

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Weathersfield Elementary School	56 73759 6056022	September 13, 2021	

## Purpose and Description

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

N/A

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

EC Section 64001 requires the development of the SPSA to include the following:  
? A comprehensive needs assessment (pursuant to ESSA)  
? Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals  
? May include local data  
? An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

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

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

Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

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

In 2020 school year, Weathersfield Elementary earned the 2020 National Blue Ribbon Schools Award! Weathersfield is a Blue Ribbon and California Distinguished School located in the north end of Thousand Oaks, in the Conejo Valley. We are very excited about our state test score gains, previous to the onset of the pandemic. These gains have earned us high marks with GreatSchools.com. The school currently serves NEED NUMBER students from transitional kindergarten through fifth grade. Weathersfield Elementary School is staffed with a dedicated group of professionals who are committed to providing a rich learning experience for our students. We expect students to maintain high standards of citizenship and scholarship. Our teachers are a cohesive group who share ideas, seek advice and attend professional development to continuously enhance their teaching strategies. Weathersfield is a school with a warm and welcoming environment, and has a school community that cares deeply for the academic and social emotional growth of our children. .

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

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

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

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

At Weathersfield, our Character Education program emphasizes the importance of making positive choices and decisions through our Mindfulness programs, which ultimately leads our children to being good citizens and respectful, responsible classmates. We offer a variety of rewards programs, including; "Caught Being Good" slips, Golden Tickets for exemplary actions and behavior, classroom motivational incentives, Principal Awards, Student-of-the-Month assemblies; including Star Students and Teacher Choice Awards. In addition, we have an active Student Council which sponsors many creative activities and engaging events. Students in grades three through five can join our Community Outreach program which provides the children with opportunities to work and connect with a variety of community service projects, both within the Conejo Valley and beyond. In addition, our students are provided with a stellar music program, creative Arts program and physical education twice weekly. We have a number of extra curricular offerings such as our highly acclaimed chorus(TK-5), and band and strings programs. After school, we offer a number of sports, art, coding and dance activities. School events, activities and updates are regularly communicated through the use of our weekly newsletter (Eagle Flyer), Wednesday Wings, teachers Classlink pages, All Call phone messages/emails, Twitter (@GoWeathersfield). PTA text messages-REMIND, school and PTA websites, PTA Facebook and PTA Instagram.

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

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Due to COVID 19 and school closures beginning March 13, 2020, we were unable to conduct an LCAP survey for the 19-20 or 20-21 school year. Teachers educated students online from mid-March 2020 to June 2020 and again from August 2020 to November 2020. Beginning November 9th, 2020, students in our Blended model returned to school in shortened day cohorts while others in the distanced learning model remained online. Additionally, we had several Weathersfield students attend the SHINE homeschool program.

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CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2020-21 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey. All students began the 2020-21 school year through "remote" virtual learning. A majority of students eventually returned to on-campus learning through morning and afternoon cohorts, while many others remained "remote" for the entire duration of the school year.

88% of parents saying their children enjoy coming to school

92% of parents report that the school creates a positive environment for learning

87% of parents report indicating that they are informed of their students' academic progress.

88% of parents report feeling comfortable on campus and participating in school events

87% of parents report that students' differences were treated with respect.

96% of students feel their teachers care about them

96% of elementary students said they knew who to go to at school if they have a problem;

64% of middle school students and 67% of high school students feel comfortable going to a counselor

89% of middle school students and 84% of high school students report that a counselor is available when needed.

94% of certificated staff know what to look for in students experiencing depression.

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

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

81% of certificated staff feel students are engaged and motivated

98% of certificated staff feel capable of incorporating new material about people from different backgrounds into their curriculum.

## Classroom Observations

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

All teachers receive at least one formal observation by the site administrator. Probationary and Temporary teachers receive at least two formal observations. Site administrators regularly conduct

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

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

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

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

## **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)

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

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

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

3rd 67.3%  
 4th 90.7%  
 5th 83.8

20-21 Tri 3 Math Benchmark Assessments- % on grade level or above- Blended Model

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

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

3rd 88%  
 4th 82%  
 5th 91.9%

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2020-2021 Scholastic Reading Inventory- Testing Comprehension

Below Basic	Basic	Proficient	Advanced	
2nd	22%	13%	39%	26%
3rd	11%	24%	32%	32%
4th	16%	18%	33%	33%
5th	4%	15%	46%	35%

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CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments, unit tests, theme tests, and teacher-created unit and

formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments.

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

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

Our district has moved to a new data management system, Mastery A Connect, which provides data for analysis of student progress. Grade level meetings are used to analyze data for differentiated instruction, UDL and intervention. \* Teachers will received ongoing training on Mastery A Connect to ensure understanding.

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CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2021-22 school year, principals will track data using Mastery Connect, Canvas, ESGI, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Special Education, Homeless, and Foster.

For the 2020-21 school year, CVUSD has expanded their use of ESGI, an assessment platform that was previously used primarily in TK. CVUSD expanded use to include grades K-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to account for time restraints, remote delivery, and alignment with the essential standards. These measures will be available in multiple formats, including Seesaw, PDF, and Canvas.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

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

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

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

CVUSD Elementary Teachers were provided with paid days in June and August 2021 for planning and implementation of the newly adopted ELA/ELD Program Wonders and the accompanying Wonder Works for Specialized Academic Instruction. Elementary Teachers also attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, new assessments and record keeping, and updated standards-aligned report cards. Teachers in TK-2 were also able to be trained on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 9-13, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, Kami, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 16th, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into the UDL principle of providing multiple means of engagement and how it aligns with practices in DEI. In addition, teachers had an opportunity to view virtual lessons developed by CVUSD teachers that highlighted an engagement checkpoint. Teachers worked collaboratively in grade level or department teams to develop a UDL Action Plan, focused on identifying an academic and social-emotional strategy aligned to a UDL checkpoint to be implemented by the team between August 18th and November 1st.

This year, on-going professional learning will be provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, and Alternative Programs. This training will come in the form of weekly communications to all teachers,

“virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

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

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

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

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

Provide required professional learning for all secondary teachers in August 2021 on LGBTQ+ students through a consistent module of training provided by school site colleagues

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

Additionally, English Learner and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students. These sessions include access to activities, resources and strategies. These Facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

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

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

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

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

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

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

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

## Teaching and Learning

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

Our grade level district curriculum and assessment committees developed pacing guides using essential standards for ELA ( our newly adopted Wonders curriculum), Math (Science and Social Studies 3-5). Benchmark Assessments have been updated based upon the essential standards being taught through the newly developed pacing guides for this school year.

Teachers will continue to use Canvas/ClassLinks and SeeSaw as a supplement to their instructional. Students and families will access classroom information on Canvas and students will continue to have the opportunity to access their computer software programs both at home and on Zoom through the Canvas/SeeSaw Learning Management Systems.

All Weathersfield teachers are using state approved/district aligned instructional materials in the areas of ELA, ELD, Math, Social Studies and Science.

In addition, we continue to enhance our instructional practices through the UDL lesson design model together with Differentiated Instruction to help ALL students (including SWD, EL, and SED) meet and exceed grade level standards.

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

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

For the 2021-22 school year, the CVUSD has built a teaching and learning model that facilitates parent choice for their student's educational needs. All public schools in the state of California will now conduct full time/5 days per week of in-person learning. SB98, the Bill that allowed distance learning in place of in-person learning, ended on June 30th 2021. However, per AB130 (Independent Study) the state is allowing for distance learning through the Independent Study format for this school year only. Additionally, we still have our Homeschool Program in place (SHINE).

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

Grade Span Required Daily

TK-K 180 minutes

Grades 1-3 230 minutes

Grades 4-5 240 minutes

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

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

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

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

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

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

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

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

ELD Intervention:

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

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

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

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

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

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

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

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

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

## **Opportunity and Equal Educational Access**

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

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

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

## Evidence-based educational practices to raise student achievement

For the 2021-22 school year, Weathersfield has been allotted additional teachers to ensure the lack of combination classes. Single grade classes/smaller class size provides teachers the ability to work more frequently with targeted learning levels of students to ensure mastery of content standards. Ongoing assessments and data analysis are a critical component in raising student achievement . This allows teachers to evaluate and determine student skill levels to inform instruction with an emphasis on addressing learning loss. Small groups create the opportunity for teachers to closely assess students' skills and quickly adjust their instructional strategies and materials. Additionally, the small groups allow intensive engagement with our English Learners, students with special education needs, and opportunities for one-on-one attention to individual students that may need in-class intervention.

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The following research-based educational practices are utilized: Universal Design for Learning, SDAIE strategies, Systematic ELD, GLAD (Guide Language Acquisition Design) strategies, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, academic language instruction, productive partnering, and cooperative learning.

## Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. Parent English as a Second Language classes are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs.

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

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

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

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

## Funding

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

Categorical Funds in CVUSD:

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

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

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

See goals and budget pages as part of SPSA.

## Fiscal support (EPC)

The site does not receive federal funding in the form of EIA, EE, and Title 1. All other funds comes from LCFF. See goals and budget pages as part of SPSA. The site receives federal funding in the form of EIA, EE, and X if Title 1. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

Principal and Staff were able to meet during Staff Meetings

May 19, 2021- Site Council Meeting- SPSA Planning Meeting. \* ELA, math, intervention, SEL and communication goals were evaluated and designed. Stakeholders in attendance included our DAC, DELAC, SEDAC and GATEDAC Representatives.

June 4, 2021-Site Council Meeting- Discussion about data to inform goals for this school year

August 24, 2021- Site Council Meeting- Review and discussion about site needs, goals and programs.

September 13, 2021 Site Council Meeting- Review and discussion to finalize SPSA for signature

October 27, 2021- Site Council Meeting- Evaluate the academic and social emotional supports for our students

November 17, 2021- Site Council Meeting- SPSA check-in to go over goal effectiveness

December- No Meeting

January 26, 2022- SSC Meeting- Check-in on the effectiveness of our intervention programs based on data

February 16, 2022- SSC Meeting- Check-in on SEL support effectiveness

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

April 13, 2022- SSC Meeting- Begin working on Goal Development for the 2022-2023 SPSA

May 18th, 2022- SSC Meeting- Continue development of the 2022-2023 SPSA.

## Resource Inequities

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

Not Applicable. - can delete this page-

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	0.3%		0	1
African American	0.64%	1.18%	1.3%	2	4	4
Asian	4.79%	3.83%	3.8%	15	13	12
Filipino	1.28%	1.18%	1.3%	4	4	4
Hispanic/Latino	36.42%	38.05%	38.4%	114	129	121
Pacific Islander	%	0.29%	0.6%		1	2
White	51.12%	50.74%	48.6%	160	172	153
Two or More Responses	5.75%	4.72%	5.7%	18	16	18
Not Reported	%	0%	%		0	
<b>Total Enrollment</b>				313	339	315

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	78	93	70
Grade 1	47	54	51
Grade 2	62	47	43
Grade3	39	65	48
Grade 4	38	38	65
Grade 5	49	42	38
<b>Total Enrollment</b>	313	339	315

### Conclusions based on this data:

1. Our district's SHINE program was a district option for our families who chose not to send their students to our hybrid program. These numbers are not counted in our enrollment numbers above. Additionally, other families chose to have their children attend full-day, in person learning and therefore took their children to private school in '20-21. others chose other options for the '20-21 school year. Our decline in Enrollment of 24 students in '20-21 can be attributed to parent concerns for the health of their students attending school in person.
2. Now, as we begin the '21-22 school year we're seeing a dramatic rise in enrollment with the return to in-person learning. I believe our being selected as a 2020 National Blue Ribbon School continues to draw families to our school.

