

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sweetwater Springs Elementary School	37-68197-6038574	May 18, 2022	July 12, 2022

Purpose and Description

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

- 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, the school 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. Any changes to the SPSA will be approved by our School Site Council.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our school's comprehensive needs assessment included the solicitation of input and feedback from our educational partners (parents, teachers, staff, etc.). Our 2021-22 Annual Parent Survey was distributed 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. Data from these surveys is included throughout our 2022-23 SPSA.

Consultations and connections with our educational partners took place through virtual Zoom meetings, in-person meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic interventions, social-emotional and behavioral supports, parent engagement, and school connectedness.

As our 2021-22 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 2021-22 school year included (but were not limited to) topics such as :

- Staff/Parent Quarantine Questions/Concerns
- Student Technology Needs
- Student/Family Community Resources Needs
- Staff Technology Needs

Parent data indicated a desire for more supervision during lunch and recess, faster staff response time, and taking parent suggestions and concern seriously. Teacher data displayed the desire for more training and direction in data analysis. Teachers would like to continue having grade-level data dig days. All educational partners shared comments about the safety needed if COVID cases started to increase.

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 with ESS Leadership and put in place to address growth opportunities.

Highlights from this year's data include very positive parent feedback regarding student safety. Over 89% of parents surveyed feel that the ESS program provides a safe and happy environment for their child(ren). Additionally, 89% of the parents surveyed feel that the ESS program is meeting their needs for before and after school supervision. It is clear that a strong majority of parents feel that ESS is a safe place for students to learn and play. This is also evident in that program enrollment continues to increase year-to-year. Opportunities for growth within the department include continuing to establish procedures for homework completion and academic enrichment opportunities. Another

area of growth to be addressed by ESS staff is communication with families about their children's success and difficulties. ESS staff will review this data to determine which measures must be taken to further increase the feeling of safety and address the opportunities for growth.

Our school will continue to solicit input and feedback from our educational partners during the 2022-23 school year 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 walkthroughs to provide targeted feedback and support, to 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, targeted feedback note, or an informal conversation with the teacher. The principal looks for evidence of teaching, student learning, and connections to the instructional goals of the school.

Findings: The instructional focus for 21/22 has been centered around domains in math and language identified through iReady diagnostic data as areas needing improvement. Each grade-level PLC established SMART goals for both of their identified domains. In support of our instructional focus, the staff has been working on the promising practice of teacher clarity. Teachers have been adding clarity by teaching to learning targets and presenting success criteria to their students. Data from informal walkthroughs shows an increase in the visibility and understanding of both learning targets and success criteria across the campus. We will continue this work as we move into 22/23.

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 Area Cohort 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: Reading Comprehension of Informational Texts, Unpacking Standards, Crafting Learning Targets and Success Criteria, and Close Reading.

Additionally, teachers can participate in district offerings to supplement site professional development. Teachers are currently afforded the opportunity to participate in professional development online, face-to-face, and blended professional development. Professional development courses have included:

- Reading in the Upper Grades for Struggling Readers 3-6
- Building Thinking Classrooms Revisited
- Build Math Minds
- Engaging Students With Current Events
- Charts, Chants and More for English Learners
- I've Got a Newcomer in My Class. Now What?!
- De-fronting the Classroom
- Counting Collections TK-2
- Best Practices for i-Ready Personalized Instruction
- i-Ready Engaging Students through Data Chats
- i-Ready: Using Data to Plan Instruction
- Trauma Informed Care
- Grief & Loss
- Responding to Behavior Escalation
- Restorative Justice Practices Overview
- NGSS 101: Crosscutting Concepts & Practices K-8th Science
- Mirrored in Media 4-8
- Fostering Independent Musicians in Music / Choral Classroom
- Physical Literacy PART 1
- Intro to Chromebooks
- 504 Accommodation Plans

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:

- Cultural proficiency and educational equity
- Use of local assessments to inform and modify instruction
- 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

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 2022-23 school year will focus on the areas of need identified by the Spring 2022 CAASPP and the promising practice of teacher clarity (learning targets and success criteria).

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 2022-23 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)

SMART Goals aligned with assessment data.

Promising practices: Teacher Clarity

Positive Behavior Interventions and Supports (PBIS) - Explicit instruction of our core values:

Perseverance, Respect, Ownership, Unity and Discipline.

Multi-tiered Systems of Support (MTSS)

Imagine Learning

Second Step Curriculum for Social-Emotional Learning

Zones of Regulation

Restorative Practices

iReady

Raz-Plus

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, Twitter and NextDoor.
- 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 educational partners (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 2022-23:

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

Fiscal support (EPC)

Our 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 educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2022-23 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 for each goal.

School educational partner involvement meeting dates were as follows:

- ELAC #3 Meeting: April 19, 2022 at 9:00am.
- SSC # 4 Meeting: April 20, 2022 at 2:30pm
- SSC #5 Meeting: May 18, 2022 at 2:30pm

Staff Meetings where the 2022-23 SPSA goals and metrics were discussed:

- Meeting: March 15, 2022, 1:15pm (w/ CAASPP training)
- Meeting: April 26, 2022, 1:15pm

Other meetings where the 2022-23 SPSA goals and metrics were discussed:

- PTA Meeting: April 25, 2022
- PTA Meeting: May 16, 2022

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 our SBAC and dashboard data (where available) as well as our current academic data, parent survey results, chronic attendance rates, and student survey results. When we look at our data compared to our actions and services, we noted the following resource inequities:

Recent Data:

- As it relates to our African American student group, recent dashboard data from 2019 indicates that 8.1% of the students in that student group were suspended at least once.
- Our needs assessment asks for additional support staff for students and increase parent training and input.

