

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Country Springs Elementary School	36676786111710	April 18, 2023	July 20, 2023

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Chino Valley Unified School District in partnership with all educational partners has developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes. Our school has been identified for Additional Targeted Support and Improvement (ATSI) based on the California 2022-2023 Dashboard results. Our school plan will specifically address the metrics that led to eligibility for ATSI, which includes monitoring Chronic Absenteeism for our Students with Disabilities.

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

Country Springs works collaboratively with all educational partners to develop a comprehensive plan to increase student achievement this year. Student achievement is closely analyzed to identify areas of need, appropriate services are provided to increase student achievement, and financial support is allocated where needed. Our school plan is developed in collaboration with our School Site Council and ELAC, and implementation of the plan is monitored throughout the school year to ensure that ESSA requirements are met and aligns with the district's three LCAP goals:

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

LCAP Goal 2: Students, parents, families, and staff are connected and engaged at their school to ensure student success. (Priority 3, 5, and 6)

LCAP Goal 3: All students are prepared for college and career beyond graduation. (Priority 4 and 8)

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Centralized Services

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

Data Analysis

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

Surveys

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

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

The 2022-23 School Quality Survey for parents, students (6th grade only), and staff (certificated and classified) was administered in Winter of 2023. At our school, we had the following numbers of participants for each participating group:

Parents -- 190
Students -- 48
Staff -- 23

In the K12 parent survey, we learned the following about our engagement groups:

Here are three data points that we can celebrate:

Parents -- 98% of parents say that families are encouraged to attend school-sponsored activities, such as back-to-school night, parent conferences, or college nights.

Students -- 100% of students say that principal and assistant principal were courteous when I had a concern.

Staff -- 100% of staff say that information regarding services for students needing social, emotional, and behavioral support is communicated effectively.

Here are three data points that show our opportunities:

Parents -- 77% of parents say the school does offer a variety of extracurricular activities.

Students -- 71% of student say that staff members and students treat each other with respect.

Staff -- 83% of staff say that our school uses PeachJar to share digital flyers that share information about school events and opportunities.

In the 2022-23 Family Engagement Survey, parents told us that they would like us to offer the following workshops:

1. GATE
2. Academic Support
3. Social Emotional Support

The Tiered Fidelity Inventory (TFI) is administered to identify the extent to which school personnel

are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site. Our overall TFI score reflects that as of 4/29/22, an External TFI completed at Country Springs reflected 87% implementation for school-wide PBIS of Tier 1. The PBIS team will focus on:

- PBIS wall to increase visibility to students and staff of our formal school-wide acknowledgement system. The PBIS wall will be used to provide feedback by acknowledging students who have displayed school-wide expectations and acknowledge staff who have utilized the school-wide acknowledgement system. Additionally, the PBIS wall will provide information to students on the procedures for earning school-wide incentives. The purpose of the PBIS wall is to increase awareness, increase positive student behaviors, and increase staff utilization of the school-wide acknowledgement system.

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

Goal 1: Increase access to visual arts and music

Goal 2: Increased need for Parent workshops on Common Core and building a multi-cultural environment in the schools

Goal 3: Increase classes on life-skills and career exploration

Goal 4: Early Intervention for students

Classroom Observations

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

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

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

In addition, the school site instructional leadership team, consisting of one teacher from each grade level, planned to walk through classrooms to conduct site level CLRs with the principal. This was done in February.

Administrators did conduct walk-throughs on a regular basis and observations will continue to be focused on student observables in the learning environment based on District protocol and evidence based on the District's Yellow Sheet. Administration will closely observe the engagement of the EL students in the class in future visits. Specifically, our feeder group collected evidence of: Learning Targets, Interventions/Extensions in the classrooms.

Our feeder group walked classrooms at the following sites this year on the following dates:

9/15/22 - Country Springs

1/12/23 - Hidden Trails

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)

Our school utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration during Leadership Charge in July 2022 to review CVUSD Essential Standards Assessment (ESA) Data, CAASPP Data and to review progress on our site 22-23 SMART Goals. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA, Math and PBIS for the 22-23 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum and Instruction Assessment, and Professional Development that will support achieving the SMART Goals.

SMART Goal 1:

On the 2022 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 84% to 89% and in Math will increase from 79% to 84%.

On the 2022 CAASPP, the percent of EL student scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 43% to 45% and in Math will increase from 63% to 65%.

SMART Goal 2:

By May 2022, Country Springs will score a 2 on Tier 1 TFI point 1.10 Faculty Involvement: faculty is shared school-wide data regularly and provided input on universal foundations

SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the CVUSD Essential Standards Assessments, we will continue to use data from the 2022 Dashboard to meet State Indicators and monitor growth. Teachers will monitor the growth of student groups, such as EL progress during the PLCs.

Baseline ESA Data for August 2022

Essential Standards Baseline Data Math /August 2022

Grade/ Percent Exceeded or Met standard

K/ 85.7%
1st/ 62.9%
2nd/ 69.6%
3rd/ 82.7%
4th/ 82.8%
5th/ 72.5%
6th/ 72.5%

Essential Standards Baseline Data ELA /August 2021

Grade/ Percent Exceeded or Met standard

K/ 67.9%
1st/ 67.6%
2nd/ 66.3%
3rd/ 75.3%
4th/ 85.1%
5th/ 78.9%
6th/ 82.5%

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

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

Essential Standards Final Benchmark Data Math /Spring 2023

Grade/ Percent Exceeded or Met standard

K/ 77%
1st/ 82.9%
2nd/ 89%
3rd/ 80.6%
4th/ 85.9%
5th/ 78.5%
6th/ 87.6%

Essential Standards Final Benchmark Data ELA /Spring 2023

Grade/ Percent Exceeded or Met standard

K/ 84.2 %
1st/ 80%
2nd/ 80.2%
3rd/ 83.3%
4th/ 81.0%
5th/ 78.5%
6th/ 89.0%

For TFI 1.10 a score of 2 was earned for 2022-23. The Tier 1 team presented data to the staff (4 times) and solicited feedback from staff to revise the common area expectations.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

Staff development is aligned to the district's 2023-2024 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process, Student Engagement, and Instructional Technology. Support will also be given in ELA/ELD, Math, and Positive School Culture. Our site will hold PD annually to support the instruction of our English Learners.

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

100% of student groups have access to Common Core State Standard instructional materials. 100% of students have access to the core curriculum and the materials to support it.

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 Chino Valley Unified School District instructional materials and intervention materials are aligned with the Common Core State Standards and are SBE adopted.

Opportunity and Equal Educational Access

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

In the 2022-2023 school year, the classroom teacher differentiated instruction daily through small group instruction, re-engagement and re-teaching lessons based on the essential standards, and gathering data through common formative assessments. Since all instruction began virtually, SB 98 required specific minutes for grade levels. The district provided a framework for daily minutes and additional support in ELA and Mathematics has been built into the schedule for all teachers.

For the 2022-2023 school year, teachers will continue to work in PLCs to analyze student data and respond to needs based on Common Formative Assessments, summative assessments, and district assessments. Specifically the focus this year will be teachers work in grade level teams to group students based on data and plan for "What I Need" (WIN) Time which is our response to intervention model. Release time will be provided to grade levels to deconstruct essential standards, analyze data, and create assessments/student groupings.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and IELD. The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals. With the district's emphasis on PLCs, the work within the grade-level is critical in raising student achievement by: 1. Ensuring teachers understand the standards they need to teach 2. Are creating and giving the same assessments and bringing the data to the table 3. Responding to the data and allowing flexibility and time for teachers to respond to the data by re-engaging or providing enrichment to students 4. Working with the instructional coach and administrative team to plan next steps and assist with classroom demonstration lessons and assistance with grouping students.