3. Previous to Covid 19 school closures our several years of improved CAASPP test scores had made a positive impact on our enrollment. We've seen a decline in families "choicing" out of our school and an increase in "choice" applications to attend. At this point we're seeing more "choice" students than ever enroll at Weathersfield.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

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

### Conclusions based on this data:

1. Our English Learner student enrollment continues to hold steady, as it has over the past three years.
2. We continue to re-classify English Learner students each year. This can be attributed to solid first instruction by our teachers, our strong intervention program and the work of our EL Facilitator and EL Outreach Coordinator. In '20-21 there were only two students re-classified due to the challenges brought about by COVID-19 and hybrid learning.
3. Consistent monitoring of each students' progress provides us with the data to target specific skills that our English Learner students need.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	42			39			39			92.9		
Grade 4	38			37			37			97.4		
Grade 5	48			46			46			95.8		
All	128			122			122			95.3		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2479.			46.15			30.77			15.38			7.69		
Grade 4	2530.			51.35			27.03			10.81			10.81		
Grade 5	2564.			43.48			36.96			10.87			8.70		
All Grades	N/A	N/A	N/A	46.72			31.97			12.30			9.02		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	46.15			48.72			5.13			
Grade 4	43.24			51.35			5.41			
Grade 5	43.48			47.83			8.70			
All Grades	44.26			49.18			6.56			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	41.03			53.85			5.13		
Grade 4	45.95			45.95			8.11		
Grade 5	45.65			43.48			10.87		
All Grades	44.26			47.54			8.20		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	35.90			56.41			7.69		
Grade 4	45.95			48.65			5.41		
Grade 5	30.43			58.70			10.87		
All Grades	36.89			54.92			8.20		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	28.21			58.97			12.82		
Grade 4	45.95			43.24			10.81		
Grade 5	54.35			32.61			13.04		
All Grades	43.44			44.26			12.30		

**Conclusions based on this data:**

- \*\*\*Due to Covid 19 and school closures, the state did not administer the CAASPP exams for the 19-20 and 20-21 school years. All information below is my previous analysis of data.

18-19 school year: Grade Level Analysis- Mean Scale Score (MSS): We had a rise 17-18 and another rise across grades 3-5 in '18-19. Grades 3-5 had impressive gains :4th grade had 78% met or exceeded standards, while 5th had 79% met or exceeded standards and 3rd had 76% met or exceeded standards. All three grade levels have 10% or less students in the "standard not met" category.
- 18-19 school year: Cohort Analysis - Positive trends across the board: MSS - 51 point gain for students moving from 3rd to 4th; 69 point gain from 4th to 5th. HIGHLIGHTS: In terms of % Standard Exceeded: a 10% gain from 4th to 5th and a 6% gain from 3rd to 4th. \*Standard Met - 5% gain from 3rd to 4th and a 3% gain from 4th to 5th. \*Not Met - a 7% decrease from 4th to 5th and a 5 % decrease from 3rd to 4th. The one focus area in this category would be we had the same percentage 5% of students not meeting the standard in 3rd grade and an additional increase of 5% in 4th grade for a total of 10%. We're going to focus on these individual students still scoring at Below Standard through our specific, targeted interventions that begin in October and continue into May.
- Specific domains: HIGHLIGHTS - WRITING - Overall the 45.95 (4th) and 45.65 (5th) scores are the highest writing scores for Weathersfield 4th and 5th graders since the SBAC assessment program began. An area to work on will be Writing with our current 5th graders; their writing scores went down 6% from 3rd to 4th grade. READING - All grade levels experienced an increase in the Above Standard category (Grade 3 - 1%; Grade 4- 10%; and Grade 5 - 16%). LISTENING - All grades saw increases in Listening: 3rd (13%); 4th (30%) and 5th (5%). RESEARCH/INQUIRY - Gains of 8% from 3rd to 4th and 28% from 4th to 5th in Above Standard.

# 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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	42			39			39			92.9		
Grade 4	38			37			37			97.4		
Grade 5	48			46			46			95.8		
All	128			122			122			95.3		

\* 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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2468.			28.21			41.03			23.08			7.69		
Grade 4	2538.			48.65		69.2	32.43		13.8	16.22		10.8	2.70		6.2
Grade 5	2537.			26.09			30.43			26.09			17.39		
All Grades	N/A	N/A	N/A	33.61			34.43			22.13			9.84		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	46.15			38.46			15.38			
Grade 4	67.57			27.03			5.41			
Grade 5	34.78			43.48			21.74			
All Grades	48.36			36.89			14.75			

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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	58.97			35.90			5.13		
Grade 4	37.84			56.76			5.41		
Grade 5	30.43			54.35			15.22		
All Grades	41.80			49.18			9.02		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	35.90			58.97			5.13		
Grade 4	54.05			37.84			8.11		
Grade 5	26.09			54.35			19.57		
All Grades	37.70			50.82			11.48		

**Conclusions based on this data:**

- \*\*\*Due to Covid 19 and school closures, the state did not administer the CAASPP exams for the 19-20 school year. All information below is my previous analysis of data.

18-19 school year - Grade Level Analysis - Mean Scale Score (MSS): Very positive trends in all grades (3rd to 4th) and 4th to 5th = +34) as compared to the '17-18 results. These gains are reflected in % of Standard Exceeded: 3rd to 4th - 20% and 4th to 5th - 6%. **HIGHLIGHT** - An area of focus will be in 5th grade Mathematics where we still had 22% of our students scoring in the NOT MET category. This is also the average over the last 3 years for this grade level.
- In terms of specific areas of Mathematics: **HIGHLIGHTS**: Overall a 7% increase in Standard Exceeded and a 10% decrease in Standard Not Met.

Cohorts: Above Standard - We showed an increase of 7% in the percentage of students scoring in this area and our 4th and 5th grade cohorts showed an increase in the percentage of students at the Above Standard mark. Also, a 9% increase from 3rd to 4th grade in Communicating Reasoning, a 7% increase in Concepts and Procedures from 3rd to 4th grade and a 4% increase in Problem Solving from 4th to 5th grade.

Domains: Overall, we experienced gains in each of the domains: Concepts and Procedures (5%), Problem Solving (6%) and Communicating Reasoning (6%). We also saw impressive decreases in the Below Standard areas: Concepts and Procedures (-12%), Problem Solving (-18%) and Communicating Reasoning (-4%).
- FOCUS**: Due to the language-rich nature of the Math exam, our students will continue to need support in the development of academic language and dissemination of word problems as it relates to Math, especially with our increased number of English Learner and Special Education students. Our staff is focusing more intentionally in the areas of Problem Solving, Communicating Reasoning and the conceptual understanding of the Math concepts being taught. We are focusing on working with our students on mathematical procedures/operations during intervention time.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1422.6	1444.0	1444.6	1459.7	1371.3	1406.5	18	13
Grade 1	1446.8	1471.1	1463.5	1485.7	1429.5	1455.7	12	11
Grade 2	*	1494.4	*	1499.4	*	1489.1	*	13
Grade 3	*	*	*	*	*	*	*	6
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	5
All Grades							53	50

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.08	*	61.54	*	7.69	*	7.69	18	13
1	*	27.27	*	9.09	*	63.64	*	0.00	12	11
2	*	23.08	*	69.23		0.00		7.69	*	13
3		*	*	*	*	*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	20.75	26.00	50.94	50.00	22.64	18.00	*	6.00	53	50

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	38.46	*	38.46	*	15.38		7.69	18	13
1	*	27.27	*	63.64	*	0.00	*	9.09	12	11
2	*	61.54	*	30.77		0.00		7.69	*	13
3		*	*	*	*	*		*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	47.17	46.00	33.96	42.00	*	4.00	*	8.00	53	50

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.38		23.08	*	53.85	*	7.69	18	13
1	*	9.09	*	9.09	*	63.64	*	18.18	12	11
2	*	7.69	*	69.23		7.69		15.38	*	13
3		*		*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
5		*	*	*	*	*	*	*	*	*
All Grades	*	8.00	30.19	42.00	33.96	38.00	24.53	12.00	53	50

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	72.22	23.08	*	69.23	*	7.69	18	13	
1	*	81.82	*	9.09	*	9.09	12	11	
2	*	46.15	*	46.15		7.69	*	13	
4	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	
All	60.38	38.00	32.08	54.00	*	8.00	53	50	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	46.15	61.11	46.15	*	7.69	18	13
1	*	18.18	*	81.82	*	0.00	12	11
2	*	69.23	*	23.08		7.69	*	13
5	*	*	*	*	*	*	*	*
All Grades	41.51	58.00	50.94	36.00	*	6.00	53	50

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	77.78	92.31	*	7.69	18	13
1	*	18.18	*	45.45	*	36.36	12	11
2	*	0.00	*	84.62		15.38	*	13
All Grades	*	8.00	67.92	72.00	20.75	20.00	53	50

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	46.15	*	38.46	*	15.38	18	13
<b>1</b>	*	9.09	*	81.82	*	9.09	12	11
<b>2</b>	*	23.08	*	69.23		7.69	*	13
<b>All Grades</b>	24.53	28.00	49.06	62.00	26.42	10.00	53	50

**Conclusions based on this data:**

1. \*\*\*Due to Covid 19 and school closures, the ELPAC was not administered for the 19-20 school year. All information below is my previous analysis of data.  
  
Data is based on 2017-2018 results (18-19 Data will be released by the state in January 2020) Both our kindergarten and first grade students scored in the mid range of Upper Expanding overall. Both grade levels scored in Upper Bridging in Oral Language. Kindergarten scored in the Emerging level for written language while first grade scored in the Mid Expanding level. The written score for kindergarten could be attributed to their grade levels' lack of written experience and knowledge.
2. In the Overall Language results, the majority of our students scored at Level 3 Upper Expanding/Low Bridging with the balance of our students scoring in Level 2-and level 4 with almost an equal split.
3. Domains: In Written Language our students scored between Levels 1 and 3, with the majority of our students scoring in Levels 2 and 3; In Listening the overwhelming majority of our students scored in Well Developed; In Speaking there is a split between Somewhat/Moderately and Well Developed; In Reading most of our students scored in Somewhat/Moderately; In Writing the majority of our students scored in Somewhat/Moderately and there is an equal split for the remainder of our students between Well Developed and Beginning.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>339</b>	<b>26.3</b>	<b>16.2</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	55	16.2
<b>Socioeconomically Disadvantaged</b>	89	26.3
<b>Students with Disabilities</b>	30	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	4	1.2
<b>Asian</b>	13	3.8
<b>Filipino</b>	4	1.2
<b>Hispanic</b>	129	38.1
<b>Two or More Races</b>	16	4.7
<b>Pacific Islander</b>	1	0.3
<b>White</b>	172	50.7

### Conclusions based on this data:

1. \*\*\*Due to Covid 19 and school closures, the state did not provide updated information for the 19-20 and 20-21 school years. All information below is my previous analysis of data.

Our teachers have been trained in both UDL and differentiation strategies with have proved to serve our diverse student body through our Tier I and Tier II instruction and academic intervention programs. These programs are designed for all levels of learners including all students in special populations. Students with Disabilities, Socio-Economically Disadvantaged students and English Learners are closely monitored for academic growth. Data is used to drive instructional practices for all students in special populations.

2. Weathersfield provides a myriad of social-emotional supports and extra curricular activities in an effort to create connections to school for our students. In addition, through our DELAC, PTA, School Site Council and Student Award Assemblies there are a myriad of opportunities for parents to connect with school. In addition, through our EL Facilitator and Outreach Coordinator we work hard to connect with the parents of our English Learners.
3. Weathersfield utilizes a variety of school to home communication platforms: Teacher websites, PTA Facebook, Twitter, Eagle Flyer newsletter, etc to connect with our diverse school community.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

- No Data for the 20-21 school year.  
Analyzing 2019 Data:  
Our engaging, academically rigorous instructional program (including intervention) and social-emotional supports for students are correlated to the Blue marks in ELA and Mathematics. We are continuing to provide a strong academic program for all students in both Blended and Remote learning models. Students have been given math manipulatives for at home use to help with Remote learning and Reinforcement work for both Blended and Remote learning models.
- No Data for the 20-21 school year.  
Analyzing 2019 Data:  
Chronic absenteeism is an ongoing focus area for us this year. We are reaching out to families through personal phone calls, Zoom meetings, counselor intervention, and if needed- we ask PD to do a Wellness Check.
- No Data for the 20-21 school year.  
Analyzing 2019 Data:  
Our teachers continue to work on enhancing their UDL and differentiation strategies in an effort to work with all students. For our Remote model, students are placed in breakout rooms to work on skill building and projects at

their learning level. In the Blended model, students are provided with small group instruction, following distancing protocols- both in the classrooms and outside, for targeted instructions to meet the diverse learning needs of all students. UDL has been effective in providing students the ability to demonstrate their understanding of a lesson using a variety of options, for example: graphic representation, written work, verbal response etc.