In order to decrease the number of suspensions overall and the number of suspensions for each student group, we employ Restorative Practices, Zones of Regulation, and Learning Based Consequences. These, along with other consequences, serve as possible other means of correction that precede any form of suspension. Regarding the request for additional student support (from the parent survey) came in the form of a social worker who is assigned to Sweetwater Springs three days a week. We will continue to provide parent trainings, and find ways to gather input from parents and students.

No other resource inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	66	88	64
Grade 1	84	71	72
Grade 2	78	90	74
Grade3	74	78	71
Grade 4	69	63	67
Grade 5	63	65	62
Grade 6	61	45	54
Total Enrollment	495	500	464

The conclusions based on this data

1. Student enrollment by subgroup remains fairly consistent year to year with only slight increases or decreases of 1-2% in the overall students representing each group. Our school remains a diverse educational community.
2. Overall enrollment has declined since the start of the COVID Pandemic in 2020. Enrollment is expected to decline going into the 2022/2023 school year.
3. Enrollment decreases in our 6th grade due to the families having the option of enrolling their child(ren) into a middle school.

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	104	118	81	21.0%	23.6%	17.5%
Fluent English Proficient (FEP)	34	34	41	6.9%	6.8%	8.8%
Reclassified Fluent English Proficient (RFEP)	11	2	22	9.6%	1.9%	18.6%

The conclusions based on this data

1. The overall number of students identified as English Learners, Fluent English Proficient, and Reclassified Fluent English Proficient remains fairly consistent year-to-year increasing or decreasing by no more than 10 students.
2. As the number of students identified as English Learners decreases, the number of students reclassified as Reclassified Fluent English Proficient increases.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	76	74	70	76	72	0	76	72	0	100	97.3	0.0
Grade 4	67	70	63	67	69	0	67	69	0	100	98.6	0.0
Grade 5	68	53	61	68	52	0	68	52	0	100	98.1	0.0
Grade 6	69	59	53	69	59	0	69	59	0	100	100	0.0
All Grades	280	256	247	280	252	0	280	252	0	100	98.4	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2458.	2440.		38.16	36.11		22.37	22.22		23.68	19.44		15.79	22.22	
Grade 4	2454.	2473.		26.87	30.43		25.37	17.39		13.43	18.84		34.33	33.33	
Grade 5	2506.	2489.		25.00	19.23		23.53	26.92		27.94	21.15		23.53	32.69	
Grade 6	2541.	2554.		24.64	25.42		39.13	40.68		15.94	20.34		20.29	13.56	
All Grades	N/A	N/A	N/A	28.93	28.57		27.50	26.19		20.36	19.84		23.21	25.40	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	

2019-20 Data:

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

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	

2019-20 Data:

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

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	

2019-20 Data:

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

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	

2019-20 Data:

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

The conclusions based on this data

1. Conclusions will be drawn when CAASPP results become available.
2. Conclusions will be drawn when CAASPP results become available.
3. Conclusions will be drawn when CAASPP results become available.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	76	74	70	76	72	0	76	72	0	100	97.3	0.0
Grade 4	67	70	63	67	69	0	67	69	0	100	98.6	0.0
Grade 5	69	53	61	69	53	0	69	53	0	100	100	0.0
Grade 6	69	59	53	69	59	0	69	59	0	100	100	0.0
All Grades	281	256	247	281	253	0	281	253	0	100	98.8	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2442.	2426.		23.68	22.22		27.63	27.78		27.63	22.22		21.05	27.78	
Grade 4	2444.	2465.		7.46	14.49		20.90	27.54		43.28	33.33		28.36	24.64	
Grade 5	2480.	2467.		7.25	11.32		27.54	5.66		28.99	33.96		36.23	49.06	
Grade 6	2528.	2528.		23.19	16.95		27.54	28.81		24.64	33.90		24.64	20.34	
All Grades	N/A	N/A	N/A	15.66	16.60		25.98	23.32		30.96	30.43		27.40	29.64	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	

2019-20 Data:

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

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	

2019-20 Data:

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

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	

2019-20 Data:

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

The conclusions based on this data

1. Conclusions will be drawn when CAASPP results become available.
2. Conclusions will be drawn when CAASPP results become available.
3. Conclusions will be drawn when CAASPP results become available.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1451.3	1414.1	*	1450.2	1424.3	*	1453.5	1390.1	*	22	15	6
1	1469.0	1492.7	1446.3	1452.8	1481.7	1472.0	1484.7	1503.2	1420.0	24	25	12
2	1471.2	1548.1	1455.8	1479.0	1533.9	1460.7	1462.9	1561.5	1450.5	23	19	15
3	1541.7	1497.9	1500.0	1529.4	1500.3	1506.5	1553.5	1495.0	1493.1	18	22	21
4	*	1543.5	*	*	1544.6	*	*	1542.1	*	*	12	10
5	1522.8	*	1522.3	1511.1	*	1539.3	1533.9	*	1504.7	14	7	13
6	*	1555.2	*	*	1548.8	*	*	1560.9	*	*	12	8
All Grades										113	112	85

