



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
Sweetwater Springs Elementary School learning community	37-68197-6038574	May 11, 2021	June 15, 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)

Schoolwide Program

Additional Targeted Support and Improvement

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.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The District's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, Sweetwater Springs will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	4
Analysis of Current Instructional Program.....	5
Stakeholder Involvement	11
Resource Inequities	11
School and Student Performance Data	12
Student Enrollment.....	12
CAASPP Results.....	14
ELPAC Results	18
Goals, Strategies, & Proposed Expenditures.....	21
Goal 1.....	21
Goal 2.....	27
Goal 3.....	33
Goal 4.....	39
Budget Summary	43
Budget Summary	43
Other Federal, State, and Local Funds	43
Budgeted Funds and Expenditures in this Plan	44
Funds Budgeted to the School by Funding Source.....	44
Expenditures by Funding Source	44
Expenditures by Budget Reference	44
Expenditures by Budget Reference and Funding Source	44
Expenditures by Goal.....	44
School Site Council Membership	45
Recommendations and Assurances	46

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our school's comprehensive needs assessment included the solicitation of input and feedback from our stakeholders (parents, teachers, staff, etc.). In a typical school year, we would distribute an annual parent survey to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Due to the closure of our school from March 2020-April 2021, we felt it was necessary to distribute numerous surveys and make other types of connections throughout the 2020-21 school year to continue to meet the changing needs of our students, families, and staff.

Consultations and connections with our stakeholders took place through virtual Zoom meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic supports, social-emotional and behavioral supports, parent engagement, and school connectedness. We expedited the stakeholder engagement cycle due to Covid-19 and immediately reviewed the data in order to implement changes to our practices in support of our students, their families, and our staff. A parent survey will be conducted closer to the end of the school year.

As our 2020-21 school year began, our first priority was to ensure the safety of our learning community, technology needs, and to provide food and resources to our families. As such, our first surveys revolved around the basic needs of our students and their families. Once those basic needs were addressed, subsequent surveys were distributed.

Surveys sent in preparation for or during the 2020-21 school year included (but were not limited to) topics such as :

- Student Technology Needs
- Student/Family Community Resources Needs
- Student Learning Options (Online/Hybrid)
- Student Transportation/Childcare Needs
- Staff Technology Needs
- Staff Reopening Questions/Concerns
- Staff Classroom Needs (desk partitions, etc.)

Parent data indicated a desire for more support for struggling students, more printed materials, longer virtual instructional days, more consistent hours from classroom to classroom (in consideration of siblings' schedules), and a uniform Learning Management System (LMS) for teachers to use. Teacher data displayed the desire for more training and direction in providing instruction for students in the virtual model. All stakeholders shared comments about the safety needed when returning to in-person learning.

The Extended School Services (ESS) program is housed on our campus and provides before and after school childcare in an academic and recreational setting. ESS also distributed parent surveys to participating families at our school site. The survey provides a method of monitoring needs and strengths of the program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities.

Highlights from this year's data include an overwhelmingly positive response from parents regarding child safety. Over 95% of parents surveyed feel that the ESS program provides a safe and happy environment for their child(ren). Additionally, 94% of parents surveyed feel that they have a clear understanding of the policies and guidelines that are in place to help prevent the spread of COVID-19. Over 90% of parents agree that the ESS team interacts positively with children and effectively communicates with parents regarding program activities and schedules. There was an increase of 4% from last year's survey of parents who feel that the ESS office team are courteous and professional when providing information regarding their account and responding to parent questions. Opportunities for growth within the department include continuing to establish procedures to support students with their asynchronous learning as well as improved parent communications regarding student achievements and struggles.

Our school will continue to solicit input and feedback from our stakeholders and utilize the data to improve the work that we are doing in support of our students, families, and staff.

Classroom Observations

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

Daily Principal Observations (Informal Walkthroughs):

In order to monitor daily instructional practices and to coach teachers, the principal goes on classroom and virtual classroom walkthroughs to provide targeted feedback and support, and collect evidence on the professional development needs of staff, and to celebrate teacher and student successes. The principal does walkthroughs each day visiting each classroom at least once each week. Each visit is followed up with an email or a targeted feedback note. The principal looks for evidence of teaching, student learning, and connections to the instructional goals of the school.

Findings: The focus for 20/21 has been centered around the Classroom Environment and Culture piece of the 5 Dimensions of Teaching and Learning. The principal observed teachers providing support to students, adequate think-time, Zones of Regulation instructions, and plenty of Social Emotional Learning. Also observed was the need for increased student engagement as evidenced by less frequent student talk and student led activities. The lesson plans were certainly planned to yield student-talk, but the virtual component added unique challenges to the staff. Therefore, the next layer of our journey will likely center around the Student Engagement piece of the 5 Dimensions of Teaching and Learning.

Supervisory Classroom Observations:

The principal conducted formal teacher evaluations throughout the school year to evaluate teacher's performance as outlined by the labor contract. These are observation cycles that include both formal and informal observations with feedback meetings. All of the teachers involved in these evaluations set individualized professional goals.

District Walks:

To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Network Walks:

To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

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)

Through Professional Learning Communities, teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

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

Teachers use curriculum-embedded unit, weekly, and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

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

All teachers and counselors at our school site are properly credentialed.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include: Building classroom climate and culture through implementation of Zones of Regulation and Sanford Harmony as well as the development of a school wide positive behavior interventions system.