# School and Student Performance Data

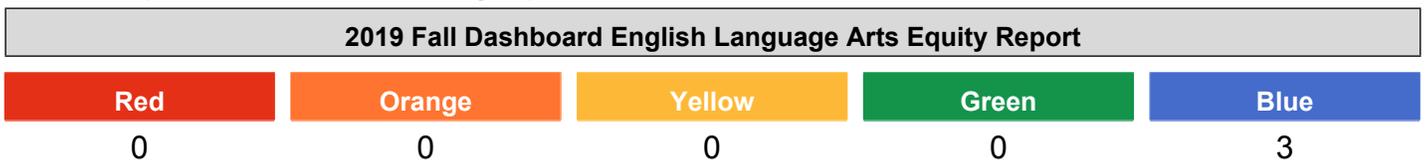
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>58.7 points above standard</p> <p>Increased Significantly ++30.9 points 115</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>32 points above standard</p> <p>Increased Significantly ++65.3 points 23</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>35.4 points above standard</p> <p>Increased Significantly ++42.1 points 34</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

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

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	69.9 points above standard Increased Significantly ++52 points 13	66 points above standard Increased Significantly ++23.2 points 91

**Conclusions based on this data:**

- Data is based on the 18-19 school year. Our work implementing UDL and differentiation strategies, and a focus on academic language and intensive academic interventions has led to impressive increases for our Hispanic, English Learners, Reclassified English Learners, Socioeconomically Disadvantaged and White students. We still have work to do, but are monitoring instructional practices for our students in special populations.
- Data is based on the 18-19 school year. We believe that our "Intervention for All" in-school program has been a driving factor in the significant achievement gains for all Weathersfield students. The targeted nature of this program provides students the assistance they need in the areas where they're struggling.
- Data is based on the 18-19 school year. The gains made by our Hispanic, English Learners, Reclassified English Learners, Socioeconomically Disadvantaged and White students contributed significantly to Weathersfield being named a 2020 National Blue Ribbon School.

# School and Student Performance Data

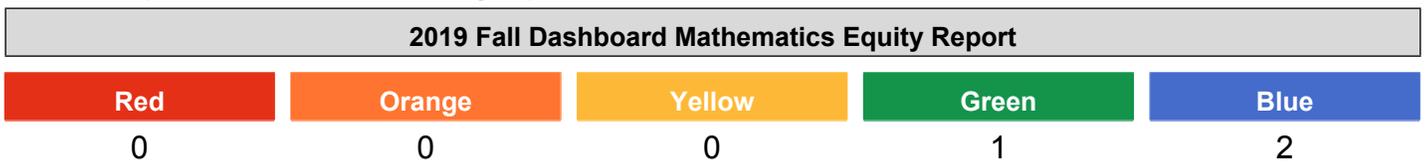
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>31.5 points above standard</p> <p>Increased ++13.4 points</p> <p>115</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>9 points above standard</p> <p>Increased Significantly ++45.6 points 23</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>3.7 points above standard</p> <p>Increased Significantly ++21.4 points 34</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>

## 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

## 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	35.5 points above standard Increased Significantly ++42 points 13	38.3 points above standard Increased ++7.8 points 91

### Conclusions based on this data:

1. **No Current Data**  
 Analysis based on 2019 Fall Data:  
 Our achievement increases for our Reclassified English Learners, Socioeconomically Disadvantaged, and Hispanic students are correlated to our targeted focus on UDL and differentiation strategies, academic language and intervention for all of our students.
2. **Analysis based on 2019 Fall Data:**  
 Our increased use of implementing academic language strategies and new engaging Mathematics software has improved our students' understanding of key mathematical vocabulary, computational skills, number sense and math concepts.
3. **Analysis based on 2019 Fall Data:**  
 We believe that our "Intervention for All" in-school program has been a driving factor in the 31.5 points above standard Math gains our students. The targeted nature of this program provides students the assistance they need in terms of Math Facts, Mathematical Concepts and computational skills.

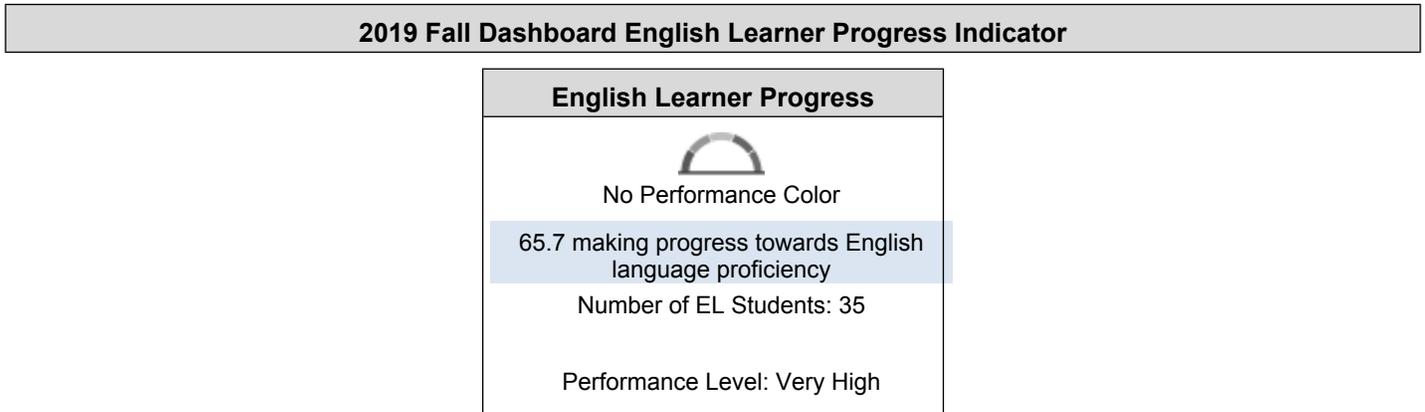


# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.1	17.1	8.5	57.1

### Conclusions based on this data:

1. No Current Data.  
Analysis based on 2019 Fall Data:  
65.7% of our English Learners are performing at the Very High level. This data shows that our academic intervention program and our focus on academic language strategies are being effective with this group of students.
2. Analysis based on 2019 Fall Data:  
Our challenge will be to work with our students in the Beginning Stage and Somewhat Developed categories through our academic intervention program and intentional ELD instruction both within the classroom and during our Carousel instructional program.
3. Analysis based on 2019 Fall Data:  
We also believe that our "Intervention for All" in-school program has been a driving factor in these significant achievement gains for our English Learners. The targeted nature of this intervention program provides students the assistance they need.

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1.

# School and Student Performance Data

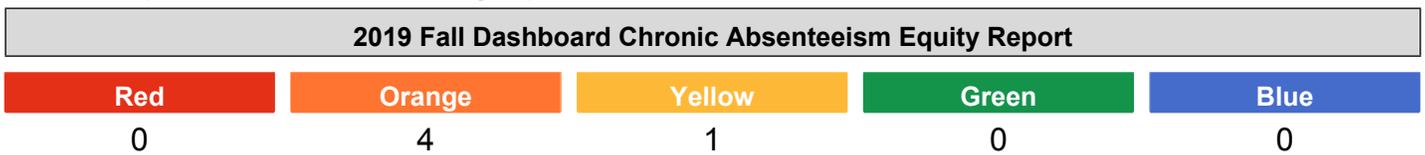
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

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

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

### Conclusions based on this data:

1. No Current Data.  
 Analysis based on 2019 Fall Data:  
 Chronic absenteeism is an ongoing focus area for us this year based on this data. To mitigate this issue, we're reaching out to families through personal phone calls, Zoom meetings, counselor intervention, and if needed- we ask PD to do a Wellness Check.
2. Analysis based on 2019 Fall Data:  
 Our EL Facilitator and Outreach Coordinator have worked with our English Learner families to emphasize the importance of consistent school attendance. This has also been discussed at our ELAC meetings.
3. Analysis based on 2019 Fall Data:  
 Our Attendance Liaison monitors students attendance and communicates with families regarding student absences, tardies, and truants.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

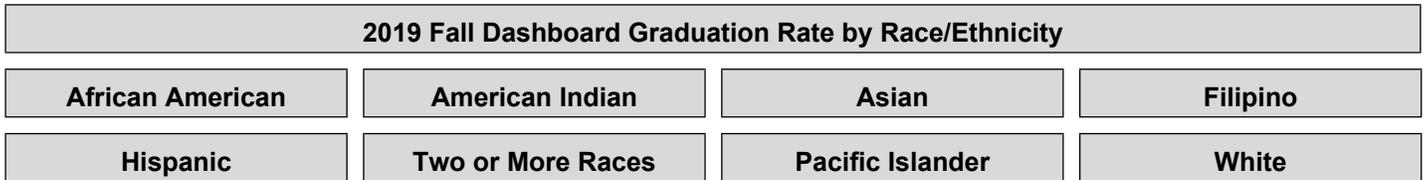
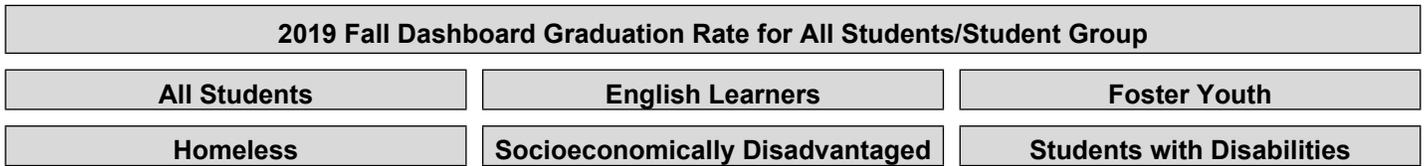
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

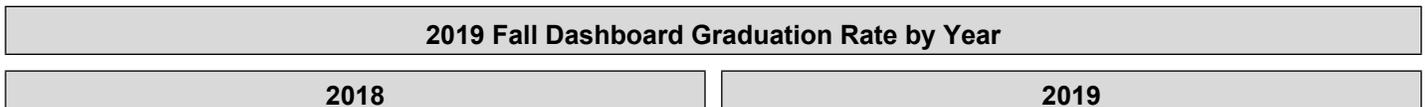
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

# School and Student Performance Data

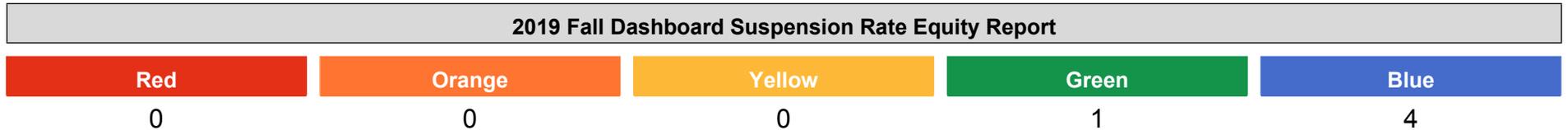
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

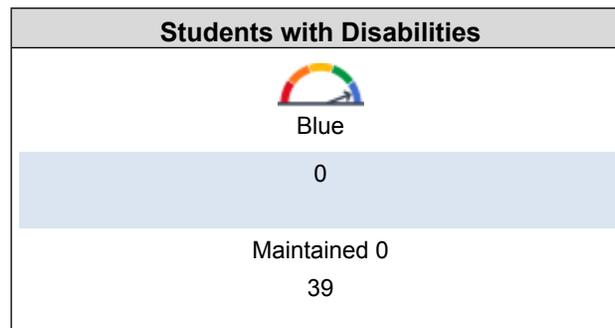
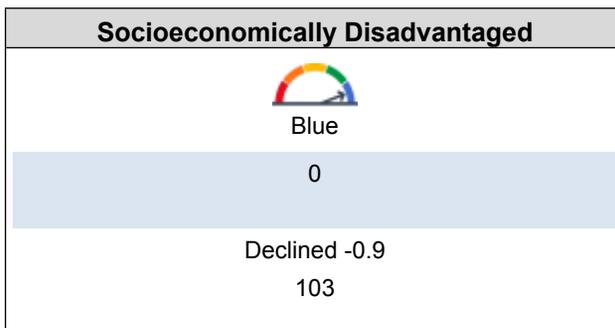
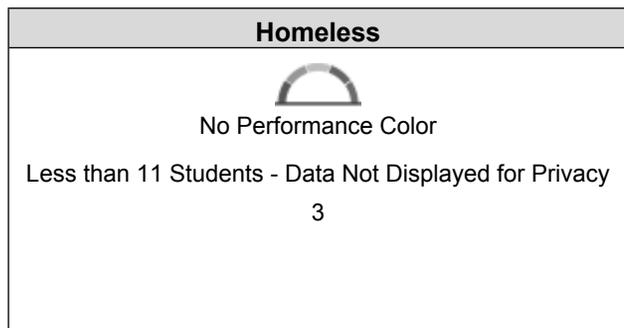
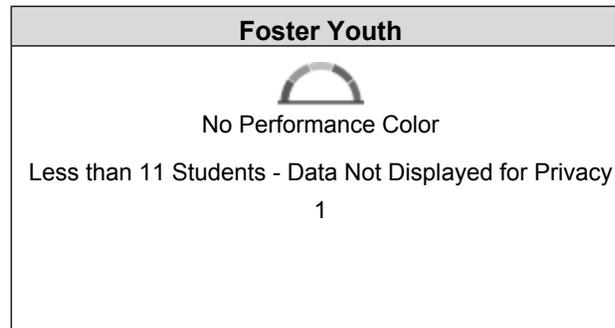
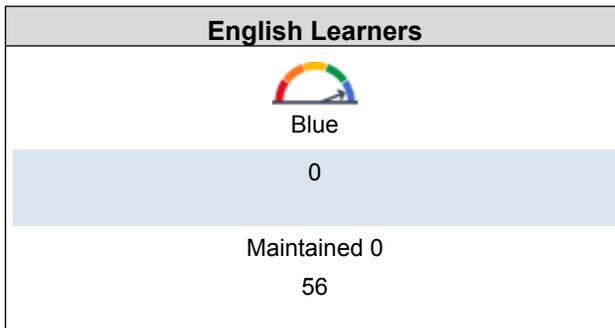
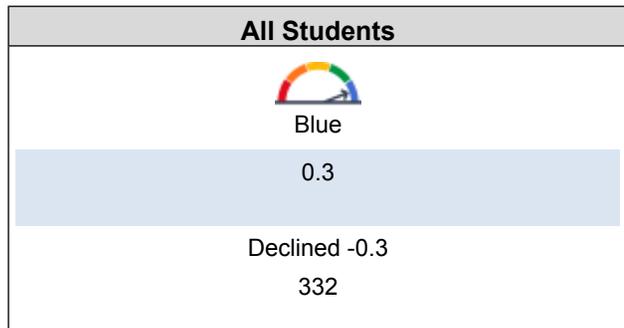


This section provides number of student groups in each color.