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	26.67	*	*	26.67	*	*	26.67	*		20.00	*	22	15	*
1	62.50	52.00	16.67	*	20.00	25.00	*	20.00	33.33	*	8.00	25.00	24	25	12
2	47.83	52.63	13.33	*	36.84	40.00	*	5.26	33.33	*	5.26	13.33	23	19	15
3	*	27.27	23.81	*	22.73	33.33	*	40.91	33.33	*	9.09	9.52	18	22	21
4		50.00	*	*	33.33	*	*	16.67	*	*	0.00	*	*	12	*
5	*	*	16.67	*	*	33.33	*	*	41.67		*	8.33	14	*	12
6	*	50.00	*	*	25.00	*	*	16.67	*	*	8.33	*	*	12	*
All Grades	44.25	41.07	20.24	37.17	26.79	34.52	12.39	23.21	30.95	*	8.93	14.29	113	112	84

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	54.55	40.00	*	*	20.00	*	*	26.67	*		13.33	*	22	15	*
1	62.50	44.00	16.67	*	36.00	50.00		8.00	25.00	*	12.00	8.33	24	25	12
2	69.57	57.89	20.00	*	36.84	33.33	*	5.26	33.33	*	0.00	13.33	23	19	15
3	66.67	45.45	42.86	*	27.27	42.86		9.09	9.52	*	18.18	4.76	18	22	21
4	*	75.00	*	*	16.67	*		8.33	*	*	0.00	*	*	12	*
5	*	*	41.67	*	*	41.67	*	*	16.67		*	0.00	14	*	12
6	*	58.33	*	*	25.00	*	*	16.67	*	*	0.00	*	*	12	*
All Grades	55.75	50.00	34.52	30.09	29.46	39.29	*	11.61	16.67	*	8.93	9.52	113	112	84

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	13.33	*	*	33.33	*	*	33.33	*	*	20.00	*	22	15	*
1	54.17	44.00	8.33	*	12.00	33.33	*	28.00	25.00	*	16.00	33.33	24	25	12
2	*	47.37	6.67	*	36.84	40.00	*	10.53	13.33	*	5.26	40.00	23	19	15
3	*	13.64	14.29	*	27.27	23.81	*	36.36	38.10	*	22.73	23.81	18	22	21
4		25.00	*	*	41.67	*	*	16.67	*		16.67	*	*	12	*
5	*	*	0.00	*	*	16.67	*	*	50.00		*	33.33	14	*	12
6	*	25.00	*	*	33.33	*	*	25.00	*	*	16.67	*	*	12	*
All Grades	32.74	27.68	9.52	35.40	27.68	28.57	21.24	27.68	32.14	10.62	16.96	29.76	113	112	84

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	63.64	13.33	*	*	73.33	*	*	13.33	*	22	15	*
1	79.17	60.00	41.67	*	28.00	50.00	*	12.00	8.33	24	25	12
2	69.57	57.89	20.00	*	36.84	73.33	*	5.26	6.67	23	19	15
3	66.67	27.27	28.57	*	54.55	66.67	*	18.18	4.76	18	22	21
4	*	58.33	*	*	33.33	*	*	8.33	*	*	12	*
5	*	*	16.67	*	*	75.00		*	8.33	14	*	12
6	*	41.67	*	*	50.00	*	*	8.33	*	*	12	*
All Grades	61.95	41.07	27.38	30.09	46.43	61.90	*	12.50	10.71	113	112	84

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	46.67	*	*	40.00	*	*	13.33	*	22	15	*
1	45.83	28.00	16.67	45.83	60.00	83.33	*	12.00	0.00	24	25	12
2	65.22	68.42	26.67	*	31.58	60.00	*	0.00	13.33	23	19	15
3	72.22	59.09	66.67	*	36.36	28.57	*	4.55	4.76	18	22	21
4	*	66.67	*	*	33.33	*	*	0.00	*	*	12	*
5	*	*	66.67	*	*	33.33	*	*	0.00	14	*	12
6	*	66.67	*	*	25.00	*	*	8.33	*	*	12	*
All Grades	56.64	53.57	50.00	34.51	39.29	41.67	*	7.14	8.33	113	112	84

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	6.67	*	68.18	73.33	*	*	20.00	*	22	15	*
1	66.67	48.00	16.67	*	32.00	58.33	*	20.00	25.00	24	25	12
2	*	36.84	7.14	*	52.63	57.14	*	10.53	35.71	23	19	14
3	*	13.64	19.05	*	40.91	47.62	*	45.45	33.33	18	22	21
4		25.00	*	*	58.33	*	*	16.67	*	*	12	*
5	*	*	0.00	85.71	*	66.67	*	*	33.33	14	*	12
6	*	25.00	*	*	50.00	*	*	25.00	*	*	12	*
All Grades	36.28	25.89	10.84	46.02	50.00	55.42	17.70	24.11	33.73	113	112	83

