC and Rosetta Stone, intentional ELD instruction will adjust to meet individual student needs. | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|---|--|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Ongoing Monitoring of Socio-Economically Disadvantaged Students to ensure consistent school attendance, academic progress and social emotional support. | August 2022-June 2023 | Classroom Teachers Intervention Specialists Principal | Through data analysis including classroom benchmarks, formative and summative assessments, and teacher and intervention specialist's observations, instruction will be adjusted to meet individual student needs. | None Specified | | |
| Grade Level data analysis to inform instruction for all levels of learners including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students | August 2022-June 2023 | Classroom Teachers Intervention Specialists Principal | Data Analysis to for intervention and data driven instruction to close the achievement gap. Teachers and principal analyze data, monitor our inclusive model of intervention and develop best practices to drive instruction for all students, including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students Unfunded- meetings during teacher prep time | 1000-1999: Certificated Personnel Salaries | | |
| TK Aides to support our ELA program in Transition Kindergarten | August 2022-June 2023 | TK Teachers Principal TK Aides | TK aides to assist with learning loss, student support and social emotional learning | 2000-2999: Classified Personnel Salaries | District Funded | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------------|--|---|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Math Facts/Multiplication Facts Challenge | August 2022-May 2023 | 2nd-5th Grade Teachers Principal Instructional Aides | Students in 3rd-5th grade will participate in a Multiplication Challenge. Students will be assessed on each fact family until they have mastered their every multiplication fact. This skill is critical for students to master math as they continue through each grade level. | None Specified | OTRM | 500.00 |
| Art Program: TK-5th | September 2022-June 2023 | Art Specialist Classroom Teachers Principal | Art Program designed to teach the fundamentals and elements of Art. The Art program incorporates Social Emotional Learning to provide students a creative outlet for their thoughts and feelings. | 2000-2999: Classified Personnel Salaries | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |
| | | | | | | |

Annual Review

SPSA Year Reviewed: 2021-22

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.

Re-entering school full time in Fall of 2021, students came back with a variety of learning needs. Some students had extreme learning loss, but many were close to grade level or even above. As part of our teaching culture, we continued with our differentiated instructional practices and UDL to ensure the learning needs of all students were addressed. With the sequential nature of Math, the importance of number sense and the critical need for our students to learn their multiplication facts by the end of third grade, we sent math flashcards home so our students would have hands-on materials to help them learn their multiplication math facts. As with ELA, our academic intervention program in Math is targeted to the specific areas of need for our students. Students who are just under grade level (popcorn students that we're looking to pop up their scores) and largely below grade level students are identified through data and teacher input for our intervention programs. Our intervention is provided by credentialed teachers who serve as Intervention Specialists. Our Intervention Specialists work closely with classroom teachers to ensure instruction is aligned to what is being taught in the classrooms. Differentiation and Academic Language strategies for Math are being utilized during intervention time. Our intervention program encompasses all learning levels, including our high achievers.

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

In partnership, our PTA provided funds in addition to our budget so that we could extend our intervention program. This was critically important to mitigate the extreme learning loss of some of our students. Small group instruction with extra assistance within the classroom help to provide our children the individualized learning opportunities in targeted areas of math. This helped to build student skill levels needed to prepare them for the next level.

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.

In analyzing the data, there is a concern with our 4th grade CAASPP scores (current 5th graders). We will be re-looking at Benchmark and CAASPP pacing to ensure students are taught the materials before taking the state exam.

With an increase in our intervention budget this year, we have increased the time of our intervention program. The earlier program start will provide students with assistance right away. Additionally, we have added academic aides to assist students with learning loss.

Targeted intervention, combined with classroom differentiation strategies are designed to provide students with the assistance they need to meet their diverse learning needs. Each school year, there is great concern about learning loss in Math. If students don't master their multiplication facts by the end of third grade, they will fall far behind in Math. It's our desire to put a stop gap on the Learning Loss and start building the academic achievement of all our students at all learning levels.

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

School-wide Learning Loss Intervention in the areas of ELA, Math and Social Emotional Learning.

LEA/LCAP Goal

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes

Goal 3

By June 2023, through targeted academic and social emotional interventions, 70% of our students (including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students) will demonstrate improved achievement. Targeted intervention in the areas of ELA and Math will be monitored by Weathersfield teachers intervention specialists and principal. Data driven instruction will be adjusted through ongoing formative assessments every six weeks and will continue to address learning loss. School attendance will be closely monitored and families will be provided support to ensure student participation and engagement. School-wide social emotional intervention will be implemented through our weekly Sanford Harmony SEL program. The classroom Community Circles will be facilitated by our teachers. In addition, our school counselor and Principal work with individual students and families to provide social emotional support and to intervene in situations of chronic absenteeism. Classroom teachers are implementing SEL activities and rewards to build confidence, self esteem and to encourage positive student behavior.

Identified Need

Learning Loss-Intervention Focus: Slightly below grade level (popcorn) and largely below grade level (formally Below Basic and Far Below Basic) students in grades 2-5. * Differentiated instruction within the classroom setting for both the Blended and Remote models are designed to meet the diverse learning needs of each student.

Kindergarten and 1st grade: Foundational Skills- ELA and Math

2nd grade: ELA -Fluency and Comprehension Math: Math Facts, Computation and Word Problems

3rd-5th Grade: Intervention in alignment with the curriculum. Targeted skill level intervention for students to access the core curriculum. Focus on Reading Comprehension for ELA and Math Computation, Math Facts, and Word Problems in Math.