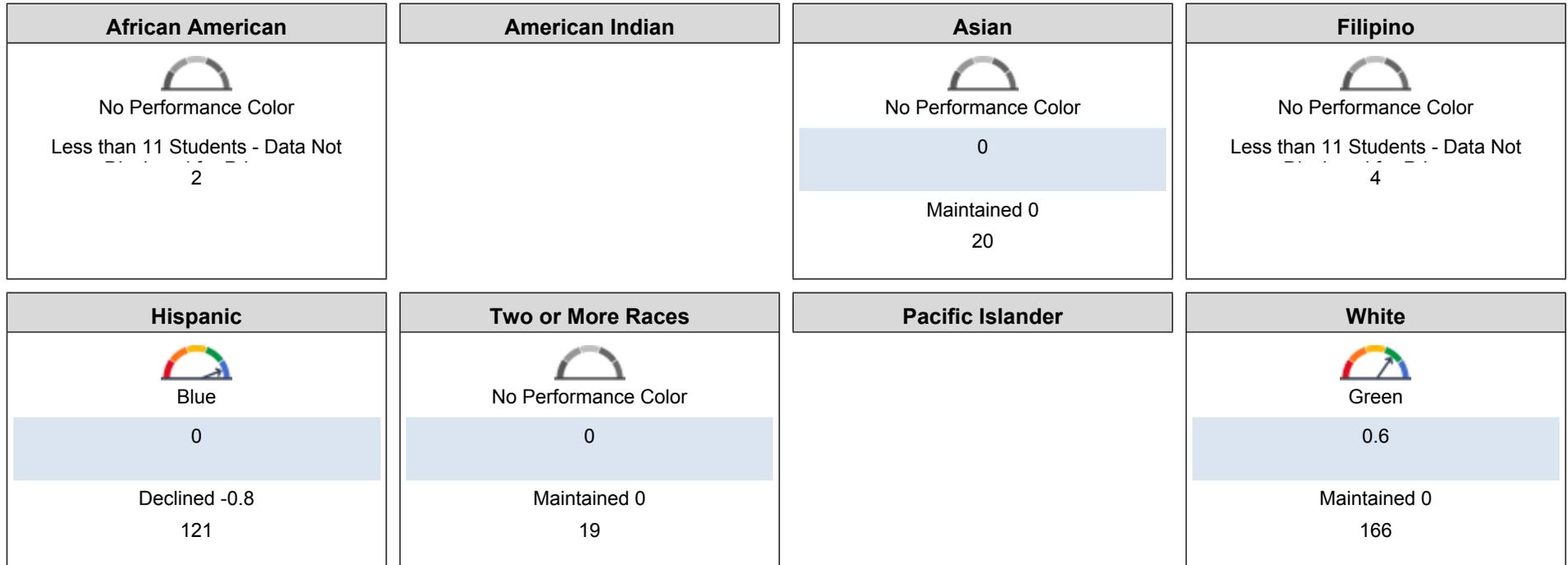


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.6	0.3

**Conclusions based on this data:**

1. No Current Data.  
 Analysis based on 2019 Fall Data:  
 We have worked hard to implement Restorative Practices through school administration and our school counselor to lower the number of student suspensions ( a decrease of -0.3 %) and more importantly provide our students with the necessary tools to solve their issues appropriately.
2. Analysis based on 2019 Fall Data:  
 Our MTSS programs (CHAMPS, Kelso's Choice) have also been effective in giving students tools to handle social emotional behavior, communicate needs and to create positive peer relationships. Our school counselor also intervenes with students/families if a student is having behavioral issues.

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

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

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

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## Goal 1

By June 2022, the percentage of TK-2nd grade students meeting grade level standards in English Language Arts (ELA) will increase by 15% as measured by Trimester Benchmark Assessments using Tri 1 as the baseline and Tri 3 as the final outcome.

By June 2022, the percentage of 3rd-5th grade students meeting grade level standards in English Language Arts (ELA) will increase by 15% as measured by Trimester Benchmark Assessments using Tri 1 as the baseline and Tri 3 as the final outcome.

## Identified Need

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

Focus areas for TK- K: Foundational Reading Skills

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

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

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

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

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

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
75% of TK and Kindergarten students will meet or exceed benchmarks targeting foundational reading skills such as letter and sound recognition, as measured by Tri 3 Benchmark Assessments	65%	75%
75% of 1st grade students will meet or exceed benchmarks of 4 of 5 essential reading standards as measured by Tri 3 Benchmark Assessments	65%	75%
75% of 2nd-5th graders will meet or exceed benchmarks on 3 of 4 essential reading standards as measured by Tri 3 Benchmark assessments.	70%	75%
2nd -5th grade SRI Scores Measuring Reading Fluency/Comprehension 75% of Below Basic, Basic and Proficient Students will move at least on level on the SRI - Reading Comprehension assessments.	2019-2020 Final Scholastic Reading Inventory Data Not Available due to Covid19 school closure Remote Learning only.  2020-2021 Scholastic Reading Inventory-Testing Comprehension	75%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Metric/Indicator	Baseline/Actual Outcome		Expected Outcome
	Below Basic Proficient	Basic Advanced	
	2nd 16%	19% 29%	35%
	3rd 21%	21% 29%	29%
	4th 23%	23% 32%	22%
	5th 20%	1% 44%	32%
	2020-2021 Scholastic Reading Inventory-Testing Comprehension		
	Below Basic Proficient	Basic Advanced	
	2nd 13%	22% 39%	26%
	3rd 24%	11% 32%	32%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>4th 18%                      33%                      16%                      33%</p> <p>5th 15%                      46%                      4%                      35%</p>	
<p>By the end of the 2021-2022 school year, 70% of 3rd-5th graders will meet or exceed benchmarks in essential reading standards as measured by a cumulative of trimester ELA Benchmark assessments.</p>	<p>2020-2021-Tri 3 ELA Benchmark Assessments- % on grade level- Blended Model</p> <p>TK    85% K     80% 1st   75% 2nd   84%</p> <p>2020-2021-Tri 3 ELA Benchmark Assessments- % on grade level- Blended &amp; Remote Models</p> <p>3rd   67.3% 4th   65% 5th   83.8</p>	<p>70%</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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

	SPED	EL	SED
K	48%	50%	55%
1st	73%	50%	60%
2nd	80%	50%	60%
3rd	46.7%	25%	30%
4th	75.0%	50%	50%
5th	72.8%	33.3%	80.7%

2020-2021 Tri 3 ELA Benchmarks Assessments: Subgroups- % on grade level- Blended & Remote Models

	SPED	EL	SED
3rd	46.7%	25%	30%
4th	75.0%	50%	50%
5th	72.8%	33.3%	80.7%

10%

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>K-5 Intervention ELA- targeting far below grade level, below basic and slightly below proficient students (popcorn students) including Students with Disabilities, English Learners and Socio-Economically Disadvantage Students.</p> <p>Grades K-5-intervention concentration on reading comprehension and writing conventions/communication, word analysis and vocabulary. ReadWorks program.</p>	September 2021-May 2022	Classroom Teachers Intervention Specialists Principal	Small group instruction to break down core curriculum by scaffolding and chunking the material for all far below grade level students, below basic and slightly below proficient students in grades K-5.	2000-2999: Classified Personnel Salaries	OTRM	685.54
			Intervention Specialists Grades K-5th			
			Intervention Specialist CW	2000-2999: Classified Personnel Salaries	Other	3116.30
			PTA Paid- \$7,000 total for Intervention	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Level data analysis to inform instruction for all levels of learners including Students with Disabilities ,English Learners and Socio-Economically Disadvantaged Students	September 2021- June 2022	Classroom Teachers Intervention Specialists Principal	Data Analysis for intervention and data driven instruction to close the achievement gap. Teachers and principal analyze data, monitor our inclusive model of intervention and develop best practices to drive instruction for all students, including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students  Unfunded- meetings during teacher prep time.	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Smarty Ants K-2 &amp; Imagine Learning 3-5 ELD support to improve English Language Proficiency in the area of ELA for all English Learners</p> <p>Smarty Ants and Imagine Learning Intervention Specialists have received targeted training to implement these programs and supports to our English Learners in the area of English Language Arts. There are ongoing training for data monitoring and support of student learning.</p>	September 2021-May 2022	Classroom Teachers Carousel Specialists Principal	<p>Pull-out curricular support for English Learners in the Emerging level of language. Targeted instruction is designed to develop English proficiency in the area of English Language Arts.</p> <ul style="list-style-type: none"> <li>For students in K, the expected learning growth is to advance 36 lessons in SA after completing 120 minutes of instruction per week for 21 weeks</li> <li>For students in 1st Grade, the expected learning growth is to advance 35 lessons in SA after completing 120 minutes of instruction per week for 21 weeks</li> <li>For students in 2nd Grade</li> </ul>	2000-2999: Classified Personnel Salaries	Other	369.03