Based on Hattie's research on Visible Learning, the following evidence-based educational practices will be implemented for the 2022-2023 school year (0.4 is equivalent to 1 years growth)

- Teacher clarity (0.75)
- Planning and prediction (0.76)
- Interventions for students with learning needs (0.77)
- Response to intervention (1.29)
- Collective teacher efficacy (1.57)

Parental Engagement

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

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent survey. The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. The FEC offers a seven-week English Learner Parent Academy and monthly Special Education support group meetings. Federal funds are used to support the teacher-parent partnership for building a strong community for student success. We also have multiple resources available to support under-achieving students including multiple intervention programs both in school and outside of school, parent classes and programs, and access to intervention software programs. Students who are in-transition of housing needs or financial hardship are referred to the HOPE Center for supports. The district uses Parent Square and Peach Jar to regularly communicate the resources available to the families.

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

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

Funding

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

See SPSA Actions/Services

Fiscal support (EPC)

See SPSA Budget Section

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

initiatives and they are important partners as we strive towards continuous improvement. The SPSA input was reviewed, revised, shared, and documented in the minutes at the following meetings:

English Language Advisory Committee: 10/5/22, 1/18/23, 2/22/23, 4/20/23
School Site Council: 9/6/22, 10/4/22, 1/10/23, 2/7/23, 4/18/23

Resource Inequities

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

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

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

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	103	95		0	94		0	94		0.0	98.9	
Grade 4	83	98		0	97		0	97		0.0	99.0	
Grade 5	92	80		0	80		0	80		0.0	100.0	
Grade 6	86	85		0	85		0	85		0.0	100.0	
All Grades	364	358		0	356		0	356		0.0	99.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2515.			63.83			25.53			8.51			2.13	
Grade 4		2548.			58.76			20.62			13.40			7.22	
Grade 5		2595.			65.00			16.25			12.50			6.25	
Grade 6		2613.			55.29			29.41			9.41			5.88	
All Grades	N/A	N/A	N/A		60.67			23.03			10.96			5.34	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		43.62			53.19			3.19	
Grade 4		37.11			58.76			4.12	
Grade 5		51.25			40.00			8.75	
Grade 6		47.06			43.53			9.41	
All Grades		44.38			49.44			6.18	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.87			48.94			3.19	
Grade 4		59.79			34.02			6.19	
Grade 5		61.25			33.75			5.00	
Grade 6		57.65			34.12			8.24	
All Grades		56.46			37.92			5.62	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.47			72.34			3.19	
Grade 4		25.77			70.10			4.12	
Grade 5		26.25			70.00			3.75	
Grade 6		24.71			72.94			2.35	
All Grades		25.28			71.35			3.37	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.43			55.32			4.26	
Grade 4		38.14			55.67			6.19	
Grade 5		55.00			38.75			6.25	
Grade 6		34.12			61.18			4.71	
All Grades		41.57			53.09			5.34	

Conclusions based on this data:

1. The data suggests that students are strong across all four claims- 91-95% of students scored Above or Near Standard.
2. The data suggests that more teacher collaboration time is needed to address the claim areas to ensure that the needs of all students is met.
3. The data suggests that more than 90% of 3rd grade students achieved at or above standard in ELA in 21-22.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	103	95		0	94		0	94		0.0	98.9	
Grade 4	83	98		0	97		0	97		0.0	99.0	
Grade 5	92	80		0	80		0	80		0.0	100.0	
Grade 6	86	85		0	85		0	85		0.0	100.0	
All Grades	364	358		0	356		0	356		0.0	99.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2505.			58.51			25.53			11.70			4.26	
Grade 4		2531.			49.48			27.84			11.34			11.34	
Grade 5		2579.			51.25			26.25			15.00			7.50	
Grade 6		2612.			54.12			23.53			12.94			9.41	
All Grades	N/A	N/A	N/A		53.37			25.84			12.64			8.15	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		57.45			36.17			6.38	
Grade 4		60.82			24.74			14.43	
Grade 5		57.50			33.75			8.75	
Grade 6		50.59			40.00			9.41	
All Grades		56.74			33.43			9.83	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		51.06			45.74			3.19	
Grade 4		42.27			45.36			12.37	
Grade 5		41.25			50.00			8.75	
Grade 6		47.06			44.71			8.24	
All Grades		45.51			46.35			8.15	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		54.26			43.62			2.13	
Grade 4		45.36			42.27			12.37	
Grade 5		48.75			38.75			12.50	
Grade 6		48.24			41.18			10.59	
All Grades		49.16			41.57			9.27	

Conclusions based on this data:

1. The data suggests that there needs to be a review of the differences between the CCSS and the textbooks as well as a renewed focus on implementing CCSS the in Math.
2. The data suggests that a continued focus is still needed in supporting students in generalizing mathematical concepts.
3. The data suggests that the over 84% of 3rd grade students achieved met or exceeded standard overall in mathematics compared to 78% in 18-19.

School and Student Performance Data

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
596	19.8	10.7	0
Total Number of Students enrolled in Country Springs Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	64	10.7
Foster Youth		0
Homeless	5	0.8
Socioeconomically Disadvantaged	118	19.8
Students with Disabilities	45	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.8
American Indian	1	0.2
Asian	352	59.1
Filipino	39	6.5
Hispanic	114	19.1
Two or More Races	28	4.7
Pacific Islander	3	0.5
White	50	8.4

Conclusions based on this data:

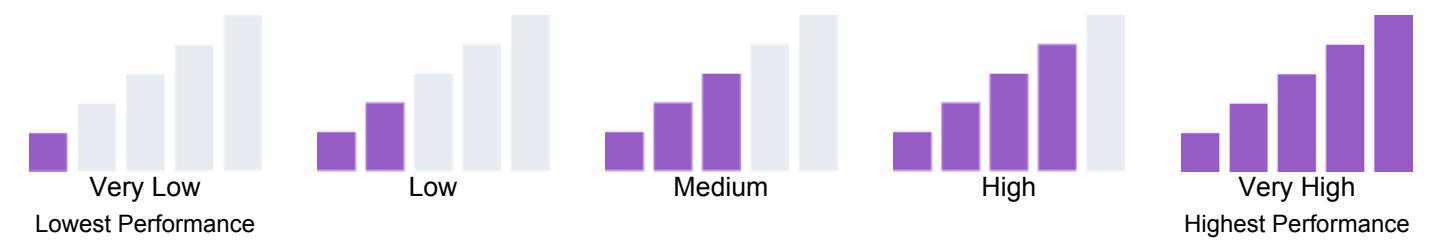
- 1. Country Springs student population is very similar to the surrounding neighborhood.
- 2. Country Springs has a relatively stable population; this can be maintained through transfers from other schools or districts.
- 3. Country Springs improve on academic and social-emotional needs of students and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