To improve upon ELA and Math achievement for all students, including our Students with Disabilities (SWD), English Learners (EL), Hispanic/Latino and Socio-Economically Disadvantaged (SED), we are using UDL strategies and Differentiated Instruction to ensure all learners receive focused instruction to meet their academic needs, in support of diversity, equity and inclusion. In addition, we are targeting our intervention instruction based upon student skill levels. Intervention with our credentialed specialists focuses on students who are just below grade level (popcorn kids), below basic and far far below grade level achievers. For our on grade level and above grade level students, teachers are providing challenging assignments to continue building their academic capacities.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|------------------|
| By May 2023, 70% of our K-1 "popcorn" level students will raise their achievement to proficient in both ELA and Math to grade level proficiency. | Students are performing slightly below grade level in Foundational ELA and Math Skills | 70% |
| By May 2023, 50% of our K-1 "below basic" level students will raise their achievement in ELA and Math to just under grade level proficiency "popcorn" and 25% of our Far Below basic will raise their achievement to Below Basic levels. | Students are performing largely below grade level in Foundational ELA and Math Skills | 50% and 25% |
| By May 2023, 70% of our 2nd grade students at the "popcorn" level will raise their achievement in ELA and Math to grade level proficiency. | Students are performing slightly below grade level in Fluency, Reading Comprehension, Computation and Word Problems in ELA and Math. | 70% |
| By May 2023, 50% of our 2nd grade students at the "below basic" level will raise their achievement in ELA and Math to just under grade level proficiency- "popcorn" and 25% of our Far Below basic | Students are performing largely below grade level in Fluency, Reading Comprehension, Computation and Word Problems in ELA and Math. | 50% and 25% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|------------------|
| will raise their achievement to Below Basic levels. | | |
| By May 2023, 70% of our 3rd-5th grade students at the "popcorn" level will raise their achievement in ELA and Math to grade level proficiency. | Students are performing slightly below grade level in Reading Comprehension, Computation, Math Facts, and Word Problems in ELA and Math. | 70% |
| By May 2023, 50% of our 3rd-5th grade students at the "below basic" level will raise their achievement in ELA and Math to just under grade level proficiency- "popcorn" and 25% of our Far Below basic will raise their achievement to Below Basic levels. | Students are performing largely below grade level in Reading Comprehension for ELA and Math Computation, Math Facts, and Word Problems in ELA and Math. | 50% and 25% |
| By June 2023, 25% less referrals to the counselor for individual social emotional help. Goal- Counselor will be able to assist individual student needs within a small group setting with peers for support. | Community Circles, CHAMPS, Anti-Bullying SEL lessons and Kelso's Choice are providing student with tools to manage behaviors and peer relationships | Reduce by 25% |
| By June 2023, 25% less "needs improvement" marks on Tri 3 Report Cards in work habits and citizenship for TK-5th grade students. | Report Card "needs improvement marks" will decrease by 25% in the areas of work habit and citizenship | Reduce by 25% |
| By June 2023, we will decrease our student absenteeism by 10% in TK- 5th grade, as measured by the 19-20 school year's dashboard results. | Absenteeism: 19-20-school year Student Absenteeism Dashboard- Orange Performance Level. 20-21-we didn't receive dashboard information. 21-22 - high absenteeism due to Covid illness. 22-23- we will decrease absenteeism by 10% | Decrease by 10% |