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers continue to participate in Professional Development and receive support in working with the Canvas Learning Platform and SeeSaw. Teachers and Specialists continue to have ongoing training in the areas of Differentiated Instruction and UDL practices, in addition to Inclusion, MTSS, IEP's,504's and behavioral supports.	August 2021-June 2022	Classroom Teachers Intervention Specialists Bilingual Facilitator Principal	Ongoing training and support is provided to our teachers, intervention specialists and bilingual facilitator to ensure competency with the district adopted learning platforms. Additionally, teachers and intervention specialists are provided ongoing PD to increase their knowledge level in the areas of Differentiated Instruction and UDL practices, in addition to Inclusion, MTSS, IEP's, 504, and behavioral supports available to them.	1000-1999: Certificated Personnel Salaries	District Funded	
				2000-2999: Classified Personnel Salaries	District Funded	
ELA Software Program- IXL	August 2021-June 2022	Classroom Teachers Principal	IXL software program used for skill building and remediation in ELA for grades 2-5  PTA Funded	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELA Software Program: Reading Counts, IXL ELA , Brain Pop/Brain Pop Jr. to enhance our ELA program at each grade level. Reflex Math: \$3295.00 (0015 and balance either 0010 or PTA) Reading Counts: \$1200.00 IXL- ELA Grades 2-5 (50 licenses only this year- 200 licenses pre-paid last year) \$275.00 Brain Pop/Brain Pop Jr: \$1215.00	September 2020-June 2022	Classroom Teachers Principal	Reading Counts software program used to build comprehension skills in reading. PTA Funded: Total- \$1200.00	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
			Brain Pop/Brain Pop Jr- skill builder software Total: \$1215.00	4000-4999: Books And Supplies		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
			Mystery Science	4000-4999: Books And Supplies		District Funded
			IXL-ELA 50 Licenses * 200 Licenses paid last year for this school year. Total \$275.00	4000-4999: Books And Supplies		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Instructional Materials	August 2020-June 2022	Classroom Teachers Office Staff Support Staff Intervention Specialists Principal	Instructional Materials/Supplies	4000-4999: Books And Supplies	General Fund	7589.98
			Instructional Materials	4000-4999: Books And Supplies	OTRM	100.61
			Instructional Materials	4000-4999: Books And Supplies	Other	896.37
			Instructional Materials	4000-4999: Books And Supplies	0860	358.44
Teacher Stipends for Classroom Supplies	August 2021-June 2022	Classroom Teachers Principal	PTA Funded Teacher Stipends for Classroom Supplies	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
Document Systems Copier	August 2021-June 2022	Office Manager Principal Teachers Intervention Specialists Staff	Copier used by all school personnel for student learning materials and parent outreach.	4000-4999: Books And Supplies	General Fund	2200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SeeSaw Learning Management System for Grade TK-3	August 2021-June 2022	Classroom Teachers Principal	Learning Management System in combination with Canvas. This program allows for students to easily access materials and upload assignments	None Specified	District Funded	
Ongoing Monitoring of English Learner Students through intentional ELD instruction school-wide	August 2021-June 2022	Classroom Teachers EL Specialist Intervention Specialists EL Facilitator Principal	Through data analysis including classroom benchmarks, formative and summative assessments, teacher and intervention specialist's observations, ELPAC, classroom instruction will adjust to meet individual student needs.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ongoing Monitoring of Students with Disabilities to ensure success in the Least Restrictive Environment. Students are provided with accommodations as stated in their IEP's, small group intervention and academic/social emotional supports. Teachers/Resource teacher continue to have ongoing communication with families to provide updates on student progress. Our Resource Teacher provides instruction to build academic competency within student goals and beyond	August 2021-June 2022	General Education Teachers Resource Teacher Special Education Staff Intervention Specialists Counselor Principal	Ongoing weekly meetings via Zoom or phone-between General Education teachers, our Resource teacher and Special Education staff to monitor progress of Students with Disabilities. Monitoring progress in the Least Restrictive Environment (LRE) to drive instructional practices (UDL/Differentiation) and to provide social emotional support, both in and out of the classroom and in the Learning Center	None Specified		
Ongoing Monitoring of Socio-Economically Disadvantaged Students to ensure consistent attendance, academic progress and social emotional support.	August 2021-June 2022	Classroom Teachers Intervention Specialists Principal	Through data analysis including classroom benchmarks, formative and summative assessments, teacher and intervention specialist's observations, instructions will be adjusted to meet individual student needs.	None Specified		
Cursive Writing and Science Materials	September 2021-June 2022	Classroom Teachers Principal	Instructional Materials to support writing and science	4000-4999: Books And Supplies	General Fund	404.05

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Physical Education	September 2021- June 2022	PE Specialists Principal	PE Specialist will provide mindfulness and calming exercises (for SEL) in addition to calisthenics and sports.	2000-2999: Classified Personnel Salaries	General Fund	5360.00
Professional Development- Equity and Diversity	August 2021- Ongoing	District Office Personnel Principal Teachers Staff	Equity & Diversity PD to educate and inform all staff members regarding the importance of these topics.	None Specified	District Funded	
Instructional Aide- 5th Grade	Aug. 2021- May 2022	5th Grade Teachers Principal Instructional Aide	Instructional Aide to assist our higher class enrollment in 5th grade. Aide will work to help with remediation of basic ELA skills	2000-2999: Classified Personnel Salaries	0860	2412.00
TK Aides to support our Transitional Kindergarten Class	Aug. 2021- June 2022	TK Teacher Principal TK Aide	TK aides to assist with learning loss, student support and social emotional learning	2000-2999: Classified Personnel Salaries	OTRM	4277.28

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Beginning in March 2020 and throughout the 20-21 school year our students have been faced with the challenges of Remote Learning and Hybrid Learning. However, at Weathersfield five of our grade levels scored at the 75th percentile or above on the Tri 3

ELA benchmark assessments, while the other grade levels (3rd and 4th) scored in the 63rd and 65th percentiles, respectively. This dip in our 3rd and 4th grade scores can be attributed to not having in-person school between March 2020 and November 2020, instead having to learn via our remote learning model, as well as the increase in academic difficulty between 2nd and 3rd grade and another jump between 3rd and 4th grade. This has all been very challenging for our students due to having to learn on computers for a majority of the past 17 months. Additionally, students who were both in the Blended and Remote models had a shortened face-to-face teacher interaction time for direct instruction and were expected to complete a number of reinforcement activities online as part of their school day. Nevertheless, our students were provided with quality instruction, including differentiation and UDL. Our academic intervention program is targeted to the specific areas of need for our students that are identified for intervention. Students who are just under grade level (popcorn students) and largely below grade level are identified through data and teacher input for our intervention programs. Our intervention is provided by credentialed teachers. Intervention Specialists work closely with classroom teachers to ensure instruction is aligned to what is being taught in the classrooms. Differentiation and Academic Language strategies are being utilized during intervention time. Our intervention program encompasses students below grade level, including students with disabilities.

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

Weathersfield has limited funding. With more funding, I would have more intervention support for ALL students to mitigate learning loss. This extra assistance will help to close the Achievement Gap for my students. This year we'll be able to have in-person intervention, which is a much more effective model and we'll be able to target every level of learner, including on grade level and high achievers to heighten their academic capacity.

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

In analyzing our data, we continue to have a great concern about all student learning loss that has occurred during this pandemic. Targeted intervention, combined with classroom differentiation strategies are designed to provide students with the assistance they need to meet their diverse learning needs. There's a great concern about Learning Loss. While we're still in the pandemic at the onset of the '21-22 school year with the in-person instructional model, our students will once again be able to participate in daily small group pull out instruction. It's our desire to try and put a stop gap on the Learning Loss and start building the academic achievement of our students at all learning levels.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

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

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

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## Goal 2

By June 2022, the percentage of TK-2nd grade students meeting grade level standards in Math will increase by 15% as measured by Benchmark Assessments using Tri 1 as the baseline and Tri 3 as the final outcome.

By June 2022, the percentage of 3rd-5th grade students meeting grade level standards in Math will increase by 15% as measured by Trimester Benchmark Assessments using Tri 1 as the baseline and Tri 3 as the final outcome.

## Identified Need

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

Focus areas for TK-K: Foundational Math Skills

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

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

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

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

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
75% of TK and Kindergarten students will meet or exceed benchmarks in foundational math skills focusing on number recognition, counting and basic computation as measured by Tri 3 Benchmark Assessments	70%	75%
75% of 1st grade students will meet or exceed benchmarks of 4 of 5 essential Math standards as measured by Tri 3 Benchmark Assessments	70%	75%
75% of 2nd graders will meet or exceed benchmarks on 3 of 4 essential Math standards as measured by Tri 3 Benchmark Assessments.	70%	75%
By the end of the 2021-2022 school year, 75% of 3rd-5th graders will meet or exceed benchmarks in 3 of 4 essential Math standards as measured by Tri 3 Benchmark Assessments.	20-21 Tri 3 Math Benchmark Assessments- % on grade level or above- Blended Model TK 88% K 87% 1st 81% 2nd 85%  2020-2021-Tri 3 Math Benchmark Assessments- % on grade level- Blended & Remote Models 3rd 65%	75%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>4th 83%</p> <p>5th 91.9%</p>																																																									
<p>All K-5th grade students in special populations (Students with Disabilities, Hispanic, English Learners, and Socio-Economically Disadvantaged students) will increase performance by 10% from below to at grade level.</p>	<p>2020-2021 Tri 3 ELA Benchmarks Assessments: Subgroups- % on grade level- Blended Model</p> <table border="1"> <thead> <tr> <th></th> <th>SPED</th> <th>EL</th> <th>SED</th> </tr> </thead> <tbody> <tr> <td>Hispanic</td> <td></td> <td></td> <td></td> </tr> <tr> <td>K</td> <td>50%</td> <td></td> <td>45%</td> </tr> <tr> <td>79%</td> <td></td> <td>55%</td> <td></td> </tr> <tr> <td>1st</td> <td>50%</td> <td></td> <td>77%</td> </tr> <tr> <td>85%</td> <td></td> <td>86%</td> <td></td> </tr> <tr> <td>2nd</td> <td>50%</td> <td></td> <td>44%</td> </tr> <tr> <td>80%</td> <td></td> <td>57%</td> <td></td> </tr> </tbody> </table> <p>2020-2021 Tri 3 Math Benchmarks Assessments: Subgroups- % on grade level- Blended &amp; Remote Model</p> <table border="1"> <tbody> <tr> <td>3rd</td> <td>50%</td> <td></td> <td>63.7%</td> </tr> <tr> <td>62.5%</td> <td></td> <td>76.2%</td> <td></td> </tr> <tr> <td>4th</td> <td>36.5%</td> <td></td> <td>81.9%</td> </tr> <tr> <td>60%</td> <td></td> <td>71%</td> <td></td> </tr> <tr> <td>5th</td> <td>50%</td> <td></td> <td>75.0%</td> </tr> <tr> <td>81.8%</td> <td></td> <td>92.8%</td> <td></td> </tr> </tbody> </table>		SPED	EL	SED	Hispanic				K	50%		45%	79%		55%		1st	50%		77%	85%		86%		2nd	50%		44%	80%		57%		3rd	50%		63.7%	62.5%		76.2%		4th	36.5%		81.9%	60%		71%		5th	50%		75.0%	81.8%		92.8%		<p>10%</p>
	SPED	EL	SED																																																							
Hispanic																																																										
K	50%		45%																																																							
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Kindergarten-5th grade Intervention Math -targeting far below grade level, below basic and slightly below proficient students (popcorn students), including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students. Intervention focus is on mathematical processes, order of operation, computation, and language rich word problems.	Sept. 2021-May 2022	Classroom Teachers Intervention Specialists Principal	Small Group zoom instruction to break down core curriculum by scaffolding and chunking the material for our far below, below and slightly below (popcorn) intervention students in grades	2000-2999: Classified Personnel Salaries	OTRM	685.55
			Intervention Specialist CW	1000-1999: Certificated Personnel Salaries	Other	3116.30
			PTA Paid- \$7,000 total for Intervention	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Imagine Learning- Math: Grades 3-5 ELD intervention for our Emerging and At Risk English Learner students</p> <p>Imagine Learning Intervention Specialists have received targeted training to implement this programs and supports to our English Learners in the area of Math. There are ongoing trainings for data monitoring and support of student learning.</p> <p>Student progress is monitored through small group instruction, and LAT meetings.</p> <p>Our EL Advisor provides training and PD to our staff monthly during our staff meetings and is a teacher resource for ongoing instructional needs.</p>	Sept.2021-May 2022	Intervention Specialist Classroom Teachers EL Advisor Bilingual Facilitator Principal	<p>3rd-5th grade language development intervention in the area of Math- 4 days per week</p> <p>Imagine Learning: 3-5th Math CVUSD Implementation Target is 60 minutes a week for 30 weeks in order to demonstrate significant growth.</p> <ul style="list-style-type: none"> <li>For 3rd Grade the expected learning growth is 98 Quantiles Scale Units after completing an average total of 30 lesson in one school year</li> <li>For 4th Grade the expected learning growth is 92 Quantiles Scale Units after completing an average total of 30 lesson in one school year</li> <li>For 5th Grade the</li> </ul>	2000-2999: Classified Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers continue to participate in Professional Development and receive support in working with the Canvas Learning Platform and SeeSaw. Teachers continue to have ongoing training in the areas of Differentiated Instruction and UDL, in addition to Inclusion, MTSS, IEP's, 504's and behavioral supports.	August 2021- June 2022	Classroom Teachers Principal	Ongoing training and support is provided to our teachers, intervention specialists and bilingual facilitator to ensure competency with the district adopted learning platforms. Additionally, teachers and intervention specialists are provided ongoing PD to increase their knowledge level in the areas of Differentiated Instruction and UDL practices, in addition to Inclusion, MTSS, IEPs, 504's and behavioral supports.	1000-1999: Certificated Personnel Salaries	District Funded	
SeeSaw Learning Management System for grades TK-2	Augusts 2021- June 2022	Classroom Teachers Principal	Learning Management System in combination with Canvas. This program allows for students to easily access materials and upload assignments	4000-4999: Books And Supplies	District Funded	
Math Software Programs- IXL & Reflex Math, Brain Pop/Brain Pop Jr. Educational software to enhance our academic programs.	August 2021- June 2022	Classroom Teachers Principal	Relex Math- software program used for facts, skill building an remediation in Math. Total: 3295.00 multi-funded 0015 and PTA	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Reflex Math- \$2130.00 of total cost \$3295.00- 0015 fund IXL software program used for skill building and remediation in Math Brain Pop/Brain Pop Jr. \$1215.00	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Donations District Funded	
Physical Education - PE Specialists provide structured activities to our students.	November 2020-June 2021	PE Specialists Principal	PE Specialist will provide calming exercises (for SEL) in addition to calisthenics and sports.	2000-2999: Classified Personnel Salaries	General Fund	5360.00
Cross Curricular Music Program	September 2021-June 2022	Music Specialist Classroom Teachers Principal	Cross Curricular Music strands ELA, Math, Social Studies and Science within the program. PTA Paid-Total: \$9989.70	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
Instructional Materials	August 2021-June 2022	Classroom Teachers Office Staff Support Staff Intervention Specialists Principal	Instructional Materials/Supplies Instructional Materials Instructional Materials Instructional Materials	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	General Fund OTRM Other 0860	7589.99 100.60 896.37 358.44
Teachers Stipends for Classroom Supplies	August 2021-June 2022	Classroom Teachers Principal	Teacher Stipends for Classroom Supplies PTA Funded \$	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Science/Cursive Writing	September 2021- June 2022	Classroom Teachers Principal	Instructional Materials to support science and writing.	4000-4999: Books And Supplies	General Fund	
Ongoing Monitoring of Students with Disabilities to ensure success in the Least Restrictive Environment. Students are provided with accommodations as stated in their IEP's, small group intervention and academic/social emotional supports. Teachers/Resource teacher continue to have ongoing communication with families to provide updates on student progress. Our Resource Teacher provides instruction to build academic competency within student goals and beyond	August 2021- June 2022	General Education Teachers Resource Teacher Special Education Staff Intervention Specialists Counselor Principal	Ongoing weekly meetings between General Education teachers, our Resource teacher and Special Education staff to monitor progress of Students with Disabilities. Monitoring progress in the Least Restrictive Environment (LRE) to drive instructional practices (UDL,Differentiation) and to provide social emotional support, both in and out of the classroom and in the Learning Center.	None Specified		
Ongoing Monitoring of English Learner Students through intentional ELD instruction - school-wide	August 2021- June 2022	Classroom Teachers EL Specialist Intervention Specialists EL Facilitator Principal	Through data analysis including classroom benchmarks, formative and summative assessments, ELPAC and Rosetta Stone, intentional ELD instruction will adjust to meet individual student needs.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ongoing Monitoring of Socio-Economically Disadvantaged Students to ensure consistent school attendance, academic progress and social emotional support.	August 2021-June 2022	Classroom Teachers Intervention Specialists Principal	Through data analysis including classroom benchmarks, formative and summative assessments, teacher and intervention specialist's observations, instructions will be adjusted to meet individual student needs.	None Specified		
Grade Level data analysis to inform instruction for all levels of learners including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students	August 2021-June 2022	Classroom Teachers Intervention Specialists Principal	Data Analysis to for intervention and data driven instruction to close the achievement gap. Teachers and principal analyze data, monitor our inclusive model of intervention and develop best practices to drive instruction for all students, including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students  Unfunded- meetings during teacher prep time	1000-1999: Certificated Personnel Salaries		
TK Aides to support our ELA program in Transition Kindergarten	August 2021-June 2022	TK Teacher Principal TK Aide	TK aides to assist with learning loss, student support and social emotional learning	2000-2999: Classified Personnel Salaries	OTRM	4277.28