School and Student Performance Data

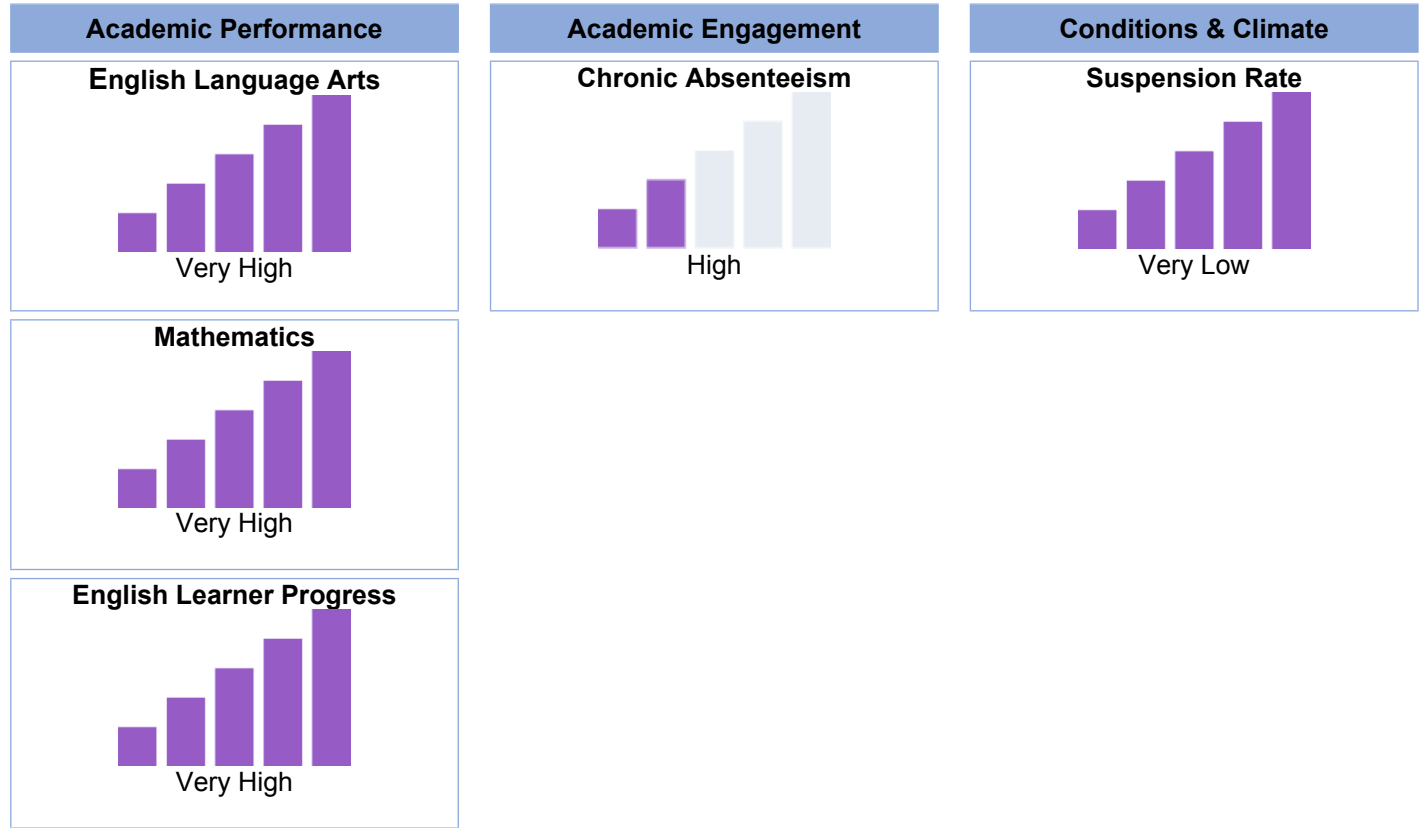
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Country Springs did very well in Language Arts and Mathematics and performs at a very high level.
2. Country Springs students are making good progress in language acquisition and many reclassify out of the EL program in the primary grades, but some upper elementary grade levels need growth. They will benefit from

continued support in language acquisition through designated and integrated ELD that will support EL students in moving up one level on the ELPAC assessment.

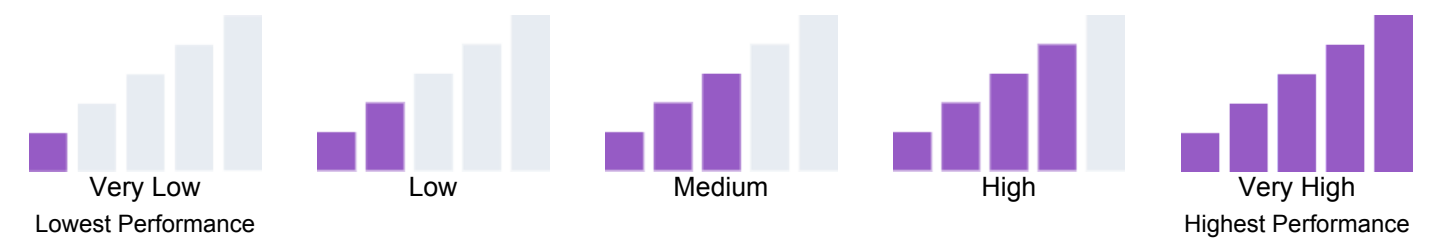
3. Country Springs has only had 10 suspension in the past three years.

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



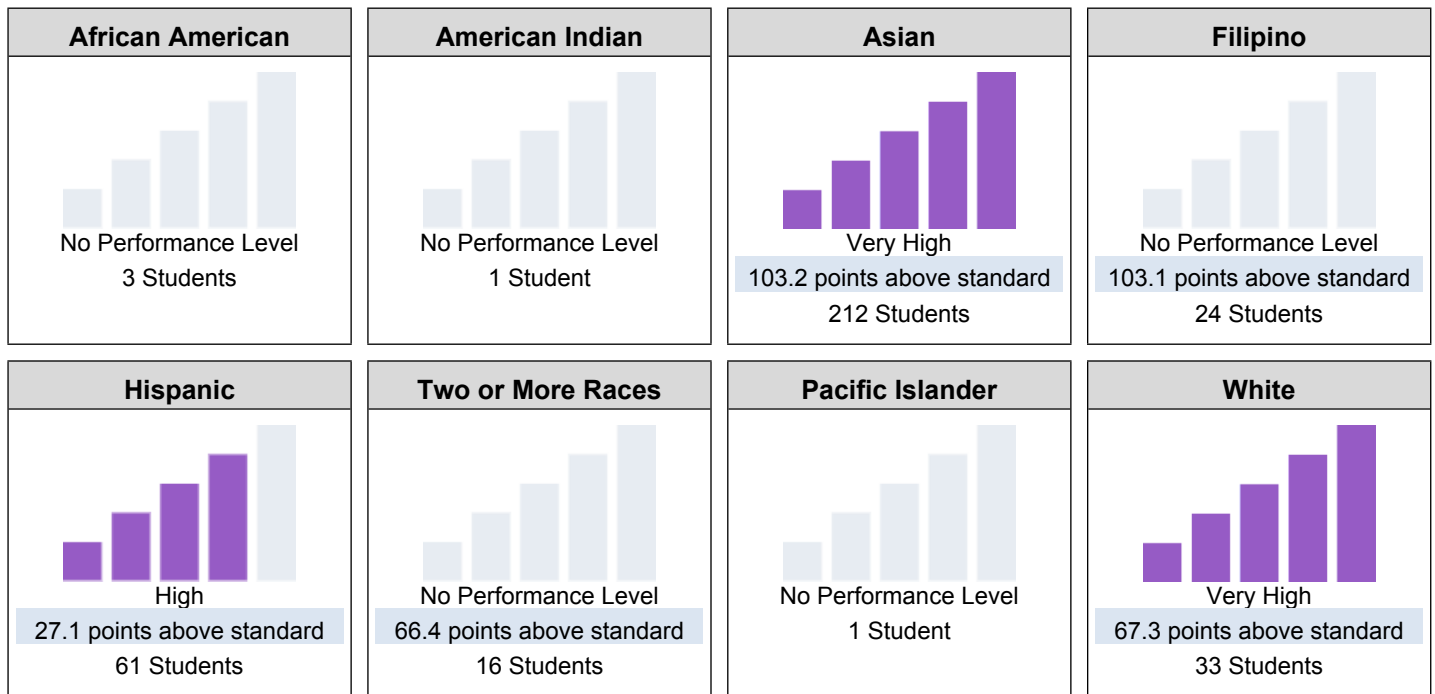
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	1	4

