

School Year: **2023-24**



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 24, 2023	June 20, 2023

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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.

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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 2022-23 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 2023-24 SPSA.

Consultations and connections with our educational partners took place through in-person meetings, virtual Zoom 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.

Surveys sent in preparation for or during the 2022-23 school year included (but were not limited to) topics such as :

- Support for academic learning
- School safety
- Belonging in the school Community

Parent data indicated a desire for more clarity around school discipline and more opportunities to provide input/suggestions. Teacher data displayed the desire for more training and direction in area of student leadership opportunities and safety and preparation.

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at all twenty-one (21) La Mesa-Spring Valley School District sites. The primary goal of the parent survey is to collect and understand parent opinions, perspectives, attitudes, and perceptions of the ESS team members, the services provided, and the general environment. Results are shared with all ESS employees and action plans are developed and put into place to assist in achieving improvement goals for continuous quality improvement.

This year's data revealed that 98% of the district families surveyed feel that ESS provides a safe and happy environment for children, that the program provides expanded learning opportunities that their students enjoy (ESSPN Sports League, cheer, dance, robotics, fine and performing art classes, etc.), and that the ESS staff communicate and interact positively with children. A highlight from this year's survey was the feedback on ESS staff and ESS parent communication. 99% percent of parents surveyed stated that they know that if they have a question or concern that they can speak with an ESS staff member about it. Continued opportunities for growth include additional support for student homework completion.

Our school will continue to solicit input and feedback from our educational partners during the 2023-24 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.

District/Site Collaborative 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 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.

Formal Classroom Observations:

To evaluate a teacher's performance as outlined by the teacher evaluation document and association contract. These are observation cycles that include both formal and informal observations with feedback meetings.

Daily Principal Observations:

To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Peer Observations:

Ghost walks and peer-to-peer observations provide organized processes for viewing a school's classrooms and/or halls to collect evidence about how well school improvement efforts are being implemented, emphasizing what we can learn from each other.

Coaching/Co-teaching Cycles:

Our Intervention and Data Support Teacher will performing coaching cycles with all teachers throughout the year. Coaching cycles may include co-teaching and observing of lessons related to the instructional focus.

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 (PLCs), teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set SMART 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: comprehension of grade level informational text, learning targets and success criteria, and collaborative conversations.

Additionally, teachers are required to attend four hours of professional learning outside of their work day (per an MOU with LMSVTA) that is offered through the district Content Leads, TOSAs, San Diego County Office of Education, and other outside agencies. The district Professional Learning Program has an extensive calendar of offerings that are provided online, face-to-face, and through a blended format. Professional development courses in 22-23 included:

Newcomer 101 (to support our newest English Learners)

Intro to Google Classrooms

Project Based Learning

Math Expressions: Getting Started

Environmental Literacy for Social Studies

Daily 5 Routine for Running Small Group Rotation

Amplify: Analyzing Student Work

High Leverage ELD Strategies

Number Talks and Dot Talks

Supporting Diverse Learners

Virtual Manipulatives in Math Instruction

Minimizing Math Anxiety

Redefining Classroom Management

Social Emotional Learning in PE

Informational Text in PE

Supporting students with foundational reading skills through SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) training

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. It is aligned to California Core Content Standards and CASEL Social Emotional Learning (SEL) competencies as appropriate. Areas of need are identified by student achievement data, student SEL surveys, educational partners' 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.

Staff development focuses on:

- Cultural proficiency and educational equity
- Use of local assessments to inform and modify instruction
- District wide targeted instructional area of comprehension of informational text
- Framework for Powerful Learning
- Data driven decision making
- Development of strong PLCs and Instructional Leadership Team
- Supporting the whole child in academics, behavior, social emotional learning and mental health

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 2023-24 school year will focus on comprehension of grade level informational text, learning intentions and success criteria, and collaborative conversations.

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 around 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), I-Ready data in math and reading, CORE social emotional learning survey (grades 4-8), 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 2023-24, 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)

Cycles of Professional Learning

Positive Behavior Interventions and Supports (PBIS)

Multi-tiered Systems of Support (MTSS)

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)

Really Great Reading

Second Step Curriculum for Social-Emotional Learning

Zones of Regulation

i-Ready

Collaborative Conversations

Teacher Clarity: Learning Intentions and Success Criteria

Close Reading

Raz-Plus

www.evidenceforessa.org, <https://ies.ed.gov/ncee/wwc/> or <https://charts.intensiveintervention.org/aintervention>.