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th Grade Instructional Aide	August 2021-May 2022	5th Grade Teachers Principal Instructional Aide	Instructional Aide to assist our higher class enrollment in 5th grade. Aide will work to help with remediation of basic Math skills	2000-2999: Classified Personnel Salaries	OTRM	2412.00

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Since the March 2020 school closures due to the COVID-19 pandemic, our students have been educated through both the Remote Learning Model and then beginning in November 2020 we started the on-campus Blended Model. This has been very challenging for our students due to having to learn on computers for a majority of the year. As one can see from the data, five of our grade levels scored at the 75th percentile or above on the Tri 3 ELA benchmark assessment, however both 3rd and 4th grade scored at the 65th and 63rd percentiles, respectively. The academic difficulty really increases between 2nd and 3rd grade, as well as from 3rd to 4th, which made it very challenging for these students. Additionally, students who are both in the Blended and Remote models had a shortened face-to-face teacher interaction time for direct instruction and were expected to complete a number of reinforcement activities online to complete their school day. Although the '20-21 school year was quite a challenge, our students were provided with quality instruction, including differentiation and UDL. This has been even more challenging when it comes to Math. With the sequential nature of Math, the importance of number sense and the critical need for our students to learn their multiplication facts by the end of third grade, we sent math manipulatives home so our students would have hands-on materials to help them learn their Math. As with ELA, our academic intervention program in Math is targeted to the specific areas of need for our students that are identified for intervention. Students who are just under grade level (popcorn students) and largely below grade level are identified through data and teacher input for our intervention programs. Our intervention is provided by credentialed teachers who serve as Intervention Specialists. Our Intervention Specialists work closely with classroom teachers to ensure instruction is aligned to what is

being taught in the classrooms. Differentiation and Academic Language strategies for Math are being utilized during intervention time. Our intervention program encompasses students below grade level, including students with disabilities.

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

Weathersfield has limited funding. With more funding, we would have more Math intervention support for ALL students largely below grade level and would provide extra assistance to close the Achievement Gap for our students that are experiencing learning loss. However, with the return to in-person learning in '21-22, our school will once again be able to provide the same intervention as we had in previous years of targeting every level of learner, including on grade level and high achievers to heighten their academic capacity. Besides providing math manipulatives that went to our students' homes, we also purchased and sent home Math flash cards to every third and fourth grader. We will be highly focused on mitigating learning loss for all students in '21-22.

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

In analyzing our data, we have a great concern about all student learning loss that has occurred during this pandemic. Targeted interventions, combined with classroom differentiation strategies are designed to provide students with the assistance they need to meet their diverse learning needs. There's a great concern about Learning Loss. While still in the pandemic, with the return to in-person learning we'll once again be able to provide the type of interventions we regularly provide students through daily small group pull out instruction. It's our desire to try and put a stop gap on the Learning Loss and start building the academic achievement of our students at all learning levels. In analyzing our Math data, we have a great concern about all student learning loss that has occurred during this pandemic. Targeted intervention, combined with classroom differentiation strategies are designed to provide students with the assistance they need to meet their diverse learning needs. There's a great concern about Learning Loss in Math. The concern is that if students don't master their multiplication facts by the end of third grade they will fall far behind in Math. While we're still in the pandemic, as mentioned previously we'll now be able to provide the types of interventions that we'd regularly provide students through daily small group pull out instruction. It's our desire to try and put a stop gap on the Learning Loss and start building the academic achievement of all our students at all learning levels.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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

## LEA/LCAP Goal

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

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

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

## Goal 3

By June 2021, through targeted academic and social emotional interventions, 70% of our students (including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students) will demonstrate improved achievement. Targeted intervention in the areas of ELA and Math will be monitored by Weathersfield teachers intervention specialists and principal. Data driven instruction will be adjusted through ongoing formative assessments every six weeks and will continue to address learning loss. School attendance will be closely monitored and families will be provided support to ensure student participation and engagement. School-wide social emotional intervention will be implemented through our weekly Sanford Harmony SEL program. The classroom Community Circles will be facilitated by our teachers. In addition, our school counselor and Principal work with individual students and families to provide social emotional support and to intervene in situations of chronic absenteeism. Classroom teachers are implementing SEL activities and rewards to build confidence, self esteem and to encourage positive student behavior.