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	54.55	53.33	*	*	26.67	*	*	20.00	*	22	15	*
1	50.00	28.00	0.00	*	60.00	66.67	*	12.00	33.33	24	25	12
2	*	42.11	20.00	56.52	52.63	53.33	*	5.26	26.67	23	19	15
3	61.11	18.18	14.29	*	68.18	71.43	*	13.64	14.29	18	22	21
4	*	41.67	*	*	50.00	*		8.33	*	*	12	*
5	*	*	8.33	*	*	66.67		*	25.00	14	*	12
6	*	41.67	*	*	58.33	*		0.00	*	*	12	*
All Grades	43.36	33.04	13.10	50.44	56.25	65.48	*	10.71	21.43	113	112	84

2019-20 Data:

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

The conclusions based on this data

- Between the 19/20 school year and the 20/21 school year, the percentage of English Learners scoring somewhat/moderately in Listening, Speaking, Writing, Reading, Listening on the ELPAC increased or remained consistent for the most part with few exceptions. Meanwhile the percentage of students advancing from to Well Developed decreased for the most part. This shows that students still made some progress on their ELPAC assessments and toward reclassification during COVID. Additional conclusions will be drawn when ELPAC results become available.
- Overall mean scale scores increase from 18-19 to 20-21 in all grade levels where data was reported. This shows the effectiveness of synchronous and asynchronous instruction during distance learning as well as the impact of Imagine Learning. Additional conclusions will be drawn when ELPAC results become available.

2021-22 Annual Review

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.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Throughout the 2021-22 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, which included iReady diagnostic data, Literably data, district benchmark data, and data from unit assessments. Teachers provided core curriculum and common assessments to all students before analyzing that data during PLC breakout sessions. Teachers were able to determine which students needed additional support and with which standards/domains. Schoolwide implementation of the iReady program in both language arts and math allowed teachers to administer multiple diagnostics throughout the year. Teachers used this data to track growth, create appropriate student groupings based on standards, celebrate successes, and adapt instruction. Each grade-level PLC set two SMART goals this year; one for a math domain and the other for an language arts domain. iReady diagnostic data was used to monitor growth toward those goals. While attainment of those goals is still, at present time, a work in progress, each grade level has progressed and is on pace for meeting those goals. This year, a new position was added to all LMSV school sites: Instruction and Data Support Teacher. This teacher worked alongside the principal to plan for professional development, collect and analyze data, build a systematic approach to classroom and schoolwide interventions and model lessons. The work of the schoolwide PLC has transformed Sweetwater Springs into a data 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 the 2021-22 school year, 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 and to have additional PLC release days for data analysis and planning, it was not practicable during the 2021-22 due to lack of classroom coverage. At the turn of the year, we saw an overall decrease in staff attendance due to COVID. Once attendance began to improve and COVID cases began to decline, PLCs were able to have additional release time. We also got creative with peer observations. We started with classroom tours during SLD time. Teachers did not observe each other teach, but they did get to check-in to learn of strategies that their colleagues are using to communicate learning targets and success criteria. Initially, we set out to focus on 5D - Student Engagement. Based on data collected from the principal's informal walkthroughs, it became evident that nearly half of our students were unable to explain the learning target nor how to successfully show their learning. Therefore, we focused on the promising practice of teacher clarity with emphasis on communicating learning targets and success criteria.

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 academic goal for the upcoming SPSA year will be split into two goals; Goal 1 will be ELA and Goal 2 will be math. This will allow us to more clearly define actions and services, rather than putting them altogether. New metrics for the upcoming year will include SBAC data from 2021-22 and a full year's worth of iReady data. The current plan for 2022-23 is to center our instructional focus around one domain each for both math and language arts and to continue our development with the promising practice of teacher clarity by communication learning targets and success criteria. We will also explore and develop What I Need (W.I.N.) time to support at our students.

2021-22 Annual Review

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.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our English Learners were clustered by EL Proficiency level for designated ELD instruction. They received 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. English Learners ELPAC levels 1 and 2 received 30 minutes of Imagine Learning daily to increase English vocabulary and proficiency. Teachers implemented integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development. Teachers assessed our English Learners in reading, writing, listening, and speaking throughout the school year to monitor progress, identified areas of needs and established catch-up plans. Students not making adequate progress were placed on an English acquisition intervention plan in November.

SAI teachers ensured that students received appropriate services totaling the number of service minutes outlined in the IEP and utilized instructional materials targeted to meet individual student needs. SAI and Gen Ed teachers met regularly to articulate, plan instruction, and review student progress. SAI teachers checked-in during staff meeting with updates and/or training for gen. ed. staff. Students were mainstreamed as appropriate and according to their IEP goals. Several students transitioned to become fully mainstreamed. SAI/SDC teachers determined placement in intensive intervention programs (WonderWorks, Flex, Read Well, Number Worlds, Moby Max, Inside, etc.).

For general education students struggling with reading, the following early interventions were implemented:

Students reading below grade level received daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension). Teachers monitored student progress

to determine placement in our intensive reading intervention (less than two years below grade level). Our Reading Specialist used the program Really Great Ready to support these students.

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

Implementation for this goal went as planned. We had eight students reclassify in the fall and are waiting for ELPAC scores to determine if more students will be reclassifying before the end of the current school year. Teachers used iReady data to create appropriate student groupings based on their reading and math needs. All teachers were observed giving small group reading and math instruction. Our Reading Specialist has worked with the Tier III students as determined by iReady diagnostic data as well as teacher observation. Students who were in the Tier III program, yet not making progress, were to SST.