Additionally, teachers can participate in district offerings to supplement site professional development. Teachers are currently afforded the opportunity to participate in professional development online; however, when in-person learning restrictions are lifted, educators will have the opportunity to participate in face-to-face and blended professional development. Online courses have included:

- Academic Conversations 1.0
- Building Sentences for English Learners
- Google Classroom 2.0
- Increase Student Engagement, Decrease Challenging Behaviors
- Inquiry and Collaboration Techniques from a Distance
- Intro to Zoom
- Khan Academy Course Mastery for Asynchronous Math Support
- Lexia/PowerUp: Data, Instruction, Resources
- Making PDFs and Worksheets Interactive in Google Classroom
- Math in a Hybrid World
- NGSS 101: Intro to the Crosscutting Concepts
- Responding to Behavior Escalation
- Student Voice and Engagement
- Trauma and ODD: Information, Strategies, & Supports
- Write to Learn - Reflective Writing
- Zoom for Small Group Instruction

If there are in-person learning restrictions in place due to COVID-19 during the 2021-22 school year, the professional development for our educators will continue to occur online. Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

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

Staff development is provided to teachers and other staff to address the identified needs of our students. Areas of need are identified by student achievement data, stakeholder input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

All staff development is focused on:

- California Common Core State Standards (CCSS) in English-Language Arts and Literacy in History-Social Studies, Mathematics, and Science (Next Generation Science Standards-NGSS)
- California English Language Development (ELD) Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- Development of strong PLCs
- Research-based classroom instruction and best practices
- Creation and use of assessments to inform and modify instruction
- High quality instruction for distance learning (brought to us with educational research partners Doug Fisher, Nancy Frey, and John Hattie)

Site level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2021-22 school year will focus on the Student Engagement piece of the 5 Dimensions of Teaching and Learning. We will likely center our learning and classroom instruction application around thinking routines and accountable talk. Our instructional focus will still spiral back to the previous year's focus on climate and culture.

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

Site-based professional development, grade-level collaboration, principal observation, and feedback/coaching provide on-going assistance and capacity building for teachers. (Response to Intervention support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction.

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

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in Professional Learning Community (PLC) format where each member takes a leadership role and an expectation of reflective conversations surround data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional Learning Communities allow for an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

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

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

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

Essential Standards in math and language arts provide a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

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

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

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 students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

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

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments (when available), common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for School Site Council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is our major focus to raise student achievement.

In 2021-22 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:

Professional Learning Communities (PLC)

Positive Behavior Interventions and Supports - Skyhawks P.R.O.U.D. (Perseverance, Respect, Ownership, Unity, Discipline)

Multi-tiered Systems of Support (MTSS)

Second Step Social-Emotional Learning

Raz-Plus (reading)

IXL (math program)

Lexia (reading)

Zones of Regulation (SEL)

Restorative Circles (SEL)

Khan Academy (math)

Imagine Learning (language development)

Parental Engagement

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

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.

To support successful school and family interactions, the District is committed to engaging parents through:

- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representative from each site to the district-level parent advisory committees, known as the District Advisory Committee and the District English Learner Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- The use of site-based social media sites such as Facebook and Twitter.
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

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)

All stakeholders (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of federal funds (as applicable) and the implementation of programs. Specifically, at our school site, the members of School Site Council (SSC) and English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly stakeholder meetings with parents (DELAC and District Advisory Committee (DAC) where district programs are discussed. In addition, the District holds meetings throughout the year with other stakeholder groups (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

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

The following positions/programs will be provided through Title I funds in 2021-22:

- Title I Parent Engagement funds will be used to offer additional family support (resources, education, counseling/community referrals) provided by a credentialed social worker.
- Title I funds will be used to partially fund an Intervention Teacher who will facilitate our school wide intervention program and assessments in support of our underperforming students.
- Title I funds will be used to renew licenses of various educational programs aimed supporting our underperforming students.

Fiscal support (EPC)

Sweetwater Spring Community School receives Title I money based on the number of pupils in our school who qualify for free and reduced meals.

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

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for the 2021-22 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review at the end of each Goal.

School stakeholder involvement meeting dates were as follows:

- ELAC #3 Meeting: April 6, 2021, 8:30am via Zoom.
- SSC # 4 Meeting: April 7, 2021, 2:30pm via Zoom.
- SSC # 5 Meeting: May 11, 2021, 2:30pm via Zoom.

Staff Meetings where the 2021-22 SPSA goals, metrics were discussed:

- Meeting: April 12, 2021, 1:15pm via Zoom (w/ CAASPP training)
- Meeting: April 19, 2021, 1:15pm via Zoom.

Other meetings where the 2021-22 SPSA goals, metrics were discussed:

- PTA - Meeting: March 18, 2021, 7:00pm via Zoom.
- PTA - Meeting: March 18, 2021, 7:00pm via Zoom.