## Identified Need

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

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

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

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

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

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By May 2022, 70% of our K-1 "popcorn" level students will raise their achievement to proficient in both ELA and Math to grade level proficiency.	Students are performing slightly below grade level in Foundational ELA and Math Skills	70%
By May 2022, 50% of our K-1 "below basic" level students will raise their achievement in ELA and Math to just under grade level proficiency "popcorn" and 25% of our Far Below basic will raise their achievement to Below Basic levels.	Students are performing largely below grade level in Foundational ELA and Math Skills	50% and 25%
By May 2022, 70% of our 2nd grade students at the "popcorn" level will raise their achievement in ELA and Math to grade level proficiency.	Students are performing slightly below grade level in Fluency, Reading Comprehension, Computation and Word Problems in ELA and Math.	70%
By May 2022, 50% of our 2nd grade students at the "below basic" level will raise their achievement in ELA and Math to just under grade level proficiency- "popcorn" and 25% of our Far Below basic	Students are performing largely below grade level in Fluency, Reading Comprehension, Computation and Word Problems in ELA and Math.	50% and 25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
will raise their achievement to Below Basic levels.		
By May 2022, 70% of our 3rd-5th grade students at the "popcorn" level will raise their achievement in ELA and Math to grade level proficiency.	Students are performing slightly below grade level in Reading Comprehension, Computation, Math Facts, and Word Problems in ELA and Math.	70%
By May 2022, 50% of our 3rd-5th grade students at the "below basic" level will raise their achievement in ELA and Math to just under grade level proficiency- "popcorn" and 25% of our Far Below basic will raise their achievement to Below Basic levels.	Students are performing largely below grade level in Reading Comprehension for ELA and Math Computation, Math Facts, and Word Problems in ELA and Math.	50% and 25%
By June 2022, 25% less referrals to the counselor for individual social emotional help. Goal- Counselor will be able to assist individual student needs within a small group setting with peers for support.	Community Circles, CHAMPS, Anti-Bullying SEL lessons and Kelso's Choice are providing student with tools to manage behaviors and peer relationships	Reduce by 25%
By June 2022, 25% less "needs improvement" marks on Tri 3 Report Cards in work habits and citizenship for TK-5th grade students.	Report Card "needs improvement marks" will decrease by 25% in the areas of work habit and citizenship	Reduce by 25%
By June 2022, we will decrease our student absenteeism by 10% in TK- 5th grade, as measured by the 19-20 school year's dashboard results.	19-20 school year Student Absenteeism Dashboard- Orange Performance Level. In 20-21 we didn't receive dashboard information. For the 21-22 school year, we will decrease student absenteeism by 10% to move out of the Orange and into the Yellow Performance Level as measured by the 19-20 dashboard results.	Decrease by 10%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Kindergarten-5th grade Learning Loss Intervention ELA- targeting far below grade level, below basic and slightly below proficient students (popcorn students) including Students with Disabilities, English Learners and Socio-Economically Disadvantage Students.</p> <p>Grades 2-5-intervention concentration on reading comprehension and writing conventions/communication, word analysis and vocabulary. ReadWorks program.</p> <p>Grades K-1 intervention concentration- foundational skills</p>	Sept. 2022-May 2022	Intervention Specialists Teachers Principal	Small Group instruction to break down core curriculum by scaffolding and chunking the material for our far below, below and slightly below (popcorn) intervention students in grades K-5 for ELA Salary split between goals	2000-2999: Classified Personnel Salaries	OTRM	342.77
			Intervention Specialist- Multi-Funded CW	2000-2999: Classified Personnel Salaries	Other	1558.15
			PTA Paid- \$7,000 total for Intervention	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2nd-5th Grade Learning Loss Intervention Math -targeting far below grade level, below basic and slightly below proficient students (popcorn students), including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students.</p> <p>Grades 2-5 Learning Loss Intervention focus is on mathematical processes, order of operation, computation, and language rich word problems.</p> <p>Grades K-1- Foundational Skills</p>	Sept. 2021-June 2022	Intervention Specialists Teachers Principal	<p>Small Group instruction to break down core curriculum by scaffolding and chunking the material for our far below, below and slightly below (popcorn) intervention students in grades K-5 for Math</p> <p>Intervention Specialists Grades K-5th</p> <p>Salary Split between goals</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>OTRM</p> <p>Other</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p>	<p>342.77</p> <p>1558.15</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Smarty Ants- K-2 ELA. ELD intervention for our Emerging and At Risk English Learner students</p> <p>Imagine Learning- ELA &amp; Math: Grades 3-5 ELD intervention for our Emerging and At Risk English Learner students</p> <p>Smarty Ants and Imagine Learning Intervention Specialists have received targeted training to implement these programs and supports to our English Learners in the areas of English Language Arts and Math. There are ongoing training for data monitoring and support of student learning.</p> <p>For All English Learner Students: Our EL Advisor provides training and PD to our staff monthly during our staff meetings and is a teacher resource for ongoing instructional needs.</p>	September 2021- May 2022	Intervention Specialists Classroom Teachers EL Advisor Bilingual Facilitator Principal	<p>Smarty Ants- K-2 ELA. ELD intervention for our Emerging and At Risk English Learner students</p> <ul style="list-style-type: none"> <li>For students in K, the expected learning growth is to advance 36 lessons in SA after completing 120 minutes of instruction per week for 21 weeks</li> <li>For students in 1st Grade, the expected learning growth is to advance 35 lessons in SA after completing 120 minutes of instruction per week for 21 weeks</li> <li>For students in 2nd Grade, the expected learning growth is to advance 36 lessons in</li> </ul>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers continue to participate in Professional Development and receive support in working with the Canvas Learning Platform and SeeSaw. Teachers and Specialists continue to have ongoing training in the areas of Differentiated Instruction and UDL, in addition to Inclusion, MTSS, IEP's,504's and behavioral supports.	September 2021- May 2022	Classroom Teachers SPED teacher School Counselor Principal	Data Analysis for Learning Loss Intervention and data driven instruction to close the achievement gap through Differentiated Instruction and UDL practices. Teachers and Principal analyze data, monitor our inclusive model of intervention and develop best practices to drive instruction for all students, including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students. This is done during Teacher Grade Level Meeting time.	1000-1999: Certificated Personnel Salaries	District Funded	
Software Programs IXL: ELA - 2nd-5th IXL: Math- K-5th Reading Counts Brain Pop/Brain Pop Jr. Reflex Math Mystery Science	August 2021- June 2022	Classroom Teachers Principal	IXL software program used for skill building and remediation in Math for grades K-5  Reading Counts- Skill building ELA software program 1st-5th Grade Total \$1200.00	4000-4999: Books And Supplies  4000-4999: Books And Supplies	District Funded  Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Brain Pop/Brain Pop Jr. - Schoolwide skill building software program Total: \$1215.00	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
			Mystery Science-Schoolwide TK-5 Funded from 0010	4000-4999: Books And Supplies	District Funded	
			IXL software program used for skill building and remediation in ELA for grades 2-5 50 Licenses this year \$275.00. 200 licenses paid last year for the 21-22 school year- PTA	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
			Reflex Math Software Program: Total \$3295.00 multi-funded between 0015 and PTA	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
			Reflex Math-\$2130.00 of total \$3295.00 0015 donations fund	4000-4999: Books And Supplies	Donations	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Attendance: Outreach to families in the area of attendance. Teachers, Counselor, Attendance Clerk, Bilingual Facilitator and Principal monitor student attendance and provides support to students and families to ensure consistent student participation in class and with work production. Together with teachers and the principal, our Bilingual Facilitator provides school engagement support to our English Learner families.	August 2021-June 2022	Classroom Teachers Attendance Clerk Counselor Bilingual Facilitator Principal	Daily monitoring of student attendance and communication with families through phone calls from our attendance clerk, counselor, and bilingual facilitator. Ongoing communication from teachers to families, district all call system and SART meetings are being held by the principal to address chronic attendance concerns.	None Specified		
Physical Education - PE Specialists provide structured activities to our students.	Sept. 2021- June 2022	Classroom Teachers PE Specialists Principal	PE specialists will provide students with calming exercises for help with SEL in addition to calisthenics and sports.	2000-2999: Classified Personnel Salaries	General Fund	5360.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Level data analysis to inform instruction for all levels of learners including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students * Focus: Learning Loss	Sept. 2021-June 2022	Classroom Teachers Intervention Specialists Bilingual Facilitator Principal	Ongoing training and support is provided to our teachers, intervention specialists and bilingual facilitator to ensure competency with the district adopted learning platforms. Additionally, teachers and intervention specialists are provided ongoing PD to increase their knowledge level in the areas of Inclusion, MTSS and behavioral supports. Teachers analyze data during Grade Level Meeting time.	1000-1999: Certificated Personnel Salaries	District Funded	
				2000-2999: Classified Personnel Salaries		
School-wide social emotional intervention is implemented through our weekly Sanford Harmony SEL program. The classroom Community Circles are facilitated by our teachers. In addition, our school counselor works with individual students and families to provide social emotional support. Classroom teachers are implementing SEL activities using counselor designed videos that are aligned with our Sanford Harmony Social Emotional Learning curriculum.	August 2021-June 2022	Classroom Teachers Counselor Principal	To ensure we have a targeted focus on the social emotional learning of our students, our teachers and counselor work in tandem to provide supports through weekly lessons, community circles, and one on one instruction.	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Our classroom teachers work in tandem with our school counselor to build confidence, self esteem and encourage positive student behavior.						
Teacher Stipends for Classroom Supplies	August 2021-June 2022	Classroom Teachers Principal	PTA Funded Teacher Stipends for Classroom Supplies PTA Funded: \$5400.00	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
Instructional Materials	August 2021-June 2022	Classroom Teachers Office Staff Support Staff Intervention Specialists Principal	Instructional Materials	4000-4999: Books And Supplies	General Fund	7589.98
			Instructional Materials	4000-4999: Books And Supplies	OTRM	100.60
			Instructional Materials	4000-4999: Books And Supplies	Other	896.37
			Instructional Materials	4000-4999: Books And Supplies	0860	358.44
SeeSaw Learning Management System	August 2021-June 2022	Classroom Teachers TK-3 Principal	Learning Management System in combination with Canvas. This program allows for students to easily access materials and upload assignments	4000-4999: Books And Supplies	District Funded	
Community Circles	August 2021-June 2022	Classroom Teachers School Counselor Principal	Support within the classroom setting to address academic and social emotional issues/topics.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School-wide CHAMPS Program	August 2021-June 20212	Classroom Teachers School Counselor Campus Safety Aides Office/Support Staff Intervention Specialists Principal	CHAMPS Program implemented to create school-wide routines, rules and responsibility.	None Specified		
Kelso Program	November 2021-June 2022	Classroom Teachers Campus Safety Aides School Counselor Principal	TK-2nd Grade Program to provide students tools to make positive choices in their peer interactions	None Specified		
Kindness/Anti-Bullying Programs *Sanford Harmony SEL Program	August 2021-June 2022	School Counselor Classroom Teachers Campus Safety Aides Principal	Schoolwide-TK-5th Grade Kindness/Antibullying programs to promote awareness of student actions and provides social emotional support and assistance.	None Specified		
Inclusion Week	December 2021	Classroom teachers School Counselor Staff Principal	Create awareness of the importance of inclusion through a variety of school activities.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counseling Support	August 2021-June 2022	School Counselor Principal	Weekly support through our school counselor to assist students with their social emotional needs. Counseling will continue to work with teachers and students on Social Emotional Learning activities.	None Specified		
Social Emotional Learning (SEL) weekly instructional programs	August 2020-June 2021	School Counselor Classroom Teachers Campus Safety Aides Principal	SEL lessons, community circles and videos	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Abilities Awareness Program	Education-ongoing Program Date-TBD	Teachers Abilities Awareness Committee Parent Volunteers Principal	Annual school-wide "hands-on" Abilities Awareness Program provides students an opportunity to learn about their peers with disabilities and experience a variety of challenges their peers are faced with. Our children are learning that everyone is unique in their own way. * Although our program is held 1x per year, we continue providing our children with ongoing education regarding students with disabilities.  PTA Funded:	None Specified	Parent-Teacher Association (PTA)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ongoing Monitoring of Students with Disabilities to ensure success in the Least Restrictive Environment. Students are provided with accommodations as stated in their IEP's, small group intervention and academic/social emotional supports. Teachers/Resource teacher continue to have ongoing communication with families to provide updates on student progress. Our Resource Teacher provides instruction to build academic competency within student goals and beyond.	August 2021-June 2022	General Education Teachers Resource Teacher Special Education Staff Intervention Specialists Counselor Principal	Ongoing weekly meetings between General Education teachers, our Resource teacher and Special Education staff to monitor progress of Students with Disabilities. Monitoring progress in the Least Restrictive Environment (LRE) to drive instructional practices (UDL/Differentiation) and to provide social emotional support, both in and out of the classroom and in the Learning Center.	None Specified		
Ongoing Monitoring of English Learner Students through intentional ELD instruction - school-wide.	August 2021-June 2022	Classroom Teachers EL Specialist Intervention Specialists EL Facilitator Principal	Through data analysis including classroom benchmarks, formative and summative assessments, ELPAC, IPT and Rosetta Stone, intentional ELD instruction will adjust to meet individual student needs.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ongoing Monitoring of Socio-Economically Disadvantaged Students to ensure consistent school attendance, academic progress and social emotional support.	August 2021-June 2022	Classroom Teachers Intervention Specialists Principal	Through data analysis including classroom benchmarks, formative and summative assessments, teacher and intervention specialist observations, instructions will be adjusted to meet individual student needs.	None Specified		
Classroom Incentives for Student Motivation, Participation and Behavior as part of our SEL Program.	Augusts 2021-June 2022	Counselor Principal Classroom Teachers	Teachers are providing motivational incentives and rewards for our students. These incentives are designed to build confidence, self esteem and good work habits.	4000-4999: Books And Supplies	General Fund	500.00
Cross Curricular Music Program for TK-5th.	September 2021-June 2022	Music Specialist Classroom Teachers Principal	Cross Curricular Music strands ELA, Math, Social Studies and Science within the program.  PTA Funded: \$9,056.64	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Focus on the Arts	September 2021-June 2022	Art Specialist Teachers Principal	Monthly Art lessons are provided to all students grades TK-5 in all learning models.  FOTA is funded through the school district	None Specified	District Funded	
Student Council Coordinator Stipend	August 2021-June 2022	Student Council Coordinator Teachers Support Staff Principal	Student Council Coordinator guides and develops student leaders to organize school-wide activities, events and community outreach.	None Specified	OTRM	1200.00
Science/Cursive Writing ??	Sept. 2021-June 2022	Teachers Principal	Instructional Materials to support science and writing.	4000-4999: Books And Supplies	General Fund	
GATE Activities- 2 times per month for our Gifted and Talented student population	October 2021-June 2022	GATE Coordinator Community Volunteers Principal	Our GATE Coordinator and community volunteers will provide innovative and challenging activities for our GATE students every 2 weeks at lunch-time. Students will become entrepreneurs and will learn how to build a business from the ground up. They will draft a financial plan, create a prototype of their business, identify possible barriers, and make note of successes. Business plans will be shared with their grade level peers.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community Outreach Program - Grades 3-5	Sept. 2021-June 2022	K-Kids Community Outreach Coordinator	School-wide participation in civic responsibility activities to give back to our community. Activities include: PJ's for Seniors, Manna Food Drive, Relay for Life, Pencil Drive, Make a Wish, and Toys for the Holidays, etc. These outreach programs provide our students with kind and caring experiences that they will carry with them for a lifetime.  Non-funded	None Specified		0
Support for primary grade teachers to assess students-one on one- at the beginning of the school	September 2021		Support for primary grade teachers to assess students-one on one- at the beginning of the school year to determine academic strengths and learning loss	2000-2999: Classified Personnel Salaries	Other	1500.00
Classroom Funds	Sept 2021	Principal Office Manager Teachers	School Paid Classroom Funds-\$7.00 per student (per CVUSD-UACT contract) to support students academic and social emotional learning.	4000-4999: Books And Supplies	OTRM	2590.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Release for Assessment & Report Cards	Sept.2021- June 2022	Principal Office Manager Teachers	Teacher release 3 x per year (per CVUSD-UACT contract) for assessments and to complete report cards	None Specified	General Fund	3196.00

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Starting in March 2020 with our school closures, then moving into the '20-21 school year with the combination of Remote and Blended Learning, this has been such an incredibly challenging time for our students due to having to learn on computers for a majority of the year. Additionally, students who were both in the Blended and Remote models had shortened face-to-face teacher interaction time for direct instruction and were expected to complete a number of reinforcement activities online as part of their school day. Although this has all been highly challenging, our students continue to be provided with quality instruction including differentiation and UDL. Our academic intervention programs in both ELA and math are targeted to the specific areas of need for our students that are identified for intervention. Understanding that students academic success is often tied to their social emotional well-being, we are committed to not only providing intervention for academics but we also are providing our students with social emotional supports (SEL) through counseling and classroom instruction. Our academic intervention is provided by credentialed teachers, who serve as Intervention Specialists. Intervention Specialists work closely with classroom teachers to ensure instruction is aligned to what is being taught in the classrooms. Additionally, our school counselor works closely with teachers and the principal to ensure students are receiving the supports they need for their mental health well being. This intentional focus has been a critical piece in ensuring our students are receiving support in all areas. Covid 19 and the different "look" of school learning has often been a traumatic experience for our students, staff, and families. Students in special populations, including SWD, EL's and SED's, are monitored closely so that we can provide extra instructional and social-emotional assistance to ensure academic success and connections to school.