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students <p>Very High 84.3 points above standard 351 Students</p>	English Learners <p>Very High 87.0 points above standard 84 Students</p>	Foster Youth
Homeless <p>No Performance Level 9 Students</p>	Socioeconomically Disadvantaged <p>Very High 79.3 points above standard 73 Students</p>	Students with Disabilities <p>No Performance Level 41.1 points below standard 28 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
15.7 points above standard 20 Students	109.3 points above standard 64 Students	73.2 points above standard 204 Students

Conclusions based on this data:

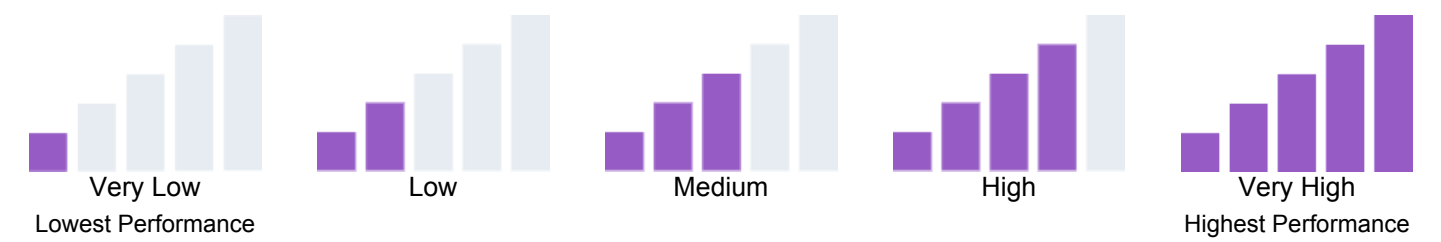
1. All groups, except current English Learner and White subgroups, increased their average standard scores.
2. Student performance on the CAASP in 21-22 slightly increased overall.
3. Reclassified English Learners are achieving well above standard.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



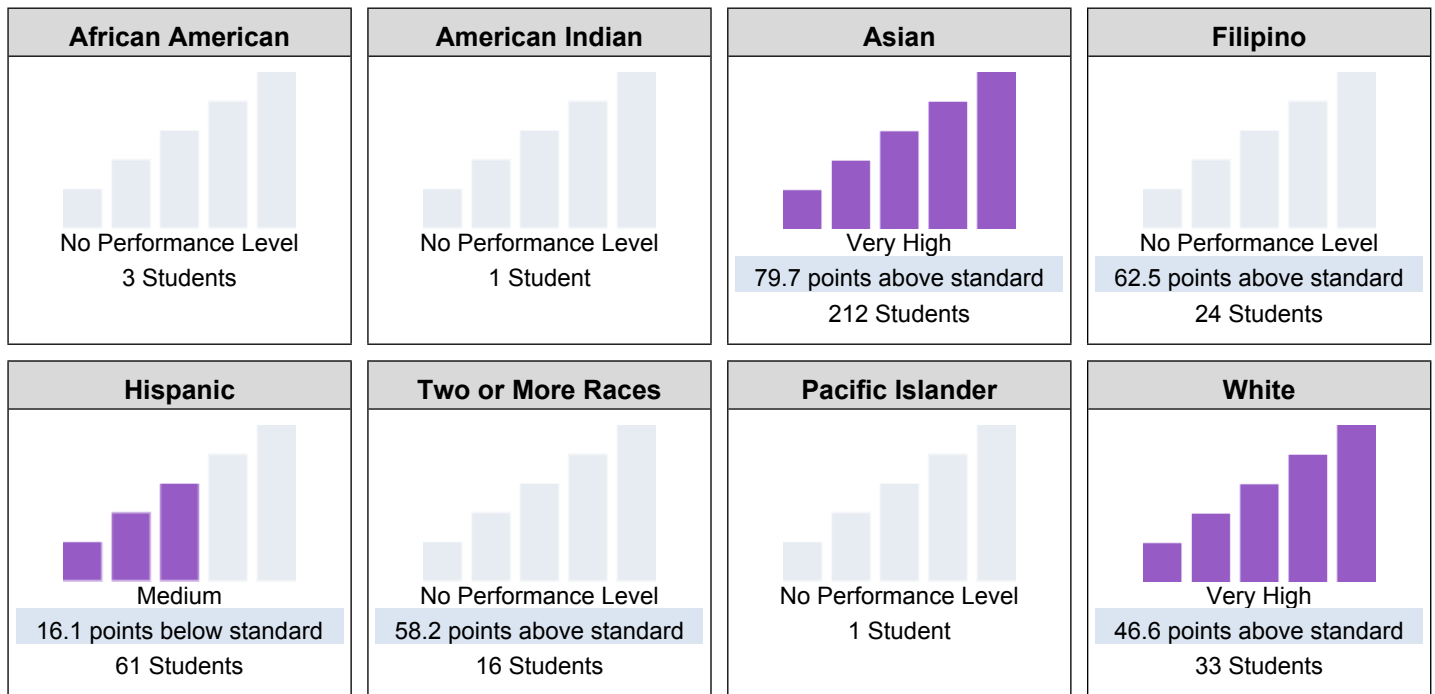
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	1	0	4

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students <p>Very High 56.9 points above standard 351 Students</p></div>	<div>English Learners <p>Very High 67.2 points above standard 84 Students</p></div>	<div>Foster Youth</div>
<div>Homeless <p>No Performance Level 9 Students</p></div>	<div>Socioeconomically Disadvantaged <p>Very High 56.6 points above standard 73 Students</p></div>	<div>Students with Disabilities <p>No Performance Level 67.1 points below standard 28 Students</p></div>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
21.5 points above standard 20 Students	81.5 points above standard 64 Students	40.7 points above standard 204 Students

Conclusions based on this data:

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

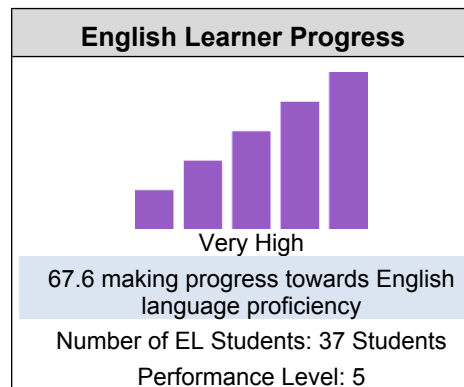
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
13.5%	18.9%	0.0%	67.6%

Conclusions based on this data:

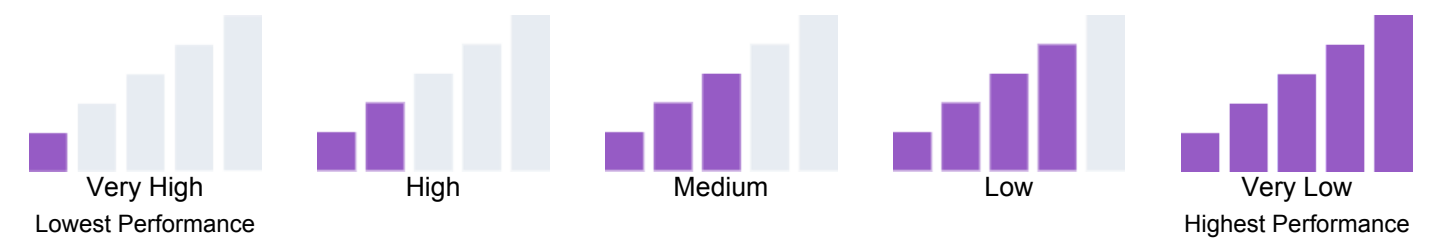
1. The majority of EL students are at level 4 (Well Developed).
2. Two-thirds of the EL population (67.6%) are making progress towards English language proficiency.
3. Country Springs EL population is doing well.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