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

Resource Inequities

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

Our needs assessment involved a review of SBAC Dashboard Data. In the area of student attendance and discipline, we found students who are identified as African American have had a higher rate of suspension. Overall, all groups had an increase in suspension of .8, but African American students had an increase of 1.4. All groups participate in assemblies that focus on a safe and nurturing school climate. All classrooms have implemented restorative practices in their classrooms. Although we are lacking resources to provide an alternative to suspension, the addition of a social worker on site one day a week for the 2020-2021 school year will support alternatives to suspension for all subgroups. No resource inequities have been identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.37%	%	0%	2		0
African American	14.47%	12.73%	11.4%	78	63	57
Asian	2.97%	3.23%	3%	16	16	15
Filipino	2.60%	3.23%	3.2%	14	16	16
Hispanic/Latino	48.61%	51.11%	54.4%	262	253	272
Pacific Islander	0.93%	0.61%	0.6%	5	3	3
White	22.82%	20.61%	17.2%	123	102	86
Multiple/No Response	%	%	0%			0
Total Enrollment				539	495	500

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	87	66	88
Grade 1	94	84	71
Grade 2	83	78	90
Grade3	75	74	78
Grade 4	61	69	63
Grade 5	69	63	65
Grade 6	70	61	45
Total Enrollment	539	495	500

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	115	104	118	21.3%	21.0%	23.6%
Fluent English Proficient (FEP)	38	34	34	7.1%	6.9%	6.8%
Reclassified Fluent English Proficient (RFEP)	2	11	2	1.7%	9.6%	1.9%

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 Scores		% of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	76	74	76	72	76	72	100	97.3
Grade 4	67	70	67	69	67	69	100	98.6
Grade 5	68	53	68	52	68	52	100	98.1
Grade 6	69	59	69	59	69	59	100	100
All Grades	280	256	280	252	280	252	100	98.4

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	2458.4	2440.0	38.16	36.11	22.37	22.22	23.68	19.44	15.79	22.22
Grade 4	2454.0	2473.0	26.87	30.43	25.37	17.39	13.43	18.84	34.33	33.33
Grade 5	2506.7	2489.7	25.00	19.23	23.53	26.92	27.94	21.15	23.53	32.69
Grade 6	2541.4	2554.4	24.64	25.42	39.13	40.68	15.94	20.34	20.29	13.56
All Grades	N/A	N/A	28.93	28.57	27.50	26.19	20.36	19.84	23.21	25.40

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	39.47	34.72	36.84	41.67	23.68	23.61
Grade 4	17.91	34.78	55.22	37.68	26.87	27.54
Grade 5	22.06	30.77	50.00	38.46	27.94	30.77
Grade 6	27.54	30.51	44.93	50.85	27.54	18.64
All Grades	27.14	32.94	46.43	42.06	26.43	25.00

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	32.89	22.22	46.05	55.56	21.05	22.22
Grade 4	16.42	27.54	46.27	40.58	37.31	31.88
Grade 5	30.88	17.31	39.71	50.00	29.41	32.69
Grade 6	27.54	18.64	52.17	64.41	20.29	16.95
All Grades	27.14	21.83	46.07	52.38	26.79	25.79

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	31.58	29.17	56.58	58.33	11.84	12.50
Grade 4	14.93	15.94	59.70	71.01	25.37	13.04
Grade 5	22.06	23.08	55.88	50.00	22.06	26.92
Grade 6	15.94	23.73	71.01	66.10	13.04	10.17
All Grades	21.43	23.02	60.71	61.90	17.86	15.08

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	44.74	31.94	40.79	47.22	14.47	20.83
Grade 4	20.90	23.19	50.75	53.62	28.36	23.19
Grade 5	33.82	26.92	45.59	36.54	20.59	36.54
Grade 6	36.23	33.90	52.17	55.93	11.59	10.17
All Grades	34.29	28.97	47.14	48.81	18.57	22.22

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	76	74	76	72	76	72	100	97.3
Grade 4	67	70	67	69	67	69	100	98.6
Grade 5	69	53	69	53	69	53	100	100
Grade 6	69	59	69	59	69	59	100	100
All Grades	281	256	281	253	281	253	100	98.8

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	2442.3	2426.9	23.68	22.22	27.63	27.78	27.63	22.22	21.05	27.78
Grade 4	2444.3	2465.7	7.46	14.49	20.90	27.54	43.28	33.33	28.36	24.64
Grade 5	2480.2	2467.2	7.25	11.32	27.54	5.66	28.99	33.96	36.23	49.06
Grade 6	2528.8	2528.8	23.19	16.95	27.54	28.81	24.64	33.90	24.64	20.34
All Grades	N/A	N/A	15.66	16.60	25.98	23.32	30.96	30.43	27.40	29.64

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	35.53	33.33	35.53	34.72	28.95	31.94
Grade 4	11.94	24.64	38.81	34.78	49.25	40.58
Grade 5	18.84	15.09	33.33	20.75	47.83	64.15
Grade 6	36.23	28.81	34.78	40.68	28.99	30.51
All Grades	25.98	26.09	35.59	33.20	38.43	40.71

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	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	35.53	27.78	36.84	47.22	27.63	25.00
Grade 4	11.94	15.94	44.78	50.72	43.28	33.33
Grade 5	8.70	11.32	55.07	43.40	36.23	45.28
Grade 6	13.04	10.17	59.42	64.41	27.54	25.42
All Grades	17.79	17.00	48.75	51.38	33.45	31.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	34.21	26.39	39.47	48.61	26.32	25.00
Grade 4	11.94	23.19	41.79	49.28	46.27	27.54
Grade 5	10.14	9.43	50.72	41.51	39.13	49.06
Grade 6	28.99	16.95	42.03	62.71	28.99	20.34
All Grades	21.71	19.76	43.42	50.59	34.88	29.64

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	1451.3	1414.1	1450.2	1424.3	1453.5	1390.1	22	15
Grade 1	1469.0	1492.7	1452.8	1481.7	1484.7	1503.2	24	25
Grade 2	1471.2	1548.1	1479.0	1533.9	1462.9	1561.5	23	19
Grade 3	1541.7	1497.9	1529.4	1500.3	1553.5	1495.0	18	22
Grade 4	*	1543.5	*	1544.6	*	1542.1	*	12
Grade 5	1522.8	*	1511.1	*	1533.9	*	14	7
Grade 6	*	1555.2	*	1548.8	*	1560.9	*	12
All Grades							113	112