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

With Weathersfield's limited funding, we have provided our students with low or no cost activities to address their social emotional learning needs. We are using the Sanford Harmony SEL program which has been at no cost to the school. We received materials from Instructional Services to assist each teacher with running their program. With more funding, additional intervention will be implemented. We believe there is a direct correlation between academic student success/confidence building and a child's social emotional well being.

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

In analyzing our data, there is a great concern about our students social emotional well being. When we find that students are not participating either online or in class and are not completing assignments, we are approaching this through the lens of trauma informed care. Not always knowing what families are experiencing, we often find out the level of impact this pandemic has had on the parents of our children. This has caused many of our children to have limited of concentration and lack of ability to complete assignments. Additionally, we have also found that families experiencing trauma are not able to prioritize assisting their children with work they don't understand. As a school team, we are committed to providing support and extra help when needed. To keep consistency with our students, we continue to provide programs such as CHAMPS, Kelsos Choice and character building activities, to name a few. These programs have been modified for this year's learning models.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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

## LEA/LCAP Goal

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

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

## Goal 4

Throughout the 2021-2022 school year, through a variety of communication and media sources, Weathersfield will provide all stakeholders and the community as a whole, with timely, relevant and informative information regarding our school programs, activities and events. Communication will be delivered through our Blackboard Connect All Call System (voice and email messages), our school website, teacher/classroom websites/newsletters, our Wednesday Wings/Eagle Flyer and PTA info, our Weekly Wings bulletin to all staff members, Principal Coffees, Twitter, PTA Facebook/flyers and Remind system. The majority of our correspondences are translated into Spanish for our English Learner families. Our effective communication sources ensure that all stakeholders have knowledge of all school happenings. Our District Advisory Council Reps-GATE-DAC (Gifted and Talented), SEDAC (Special Education) and DELAC (English Learner) and DAC (District Advisory) meet monthly with the Principal to keep informed of all school related news. In addition, our District Advisory Reps provide reports to our School Site Council (SSC) each month.

## Identified Need

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

## Annual Measurable Outcomes

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Eagle Flyer and PTA communication "Wednesday Wings" is sent home weekly (via Blackboard Connect email system) to inform all stakeholders of school business, events and activities.	August 2021-June 2022	Office Staff Principal PTA Communications	Weekly Communication-Eagle Flyer- sent to families to inform them of school and PTA information, activities and events. Information is sent home in both English and Spanish.	5900: Communications	None Specified	0
Weekly Wings (school bulletin) communication is sent via email to all members of our school staff.	August 2021-June 2022	Office Staff Principal	Weekly Communication Bulletin- Weekly Wings- sent to all staff members, via email, to inform them of daily information including: weekly IEPs, SST's, school business, activities and events,	5900: Communications	None Specified	0
Ongoing school community communication regarding school reopening. videos, Zoom meetings, parent calls, All Call messages, emails and newsletters were utilized to inform parents of school happenings regarding learning models, cohorts, school safety protocols and reopening design.  Bilingual Facilitator worked in tandem with the principal to provide our English Learner families with translated information to ensure understanding of school information.	August 2021-June 2022	Office Staff Bilingual Facilitator Principal	A plethora of information using a variety of communication platforms were provided to families to ensure everyone was well informed of our academic learning design, safety protocols and school reopening practices.	5900: Communications	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schoolwide drive through parades for students and families to build a positive and welcoming school culture and climate.						
School Website: Updated with school information for both our school community and the community as whole.	August 2021-June 2022	Office Staff Principal	Ongoing communication for all stakeholders/community.	5900: Communications	District Funded	
All Call and Email Communication through our Blackboard Connect System	August 2021-June 2022	Principal EL Facilitator- Assistance	School to Home Communication to ensure families are kept informed of school happenings.	5900: Communications	District Funded	
Twitter	August 2021-June 2022	Lead Teacher Principal	School Communication to promote school activities and events.	5900: Communications	None Specified	0
PTA Facebook, REMIND text and Instagram social media sites used to provide information and promote school events and activities. Flyers and notifications are also sent home to promote PTA events.	August 2021-June 2022	PTA Communication- Executive Board Member	PTA to School Community Communication PTA Funded: 500.00	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	
School Marquees- Located both outdoors and in the school office	August 2021-June 2021	Teacher-Adjunct Duty Office Staff Principal	Daily communications to promote school events and activities.	5900: Communications	District Funded	
Classroom Communication-Room Parents	August 2021-June 2022	Classroom Teachers Room Parent Coordinator Principal	Classroom communication and classroom events organized through volunteer room parents	5900: Communications	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Level data analysis to inform instruction for all levels of learners including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students	August 2021-June 2022	Classroom Teachers Intervention Specialists Principal	Data Analysis to for intervention and data driven instruction to close the achievement gap. Teachers and principal analyze data, monitor our inclusive model of intervention and develop best practices to drive instruction for all students, including Students with Disabilities, English Learners and Socio-Economically Disadvantaged Students  Unfunded- meetings during teacher prep time.	1000-1999: Certificated Personnel Salaries	None Specified	0
SEDAC Representative Support for Families	Fall 2021-June 2022	SEDAC Representative Principal Learning Center Teacher Speech Teacher School Psychologist	After each SEDAC meeting, all parents of students with IEP's receive meeting information from our SEDAC reps. Information includes school inclusion model, Least Restrictive Environments, student achievement, ongoing monitoring of student data, the IEP process and supports for our Students with Disabilities.	5900: Communications	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly communication to our School Site Council from our DAC, SEDAC, GATE-DAC, and DELAC representatives.	Fall 2021-June 2022	DAC Representative SEDAC Representative GATE-DAC Representative DELAC Representative SSC President Learning Center Teacher Speech Teacher EL Facilitator Community Outreach Coordinator GATE Coordinator Principal	Monthly reports are presented at our SSC meetings. SEDAC reports are sent to our families of students with disabilities, GATE-DAC reports are sent to our families of GATE students and DELAC reports are presented at our ELAC meetings.	5900: Communications	District Funded	
Bilingual Facilitator for additional communication and support for our English Learners and families	August 2021-June 2022	Bilingual Facilitator Principal DELAC Rep.	School to home support and resources for our English Learner families. Translations and interpreting support to help with communication and to ensure our English Learner families are connected to school.	5900: Communications	0860	500.00
Ongoing Communication- for English Learner Families	August 2021-June 2022	English Learner Facilitator Principal Office Staff DELAC Rep	School communication is sent home through Blackboard Connect in both English and Spanish to support our English Learner families.	5900: Communications	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community Engagement through School-wide Student Assemblies	2021-2022 school year	Principal Teachers Music Specialist	Patriotic Assembly Veteran's Day Assembly Volunteer Tea Performances Student Council Skits at Award Assemblies Spring Musical * Students have opportunities to participate in important programs and perform for their parents, peers, school staff and members of our school community.	None Specified		
Eagles Assemblies	2021-2022 school year	Principal Classroom Teachers PTA	Bi-Weekly Outdoor Eagle Assemblies provide students, parents and school staff an opportunity to gather together and connect to school activities	5900: Communications	None Specified	0
Teacher Websites/Canvas LMS:- classroom communication	August 2021- June 2022	Classroom Teachers Principal	Classroom communication to provide parents and students with information regarding class business, curriculum, homework, classroom and school activities and events.	5900: Communications	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PTA Events	August 2021-June 2022	PTA Exec Board PTA members/volunteers Teacher Rep. Principal	Numerous PTA events to engage the school community. Back to School Ice Cream Social Movie Nights Trunk or Treat VIP Lunch Science Night Spring Carnival Jog-A-Thon- plus numerous other fundraiser events	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Throughout the Covid 19 pandemic, our communication has increased even more than before. We believe it is essential to keep families connected to the school. This past year, families in all three learning models: Blended, Remote and SHINE received weekly and ongoing messages regarding school information. We have a stellar school website, a highly utilized Twitter account, Weekly Wednesday Wings including our school Eagle Flyer and PTA information, teacher websites, classroom communication sent to families weekly, our Weekly Wings for communications with staff, two Marquees both indoor and outdoor, Blackboard Connect All Call/Email system, PTA Facebook, PTA Instagram and PTA REMIND texts. In addition, we have outstanding District Advisory Committee Reps (including SEDAC, DELAC, GATEDAC and DAC). Our District Reps provide our families with important information from their committees. This helps families to stay connected to support their children's needs. Weathersfield's school community is very connected to the happenings of the school site, which in return, creates higher student achievement and a positive school culture.

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

During this pandemic and with so many families who are still struggling, our PTA fundraising numbers have been much less than in previous years. We are concerned because PTA funds so much for our school's programs, activities and supplies since our budget is so limited. Each year, our communication systems become more effective due to the very dedicated personnel in charge of communication both on site and through the PTA. We are working in tandem to ensure that all stakeholders are informed and involved in their children's educational experience.

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

We are continuing to seek out any new forms of communication for our families, school staff and community. This past year was a big challenge because we had children in classes all over the district through our Remote learning model. Additionally, several of our children were in the SHINE program. The challenge of ensuring that everyone still felt connected to the school even though they were at a distance was daunting, but one that we made a primary focus. We provided each student in all learning models with a Weathersfield pennant that says "Go Eagles: Soaring Together Even When Apart". We had welcome back parades, Card My Yard signs and have provided each child in the Blended model with a small stuffed animal for comfort on their first day back on campus.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

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## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

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## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$82,669.91

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

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

State or Local Programs	Allocation (\$)
	\$0.00
0860	\$4,320.00
OTRM	\$17,115.00
General Fund	\$45,150.00
None Specified	\$0.00
Other	\$16,084.91

Subtotal of state or local funds included for this school: \$82,669.91

Total of federal, state, and/or local funds for this school: \$82,669.91

# 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
OTRM	17,115.00	0.00
Other	16,084.91	0.00
General Fund	45,150.00	0.00
0860	4,320.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
0860	4,320.00
OTRM	17,115.00
General Fund	45,150.00
None Specified	0.00
Other	16,084.91

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,459.07
2000-2999: Classified Personnel Salaries	41,784.60
4000-4999: Books And Supplies	32,530.24
5900: Communications	500.00
None Specified	4,396.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00

2000-2999: Classified Personnel Salaries	0860	2,744.68
4000-4999: Books And Supplies	0860	1,075.32
5900: Communications	0860	500.00
1000-1999: Certificated Personnel Salaries	OTRM	342.77
2000-2999: Classified Personnel Salaries	OTRM	12,680.42
4000-4999: Books And Supplies	OTRM	2,891.81
None Specified	OTRM	1,200.00
2000-2999: Classified Personnel Salaries	General Fund	16,080.00
4000-4999: Books And Supplies	General Fund	25,874.00
None Specified	General Fund	3,196.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
5900: Communications	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	3,116.30
2000-2999: Classified Personnel Salaries	Other	10,279.50
4000-4999: Books And Supplies	Other	2,689.11

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,209.39
Goal 2	25,165.57
Goal 3	27,794.95
Goal 4	500.00

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 8 Parent or Community Members

Name of Members	Role
Jessica Garcia	Parent or Community Member
Amy Yeager	Parent or Community Member
Karen Kyle-SEDAC	Parent or Community Member
Stephanie Barrus-DAC	Parent or Community Member
Alma Molina- DELAC	Parent or Community Member
Jay Devore	Parent or Community Member
Michelle McEvoy- GATEDAC	Parent or Community Member
Stephenie Scott	Classroom Teacher
Joan Hartigan	Classroom Teacher
Kelly Prophete	Classroom Teacher
Anna Torraca	Classroom Teacher
Purnima Mandal- LBGTDQDAC	Parent or Community Member
Jacquie Wright	Other School Staff
Laurie Davis	Principal

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

# 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
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	Other: All SSC members, including the representatives above and the SSC chairperson, provided email confirmation approving the SPSA. Emails can be provided upon request.

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

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

This SPSA was adopted by the SSC at a public meeting on September 13, 2021.

Attested:

	Principal, Laurie Davis on Sept. 13, 2021
	SSC Chairperson, Jessica Garcia on Sept. 13, 2021

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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