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 and social media platforms) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representatives from each site to the district-level parent advisory committees, known as the District Parent Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results (we use this data to set goals and plan strategies).
- 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
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners
- Parent-school communication meetings: Coffee with the Principal, Pie with the Principal

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 the School Site Council (SSC) and the English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly educational partners' meetings with parents (DPAC District Parent Advisory Committee) where district programs are discussed. In addition, the District holds meetings throughout the year with other educational partners (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)

Title I Parent Engagement funds will be used to offer additional family support (resources, education, counseling/community referrals) provided by a credentialed social worker. Title I Funds will also be used to hire an Intervention Teacher at 1.0 FTE (full time) to support our readers in foundational reading skills as a part of our Tier III interventions. This teacher will also provide math intervention for students needing Tier III supports.

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. We are a schoolwide Title I program. This means that Title I funds can be used to support all of our students who are struggling with math and/or language arts regardless of socioeconomic status.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 2023-24 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 18, 2023 at 8:45am.
- SSC # 4 Meeting, April 19, 2023 at 2:30pm; SSC #5 Meeting, May 31, 2023 at 2:30pm
- Staff Meetings where the 2023-24 SPSA goals and metrics were discussed: May 15, 2023.
- Other meetings where the 2023-24 SPSA goals and metrics were discussed (PTA, etc.):
PTA Meeting, May 8, 2023 at 4:00pm during principal update, Coffee with the Principal, May 23, 2023 at 8:15am,

Note: 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.

Data reviewed at these meetings included: SBAC data from 2022, iReady Diagnostic Data year-to-year (2021/2022 - 2022/2023) in reading and math, Core SEL data, Parent Survey Data, attendance data, and suspension data. Both our ELAC and SSC reviewed data, reviewed possible strategies for the upcoming SPSA goals, celebrated our successes, and provided input for who to continue our growth during our SPSA gallery walk.

Resource Inequities

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

We were designated as an Additional Target Support and Improvement (ATSI) school. 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:

Our school was determined to be eligible in the following student groups and categories:
Students with Disabilities (SWD): English Language Arts, mathematics, and chronic absenteeism
African American: Chronic absenteeism
Two or more races: Chronic absenteeism

We found resource inequities in our response to chronic absenteeism. We had a full plan of strategies written into our 22/23 SPSA. Of the resources and personnel planned for supporting our attendance initiative was a school social worker who was hired 1.0 Full Time Equivalent (FTE). Although we do have a full time social worker at Sweetwater Springs, this staff member did not start working with students and families until October. At that point, we had already had a number of students missing more than 10% of the school year to date. Our social worker will be with us at Sweetwater Springs at the start of the school year.

We also found resource inequities with math support; specifically for our Students with Disabilities. We hired a 1.0 FTE Behavior and Academic Support Teacher (intervention teacher) working with struggling readers. Once our Expanded Learning Opportunities Program (ELOP) teacher started, we were able to begin support students two years below in math. We look to launch a math intervention program in 23/24.

Lastly, we found resource inequities in English Language Arts; specifically for our Students with Disabilities. After extensive data analysis, we learned that there were significant gaps in foundational reading skills between our struggling learners and their classmates performing at grade level. Once Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) was offered for professional learning, we began training teachers in K-2 and in SAI.

No other resource inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	12.9%	12.64%	11.72%	60	57	51
Asian	3.0%	2.88%	3.22%	14	13	14
Filipino	1.7%	2.66%	4.14%	8	12	18
Hispanic/Latino	53.7%	52.99%	52.87%	249	239	230
Pacific Islander	0.7%	0.89%	0%	3	4	0
White	18.3%	17.07%	17.47%	85	77	76
Multiple/No Response	9.7%	10.86%	10.57%	45	49	46
	Total Enrollment			464	451	435

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	64	66	68
Grade 1	72	57	66
Grade 2	74	68	47
Grade3	71	73	69
Grade 4	67	65	65
Grade 5	62	61	62
Grade 6	54	61	58
Total Enrollment	464	451	435