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	50.00	26.67	*	26.67	*	26.67		20.00	22	15
1	62.50	52.00	*	20.00	*	20.00	*	8.00	24	25
2	47.83	52.63	*	36.84	*	5.26	*	5.26	23	19
3	*	27.27	*	22.73	*	40.91	*	9.09	18	22
4		50.00	*	33.33	*	16.67	*	0.00	*	12
5	*	*	*	*	*	*		*	14	*
6	*	50.00	*	25.00	*	16.67	*	8.33	*	12
All Grades	44.25	41.07	37.17	26.79	12.39	23.21	*	8.93	113	112

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	54.55	40.00	*	20.00	*	26.67		13.33	22	15
1	62.50	44.00	*	36.00		8.00	*	12.00	24	25
2	69.57	57.89	*	36.84	*	5.26	*	0.00	23	19
3	66.67	45.45	*	27.27		9.09	*	18.18	18	22
4	*	75.00	*	16.67		8.33	*	0.00	*	12
5	*	*	*	*	*	*		*	14	*
6	*	58.33	*	25.00	*	16.67	*	0.00	*	12
All Grades	55.75	50.00	30.09	29.46	*	11.61	*	8.93	113	112

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	*	13.33	*	33.33	*	33.33	*	20.00	22	15
1	54.17	44.00	*	12.00	*	28.00	*	16.00	24	25
2	*	47.37	*	36.84	*	10.53	*	5.26	23	19
3	*	13.64	*	27.27	*	36.36	*	22.73	18	22
4		25.00	*	41.67	*	16.67		16.67	*	12
5	*	*	*	*	*	*		*	14	*
6	*	25.00	*	33.33	*	25.00	*	16.67	*	12
All Grades	32.74	27.68	35.40	27.68	21.24	27.68	10.62	16.96	113	112

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	63.64	13.33	*	73.33	*	13.33	22	15
1	79.17	60.00	*	28.00	*	12.00	24	25
2	69.57	57.89	*	36.84	*	5.26	23	19
3	66.67	27.27	*	54.55	*	18.18	18	22
4	*	58.33	*	33.33	*	8.33	*	12
5	*	*	*	*		*	14	*
6	*	41.67	*	50.00	*	8.33	*	12
All Grades	61.95	41.07	30.09	46.43	*	12.50	113	112

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	*	46.67	*	40.00	*	13.33	22	15
1	45.83	28.00	45.83	60.00	*	12.00	24	25
2	65.22	68.42	*	31.58	*	0.00	23	19
3	72.22	59.09	*	36.36	*	4.55	18	22
4	*	66.67	*	33.33	*	0.00	*	12
5	*	*	*	*	*	*	14	*
6	*	66.67	*	25.00	*	8.33	*	12
All Grades	56.64	53.57	34.51	39.29	*	7.14	113	112

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	*	6.67	68.18	73.33	*	20.00	22	15
1	66.67	48.00	*	32.00	*	20.00	24	25
2	*	36.84	*	52.63	*	10.53	23	19
3	*	13.64	*	40.91	*	45.45	18	22
4		25.00	*	58.33	*	16.67	*	12
5	*	*	85.71	*	*	*	14	*
6	*	25.00	*	50.00	*	25.00	*	12
All Grades	36.28	25.89	46.02	50.00	17.70	24.11	113	112

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
K	54.55	53.33	*	26.67	*	20.00	22	15
1	50.00	28.00	*	60.00	*	12.00	24	25
2	*	42.11	56.52	52.63	*	5.26	23	19
3	61.11	18.18	*	68.18	*	13.64	18	22
4	*	41.67	*	50.00		8.33	*	12
5	*	*	*	*		*	14	*
6	*	41.67	*	58.33		0.00	*	12
All Grades	43.36	33.04	50.44	56.25	*	10.71	113	112

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

Academic Excellence

LEA/LCAP Goal

LCAP Goal #1 - Achieve

We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

LCAP Goal #3 - Equip

We will equip our students with the tools necessary to realize their fullest potential.

Goal 1

We will ensure high-quality teaching and learning that is standards-aligned and results in mastery for each and every student.

Identified Need

As a school committed to providing high quality instruction and maximizing student achievement, we will remain focused on continuous improvement of teaching and learning. This goal is a result of what our achievement data reveals about our students and how we intend on addressing them. From 2018-2019 the percentage of students meeting/exceeding standard in both English Language Arts and Math on the SBAC saw a slight decrease. Our most recent reading assessment data also shows a slight decrease in the percentage of students reading at grade level. Although we saw slight declines, this data serves as our guide for where we need to focus during the coming school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts <ul style="list-style-type: none">Students meeting standard on SBAC will increase 3%.Students performing at or above grade level on i-Ready will increase 3%.Student groups scoring below the school average will show an increase greater than 3%.	(17-18) 57% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 53.6% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 33.26% of students performed at or above grade level as measured by i-Ready in ELA.	60% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA. 43% of students will perform at or above grade level as measured by i-Ready in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Mathematics <ul style="list-style-type: none"> Students meeting standard on SBAC will increase 3%. Students performing at or above grade level on i-Ready will increase 3%. Student groups scoring below the school average will show an increase greater than 3%. 	<p>(17-18) 42% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 39.9% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 22.94% of students performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>45% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics.</p> <p>31% of students will perform at or above grade level as measured by i-Ready in Mathematics.</p>
Percentage of students reading at grade level at the end of Trimester 1 will increase by 3%.	<p>(19-20) 65.6% of students are reading at grade level at the end of Trimester 1.</p> <p>(20-21) 61.6%% of students will be reading at grade level at the end of Trimester 1.</p>	64.6%% of students will be reading at grade level at the end of Trimester 1 of 2021-22.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students. At Sweetwater Springs, we have a schoolwide PLC, grade-level PLCs, and we collaborate with other school sites in job alike PLCs.

- Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective commitments of all members of the PLC.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.
- Grade-level PLCs will plan, pace, and provide their students with common formative assessments.

- Grade-level PLCs will deepen understanding of effective use of assessment data through collective inquiry to drive instruction and re-teaching.
- The schoolwide PLC will explore ways to implement systematic grade-level intervention programs.
- A new position has been added to all LMSV school sites for at least two years: Instruction and Data Support Teacher. This teacher will work alongside the principal to plan for professional development, collect and analyze data, build a systematic approach to classroom and schoolwide interventions and model lessons.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Our site will utilize the 5 Dimensions of Teaching and Learning Instructional Framework to develop a common language and shared vision for high-quality instruction.

- Schoolwide PLC will unpack the following sections of the 5-Dimensions Framework: 1) Classroom Climate and Culture; and 2) Student Engagement
- Establish a shared understanding and common language for high quality teaching and learning using the Framework for the Five Dimensions of High Quality Teaching and Learning (5Ds)
- Principal will work with Site Leadership Team to create a walkthrough tool tailored to the 5D focus areas.
- Principal and teachers (as practicable) will go on classroom walk-throughs to observe, analyze, and calibrate evidence of the 5D focus areas.
- Data from walkthroughs will be shared with staff during Schoolwide PLC meetings (staff meetings and SLDs).
- A new position has been added to all LMSV school sites for at least two years: Instruction and Data Support Teacher. This teacher will participate in learning walks with the principal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.

- Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.
- Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA & Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.
- Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.
- Teachers will participate in professional development to fortify math and language arts content knowledge and increase instructional expertise.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students through utilizing an intervention teacher.

- Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA & Math essential standards.
- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two (2) times a week at minimum. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily. Progress will be monitored using Literably.
- Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.
- SBAC and District benchmark data will be analyzed by teachers and principal to determine placement in intervention program(s) (Lexia, Flex, etc.) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.

- A new position has been added to all LMSV school sites for at least two years: Instruction and Data Support Teacher. This teacher will work alongside the principal to plan for professional development, collect and analyze data, build a systematic approach to classroom and schoolwide interventions and model lessons.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

91,335.25

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Academic Intervention Teacher - Balance of
cost to be paid for by site funds (LCFF)

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 2020-21 school year, grade-level PLCs met three times each month and the schoolwide PLC met twice each month; once during staff meetings and again during Site Learning Days. During their collaboration time, teachers focused on planning lessons aligned with the Essential Standards, creating/establishing common assessments, implementing reading and math programs, and monitoring multiple forms of student data. Teachers provided core curriculum and common assessments to all students before utilizing breakout sessions and/or office hours to provide additional support for struggling students. Although teachers offered support through office hours and utilized breakout sessions, some students struggled learning from a distance. Some students struggled due to the lack of in-person support, some struggled because of connectivity issues, while others struggled due to environmental factors within their home. With these struggles in mind, school staff decided to implement Lexia for all students in grades K-2 and IXL for math in grades K-6. According to our Literably data from trimester 1, three of our grade levels improved from the prior year while the other three grade levels showed a decline in the percentage of students reading at grade level. Overall, we saw growth in many of our students, but we know that we will need to focus on our guided reading groups and reading intervention time to accelerate reading levels in 2021-22.

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 2020-21, classroom walk-throughs to observe, analyze and calibrate evidence of high quality teaching and learning were performed only by the principal. Although it is ideal for teachers to also observe their fellow teachers in action, it was not practicable during the 2020-21 due to lack

of classroom coverage. Observations during walkthroughs by the principal focused on the 5 Dimensions of Teaching and Learning: Classroom Climate and Culture as well as student talk and evidence of student learning.

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

The goal is appropriate and will remain the same. We have added a metric for reading levels so that we can assess and monitor student progress toward meeting and/or exceeding their grade-level expectations. We will also have SBAC data in math and language arts to guide our planning. In 2021-2022, staff will also receive trainings in guided reading and student engagement. During schoolwide PLC, staff will explore different ways to implement a grade-level intervention system.

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

Closing the Achievement Gap

LEA/LCAP Goal

LCAP Goal #1 - Achieve

We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

Goal 2

As a school committed to high levels of learning and achievement for all students, we will remain focused on the underperforming student groups and put systems and supports in place to ensure their success.