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.

Goal 2 currently is focused on achievement gaps for identified subgroups. Rather than separate these from the academic areas that they are connected to, each subgroup's data will be included under their respective academic areas in Goals 1 and 2 moving forward. Actions and services to address these needs will be identified to align to those academic areas.

English Learners: Principal will look into hiring student helpers to provide additional push-in support for English Learners. Principal will work with the leadership team to find professional development opportunities linked to supporting language acquisition.

SAI/SDC: The principal will work closely with case managers when building classes for the 2022/2023 school year. Principal will provide more time during staff meetings and SLDs for special education staff to give program updates and to provide training on behavioral and/or instructional strategies.

2021-22 Annual Review

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.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

During 2021-22, we taught our core values of Perseverance, Respect, Ownership, Unity, and Discipline explicitly using our weekly Words of Wisdom videos. Teachers and staff explored options for in-class behavioral interventions to help decrease office visits. Teachers gave warnings, changed teachers, implemented Zones of Regulation, positive reinforcement, and buddy classes as in-class behavioral interventions. The number of office visits remains lower than it has been since before COVID (this according to staff observations). When students did come to the office, the principal and social worker used restorative practices paired with other consequences to ensure that discipline remained learning based. Teachers and staff maintained positive relationships with the students by using Zones of Regulation and restorative circles to build connections. These check-ins allowed teachers to determine if students needed additional support. Since most of the unexpected behaviors took place at lunch and on the playground, the site focused on moving additional supervision and support in that direction. The District trained Campus Attendants to use restorative principles when intervening with students. Restorative questions were provided to Campus Attendants.

Our Positive Behavior Intervention Program started with staff investigating alternatives to office visits as needed. A few teachers began studying Love and Logic for logical approaches to support students (and their families).

In addition to restorative practices, the principal implemented learning based consequences as alternatives to suspension when appropriate. The school site continued using a digital discipline hall pass for reporting student behaviors. The site also implemented a schoolwide positive behavior incentive program - Caught Being PROUD. Students who were PROUD at lunch and recess received tickets to be entered into weekly drawings.

Discipline data was reviewed at Schoolwide PLC meetings to look for trends in behaviors/settings and to celebrate our successes. Behavior assemblies and Words of Wisdom videos were adapted to address the behavior trends.

In order to promote regular/consistent school attendance, we engaged students and parents with a warm and welcoming school environment that emphasized building relationships with families and students and stressed the importance of everyday attendance. It started with emphasis on tone and word choice when greeting students and parents whether on time or late. The principal addressed and reviewed expectations as needed.

Our social worker provided personalized early, caring, and constructive outreach to families already missing school. Our social worker monitored attendance and responded in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). Attendance letters were sent out as needed. Home visits were also conducted as needed.

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

- We were unable to establish a school climate committee.
- We assigned very few SART contracts due to the overwhelming number of COVID related absences.

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.

Goal 3 will focus on connectedness to school. It will be measured through reducing chronic absenteeism amongst our students. Due to the effects of the COVID-19 pandemic, we have removed attendance percentage as a monitoring measurement in our SPSA. The plan for 2022-2023 will include strategies/activities for increasing daily attendance while decreasing chronic absenteeism. The social worker will work closely with the principal establish and monitor the effectiveness of this plan.

2021-22 Annual Review

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.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

During 2021-2022, we offered several opportunities for parent/community involvement. We had four English Learner Advisory Committee meetings, 5 School Site Council Meetings, Back to School Night (virtual and in-person), Open House, Coffee with the Principal, as well as multiple parent trainings that were hosted by LMSV social workers. We also held monthly Parent Teacher Association meetings. These events provided parents the platform to express concerns, ask questions of school staff, provide feedback about our school program, and to learn strategies for supporting their children. Both ELAC and SSC parents were trained by the principal regarding their roles and responsibilities. Parents have provided feedback about processes and procedures improving, and they have commended the warmth and friendliness of the school environment.

The school site has communicated with parents regularly about student progress and school activities. The site utilizes multiple information systems to connect to our families. Translation and interpreters are provided at parent workshops and translation of written materials when indicated. Social media platforms such as Facebook, YouTube, Twitter, and Next Door app are used to celebrate the school and keep parents informed. Our Parent Teacher Association members use these platforms to support our communication with the community. The principal sends out a weekly Principal's Bulletin that celebrates our school and highlights upcoming events. At the classroom level, teachers send out periodic previews and/or updates.

All of the communication tools are used consistently to establish, maintain, foster communication with parents and families specifically, and the community at large.

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 2021-2022, we added the Sweetwater Springs to the NextDoor app. In 2022-2023, we will most likely begin hosting more parent/community events (depending on COVID rates).

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.

Goal 4 focuses on culture/climate at the school and will be measured both by student and parent surveys, and through student suspension data.

In planning for 2022-2023, the principal and staff will use language in communications and create opportunities that relate to needs identified in the 2021-2022 parent survey. For example: We will look for practical ways to seek feedback from parents and show that we're taking their suggestions and putting them to practice.

2022-23 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

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 1

Statewide Assessments:

The percentage of all students in Grades 2-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 2-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 2-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 2-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

Local Assessments (Based on Tri 3 iReady diagnostic)

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 49% to 52% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 26% to 34% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 45% to 53% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 20% to 28% (minimum of 8% increase).