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|---|--|---|--|---------|
| | | | Description | Type | Funding Source | Amount |
| <p>Kindergarten-5th grade Learning Loss Intervention ELA and Math-targeting far below grade level, below basic and slightly below proficient students (popcorn students) including Students with Disabilities, English Learners and Socio-Economically Disadvantage Students.</p> <p>ELA: Grades 2-5-intervention concentration on reading comprehension and writing conventions/communication, word analysis and vocabulary. ReadWorks program.</p> <p>Grades K-1 ELA intervention concentration- foundational skills</p> <p>Math: 2nd-5th Grade Learning Loss Intervention Math -targeting far below grade level, below basic and slightly below proficient students (popcorn students), including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students.</p> <p>Grades 2-5 Learning Loss Intervention focus is on mathematical processes, order of operation, computation, and language rich word problems.</p> <p>Grades K-1-Math intervention</p> | Sept. 2022-May 2023 | Intervention Specialists Teachers Principal | <p>Small Group instruction to break down core curriculum by scaffolding and chunking the material for our far below, below and slightly below (popcorn) intervention students in grades K-5 for ELA and Math **Salary split between goals CW</p> <p>Intervention Specialist- AL PTA Paid- \$7,000 total for Intervention</p> | <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> | <p>ESSER III - Learning Loss</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> | 4739.40 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------|--|--|--|-------------------------------------|-----------|
| | | | Description | Type | Funding Source | Amount |
| concentration- Foundational Skills | | | | | | |
| <p>Instructional intervention specialists to assist with supporting our primary and upper grade students, within the classroom setting, who are struggling academically in ELA, math and/or social emotionally.</p> <p>Instructional intervention specialists to support our special population of students including Students with Disabilities, English Learners and Socio-Economically Disadvantaged students.</p> | Sept. 2022-June 2023 | Classroom Teachers Instructional Aides Principal | One primary grade and one upper grade instructional aide to assist students who are struggling in ELA, math, and/or social emotionally, within the classroom setting. | 2000-2999: Classified Personnel Salaries | ESSER III - Learning Loss | 5454.33 |
| | | | Two instructional intervention specialist to support our special population of students in the areas of ELA, math, and/or social emotionally, within the classroom setting and during non instructional times. | 2000-2999: Classified Personnel Salaries | ESSER III - Other Allowable Uses | 16,892.00 |
| | | | | 2000-2999: Classified Personnel Salaries | 0860 | 1000.00 |
| | | | | 2000-2999: Classified Personnel Salaries | OTRM | 760.80 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------------|--|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Smarty Ants- K-2 ELA. ELD intervention for our Emerging and At Risk English Learner students</p> <p>Imagine Learning- ELA & Math: Grades 3-5 ELD intervention for our Emerging and At Risk English Learner students</p> <p>Smarty Ants and Imagine Learning Intervention Specialists have received targeted training to implement these programs and supports to our English Learners in the areas of English Language Arts and Math. There are ongoing training for data monitoring and support of student learning.</p> <p>For All English Learner Students: Our EL Advisor provides training and PD to our staff monthly during our staff meetings and is a teacher resource for ongoing instructional needs.</p> | September 2022- May 2023 | Intervention Specialists Classroom Teachers EL Advisor Bilingual Facilitator Principal | <p>Bilingual Facilitator will monitor student growth and will provide data to teachers and admin. Students will work on Smarty Ants/Imagine Learning in our ELOP after-school program and/or at home.</p> <p>Smarty Ants- K-2 ELA. ELD intervention for our Emerging and At Risk English Learner students</p> <ul style="list-style-type: none"> For students in K, the expected learning growth is to advance 36 lessons in SA after completing 120 minutes of instruction per week for 21 weeks For students in 1st Grade, the expected learning growth is to advance 35 lessons in SA after completing | 2000-2999: Classified Personnel Salaries | 0860 | 250.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|--|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | <p>120 minutes of instruction per week for 21 weeks</p> <ul style="list-style-type: none"> For students in 2nd Grade, the expected learning growth is to advance 36 lessons in SA after completing 120 minutes of instruction per week for 21 weeks <p>Imagine Learning- ELA & Math: Grades 3-5 ELD intervention for our Emerging and At Risk English Learner students</p> <p>Imagine Learning: 3-5th Language & Literacy</p> <ul style="list-style-type: none"> For 3rd Grade the expected learning growth is 771 Benchmark Score Units | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|--|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | <p>after completing an average total of 20 hours (the number of lessons vary) in one school year</p> <ul style="list-style-type: none"> • For 4th Grade the expected learning growth is 351 Benchmark Score Units after completing an average total of 20 hours (the number of lessons vary) in one school year • For 5th Grade the expected learning growth is 249 Benchmark Score Units after completing an average total of 20 hours (the number of lessons | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | <p>vary) in one school year</p> <p>Imagine Learning: 3-5th Math CVUSD Implementation Target is 60 minutes a week for 30 weeks in order to demonstrate significant growth.</p> <ul style="list-style-type: none"> For 3rd Grade the expected learning growth is 98 Quantiles Scale Units after completing an average total of 30 lesson in one school year For 4th Grade the expected learning growth is 92 Quantiles Scale Units after completing an average total of 30 lesson in one school year For 5th | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|---|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Grade the expected learning growth is 86 Quantile Scale Units after completing an average total of 30 lessons in one school year | | | |
| | | | EL Advisor-provides ongoing instructional resources, trainings and PD to our staff to ensure all English Learner students are taught with fidelity. | None Specified | Other | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------------|---|--|---|---|--------|
| | | | Description | Type | Funding Source | Amount |
| Teachers continue to participate in Professional Development and receive support in working with the Canvas Learning Platform, SeeSaw, and ESGI. Teachers and Specialists continue to have ongoing training in the areas of Differentiated Instruction and UDL, in addition to Inclusion, MTSS, IEP's, 504's and behavioral supports. | September 2022- May 2023 | Classroom Teachers SPED teacher School Counselor Principal | Data Analysis for Learning Loss Intervention and data driven instruction to close the achievement gap through Differentiated Instruction and UDL practices. Teachers and Principal analyze data, monitor our inclusive model of intervention and develop best practices to drive instruction for all students, including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students. This is done during Teacher Grade Level Meeting time. | 1000-1999: Certificated Personnel Salaries | District Funded | |