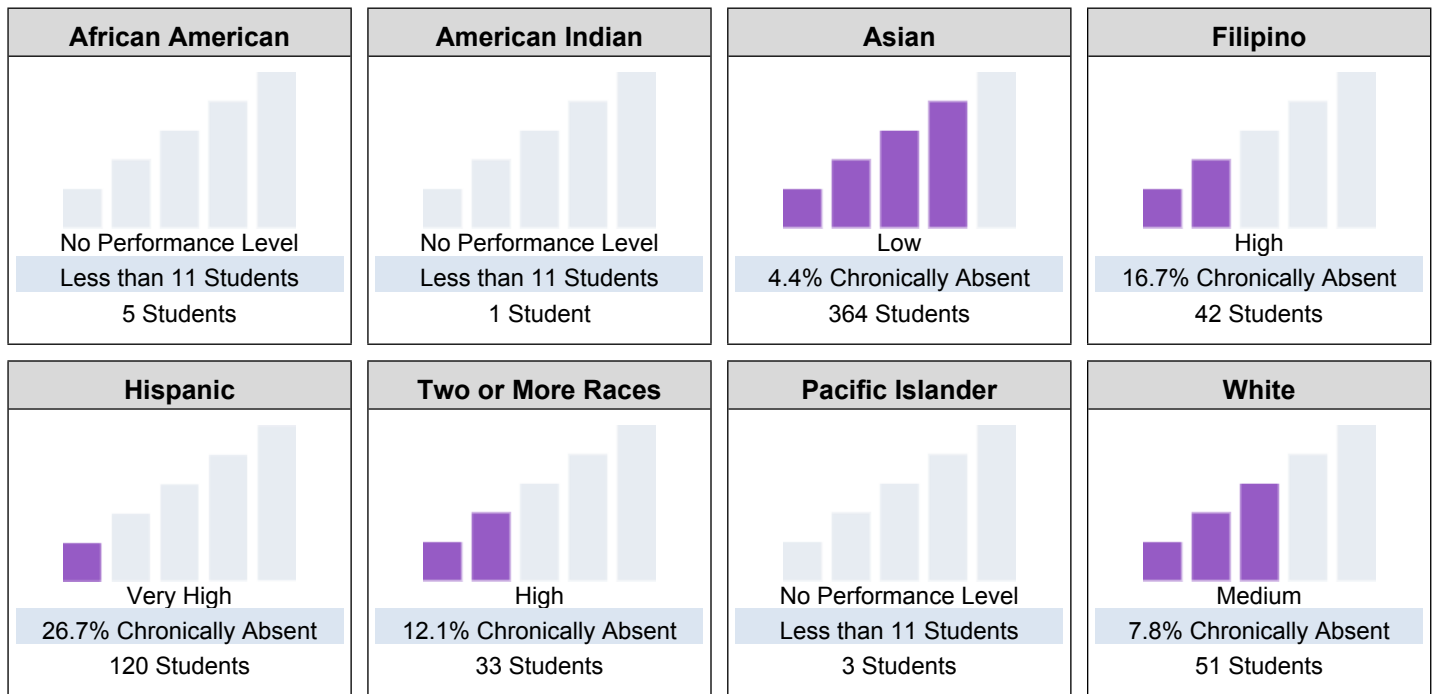
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
2	4	1	1	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div>All Students</div> <div><p>High</p><p>10.3% Chronically Absent</p><p>619 Students</p></div>	<div>English Learners</div> <div><p>High</p><p>11.3% Chronically Absent</p><p>97 Students</p></div>	<div>Foster Youth</div>
<div>Homeless</div> <div><p>No Performance Level</p><p>31.3% Chronically Absent</p><p>16 Students</p></div>	<div>Socioeconomically Disadvantaged</div> <div><p>High</p><p>15.8% Chronically Absent</p><p>139 Students</p></div>	<div>Students with Disabilities</div> <div><p>Very High</p><p>32.1% Chronically Absent</p><p>53 Students</p></div>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

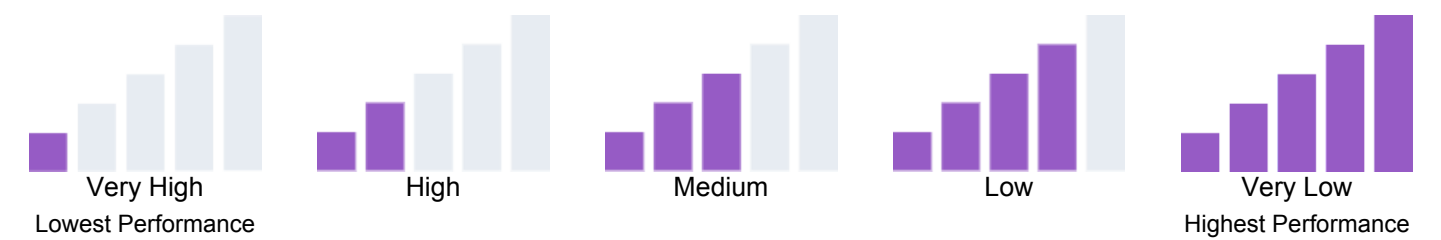
1. Country Springs has a very high level of Chronic Absenteeism with Hispanic and Students with disabilities.
2. Absenteeism in 2021-2022 was impacted by mandatory quarantines related to COVID as well as an overabundance of caution by many parents.
3. The Asian students have a low rate of Chronic Absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