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 was expected to decline going into the 2022/2023 school year. Our total enrollment decreased by 16 students at the time data was pulled. This decrease in enrollments was consistent with other LMSV schools.
3. Although middle schools were an option for our 6th graders, most of our students returned in 2022-2023. Total enrollment in 6th grade only declined by three as of the time the data was pulled. We anticipate a continued decline in 6th grade enrollment as LMSV begins the process of transitioning to a middle school model. With the addition of

at least one transitional kindergarten class in 2023-2024 and possibly more classes the following year, we expect overall enrollment to remain steady.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	81	87	83	17.50%	19.3%	19.1%
Fluent English Proficient (FEP)	41	49	39	8.80%	10.9%	9.0%
Reclassified Fluent English Proficient (RFEP)	20		1	24.7%		1.1%

The conclusions based on this data

1. The overall number of English Learners enrolled in our school remains consistent year-to-year. Our total enrollment of English Learners decreased by only four students in 22-23. This was due to reclassification and transfers. Our English Learners represent just over 19% of our total enrollment which decreased by less than one percent from the previous year.
2. In 22-23, we had ten fewer Fluent English Proficient (FEP) students than in the previous school year. This is due to transfers and sixth graders who promote to middle school.
3. During 22-23, we only had one student reclassify as RFEP. The leadership team will want to explore this topic to review our instructional minutes, ELA benchmarks, and progress of our English Learners throughout the year. Although the number of students who reclassifying each year is known to fluctuate, only one student reclassifying is concerning.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	65		0	64		0	64		0.0	98.5	
Grade 4	63	64		0	64		0	64		0.0	100.0	
Grade 5	61	62		0	62		0	61		0.0	100.0	
Grade 6	53	59		0	58		0	58		0.0	98.3	
All Grades	247	250		0	248		0	247		0.0	99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2413.			25.00			21.88			18.75			34.38	
Grade 4		2425.			10.94			26.56			21.88			40.63	
Grade 5		2453.			16.39			16.39			22.95			44.26	
Grade 6		2526.			24.14			25.86			24.14			25.86	
All Grades	N/A	N/A	N/A		19.03			22.67			21.86			36.44	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.44			56.25			20.31	
Grade 4		7.81			71.88			20.31	
Grade 5		11.48			59.02			29.51	
Grade 6		31.03			43.10			25.86	
All Grades		18.22			57.89			23.89	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.06			54.69			31.25	
Grade 4		9.38			59.38			31.25	
Grade 5		14.75			49.18			36.07	
Grade 6		12.07			56.90			31.03	
All Grades		12.55			55.06			32.39	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.38			73.44			17.19	
Grade 4		4.69			59.38			35.94	
Grade 5		3.28			77.05			19.67	
Grade 6		22.41			70.69			6.90	
All Grades		9.72			70.04			20.24	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50			65.63			21.88	
Grade 4		12.50			60.94			26.56	
Grade 5		9.84			54.10			36.07	
Grade 6		22.41			65.52			12.07	
All Grades		14.17			61.54			24.29	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	65		0	64		0	64		0.0	98.5	
Grade 4	63	64		0	64		0	64		0.0	100.0	
Grade 5	61	62		0	62		0	62		0.0	100.0	
Grade 6	53	59		0	58		0	58		0.0	98.3	
All Grades	247	250		0	248		0	248		0.0	99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2415.			17.19			21.88			31.25			29.69	
Grade 4		2438.			7.81			25.00			31.25			35.94	
Grade 5		2450.			14.52			6.45			20.97			58.06	
Grade 6		2501.			10.34			22.41			31.03			36.21	