| Software Programs IXL: ELA - 2nd-5th IXL: Math- K-5th Reading Counts Brain Pop/Brain Pop Jr. Reflex Math Mystery Science | August 2022- June 2023 | Classroom Teachers Principal | IXL software program used for skill building and remediation in Math for grades K-5 Reading Counts- Skill building ELA software program 1st-5th Grade Total \$1200.00 Brain Pop/Brain Pop Jr. - Schoolwide skill building software program Total: \$1215.00 | 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies | District Funded Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|---|---|-------------------------------|--|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Mystery Science-Schoolwide TK-5 Funded from 0010 | 4000-4999: Books And Supplies | District Funded | |
| | | | IXL software program used for skill building and remediation in ELA for grades 2-5 50 Licenses this year \$275.00. 200 licenses paid last year for the 21-22 school year-PTA | 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |
| | | | Reflex Math Software Program: Total \$3295.00 multi-funded between 0015 and PTA | 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |
| | | | Reflex Math-\$2130.00 of total \$3295.00 0015 donations fund | 4000-4999: Books And Supplies | Donations | |
| Student Attendance: Outreach to families in the area of attendance. Teachers, Counselor, Attendance Clerk, Bilingual Facilitator and Principal monitor student attendance and provides support to students and families to ensure consistent student participation in class and with work production. Together with teachers and the principal, our Bilingual Facilitator provides school engagement support to our English Learner families. | August 2022-June 2023 | Classroom Teachers Attendance Clerk Counselor Bilingual Facilitator Principal | Daily monitoring of student attendance and communication with families through phone calls from our attendance clerk, counselor, and bilingual facilitator. Ongoing communication from teachers to families, district all call system and SART meetings are being held by the principal to address chronic attendance concerns. | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|---|--|-----------------|---------|
| | | | Description | Type | Funding Source | Amount |
| Physical Education - PE Specialists provide structured activities to our students. | Sept. 2022- June 2023 | Classroom Teachers PE Specialists Principal | PE specialists will provide students with calming exercises for help with SEL in addition to calisthenics and sports. | 2000-2999: Classified Personnel Salaries | 0010 | 5709.29 |
| Grade Level data analysis to inform instruction for all levels of learners including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students * Focus: Learning Loss | Sept. 2022-June 2023 | Classroom Teachers Intervention Specialists Bilingual Facilitator Principal | Ongoing training and support is provided to our teachers, intervention specialists and bilingual facilitator to ensure competency with the district adopted learning platforms. Additionally, teachers and intervention specialists are provided ongoing PD to increase their knowledge level in the areas of Inclusion, MTSS and behavioral supports. Teachers analyze data during Grade Level Meeting time. | 1000-1999: Certificated Personnel Salaries | District Funded | |
| | | | | 2000-2999: Classified Personnel Salaries | District Funded | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|--|---|--|---|---------|
| | | | Description | Type | Funding Source | Amount |
| School-wide social emotional intervention is implemented through our weekly Sanford Harmony SEL program. The classroom Community Circles are facilitated by our teachers. In addition, our school counselor works with individual students and families to provide social emotional support. Classroom teachers are implementing SEL activities using counselor designed videos that are aligned with our Sanford Harmony Social Emotional Learning curriculum. Our classroom teachers work in tandem with our school counselor to build confidence, self esteem and encourage positive student behavior. | August 2022-June 2023 | Classroom Teachers Counselor Principal | To ensure we have a targeted focus on the social emotional learning of our students, our teachers and counselor work in tandem to provide supports through weekly lessons, community circles, and one on one instruction. | 1000-1999: Certificated Personnel Salaries | District Funded | |
| Teacher Stipends for Classroom Supplies | August 2022-June 2023 | Classroom Teachers Principal | PTA Funded Teacher Stipends for Classroom Supplies PTA Funded: \$5400.00 | 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |
| Instructional Materials | August 2022-June 2023 | Classroom Teachers Office Staff Support Staff Intervention Specialists Principal | Instructional Materials | 4000-4999: Books And Supplies | 0010 | 9457.37 |
| | | | Instructional Materials | 4000-4999: Books And Supplies | 0TRM | 232.95 |
| | | | Instructional Materials | 4000-4999: Books And Supplies | ESSER III - Learning Loss | 436.93 |
| | | | Instructional Materials | 4000-4999: Books And Supplies | 0860 | 120.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------------|--|--|-------------------------------|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Canvas and SeeSaw Learning Management System | August 2022-June 2023 | Classroom Teachers TK-2 Principal | Canvas TK-5 and See-Saw TK-2 are online learning management systems that allows students/families to access assignments and upload materials needed. | 4000-4999: Books And Supplies | District Funded | |
| Community Circles | August 2022-June 2023 | Classroom Teachers School Counselor Principal | Support within the classroom setting to address academic and social emotional issues/topics. | None Specified | | |
| School-wide CHAMPS Program | August 2022-June 2023 | Classroom Teachers School Counselor Campus Safety Aides Office/Support Staff Intervention Specialists Principal | CHAMPS Program implemented to create school-wide routines, rules and responsibility. | None Specified | | |
| Kelso Program | October 2022-June 2023 | Classroom Teachers Campus Safety Aides School Counselor Principal | TK-3rd- the Kelso program will provide students tools to make positive choices in their peer interactions | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------------|--|--|----------------|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Kindness/Anti-Bullying Programs *Sanford Harmony SEL Program | August 2022- June 2023 | School Counselor Classroom Teachers Campus Safety Aides Principal | School-wide:Anti-Bullying Assembly- Aug.2022 TK-5th Grade Kindness/Antibullying programs to promote awareness of student actions and provides social emotional support and assistance. | None Specified | | |
| Inclusion Week | December 2022 | Classroom teachers School Counselor Staff Principal | Create awareness of the importance of inclusion through a variety of school activities. | None Specified | | |
| Counseling Support | August 2022- June 2023 | School Counselor Principal | Weekly support through our school counselor to assist students with their social emotional needs. Counseling will continue to work with teachers and students on Social Emotional Learning activities. | None Specified | | |
| Social Emotional Learning (SEL) weekly instructional programs | August 2022-June 2023 | School Counselor Classroom Teachers Campus Safety Aides Principal | SEL lessons, community circles and videos | None Specified | District Funded | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------------|---|---|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Monthly-- Heritage Month Lessons Black History Month, Jewish History Month, Hispanic History Month, etc. | September 2022-May 2022 | Classroom Teachers Principal | Heritage Month lessons include learning about important people in history, culture, food, art, music and more. | None Specified | | |