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 so that all students, including our student groups, can achieve. Students in all grades (including target groups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities) will demonstrate increased proficiency on state and district benchmark assessments in English Language Arts. This goal is a result of what our achievement data reveals about our students and how we intend on addressing

them. During the Spring of 2022, our students completed their final iReady diagnostics in English Language Arts. The data from these diagnostics allows us to reflect on student growth throughout the school year and helps us support students in meeting the expected outcomes listed below. Our students also took the English Language Arts SBAC during the Spring of 2022. This was the first time our students had taken an SBAC since 2018-2019. This data will serve as our baseline, or starting point, which will guide our planning as we move forward into 2022-2023.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (Grades 3-6)	ALL students, Grades 3-6 - XX%	ALL students, Grades 3-6 - XX%
	English Learners, Grades 3-6 - XX%	English Learners, Grades 3-6 - XX%
	Socioeconomically Disadvantaged Students, Grades 3-6 - XX%	Socioeconomically Disadvantaged Students, Grades 3-6 - XX%
	Students with Disabilities, Grades 3-6 - XX%	Students with Disabilities, Grades 3-6 - XX%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	ALL students - 49%	ALL students - 52%
	English Learners - 26%	English Learners - 34%
	Socioeconomically Disadvantaged Students - 45%	Socioeconomically Disadvantaged Students - 53%
	Students with Disabilities - 20%	Students with Disabilities - 28%

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 (Professional Learning Community)

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.
- School site will schedule multiple teacher release days using LCFF and/or other resource funds (pending availability of funds and classroom coverage).
- We will have an 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 (Instructional Focus and Promising Practices)

Strategy/Activity

Our site will develop and shared vision for high-quality instruction.

- Schoolwide PLC will unpack sections of the 5-Dimensions Framework as determined by the principal and leadership team. The focus have recently been on classroom climate and culture as well as lesson purpose.
- 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 our school's instructional focus and promising practices.
- Principal and teachers (as practicable) will go on classroom walk-throughs to observe, analyze, and calibrate evidence of promising practices.
- Data from walkthroughs will be shared with staff during Schoolwide PLC meetings (staff meetings and SLDs).
- We will have an Instruction and Data Support Teacher. This teacher will participate in learning walks with the principal and align all coaching cycles with our instructional focus and promising practices.

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.

- The instructional focus for language arts will be: Reading Comprehension of Informational Texts.
- Staff meetings, site learning days, grade-level meetings, and data dig 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, developing clear learning targets and success criteria, analyzing assessment data, 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 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 3

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 essential standards.
- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA standards.
- Grade-level PLCs will explore the option of What I Need (W.I.N.) time. This intervention option has teachers sharing students to work on multiple reading concepts at once.
- 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, iReady diagnostics, as well as teacher assigned formative assessments.
- 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 (iReady) will be analyzed by teachers and principal to determine student placement in intervention program with initial placement made in August of the new school year and reviewed after each program benchmark assessment.
- School site will hire a (1.0 FTE) full time Intervention Teacher: Among the responsibilities of this position is to work with students struggling two grade-levels below in reading.
- We will have an 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)

121,461.94

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Reading and Math Intervention Teacher
(Remainder of salary will be paid through LCFF)

Strategy/Activity 4

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 target instruction 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.
- School will explore instructional materials and wrap-around services for newcomers.
- 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.
- Staff will continue to monitor the progress of and support our Reclassified Fluent English Proficient (RFEP) student. Data will be gathered from various assessments. Interventions will be assigned as needed.

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 5

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged

Strategy/Activity

We will continue to open doors for students identified as socioeconomically disadvantaged students.

- School staff will work align financial resources in order to support the needs of families (school supplies, food, etc).
- School staff will work with the District and other community partners to secure and provide resources for students and their families (examples: supplies, transportation, and in-home internet access).

- School staff will continue to examine our school culture, practices, and programs through a lens of equity so that we may ensure equity for all students.
- School will promote parent trainings provided by school social workers from around the District.

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)

2022-23 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

Math

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 38% to 41% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 17% to 25% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 33% to 41% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 16% to 24% (minimum of 8% increase).

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 so that all students, including our student groups, can achieve. Students in all grades (including target groups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities) will demonstrate increased proficiency on state and district benchmark assessments in mathematics. This goal is a result of what our achievement data reveals about our students and how we intend on addressing them.

During the Spring of 2022, our students completed their final iReady diagnostics in mathematics. The data from these diagnostics allows us to reflect on student growth throughout the school year and helps us support students in meeting the expected outcomes listed below. Our students also took the SBAC in mathematics during the Spring of 2022. This was the first time our students had taken an SBAC since 2018-2019. This data will serve as our baseline, or starting point, which will guide our planning as we move forward into 2022-2023.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (Grades 3-6)	ALL students, Grades 3-6 - XX%	ALL students, Grades 3-6 - XX%
	English Learners, Grades 3-6 - XX%	English Learners, Grades 3-6 - XX%
	Socioeconomically Disadvantaged Students, Grades 3-6 - XX%	Socioeconomically Disadvantaged Students, Grades 3-6 - XX%
	Students with Disabilities, Grades 3-6 - XX%	Students with Disabilities, Grades 3-6 - XX%
i-Ready Math Assessment - % of students at or above grade level (All grades)	ALL students - 38%	ALL students - 41%
	English Learners - 17%	English Learners - 25%
	Socioeconomically Disadvantaged Students - 33%	Socioeconomically Disadvantaged Students - 41%
	Students with Disabilities - 16%	Students with Disabilities - 24%