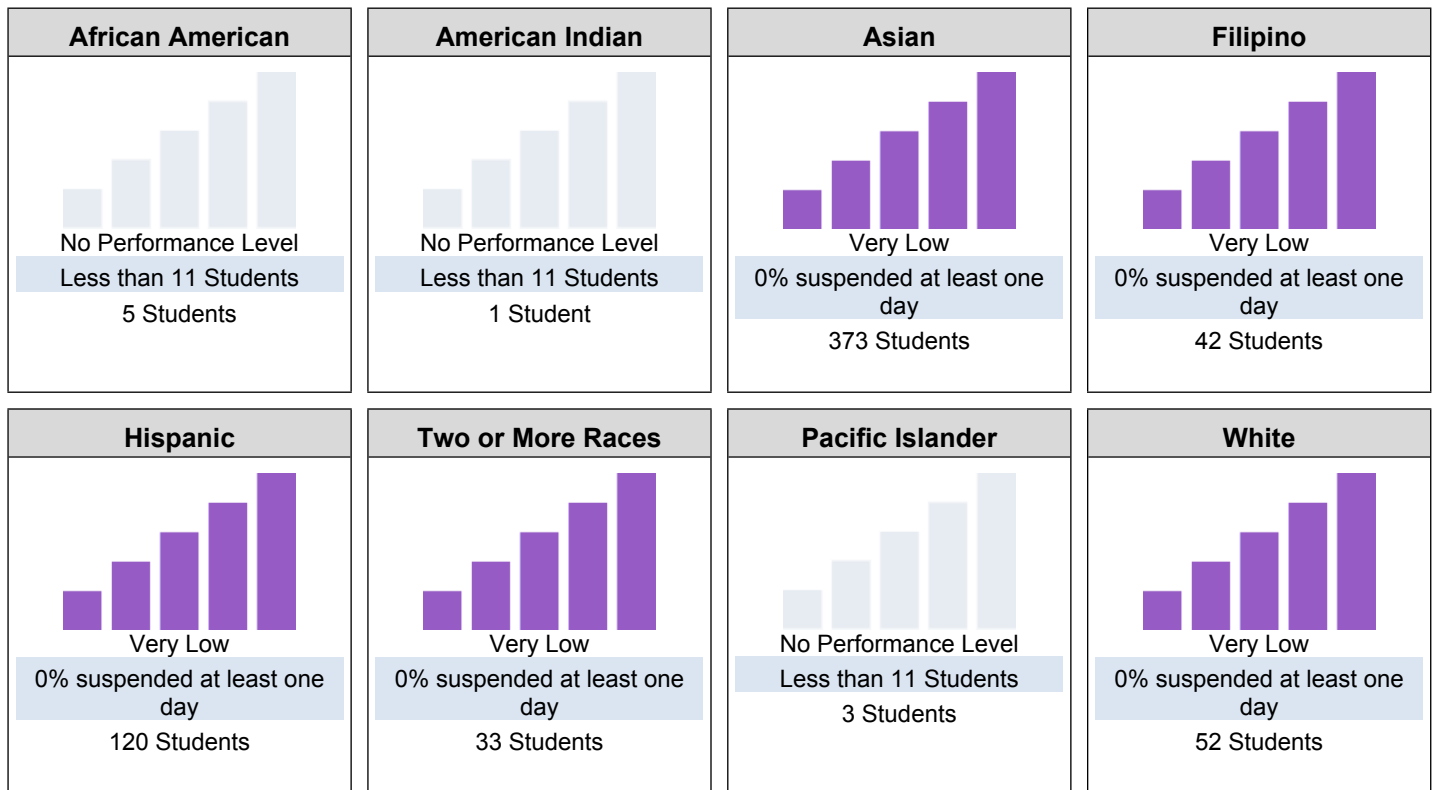
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	8

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very Low</p> <p>0% suspended at least one day</p> <p>629 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>98 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>0% suspended at least one day</p> <p>17 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>142 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>53 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

High-Quality Teaching and Learning Environment

LEA/LCAP Goal

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

Priority 1: Credentials, Instructional materials, Facilities

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

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math and ELA scores	<p>On the Math portion of the 2022-23 CAASPP, % of students in grades 3-6 scored Met/Exceeded Standard. Each tested grade scored as follows: Grade 3: 78% Met/Exceeded Standard; Grade 4: 79% Met/Exceeded Standard; Grade 5: 66% Met/Exceeded Standard; Grade 6: 78% Met/Exceeded Standard.</p> <p>On the ELA portion of the 2019 CAASPP, 84% of students in grades 3-6 scored Met/Exceeded Standard. Each tested grade scored as follows: Grade 3: 83% Met/Exceeded Standards; Grade 4: 79% Met/Exceeded Standard; Grade 5: 94% Met/Exceeded</p>	<p>80% of students in grades 3-6 will score Met/Exceeded Standard on the math portion of the 2021 CAASPP. Each grade level will increase their percentage of Met/Exceeded Standard by at least 5%.</p> <p>89% of students in grades 3-6 will score Met/Exceeded Standard on the ELA portion of the 2021 CAASPP. Each grade level will increase their percentage of Met/Exceeded Standard by at least 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Standard; Grade 6: 82% Met/Exceeded Standard.	
Essential Standards Assessment (ESA) scores	<p>In 2022-2023, Essential Standards Assessment was administered three times. Based on the Spring results, % of students in grades K-6 Met/Exceeded standard in Math. Each grade scored as follows: Kindergarten: %; Grade 1: %; Grade 2: %; Grade 3: 80.6%; Grade 4: 85.9%; Grade 5: 78.5%; Grade 6: 87.6%.</p> <p>Based on the Spring results, % of students in grades K-6 Met/Exceeded standard in ELA. Each grade scored as follows: Kindergarten: %; Grade 1: %; Grade 2: %; Grade 3: 83.3%; Grade 4: 81%; Grade 5: 78.5%; Grade 6: 89%.</p>	<p>84% of students in grades K-6 will score at the "Standards Met" or "Standards Exceeded" on the third Math ESA.</p> <p>89% of students in grades K-6 will score at the "Standards Met" or "Standards Exceeded" on the third ELA ESA.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Provide release time for teachers to create and refine Common Formative Assessments (CFA) and to deepen their understanding of essential standards in ELA and Math. Time sheet teachers to also understand the data analysis protocol of the data from Essential Standards Assessment so teachers can plan next steps for Tier 2 intervention. Professional development will be provided for teachers to analyze assessment data used to measure student progress. Procedures and protocols will be established that equip teachers with the knowledge needed to use assessment data to drive decision-making about student learning.
200	Title II Part A: Improving Teacher Quality 4000-4999: Books And Supplies Supplemental materials such as technology devices, accessories, software, and headphones will be purchased to support student learning.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Provide release time for teachers with English Learners to look at EL data in ELA and Math, work with EL instructional coaches on practices, and plan for DELD and IELD time.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Professional Development & Release time for teachers to create and refine Common Formative Assessments (CFA) and to deepen their understanding of essential standards in ELA and Math was provided. Teachers had subs during the day to understand the data analysis protocol of the data from Essential Standards Assessment so teachers can plan next steps for Tier 2 interventions and extension activities. Professional development was provided for teachers to analyze assessment data used to measure student progress. Procedures and protocols were established that equip teachers with the knowledge needed to use assessment data to drive decision-making about student learning.

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

Teachers were able to create documents and utilize data analysis protocols that can be implemented for many years.

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.

The expenditures will be adjusted to provide additional substitute teachers for PLC support and less in the instructional materials.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connections to and Engagement at School Ensure Student Success

LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]

Priority 3: Parent Involvement

Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism

Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

Goal 2

By (external TFI Date) we will score a 2 out of 2 on Tier 2 TFI Feature 2.4 by effectively implementing a Request for Assistance (RFA) process.

Student Engagement: Increase in K-12 Insight Survey where students report feeling safe and connected to the campus. Tier 2 Team will identify at least 2 opportunities to present RFA process to each stakeholder group (families, students, teachers) at least 2 times during the school year.

Tier 2 Team will assess the effectiveness of the RFA process in monthly meetings and make an ongoing action plan should modifications be needed.

By May 1, 2023, Second Step curriculum will be delivered in all classrooms in its entirety (100%).

In the 2022-2023 school year, Country Springs received gold status for PBIS. For the 2023-2024 school year, Country Springs will continue with Tier 2 (small group MTSS-B services) and aim for gold recognition with additional small group instruction.

A maximum number of 130 students will be on the chronically absent list; there will be a maximum of 8 students in the Hispanic and SWD subgroups in order to exit the ATSI status.

Identified Need

There are limited resources available to Parents and Students to request assistance on the Country Springs school website.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-12 Insight Online Parent, Student, and Staff Survey Results	Participation in the 2022-2023 K-12 Insight Survey included 173 parents, 35 campus based staff, and 71 sixth graders. Areas of growth for school connectedness and engagement: Parents:	Increase participation rate for Parents, Staff, and Students. Increase areas listed for school connectedness and engagement.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> The school offers students a variety of activities and courses (17%) The referral process for students needing social, emotional, and behavioral support is communicated effectively (12%) <p>Students:</p> <ul style="list-style-type: none"> The school offers students a variety of activities and courses (17%) There is a teacher, counselor, or other staff member to whom a student can go to for help with a personal problem (14%) <p>Staff:</p> <ul style="list-style-type: none"> This school encourages families to volunteer (11%) This school offers students a variety of activities and courses (11%) 	
Final End of Year Attendance Report	Attendance for regular ed students is 96.2% and 88.9% for SWD; total school average is 92.55% in month 9 in the 2022-23 school year.	Increase student attendance rate by 2%.
Suspension rate	Suspension rate has increased in the 2022-2023 school year.	Decrease suspension rate by 2%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified
Principal will send out weekly email informing parents of school activities and giving information on how to be involved.