| Ongoing Monitoring of Students with Disabilities to ensure success in the Least Restrictive Environment. Students are provided with accommodations as stated in their IEP's, small group intervention and academic/social emotional supports. Teachers/Resource teacher continue to have ongoing communication with families to provide updates on student progress. Our Resource Teacher provides instruction to build academic competency within student goals and beyond. | August 2022-June 2023 | General Education Teachers Resource Teacher Special Education Staff Intervention Specialists Counselor Principal | Ongoing weekly meetings between General Education teachers, our Resource teacher and Special Education staff to monitor progress of Students with Disabilities. Monitoring progress in the Least Restrictive Environment (LRE) to drive instructional practices (UDL/Differentiation) and to provide social emotional support, both in and out of the classroom and in the Learning Center. | None Specified | | |
| Ongoing Monitoring of English Learner Students through intentional ELD instruction - school-wide. | August 2022-June 2023 | Classroom Teachers EL Specialist Intervention Specialists EL Facilitator Principal | Through data analysis including classroom benchmarks, formative and summative assessments, ELPAC, IPT and Rosetta Stone, intentional ELD instruction will adjust to meet individual student needs. | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------------|---|--|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Ongoing Monitoring of Socio-Economically Disadvantaged Students to ensure consistent school attendance, academic progress and social emotional support. | August 2022-June 2023 | Classroom Teachers Intervention Specialists Principal | Through data analysis including classroom benchmarks, formative and summative assessments, teacher and intervention specialist observations, instructions will be adjusted to meet individual student needs. | None Specified | | |
| Classroom Incentives for Student Motivation, Participation and Behavior as part of our SEL Program. | Augusts 2022-June 2023 | Counselor Principal Classroom Teachers | Teachers are providing motivational incentives and rewards for our students. These incentives are designed to build confidence, self esteem and good work habits. | 4000-4999: Books And Supplies | 0010 | 500.00 |
| Cross Curricular Music Program for TK-5th | September 2022-June 2023 | Music Specialist Classroom Teachers Principal | Cross Curricular Music strands ELA, Math, Social Studies and Science within the program. PTA Funded: \$10,000 | 2000-2999: Classified Personnel Salaries | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------------|---|---|--|--|---------|
| | | | Description | Type | Funding Source | Amount |
| Art Program: TK-5th | September 2021-June 2022 | Art Specialist Teachers Principal | Art Program designed to teach the fundamentals and elements of Art. The Art program incorporates Social Emotional Learning to provide students a creative outlet for their thoughts and feelings. PTA Materials 6,800.00 plus materials- total up to \$10,000 (1x per month classes) | None Specified | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |
| Student Council Coordinator Stipend | August 2022-June 2023 | Student Council Coordinator Teachers Support Staff Principal | Student Council Coordinator guides and develops student leaders to organize school-wide activities, events and community outreach. | None Specified | OTRM | 1375.00 |
| Professional Learning | Sept. 2022-June 2023 | Teachers Principal | Funds for Professional Learning Opportunities | 1000-1999: Certificated Personnel Salaries | Other | 500.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------------|---|---|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| GATE Activities- 2 times per month for our Gifted and Talented student population | October 2022- June 2023 | GATE Coordinator Community Volunteers Principal | Our GATE Coordinator and community volunteers will provide innovative and challenging activities for our GATE students every 2 weeks at lunch-time. Students will become entrepreneurs and will learn how to build a business from the ground up. They will draft a financial plan, create a prototype of their business, identify possible barriers, and make note of successes. Business plans will be shared with their grade level peers. | None Specified | | |
| Community Outreach Program - Grades 3-5 | Sept. 2022-June 2023 | K-Kids Community Outreach Coordinator | School-wide participation in civic responsibility activities to give back to our community. Activities include: PJ's for Seniors, Manna Food Drive, Relay for Life, Pencil Drive, Make a Wish, and Toys for the Holidays, etc. These outreach programs provide our students with kind and caring experiences that they will carry with them for a lifetime. Non-funded | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|---|--|----------------|---------|
| | | | Description | Type | Funding Source | Amount |
| Support for primary grade teachers to assess students-one on one- at the beginning of the school | September 2022 | | Support for primary grade teachers to assess students-one on one- at the beginning of the school year to determine academic strengths and struggles | 2000-2999: Classified Personnel Salaries | Other | 1500.00 |
| Classroom Funds | September 2022 | Principal Office Manager Teachers | School Paid Classroom Funds-\$7.00 per student (per CVUSD-UACT contract) to support students academic and social emotional learning. | 4000-4999: Books And Supplies | OTRM | 2877.00 |
| Teacher Release for Assessment & Report Cards | Sept.2022- June 2023 | Principal Office Manager Teachers | Teacher release 3 x per year (per CVUSD-UACT contract) for assessments and to complete report cards | None Specified | OTRM | 3000.00 |
| Team Building Activities to Engage Students During Recess | Sept. 2022-June 2023 | School Counselor Campus Aides PE Teacher Instructional Aides Principal | Team Building Activities during recess to promote socialization, communication, friendships, and sharing. | None Specified | 0010 | 500.00 |
| TEAM Weathersfield After-school Program | August 2022-June 2023 | Teachers Aides Principal | ELOP funded afterschool program for selected students. This program provides homework help, academic online programs, creative arts, (STEAM) and physical activities. This program begins at 2:35 and ends at 5:30 daily. | 1000-1999: Certificated Personnel Salaries | Other | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|---|--|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | | 2000-2999: Classified Personnel Salaries | Other | |
| Certificated PE teacher 2x per week | August 2022-June 2023 | Certificated PE teacher Principal | District funded certificated PE teacher 2x per week to provide engaging physical education lessons to all students both at recess and during their afternoon scheduled PE times. PE teacher will lead our PE specialists in the use of the new SPARKS 2 physical education program. District Funded | 1000-1999: Certificated Personnel Salaries | Other | |
| Certificated Music Teacher- 4th and 5th Grade only | August 2022-June 2023 | Certificated Music Teacher Principal | District Funded certificated music teacher 1x per week - 30 min per class for 4th and 5th grade. Engaging lessons will be develop using the SAVVAS- Interactive Music Curriculum | None Specified | Other | |
| Monthly School Safety Drills and Protocols | August 2022-June 2023 | Principal Teachers Staff | Monthly safety drills starting the first week of school. Student will have knowledge of safety protocols, our emergency assembly location and ways to react based on the emergency. | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------------|---|---|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Pineapple Charts PD and Protocols | September 2022-June 2023 | Lead Teachers Teachers Principal | Teachers will have an opportunity to post when they'll be teaching an interesting lesson and invite their colleagues in to see the lesson in action. Substitute time will be provided by Instructional Services. WFL lead teachers will lead the Pineapple Charts PD as teachers learning from teachers is best practice. | None Specified | Other | |
| District UDL/Intervention TOSA and Educational Tech TOSA | August 2022-June 2023 | TOSA's Teachers Intervention Specialists Principal | TOSA's will provide PD and support in the areas of UDL, Intervention and Educational Technology. | None Specified | Other | |
| | | | | | | |