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 (Professional Learning Community)

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.
- School site will schedule multiple teacher release days using LCFF and/or other resource funds (pending availability of funds and class coverage).
- 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)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students (Instructional Focus and Promising Practices)

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 sections of the 5-Dimensions Framework as determined by the principal and leadership team. The focus has recently been on classroom climate and culture as well as lesson purpose.
- 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 our school's instructional focus and promising practices.
- Principal and teachers (as practicable) will go on classroom walk-throughs to observe, analyze, and calibrate evidence of promising practices.
- Data from walkthroughs will be shared with staff during Schoolwide PLC meetings (staff meetings and SLDs).
- We will have an Instruction and Data Support Teacher. This teacher will participate in learning walks with the principal and align all coaching cycles with our instructional focus and promising practices.

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 data dig days will be used to support teachers in deepening their understanding of math essential standards through standards unwrapping, defining grade-level mastery of essential standards, developing clear learning targets and success criteria, analyzing assessment data, 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 3

Students to be Served by this Strategy/Activity

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

All Students (Intervention System)

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 math essential standards.
- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential math standards.
- Grade-level PLCs will explore the option of What I Need (W.I.N.) time. This intervention option has teachers sharing students to work on multiple math concepts at once.
- 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 Expressions assessments and iReady diagnostics.
- 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 with initial placement made in August of the new school year and reviewed after each program benchmark assessment.
- Principal and Intervention Teacher will explore and select appropriate math programs and resources to support the intervention program.

- School site will hire a (1.0 FTE) full time Intervention Teacher: Among the responsibilities of this position is to work with students struggling two grade-levels below in math (This is the same intervention teacher as mentioned under goal #1).
- School site will hire a student helper to support the intervention program. The number of hours each week depends on availability and funding.
- We will have an 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)
0.00	Title I 1000-1999: Certificated Personnel Salaries Duplicate cost from goal 1

Strategy/Activity 4

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 targeted instruction to increase English vocabulary and proficiency (Elementary Schools only).
- School will explore instructional materials and wrap-around services for newcomers.
- 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.
- Staff will continue to monitor the progress of and support our Reclassified Fluent English Proficient (RFEP) student. Data will be gathered from various assessments. Interventions will be assigned as needed.

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 5

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 (ex. Number Worlds, Moby Max, Inside, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level).
- 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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged

Strategy/Activity

We will continue to open doors for students identified as socioeconomically disadvantaged students.

- School staff will work align financial resources in order to support the needs of families (school supplies, food, etc).
- School staff will work with the District and other community partners to secure and provide resources for students and their families (examples: supplies, transportation, and in-home internet access).
- School staff will continue to examine our school culture, practices, and programs through a lens of equity so that we may ensure equity for all students.
- School will promote parent trainings provided by school social workers from around the District.

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)

2022-23 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 Engagement

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 3

The percentage of students who are chronically absent from school will decrease by 1% each year.

Identified Need

Establishing a climate of respect, belonging, connectedness, and safety for our students is critical to their success and their overall well-being. Consistent, supported attendance at school is the first step in ensuring student engagement. A student is considered a chronic absentee when they miss 10% (or more) of the school year which, in a full school year of 180 days, is 18 absences or more. The last reported chronic absentee data is from 2018-2019. At which time, only 10.7% of students at Sweetwater Springs were considered chronic absentees. Since the beginning of the COVID pandemic, chronic absenteeism has increased to 32.7% which is more than 1/3 of the school's overall population. Absences were on the rise due to COVID cases and required quarantines for pupils identified as being close contacts to somebody diagnosed with COVID. This goal is a reflection of our commitment to educating the whole child and helping them to become self-regulated learners. We aim to provide a safe and welcoming school community where our students feel a sense of connection to their peers, their teachers, and their school. Since returning to in-person learning, we have emphasized the importance of building relationships between staff, students, and families so that attendance rates increase among all student including students groups: African Americans, socioeconomically disadvantaged, white, and English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2021-2022, Sweetwater Springs Elementary School's rate of chronic absenteeism was 32.7%.	In 2022-2023, Sweetwater Springs will reduce its rate of chronic absenteeism by 1% to 31.7%.

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

We will monitor student attendance and have regular communication with students and their parents/guardians:

- School will have a social worker (.6 FTE) three days each week.
- 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 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 provide parents/guardians and student education on the Importance of Regular School Attendance:

- School will have a social worker (.6 FTE) three days each week.
- Provide parent trainings throughout the year covering the Importance of Regular School Attendance (Once training in-person and the second training over Zoom).
- Provide parents and students with literature and data on the Importance of Regular School Attendance.
- Collaborate with Parent Teacher Association to help promote the same message to the community through their platforms.
- Create a school attendance section on our school's webpage.
- Provide annual training to parents of English Learners at the English Learner Advisory Committee meeting.