0

None Specified
None Specified
Have parent information sessions that will address student attendance for this year which include CDC guidelines, short term independent study, and Alternative Education Center. Utilize the Family Engagement Center coordinator to assist and help with materials. Also provide information sessions to address social-emotional support.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement programs that promote positive school climate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1400

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
Safe School Ambassador training for teachers to provide a program for students to feel safe on campus. Evidence to monitor this goal will be attendance rate, ODR rate, administrative and teacher observation.

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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Fully implemented:

Strategy 1: Weekly Newsletters and school sponsored events were articulated to parents weekly.

Strategy 2: Selected students/staff participated in Safe School Ambassador training. Students were trained with support of staff.

Both strategies were effective.

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

Fully implemented:

Strategy 1: There has been more parent involvement on campus in the classroom, through volunteerism, and with our PFA with the lifting of

COVID- Restrictions. Parents had a variety of activities to engage in and were informed of school activities.

Strategy 2: Eligible students were able to participate in Safe School Ambassador which made an impact on school climate. Students were guided to make all students feel welcome and a part of the school community through a variety of activities during recess and lunch periods. All students participated in school performances, Student Council activities, and MMA. In addition, Monday Morning Assemblies were held weekly to encourage students and keep them informed of school expectations and upcoming school activities. MTSSB Counselor did group activities during lunch time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategy 1: We will continue to inform and invite parents on campus to participate in school activities on a more expanded and regular basis. Parents will be informed, notified, instructed, and encouraged to use the "One stop shop" link provided by the district and the school.

Straegy 2: Country Springs Staff will provide a more welcoming environment to new and Mandarin speaking families. Activities will be available to engage parents/families and promote a positive school environment. Country Springs will continue Safe School Ambassador program, but expand the program to include parent input.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Preparation for College and Career Beyond Graduation

LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]

Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC

Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY).

Goal 3

On the 2023 CAASPP, the percentage of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 84% to 89% and in Math will increase from 79% to 84%.

SMART Goal Checkpoint 1: Essential Standards Assessment #1- All Grades 8/15/22 - 8/26/22
ELA =84%Math = 79%

SMART Goal Checkpoint 2: Essential Standards Assessment #2- Grades 3-6: 11/4/22 -11/18/22
ELA =85% Math =80%

Grades K-2: 1/4/23-1/18/23 ELA =85%Math =80%

SMART Goal Checkpoint 3: Essential Standards Assessment #3- Grades 3-6: 2/17/23 - 3/3/23
ELA =87%Math =82%

Grades K-2: 4/10/23 - 4/21/23 ELA =87% Math =82%

English Learners: By the end of the year, as a result of high quality, daily Designated ELD and Integrated ELD instruction, each English learner students will increase their English language proficiency by 1 level in preparation for reclassification and successful completion of the CAASPP. LTELs - By the end of the year, a reclassification plan for each Long Term English Learner will be written in order to support the student's progress towards meeting the district reclassification criteria and successful completion of the CAASPP (CVUSD LTEL Form)

Identified Need

For the 2021-2022 CAASPP, 84% of students met or exceeded standards in ELA. For the 2021-2022 CAASPP, 79.2% of students met or exceeded standards in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (ELA) and Essential Standards Assessment (ESA) in ELA	On the ELA portion of the 2019 CAASPP, 16% (55 students) of	100% of identified At-Risk students will demonstrate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students in grades 3-6 scored Standard Nearly Met/Not Met.	growth as measured by SBAC and/or aReading data.
SBAC (Math) and Essential Standards Assessment (ESA) in Math	On the Math portion of the 2019 CAASPP, 25% (87 students) in grades 3-6 were at Standard Nearly Met/Not Met.	100% of identified At-Risk students will demonstrate growth as measured by SBAC and/or aMath data.
Number of EL students reclassifying	37% of students reclassified in the 2021 school year	Increase the percentage of students reclassifying
Number of GATE students participating in enrichment opportunities	68% of students participated in the afterschool enrichment science program in the 2021 school year.	Increase the percentage of students participating in enrichment opportunity

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement a master schedule where students have access to 40 minutes of tiered interventions for identified students and offer before or after school intervention for qualifying students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified None Specified All classroom teachers will provide Tier 2 differentiated instruction to all students. Teacher assessments, common formative assessments, and Essential Standards Assessment will be used to monitor progress and drive future decisions regarding the level of support these students receive.
3000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers will provide before or after school intervention, cost to provide additional hours outside the contract day.

0	None Specified None Specified Meet with leadership team to review master schedule and look at intervention data of students.
0	None Specified None Specified General education teacher and administration will hold STEP meetings with parents to address academic concerns. STEP meetings will be designed to address specific concerns from parents and teachers. STEP Team will create goals that address student academic needs. All goals will be aligned with activities inside and outside the classroom.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

GATE Identified Students

Strategy/Activity

Enrichment - GATE

GATE screening assessment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6720	GATE 5800: Professional/Consulting Services And Operating Expenditures Purchase materials and resources needed to provide enrichment activities for GATE students.
0	GATE None Specified Parent information nights to provide information on how to enrich learning of GATE learners at home.
0	GATE None Specified All Second and Third Grade students will be screened for GATE using the NNAT3 assessment. Screening for students in grades 4-6 will be provided as the need arises, but will not be screened in two consecutive years.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100	ESSER III None Specified Parent information night/training

Strategy/Activity 5

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

Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The Tier 2 strategies in the classroom, using 1st best instruction was effective for all learners and was fully implmented school wide. In addition, at-risk ELA students particiated in Intervention classes for 40 minutes 4 times per week and it was fully implmented for the 2022-2023 school year. Before/after school intervention was offered to all students in need and was fully implemented.

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

All students that participated in an intervention showed growth in both ELA and Math.

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.

An expansion of before/after school interventions will be offered to students in need.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$23,527.00

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
ESSER III	\$100.00
GATE	\$6,720.00
General Fund	\$1,400.00
LCFF - Supplemental	\$3,000.00
Lottery: Instructional Materials	\$1,107.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$12,327.00

Total of federal, state, and/or local funds for this school: \$23,527.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title II Part A: Improving Teacher Quality	11,200.00	0.00
GATE	6,720.00	0.00
Lottery: Instructional Materials	1,107.00	0.00
General Fund	50,600.00	49,200.00
LCFF - Supplemental	3,000.00	0.00
ESSER III	16,463.80	16,363.80

Expenditures by Funding Source

Funding Source	Amount
ESSER III	100.00
GATE	6,720.00
General Fund	1,400.00
LCFF - Supplemental	3,000.00
Lottery: Instructional Materials	1,107.00
None Specified	0.00
Title II Part A: Improving Teacher Quality	11,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,400.00
4000-4999: Books And Supplies	1,307.00
5800: Professional/Consulting Services And Operating Expenditures	6,720.00
None Specified	100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	ESSER III	100.00
5800: Professional/Consulting Services And Operating Expenditures	GATE	6,720.00
None Specified	GATE	0.00
1000-1999: Certificated Personnel Salaries	General Fund	1,400.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	1,107.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	11,000.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,200.00
Goal 2	2,507.00
Goal 3	9,820.00

School Site Council Membership

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

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

Name of Members	Role
Monica Hyland	Principal
Trudy Trueman	Classroom Teacher
Laurie Shuler	Classroom Teacher
Kristi Keuning	Classroom Teacher
Denise Koerber	Other School Staff
Jennifer Holtkraft	Parent or Community Member
Nicole Tabatabai	Parent or Community Member
Nell Horowitz	Parent or Community Member
Lisa Viray	Parent or Community Member
Stephanie Morales	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/28/23.