Annual Review

SPSA Year Reviewed: 2021-22

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.

The 21-22 school year was challenging in many ways. Our students were finally back to full, in person learning. However, the COVID pandemic continued to present challenges to student learning. We experienced a high number of student, teacher and classified employee absences which impacted student learning most of the year. Although this was all highly challenging, our students

continued to be provided with quality instruction with a strong focus on differentiation and UDL. Our teachers worked hard to combat the learning loss that many of our students experienced through online and blended learning the previous 1.5 years. Our academic intervention programs in both ELA and math are targeted to the specific learning needs for our students (struggling, just below grade level, on grade level, and high achieving). Knowing that academic success is often tied to students' social emotional well-being, we were committed to not only providing intervention for academics, but we also provided our students with social emotional supports (SEL) through counseling and classroom instruction. Our academic intervention is provided by credentialed teachers, who serve as Intervention Specialists. Intervention Specialists worked closely with classroom teachers to ensure instruction is aligned to what is being taught in the classrooms. Additionally, our school counselor worked closely with teachers and the principal to ensure students were receiving the supports they needed for their mental health and well-being. This intentional focus was a critical piece in ensuring our students received support in all areas. Students in special populations, including SWD, EL's and SED's, were closely monitored so that we could provide extra instructional and social-emotional assistance to ensure academic success and connections to school.

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

We provided our students with low or no cost activities at school to address their social emotional learning needs. We used the Sanford Harmony SEL program which was funded by CVUSD's Instructional Services. These materials, along with counselor videos, provided our teachers with the resources needed to run their Social Emotional Learning (SEL) programs. We firmly believe that there is a direct correlation between academic student success/confidence building and a child's social emotional well-being.

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.

Returning to full time learning in August 2021, with so many children having experienced some level of trauma throughout the pandemic, we were committed to providing support and extra help when needed. To keep consistency with our students, we continued to provide programs such as CHAMPS, Kelsos Choice and character-building activities, to name a few. Our families also benefited from the services our counselor provided to individual students and families. This year, with increased funding, we will be implementing more team building activities to engage students in social learning. In addition, we are adding four Instructional Aides to support students in the areas of ELA, Math, Writing and SEL. Students in our special populations will receive extra assistance to meet their diverse learning needs.

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

Provide ongoing communication to all stakeholders to ensure understanding of all school events/programs.

LEA/LCAP Goal

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 4

Throughout the 2022-2023 school year, through a variety of communication and media sources, Weathersfield will continue to provide all stakeholders and the community with timely, relevant and informative information regarding our school programs, activities and events. Communication will be delivered through our Blackboard Connect All Call System (voice and email messages), our school website, teacher/classroom newsletters/Canvas pages, our Wednesday Wings-Eagle Flyer and PTA info, our Weekly Wings bulletin to all staff members, Principal Coffees and PTA FB and Remind system. Additionally, our newly developed District sponsored site Social Media Coordinator will be actively posting classroom/school activities and events on Twitter, our school FB page, and Instagram. The majority of our correspondences are translated into Spanish for our English Learner families. Our effective communication sources ensure that all stakeholders have knowledge of all school happenings. Our District Advisory Council Reps-GATE-DAC (Gifted and Talented), SEDAC (Special Education) and DELAC (English Learner) and DAC (District Advisory), LBGTQ+DAC (Lesbian, Bisexual, Gay, Transgender, Queer +) and AADAC (African American) meet monthly at our SSC meetings to keep informed of all school related news, and to provide a report from their DAC meetings. In addition, our District Advisory Council Reps meet with the Principal when additional information is needed..

Identified Need

School to Home Communication has been identified as an ongoing area of focus. Enhancing communication with families provides a connection to the school and ultimately results in higher student achievement. Clear expectations and communication are key in bringing our community together for the betterment of all students, in addition to supporting diversity, ethnicity and inclusion.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| Teacher-Classroom Websites | All teachers have created a website | All teachers are actively using their websites for classroom to home communication |
| School Website | Updated/current information of school news | Daily/Weekly updates to ensure communication with all stakeholders |
| Twitter Followers | 400 people follow us on Twitter | Increased the number of people who follow us on Twitter |
| PTA Facebook Followers | 425 PTA Facebook Followers | Increase the number of people who follow our PTA Facebook page by 20% |
| PTA REMIND Text Communication | 100 PTA REMIND text Followers | Increase the number of people who follow us on on PTA REMIND text by 20% |
| PTA Instagram | 171 of Instagram Followers | Increase the number of PTA Instagram Followers by 20% |
| PTA Executive Board Members | 16 PTA Executive Board Members | Designated school support, monthly meetings, events, activities and fundraising for our school. |
| PTA Members | 125 PTA members | Support the school by attending events, activities and fundraising programs. |
| ELAC Meeting Members | 15-20 ELAC members participate in our meetings | Increase ELAC meeting participation by 20% |
| DAC, GATE-DAC, SEDAC, DELAC, LBGTDAC, AADAC Representatives | 5 District Advisory Reps to attend meetings and bring back information to our stakeholders | Ongoing reports and communication with our SSC, ELAC committees, in addition to providing our families of GATE students and SPED students with District information related to the programs their children participate in. |
| School Site Council Members | 15 SSC members | Participate in decisions that affect the school. |