Identified Need

As a school committed to providing high quality instruction and maximizing student achievement, we will remain focused on continuous improvement of teaching and learning with the needs of our student groups in mind. This goal is a result of what our achievement data reveals about the discrepancies amongst different student groups at our school. Socio-economically disadvantaged students, students with disabilities, and English Learners are scoring below other student groups. Based on the most recent SBAC our socio-economically disadvantaged student group saw slight decreases in language arts and math, our students with disabilities student group saw a slight decrease in language arts but a slight increase in math, while our English Learners showed a slight decrease in speaking with a slight increase in writing on the ELD benchmark assessment. Although we some saw slight declines, this data serves as our guide for where we need to focus during the coming school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress <ul style="list-style-type: none">We will increase the percentage of English Learners scoring as emerging and expanding on the writing and speaking ELD Benchmark assessment.	(19/20) 90.4% of English Learners scored emerging or expanding on the ELD Benchmark in writing. (20/21) 93.6% of English Learners scored emerging or expanding on the ELD Benchmark in writing. (19/20) 78.9% of English Learners scored emerging or expanding on the ELD Benchmark in speaking. (20/21) 74.5% of English Learners scored emerging or	(21/22) 96% of English Learners will score emerging or expanding on the ELD Benchmark in writing. (21/22) 77% of English Learners will score emerging or expanding on the ELD Benchmark in speaking.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	expanding on the ELD Benchmark in speaking.	
<p>Socioeconomically Disadvantaged</p> <ul style="list-style-type: none"> We will increase the percentage of Socioeconomically Disadvantaged students who meet standard as measured by SBAC. We will increase the percentage of students performing at or above grade level on i-Ready in ELA. We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics 	<p>(17-18) 48% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 32% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 42% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 27% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 25.56% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 16.85% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>51% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p> <p>35% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(21-22) 34% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 22% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in Mathematics.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Students with Disabilities</p> <ul style="list-style-type: none"> We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. We will increase the percentage of students performing at or above grade level on i-Ready in ELA. We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics. 	<p>(17-18) 30% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 16% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 22% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 20% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 11.54% of Students with Disabilities performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 7.79% of Students with Disabilities performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>33% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p> <p>23% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(21-22) 17% of Students with Disabilities will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 14% of Students with Disabilities will perform at or above grade level as measured by i-Ready in Mathematics.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).

- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource Teacher to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.

We will monitor English Learner progress and provide timely and systematic intervention.

- English Learners ELPAC levels 1 and 2 will receive 30 minutes of Imagine Learning daily to increase English vocabulary and proficiency (Elementary Schools only).
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by November of the new school year.
- Teachers and principal will work with District English Learner Resource Teacher to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Cost of Intervention Teacher has been included in Goal 1 - Duplicate cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.

- SBAC and District benchmark data will be analyzed by teachers and principal to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Number Worlds, Moby Max, Inside, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).
- Students will be mainstreamed as appropriate and according to their IEP goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 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.

Students were provided intervention based on academic need in language arts. English Learners were placed on rosters in clusters. All English Learners received 30 minutes of ELD instruction each day. English Learners at Levels I-II received 30 minutes of synchronous ELD instruction three times each week and 30 minutes of Imagine Learning twice each week. English Learners at Levels III-IV received 30 minutes of synchronous ELD instruction twice each week and 30 minutes of Imagine Learning three times each week. The principal and teachers completed English Learner Catch-up plans for each English Learner. Next, they analyzed the ELD Benchmark data to determine which students needed an Intervention Plan. Those students were then monitored throughout the year by the teachers, principal, and intervention teacher. SAI and SDC service minutes are tied to IEP goals and determined during IEP meetings. Our students mainstream as often as appropriate. They receive push-in and pull-out services. Providing services and interventions was a struggle in of itself at times due to connectivity issues and student engagement. In the case of students who has connectivity issues, we provided mobile hotspots and for students who were disengaged, we provided incentives, went on home visits, and maintained frequent communication with their parents. Overall, the strategies/activities implemented were effective as ELD benchmark scores in writing and speaking improved at multiple grade levels.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

There are no changes that will be made to the plan based on the analysis.

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

Student Wellness

LEA/LCAP Goal

LCAP Goal #2 Engage

We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

Goal 3

We are committed to establishing a climate of respect, connectedness, and safety for our students.

Identified Need

This goal is a reflection of our commitment to educating the whole child. Not only do we teach content related to LMSV Essential Standards, but we also teach students expected behaviors, self-awareness skills, and self-regulation skills. We want our students to feel a sense of connection to their peers, their teachers, and their school. As we begin to reopen our school, we will continue our emphasis on building relationships with students and their families, establishing our positive behavior Intervention plan, and providing alternatives to suspension. In doing so, we hope to build that sense of connection so that attendance rates increase among all student groups (particularly with our African American and White student groups), and suspension rates for our African American, Hispanic, and Two or More Races student groups decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student survey results will demonstrate an increase in the percent of students who respond favorably to each of five social-emotional learning domains, based upon the data gathered from the CORE SEL Survey of 4th, 6th, and 8th graders. These domains complement academic preparation and long-term learning.	As measured by the CORE SEL Survey, the percent of students who responded favorably to the following domains are: Culture/Climate - 69.1 % Growth Mindset - 80.2% Self-Management - 60.5% Self-Efficacy - 56.8% Social Awareness - 53.1%	As measured by the CORE SEL Survey, the percent of students who will respond favorably to the following domains will be: Culture/Climate - Baseline % + at least 1% Growth Mindset - Baseline % + at least 1% Self-Management - Baseline % + at least 1% Self-Efficacy - Baseline % + at least 1% Social Awareness - Baseline % + at least 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	<p>(17-18) The school attendance rate is 95.10% for the previous school year.</p> <p>(18-19) The school attendance rate was 95.5%.</p> <p>(19-20) The school attendance rate was 96.20%.</p>	The school attendance rate will increase by 0.05% to a rate of 96.25% for the coming school year.
The percentage of students with chronic absenteeism will decrease by 1% each year.	<p>(17-18) The percentage of students with chronic absenteeism was 11.61% for the previous school year.</p> <p>(18-19) The percentage of students with chronic absenteeism was 9.56%.</p> <p>(19-20) California Department of Education determined that due to COVID-19, the Chronic Absenteeism rates for 2019-20 were not reliable and comparable. Therefore, this data is not reported for the 2019-20 school year at the state level.</p> <p>(19-20) District data shows that the chronic absentee rate at our site was 14.4%</p>	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 13.4% during the coming school year.
Increase the amount of time students are present in class for instruction as measured by a decrease in the number of students out of class and/or suspended due to discipline.	<p>(17-18) 2.15% of students were suspended during the previous school year.</p> <p>(18-19) 4.2% of students were suspended.</p> <p>(19-20) .88% of students were suspended (>1%)</p>	Student suspensions will decrease by .08% for an overall rate of .8% during the coming school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Character Education