Attested:



Principal, Monica Hyland on 4/28/23



SSC Chairperson, Nicole Tabatabai on 4/28/23

Chino Valley Unified School District

Country Springs Elementary School **Parent and Family Engagement Policy** 2023-2024

School Policy Engagement:

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

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

Shared Responsibilities for High Student Academic Achievement:

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

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

1. **Parenting.** We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level, and all staff members will work effectively with our diverse families. *Country Springs* will host parent workshops to share information that is relevant to the community.
2. **Communication.** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods. At a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. *Country Springs* will utilize the school webpage to keep parents up to date with information. Parents are able to attend group meetings (PFA, ELAC, GATE) to stay informed with updates and administration will send weekly announcements.
3. **Volunteering.** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. *Country Springs* will have the opportunity to volunteer.
4. **Learning at Home.** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. Families can also read ask what their child learned in Second Step, Math, and ELA throughout the week and have conversations together. If additional support is needed, families have access to computer programs in Math and ELA for their child.
5. **Decision-making.** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents and family members in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. *Country Springs* will provide parent information nights and committee groups where parents can give input.
6. **Collaborating with Community.** We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. *Country Springs* will hold events on site where businesses, agencies, and service organizations can be involved with our students.

Building Capacity for Parent Engagement

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

- assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children
- provide materials and training to help parents work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

Accessibility

Our school, *Country Springs* and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and

school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

Revised by the Partnership for Learning Action Team

Lani Davies, Assistant Principal

John Wu, DELAC Representative

Lisa Viray, PFA President

Jennifer Hall, RSP Teacher

Home-School Partnerships for Student Achievement 2022-2023: Grade 3



**Chino Valley
Unified School District**



Country Springs Elementary School
14145 Village Center Drive, Chino Hills, CA 91709
(909) 590-8212

What is Home-School Partnerships?

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

Effective compacts:

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

District Parent Resources

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

WORKSHOPS PROVIDED:

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

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

909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

Community & Student Learning

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

- School to Home
 - Community Newsletters
 - Parent Square
 - School website
 - School marquee
 - Social Media
- Home to School
 - Agendas/Friday Folders
 - Parent-teacher meetings
 - Emails and communication applications
 - Participate in "activities to build engagement"

www.chino.k12.ca.us/countrysprings

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

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

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

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

School Goals – School Plan for Student Achievement (SPSA)

Goal 1: On the 2023 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 84% to 89% and in Math will increase from 75% to 80%.

Goal 2: By May 1, 2023, Second Step curriculum will be delivered in all classrooms in its entirety (100%).

Goal 3: By the end of the school year, all students identified as at-risk in reading will be enrolled in at least 2 full cycles of intervention that address specific reading skills needed to successfully complete all grade-level reading assessments.

Teacher, Parents, & Students Shared Responsibility for Learning

In the Classroom

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

GOAL 1:

- Clearly stated learning intentions on essential standards in ELA and Math
- PLC will be centered on essential standards
- Collaboration on instructional strategies

GOAL 2:

- Second Step curriculum is taught for 30 minutes weekly

GOAL 3:

- Staff will analyze student assessment data multiple times throughout the school year.
- Staff will make tier 3 reading intervention recommendations for students who need additional reading support
- Staff will refer students to the Student Teacher Excellence Program (STEP) if they have academic and/or behavioral concerns.

At Home

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

GOAL 1:

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

GOAL 2:

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

GOAL 3:

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

Family Participation

Activities to Build ENGAGEMENT

Student Learning

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

Social-Emotional Development and Growth

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



Home-School Partnerships for Student Achievement 2022-2023: Grade 2



**Chino Valley
Unified School District**



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14145 Village Center Drive, Chino Hills, CA 91709
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What is Home-School Partnerships?

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Effective compacts:

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

District Parent Resources

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

WORKSHOPS PROVIDED:

DISTANCE LEARNING TOOLS
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FAMILY LITERACY
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THE ART OF PARENTING
TRANSITIONS

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- Home to School
 - Agendas/Friday Folders
 - Parent-teacher meetings
 - Emails and communication applications
 - Participate in "activities to build engagement"

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Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

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

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

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GOAL 3:

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Family Participation

Activities to Build ENGAGEMENT

Student Learning

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Parent Conferences
Open House
Parent Workshops
Assemblies
Family Fun Nights

Social-Emotional Development and Growth

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



Home-School Partnerships for Student Achievement 2022-2023: Grade 1



**Chino Valley
Unified School District**



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District Parent Resources

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

WORKSHOPS PROVIDED:

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Our Goals for Student Achievement

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Family Participation

Activities to Build ENGAGEMENT

Student Learning

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

Social-Emotional Development and Growth

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



Home-School Partnerships for Student Achievement 2022-2023: Autism Program



**Chino Valley
Unified School District**



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District Parent Resources

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

WORKSHOPS PROVIDED:

DISTANCE LEARNING TOOLS
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Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

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Teacher, Parents, & Students Shared Responsibility for Learning

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- Ensure your child reads or is read to daily.

Family Participation

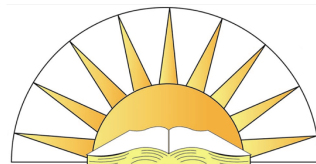
Activities to Build ENGAGEMENT

Student Learning

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

Social-Emotional Development and Growth

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



Home-School Partnerships for Student Achievement 2022-2023: Grade 4



**Chino Valley
Unified School District**



Country Springs Elementary School
14145 Village Center Drive, Chino Hills, CA 91709
(909) 590-8212

What is Home-School Partnerships?

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

Effective compacts:

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- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

District Parent Resources

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

WORKSHOPS PROVIDED:

DISTANCE LEARNING TOOLS
PARENT SUPPORT GROUP & STRESS
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Community & Student Learning

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www.chino.k12.ca.us/countrysprings

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

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

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

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

School Goals – School Plan for Student Achievement (SPSA)

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Teacher, Parents, & Students Shared Responsibility for Learning

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At Home

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Family Participation

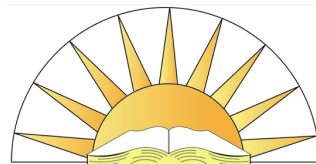
Activities to Build ENGAGEMENT

Student Learning

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

Social-Emotional Development and Growth

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



Home-School Partnerships for Student Achievement 2022-2023: Grade 5



**Chino Valley
Unified School District**



Country Springs Elementary School
14145 Village Center Drive, Chino Hills, CA 91709
(909) 590-8212

What is Home-School Partnerships?

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

Effective compacts:

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

District Parent Resources

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

WORKSHOPS PROVIDED:

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

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

909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

Community & Student Learning

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

- School to Home
 - Community Newsletters
 - Parent Square
 - School website
 - School marquee
 - Social Media
- Home to School
 - Agendas/Friday Folders
 - Parent-teacher meetings
 - Emails and communication applications
 - Participate in "activities to build engagement"

www.chino.k12.ca.us/countrysprings

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

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Home-School Partnerships for Student Achievement 2022-2023: Grade 6



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Home-School Partnerships for Student Achievement 2022-2023: Kindergarten



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