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|---|-------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Eagle Flyer and PTA communication "Wednesday Wings" is sent home weekly (via Blackboard Connect email system) to inform all stakeholders of school business, events and activities. | August 2022-June 2023 | Office Staff Principal PTA Communications | Weekly Communication-Eagle Flyer- sent to families to inform them of school and PTA information, activities and events. Information is sent home in both English and Spanish. | 5900: Communications | None Specified | 0 |
| Weekly Wings (school bulletin) communication is sent via email to all members of our school staff. | August 2022-June 2023 | Office Staff Principal | Weekly Communication Bulletin- Weekly Wings- sent to all staff members, via email, to inform them of daily information including: weekly IEPs, SST's, school business, activities and events, | 5900: Communications | None Specified | 0 |
| Ongoing school community communication regarding school activities, classroom happening, events and school news and safety drills and protocols. Bilingual Facilitator worked in tandem with the principal to provide our English Learner families with translated information to ensure understanding of school information. | August 2022-June 2023 | Office Staff Bilingual Facilitator Principal | A plethora of information using a variety of communication platforms are provided to families to ensure everyone is well informed of all school information. | 5900: Communications | 0010 | 300.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|--|---|----------------------------------|-------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| School Website: Updated with school information for both our school community and the community as whole. | August 2022-June 2023 | Office Staff Principal | Ongoing communication for all stakeholders/community. | 5900: Communications | District Funded | |
| All Call and Email Communication through our Blackboard Connect System | August 2022-June 2023 | Principal EL Facilitator- Assistance | School to Home Communication to ensure families are kept informed of school happenings. | 5900: Communications | District Funded | |
| School Site Communication Manager | August 2022-June 2023 | School Site Communication Manager Teachers Principal | School Communication to promote school activities, events, and school happenings through Twitter, Facebook and Instagram. | 5900: Communications | Other | |
| PTA Facebook, REMIND text and Instagram social media sites used to provide information and promote school events and activities. Flyers and notifications are also sent home to promote PTA events. | August 2022-June 2023 | PTA Communication- Executive Board Member | PTA to School Community Communication PTA Funded: 500.00 | 4000-4999: Books And Supplies | Parent-Teacher Association (PTA) | |
| School Marquees- Located both outdoors and in the school office | August 2022-June 2023 | Teacher-Adjunct Duty Office Staff Principal | Daily communications to promote school events and activities. | 5900: Communications | District Funded | |
| Classroom Communication-Room Parents | August 2022-June 2023 | Classroom Teachers Room Parent Coordinator Principal | Classroom communication and classroom events organized through volunteer room parents | 5900: Communications | None Specified | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|---|--|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Grade Level data analysis to inform instruction for all levels of learners including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students | August 2022-June 2023 | Classroom Teachers Intervention Specialists Principal | Data Analysis to for intervention and data driven instruction to close the achievement gap. Teachers and principal analyze data, monitor our inclusive model of intervention and develop best practices to drive instruction for all students, including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students Unfunded- meetings during teacher prep time. | 1000-1999: Certificated Personnel Salaries | None Specified | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|--|--|-------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| SEDAC Representative Support for Families | Fall 2022-June 2023 | SEDAC Representative Principal Learning Center Teacher Speech Teacher School Psychologist | After each SEDAC meeting, all parents of students with IEP's receive meeting information from our SEDAC reps. Information includes school inclusion model, Least Restrictive Environments, student achievement, ongoing monitoring of student data, the IEP process and supports for our Students with Disabilities. Information is sent to families by email. | 5900: Communications | None Specified | 0 |
| Monthly communication to our School Site Council from our DAC, SEDAC, GATE-DAC, LBGTQ-DAC, AADAC and DELAC representatives. | Fall 2022-June 2023 | DAC Representative SEDAC Representative GATE-DAC Representative LBGTQ-DAC Representative AADAC Representative DELAC Representative SSC President Learning Center Teacher Speech Teacher EL Facilitator Community Outreach Coordinator GATE Coordinator Principal | Monthly reports are presented by our DAC, SEDAC, GATE-DAC, LBGTQ-DAC, AADAC and DELAC Representatives at our SSC meetings. Additionally, information is provided to families of each group and/or families who select to opt-in. | 5900: Communications | None Specified | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|---|---|-------------------------|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Bilingual Facilitator for additional communication and support for our English Learners and families | August 2022-June 2023 | Bilingual Facilitator Principal DELAC Rep. | School to home support and resources for our English Learner families. Translations and interpreting support to help with communication and to ensure our English Learner families are connected to school. | 5900: Communications | 0860 | 500.00 |
| Ongoing Communication- for English Learner Families | August 2022-June 2023 | English Learner Facilitator Principal Office Staff DELAC Rep | School communication is sent home through Blackboard Connect in both English and Spanish to support our English Learner families. | 5900: Communications | District Funded | |
| Community Engagement through School-wide Student Assemblies | 2022-2023 school year | Principal Teachers Music Specialist | Patriotic Assembly Veteran's Day Assembly Volunteer Tea Performances Student Council Skits at Award Assemblies Spring Musical * Students have opportunities to participate in important programs and perform for their parents, peers, school staff and members of our school community. | None Specified | 0010 | 500.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------------|---|--|-------------------------|---|--------|
| | | | Description | Type | Funding Source | Amount |
| Eagles Assemblies | 2022-2023 school year | Principal Classroom Teachers PTA | Outdoor Eagle Assemblies provide students, parents and school staff an opportunity to gather together and connect to school activities | 5900: Communications | None Specified | 0 |
| Teacher Websites/Canvas LMS:- classroom communication | August 2022- June 2023 | Classroom Teachers Principal | Classroom communication to provide parents and students with information regarding class business, curriculum, homework, classroom and school activities and events. | 5900: Communications | District Funded | |
| PTA Events | August 2022-June 2023 | PTA Exec Board PTA members/volunteers Teacher Rep. Principal | Numerous PTA events to engage the school community. Back to School Sweet Treat Social Movie Night Trunk or Treat/Festival VIP Lunch/Book Fair Literacy Night Talent Show Spring Carnival Jog-A-Thon- plus numerous other fundraiser events | None Specified | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------------|---------------------------------|---|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Classroom Plays | 2022-2023 School Year | Classroom Teachers Principal | Classroom plays are designed to provide students with an opportunity to perform, promote their public speaking skills, and to encourage teamwork. Families have an opportunity to watch their children shine! | None Specified | Other | |
| Student Award Assemblies | October 2022- May 2023 | Classroom Teachers Principal | Award assemblies to honor students in the areas of academics excellence, academic progress, behavior, work habits and citizenship. | None Specified | Other | |
| | | | | | | |

Annual Review

SPSA Year Reviewed: 2021-22

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.