- We will continue our work as Peace Builders to promote students using their voices to solve conflicts and stand up to bullying.
- We will have weekly Words of Wisdom that support our positive behavior intervention plan.
- We will teach our core values of Perseverance, Respect, Ownership, Unity, and Discipline explicitly.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Consistent Attendance

- Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance.
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). Social Worker (provided by the District).
- Work with Student Supports/Probation Officer (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate.
- Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement.
- Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Elementary schools will use an SST format.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Restorative Practices

- Establish positive relationships between staff and students and among students with strategies such as Circles, Harmony SEL, Zones of Regulation, and Handle with Care.
- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.
- The school will implement a restorative reflection to the discipline plan.
- Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with students. Restorative questions will be provided to Campus Attendants.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Positive Behavior Intervention Program

- Investigate and implement alternatives to students being sent out of class for negative behavior.
- Adopt a matrix of behavior expectations for each school setting that directly aligns to our PROUD core values.
- Develop a comprehensive system for teaching expected behaviors (First 15 Days)
- Principal will implement learning based consequences as alternatives to suspension when appropriate.
- Implement a digital discipline hall pass for reporting student behaviors.
- Implement a schoolwide positive behavior incentive program.

- School staff will gain access skills and strategies focused on positive behavior interventions that will help address chronic and/or extreme negative behaviors.
- Discipline data will be reviewed at Schoolwide PLC meetings to look for trends in behaviors and settings. Data will inform the instruction of core values.
- Participate in Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 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.

During 2020-21, Sweetwater Springs focused on rebuilding our school culture by strengthening our Social Emotional Learning program and by establishing a positive behavior intervention program. Staff received a refresher training in Sanford Harmony (now Harmony SEL) and a full training in Zones of Regulation. The site leadership team decided to focus on Zones of Regulation to support their prior work with Trauma Informed Care. The site PLC is committed to using both Sanford Harmony (now Harmony SEL) and Zones of Regulation in their classrooms. The Sweetwater Springs staff also made significant progress in establishing a positive behavior Intervention program. The first step was adopting the core values of Perseverance, Respect, Ownership, Unity, and (self) Discipline. Then, students and staff came together during an SLD to create a matrix of behavior expectations. Next steps include designing lessons for explicit instruction of expected behaviors, creating an incentive program that aligns to Skyhawks P.R.O.U.D., and consistently surveying students about their connection to the school.

The principal, social worker, and attendance technician monitored individual student attendance data, contacted families, and went on home visits of students who needed support. This attendance team implemented a tiered approach to support students and staff with reengagement. The first tier was communication and support from the teacher. The next tier was communication from administration and the attendance technician. The third tier was intervention from the social worker. Although our attendance rate was lower in 2020-21, the attendance team did see improved engagement and attendance with most of the students identified in the reengagement cycle. Due to COVID, we did see an increase in the number of students disengaged. Upon reviewing individual cases, we learned of connectivity issues, child care issues, and lack of motivation. We addressed these issues by offering mobile hotspots, food bundles, ESS, and incentives for reengagement.

This year, teachers and staff focused on seeking to understand their students before seeking to be understood. The most common behaviors reported during 2020-2021 were students not keeping their cameras on and showing toys on their cameras. Teachers addressed these behaviors by reaching out to families, establishing expectations, and providing incentives or accommodations as needed. The few students who were reported to the principal by teachers or Go-Guardian received appropriate Learning Based Consequences as an alternative to time out of classroom or suspension.

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 2020-21, we were allocated a Social Worker one day each week. The Social Worker focused on attendance and reengagement, as well as student social emotional needs. We also started a new program "Handle with Care" in partnership with our local law enforcement agencies. Through Handle with Care, law enforcement notifies schools when they encounter students who have experienced trauma in their home.

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 2021-22, Sweetwater Springs will have a Social Worker assigned to the school three days each week. We will establish communication between staff members for Handle with Care and provide staff with a quick reference guide to supporting students with trauma. We will create and administer a school climate survey that closely mirrors the California Healthy Kids Survey and implement a digital behavior hall pass that tracks discipline data. We will review the data during staff meetings and SLDs in order to inform our practice. These tools will serve as formative assessments. We will continue to implement strategies to improve safety, decrease disruptions due to behavior, and increase daily attendance.

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

Parent/Community Engagement

LEA/LCAP Goal

LCAP Goal #2 Engage

We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Identified Need

Engagement of our parents is valued as it is directly related to student achievement. We need to increase our parent involvement, specifically in the areas of parents attending school-sponsored meetings/events and parents being able to support their children's education from home, as evidenced by the decrease in the percentage of parents who reported attending school meetings/events from 63% to 52.4% between 18-19 and 19-20.