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

We will set a positive tone with students and families that matches our commitment to building relationships:

- 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.
- Communicate expectations for school attendance: Reporting absences, staying home when sick, excused vs. unexcused absences, etc.)
- Address attendance with parents/guardians and not with the students.
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Provide necessary resources to overcome those barriers (as available) for our socioeconomically disadvantaged families.

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)

2022-23 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 Climate & Culture

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

- Culture/Climate
- Growth Mindset
- Self-Management
- Self-Efficacy
- Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

- Support for Academic Learning
- Sense of Community
- Sense of Safety

We will maintain a suspension rate within .5% of our current rate of 1.1%.

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. We prioritize our students' social-emotional and mental health as well as their academic success. in educating the whole child. It is our commitment as a school site to teach our students to be self-regulated learners who can identify their feelings, select a regulation strategy to help them calm and refocus, know the learning targets and success criteria, ask for help when struggling, reflect on their learning, and have a growth mindset so that they can persevere relentlessly. Self-regulated learners are less likely to be suspended. Consistently low suspension rates have a positive impact on all learners including our student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	<p>The percentage of students who responded favorably in the domains listed below are as follows:</p> <p>Culture/Climate - 73.2% Growth Mindset - 69.28% Self-Management- 81.69%</p>	<p>The percentage of students who respond favorably will increase to the following percentages in each domain:</p> <p>Culture/Climate - 78% Growth Mindset - 74% Self-Management- 86%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Self-Efficacy- 54.25% Social Awareness- 77.12%	Self-Efficacy- 60% Social Awareness- 82%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 94% Sense of Community - 91% Sense of Safety - 89%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 97% Sense of Community - 94% Sense of Safety - 94%
Suspension Data	The suspension rate for Sweetwater Springs for the 2021-2022 school year is 1.3%	The percentage of students suspended will remain within .5% of our current rate of 1.3%.

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

We will continue to build a positive school climate and culture where students can feel safe and connected.

- Investigate and implement alternatives to students being sent out of class for negative behavior.
- Teach expectations as outlined in the behavior matrix that is aligned with our PROUD core values.
- Develop a comprehensive system for teaching expected behaviors (Example: First 15 Days)
- Principal will implement learning based consequences as alternatives to suspension when appropriate.
- Continue to utilize digital discipline hall pass for reporting student behaviors so as to track discipline data.
- Celebrate expected PROUD behaviors with PROUD Rallies, Caught Being PROUD and Student of the Month Assemblies.
- 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.
- PROUD Activities will be planned throughout the year that promote: Perseverance (through a growth mindset), Respect, Ownership, Unity, and (self) Discipline
- We will have a social worker (.6 FTE) three days each week who will work on restorative practices, attendance, lead a climate committee and parent involvement).

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

We will teach self-regulation through Zones of Regulation check-ins:

- School site will provide Zones of Regulation refresher trainings throughout the school year.
- Staff will tours other classrooms to see how other teachers are implementing Zones of Regulation check-ins.
- Zones of Regulation will be visible in each classroom.
- Teachers will check-in with students using Zones of Regulation at least once daily.
- Teacher or other staff will intervene when support for a student is needed.

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

We will continue to implement Restorative Practices and Learning Based Consequences when handling discipline issues:

- School site will receive refresher training in Restorative Practices.
- Establish positive relationships between staff and students and among students with strategies such as Circles, Harmony SEL, Second Step, 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 restorative reflections, restorative circles/conferences, Stay Away Contracts, and project-based learning consequences when applying progressive discipline as alternatives to suspension.
- Work with Student Supports to train Campus Attendants to use restorative principles when intervening with students. Restorative questions will be provided to Campus Attendants.
- We will have a social worker (.6 FTE) three days each week who will work on restorative practices, attendance, and lead a climate committee).

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)
1,662.14	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Funds will used for social workers/parent involvement.

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 continue to build a school community that is safe, supportive to students and their families.
- Provide parent trainings on school and cyber safety.
 - Communicate discipline data, bullying data, and emergency drill reflections in school communications.
 - Communicate academic progress of our students more regularly and/or make the digital and paper reports more accessible to parents.
 - Host PROUD Rallies and Student of the Month Assemblies in person.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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	\$123,124.08
Total Federal Funds Provided to the School from the LEA for CSI	\$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$123,124.08

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	\$121,461.94
Title I Part A: Parent Involvement	\$1,662.14

Subtotal of additional federal funds included for this school: \$123,124.08

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

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

Total of federal, state, and/or local funds for this school: \$123,124.08

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	121,461.94	0.00
Title I Part A: Parent Involvement	1,662.14	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	121,461.94
Title I Part A: Parent Involvement	1,662.14

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	123,124.08

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	121,461.94
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,662.14

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	121,461.94
Goal 2	0.00
Goal 4	1,662.14

School Site Council Membership

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

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

Name of Members	Role
Angelo Benedetto	Principal
Jennifer Gordon	Classroom Teacher
Melinda Johnson	Classroom Teacher
Jennifer Whitney	Classroom Teacher
Nadine Fox	Other School Staff
Becky Bentley	Parent or Community Member
Andrew Golembewski	Parent or Community Member
Brenda Guerrero	Parent or Community Member
Ana Huasco	Parent or Community Member
Danielle Sills	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/18/2022.

Attested:



Principal, Angelo Benedetto on 5/18/2022



SSC Chairperson, Andrew Golembewski on 5/18/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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