Our communication increased in '21-22. One of our core beliefs is that it's essential to keep families connected to the school. We do this through our outstanding school website, a popular Twitter account, Weekly Wednesday Wings (including our school Eagle Flyer and PTA information), teacher websites, classroom communication sent to families weekly, our Weekly Wings for communications with staff, two Marquees (both indoor and outdoor), the Blackboard Connect All Call/Email system, PTA Facebook, PTA Instagram and PTA REMIND texts. In addition, our teacher websites/Canvas which were implemented to increase communication between teachers and families have helped keep parents informed of their child's classroom assignments, upcoming projects, etc. We also

have outstanding District Advisory Committee Reps (including SEDAC, DELAC, GATEDAC and DAC). Our District Reps provide our families with important information from their committees. This helps families to stay connected with the school to support their children's needs. Weathersfield's school community is very connected to the happenings of the school site, which in turn, creates higher student achievement and a positive school culture.

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

We are very fortunate that we now have a district implemented and funded school site Social Media Coordinator. Our coordinator is one of our teachers who has direct access to all the exciting happenings both within the classroom and on campus. Additionally, our Social Media Coordinator will be communicating school activities and events so that our community is fully informed. Together with our amazing PTA, communication is going to be better than ever this year!

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.

We will continue to build upon our communication partnership between school and PTA. Our Social Media Coordinator and our PTA Communication Rep. have already been establishing partnership protocols and procedures to ensure a clear system of communication occurs for our school community and beyond.

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.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | | | | |
| | | | | | | |

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.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | | | | |
| | | | | | | |

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 | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$119,325.00 |

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 (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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

| State or Local Programs | Allocation (\$) |
|----------------------------------|-----------------|
| 0010 | \$50,000.00 |
| 0860 | \$2,360.00 |
| OTRM | \$15,552.00 |
| ESSER III - Learning Loss | \$31,892.00 |
| ESSER III - Other Allowable Uses | \$16,892.00 |
| None Specified | \$0.00 |
| Other | \$2,629.00 |

Subtotal of state or local funds included for this school: \$119,325.00

Total of federal, state, and/or local funds for this school: \$119,325.00

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 |
|----------------------------------|-----------|---------|
| 0010 | 50,000.00 | 0.00 |
| OTRM | 15,552.00 | 0.00 |
| 0860 | 2,360.00 | 0.00 |
| ESSER III - Learning Loss | 31,892.00 | 0.00 |
| ESSER III - Other Allowable Uses | 16,892.00 | 0.00 |
| Other | | |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------------|-----------|
| 0010 | 50,000.00 |
| 0860 | 2,360.00 |
| OTRM | 15,552.00 |
| ESSER III - Learning Loss | 31,892.00 |
| ESSER III - Other Allowable Uses | 16,892.00 |
| None Specified | 0.00 |
| Other | 2,629.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| 1000-1999: Certificated Personnel Salaries | 500.00 |
| 2000-2999: Classified Personnel Salaries | 73,702.21 |
| 4000-4999: Books And Supplies | 37,447.79 |
| 5900: Communications | 800.00 |
| None Specified | 6,875.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------------------------|-----------|
| 2000-2999: Classified Personnel Salaries | 0010 | 17,127.88 |
| 4000-4999: Books And Supplies | 0010 | 31,572.12 |
| 5900: Communications | 0010 | 300.00 |
| None Specified | 0010 | 1,000.00 |
| 2000-2999: Classified Personnel Salaries | 0860 | 1,500.00 |
| 4000-4999: Books And Supplies | 0860 | 360.00 |
| 5900: Communications | 0860 | 500.00 |
| 2000-2999: Classified Personnel Salaries | OTRM | 6,101.13 |
| 4000-4999: Books And Supplies | OTRM | 3,575.87 |
| None Specified | OTRM | 5,875.00 |
| 2000-2999: Classified Personnel Salaries | ESSER III - Learning Loss | 30,581.20 |
| 4000-4999: Books And Supplies | ESSER III - Learning Loss | 1,310.80 |
| 2000-2999: Classified Personnel Salaries | ESSER III - Other Allowable Uses | 16,892.00 |
| 1000-1999: Certificated Personnel Salaries | None Specified | 0.00 |
| 5900: Communications | None Specified | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 500.00 |
| 2000-2999: Classified Personnel Salaries | Other | 1,500.00 |
| 4000-4999: Books And Supplies | Other | 629.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 32,770.45 |
| Goal 2 | 29,949.48 |
| Goal 3 | 55,305.07 |
| Goal 4 | 1,300.00 |

School Site Council Membership and Assurances

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 (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 current make-up of the SSC is as follows:








- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 7 Parent or Community Members

| Name of Members | Role |
|---------------------------|----------------------------|
| Jessica Garcia | Parent or Community Member |
| Karen Kyle-SEDAC | Parent or Community Member |
| Stephanie Barrus-DAC | Parent or Community Member |
| Alma Molina- DELAC | Parent or Community Member |
| Jay Devore- GATEDAC | Parent or Community Member |
| Purnima Mandal- LBGTQ+DAC | Parent or Community Member |
| Candice Petrucci- AADAC | Parent or Community Member |
| Kelly Prophete | Classroom Teacher |
| Stephenie Scott | Classroom Teacher |
| Joan Hartigan | Classroom Teacher |
| Nancy Crellin | Classroom Teacher |
| Jacquie Wright | Other School Staff |
| Laurie Davis | Principal |

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.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::

| Signature | Committee or Advisory Group Name |
|---|---|
|  | District Advisory Committee Representative |
|  | English Learner Advisory Committee Representative |
|  | Gifted and Talented Education Program Advisory Committee Representative |
|  | School Site Representative |
|  | Special Education Advisory Committee Representative |
|  | African American District Advisory Council Representative |
|  | Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative |
| Other: All SSC members, including the representatives above and the SSC chairperson, provided email confirmation approving the SPSA. Emails can be provided upon request. | |

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 August 31, 2022.

Attested:



Principal, Laurie Davis on August 31, 2022



SSC Chairperson, Jessica Garcia on August 31, 2022

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.

[Stakeholder 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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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