Engagement of our parents and establishing/maintaining meaningful partnerships with them are essential to our students' success. It takes the commitment of both school and home to foster a positive, happy and collaborative school environment.

Our school annually distributes a parent survey to determine parent perspectives and to obtain valuable input to guide our funding priorities for the coming year. The 2020-21 survey was distributed in May 2021. 208 parents responded to the survey, which was delivered via email and text message. The results showing the percentage of parents who agree with each of the following statements are listed below:

This school provides high-quality instruction to my child. 94%

This school has high expectations for all students. 92%

- Overall Support for Academic Learning 93%

I feel welcome to participate at this school. 86%

School staff treats me with respect. 97%

School staff takes my concerns seriously. 93%

School staff welcomes my suggestions. 76%

School staff responds to my needs in a timely manner. 92%

School staff is helpful. 96%

My child's background (race, primary language, religion, unique needs, economic status) is respected at this school. 94%

My child feels welcome at school. 97%

- Overall Sense of Community 91%

This school clearly informs students what would happen if they break school rules. 87%

At this school, discipline is fair. 79%
 My child is safe on school grounds. 95%
 • Overall Sense of Safety 87%

A review of data indicates that our efforts in these areas have been successful. Our families feel respected and that they are taken seriously. They are also happy with our academic program including the high expectations and the quality of instruction. Members of our school community have specifically expressed their appreciation for our weekly office/principal bulletins. While we celebrate this growth, we will continue to put great emphasis on building and maintaining these partnerships to further strengthen our overall school program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who agree that at this school, discipline is fair as measured by the annual Parent/Family Survey.	The (20-21) percentage of parents who agree that at this school, discipline is fair is 79%.	The percentage of parents who agree that at this school, discipline is fair will increase above baseline by 5% to 84% by the end of 21/22.
Percentage of parents who agree that school staff welcomes their suggestions as measured by the annual Parent/Family Survey	The (20-21) percentage of parents who agree that school staff welcomes my suggestions is 76%.	The percentage of parents who agree that school staff welcomes my suggestions will increase above baseline by 5% to 81% by the end of 21/22.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To insure our parents are partners, parent education and training will be offered.

- Hold a variety of parent events establishing relationships with school staff.
- Work with District staff to provide training for ELAC and SSC.
- Work with District staff to determine and implement best practices in parent education.
- Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year.
- Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,648.37	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Credentialed Social Worker

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will communicate with parents regularly about student progress and school activities.

- Utilize parent information systems such as Blackboard Connect, monthly newsletters, and Friday Folders to enhance home/school communication.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.
- Utilize social media platforms such as Facebook, YouTube and Twitter to celebrate our school and keep parents informed.
- Utilize our Parent Teacher Association platforms to support our communication with the community.
- Send out a weekly Principal's Bulletin that celebrates our school and highlights upcoming events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Strategy/Activity 3	
Students to be Served by this Strategy/Activity	
(Identify either All Students or one or more specific student groups)	
All Students	

Strategy/Activity

Community engagement

- Establish, maintain, and utilize website updates and other social media platforms to foster communication with parents and families specifically, and the community at large.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 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.

Our School Site Council, English Learner Advisory Committee, and Parent Teacher Association met regularly during 2020-21. The SSC and ELAC provided the principal with input and monitored implementation of the School Plan for Student Achievement. The PTA supported the goals of the school by providing opportunities for student and parent involvement. All committee meetings were held through Zoom as site and district policies. Parents received a weekly Principal's Bulletin, frequent voicemails and text messages from Blackboard, and they had access to an updated webpage. Teachers communicated with their families through their adopted Learning Management System (LMS). The teachers at Sweetwater Springs adopted Classroom Dojo in grades K-2 and Google Classroom in grades 3-6. Our Social Worker has facilitated two parent trainings: Online Safety and The Importance of Self-care. The principal also hosted a "Coffee with the Principal" event. Our school community also had access to information on Facebook, Twitter and YouTube. These strategies/activities were effective. We had strong attendance at each of our meetings, and a large increase in traffic on our social media platforms.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

We will continue to effectively communicate with our parent community to ensure a positive and effective learning environment for our students. A credentialed social worker will be utilized to provide more parent engagement/training activities.

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	\$92,983.62
Total Federal Funds Provided to the School from the LEA for CSI	\$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$92,983.62

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$91,335.25
Title I Part A: Parent Involvement	\$1,648.37

Subtotal of additional federal funds included for this school: \$92,983.62

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$92,983.62

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	91,335.25	0.00
Title I Part A: Parent Involvement	1,648.37	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	91,335.25
Title I Part A: Parent Involvement	1,648.37

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	92,983.62

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	91,335.25
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,648.37

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	91,335.25
Goal 4	1,648.37

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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Angelo Benedetto	Principal
Pam Purbaugh	Classroom Teacher
Jennifer Whitney	Classroom Teacher
Lindsey Bermingham	Classroom Teacher
Juliet Salbato	Other School Staff
Cora Dabbs	Parent or Community Member
Danielle Sills	Parent or Community Member
Elisa Green	Parent or Community Member
Christina Davis	Parent or Community Member
Antoinette Davis	Parent or Community Member

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




Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: School Site Council - Antoinette Davis

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 May 11, 2021.

Attested:

	Principal, Angelo Benedetto on May 11, 2021
	SSC Chairperson, Antoinette Davis on May 11, 2021