All Grades	N/A	N/A	N/A		12.50			18.95			28.63			39.92	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.63			56.25			28.13	
Grade 4		14.06			48.44			37.50	
Grade 5		16.13			32.26			51.61	
Grade 6		13.79			48.28			37.93	
All Grades		14.92			46.37			38.71	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.88			45.31			32.81	
Grade 4		12.50			50.00			37.50	
Grade 5		6.45			45.16			48.39	
Grade 6		10.34			60.34			29.31	
All Grades		12.90			50.00			37.10	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.75			62.50			18.75	
Grade 4		6.25			50.00			43.75	
Grade 5		11.29			50.00			38.71	
Grade 6		12.07			62.07			25.86	
All Grades		12.10			56.05			31.85	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1463.4		*	1464.7		*	1460.6		6	12	
1	1446.3	*		1472.0	*		1420.0	*		12	5	
2	1455.8	1464.5		1460.7	1498.9		1450.5	1429.9		15	15	
3	1500.0	1496.3		1506.5	1511.9		1493.1	1480.3		21	14	
4	*	1532.5		*	1545.2		*	1519.5		10	19	
5	1522.3	*		1539.3	*		1504.7	*		13	10	
6	*	*		*	*		*	*		8	10	
All Grades										85	85	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	25.00		*	41.67		*	33.33		*	0.00		*	12	
1	16.67	*		25.00	*		33.33	*		25.00	*		12	*	
2	13.33	6.67		40.00	60.00		33.33	20.00		13.33	13.33		15	15	
3	23.81	7.14		33.33	50.00		33.33	35.71		9.52	7.14		21	14	
4	*	36.84		*	26.32		*	31.58		*	5.26		*	19	
5	16.67	*		33.33	*		41.67	*		8.33	*		12	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	20.24	20.24		34.52	46.43		30.95	27.38		14.29	5.95		84	84	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	25.00		*	50.00		*	25.00		*	0.00		*	12	
1	16.67	*		50.00	*		25.00	*		8.33	*		12	*	
2	20.00	53.33		33.33	33.33		33.33	6.67		13.33	6.67		15	15	
3	42.86	64.29		42.86	14.29		9.52	21.43		4.76	0.00		21	14	
4	*	57.89		*	26.32		*	15.79		*	0.00		*	19	
5	41.67	*		41.67	*		16.67	*		0.00	*		12	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	34.52	48.81		39.29	36.90		16.67	13.10		9.52	1.19		84	84	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	25.00		*	25.00		*	25.00		*	25.00		*	12	
1	8.33	*		33.33	*		25.00	*		33.33	*		12	*	
2	6.67	0.00		40.00	26.67		13.33	53.33		40.00	20.00		15	15	
3	14.29	0.00		23.81	35.71		38.10	28.57		23.81	35.71		21	14	
4	*	5.26		*	42.11		*	26.32		*	26.32		*	19	
5	0.00	*		16.67	*		50.00	*		33.33	*		12	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	9.52	8.33		28.57	30.95		32.14	35.71		29.76	25.00		84	84	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	33.33		*	58.33		*	8.33		*	12	
1	41.67	*		50.00	*		8.33	*		12	*	
2	20.00	20.00		73.33	73.33		6.67	6.67		15	15	
3	28.57	28.57		66.67	71.43		4.76	0.00		21	14	
4	*	63.16		*	31.58		*	5.26		*	19	
5	16.67	*		75.00	*		8.33	*		12	*	
6	*	*		*	*		*	*		*	*	
All Grades	27.38	34.52		61.90	58.33		10.71	7.14		84	84	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33		*	91.67		*	0.00		*	12	
1	16.67	*		83.33	*		0.00	*		12	*	
2	26.67	53.33		60.00	40.00		13.33	6.67		15	15	
3	66.67	71.43		28.57	28.57		4.76	0.00		21	14	
4	*	63.16		*	26.32		*	10.53		*	19	
5	66.67	*		33.33	*		0.00	*		12	*	
6	*	*		*	*		*	*		*	*	
All Grades	50.00	57.14		41.67	39.29		8.33	3.57		84	84	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	18.18		*	54.55		*	27.27		*	11	
1	16.67	*		58.33	*		25.00	*		12	*	
2	7.14	6.67		57.14	66.67		35.71	26.67		14	15	
3	19.05	0.00		47.62	64.29		33.33	35.71		21	14	
4	*	10.53		*	63.16		*	26.32		*	19	
5	0.00	*		66.67	*		33.33	*		12	*	
6	*	*		*	*		*	*		*	*	
All Grades	10.84	7.23		55.42	63.86		33.73	28.92		83	83	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	58.33		*	16.67		*	25.00		*	12	
1	0.00	*		66.67	*		33.33	*		12	*	
2	20.00	0.00		53.33	80.00		26.67	20.00		15	15	
3	14.29	7.14		71.43	71.43		14.29	21.43		21	14	
4	*	15.79		*	63.16		*	21.05		*	19	
5	8.33	*		66.67	*		25.00	*		12	*	
6	*	*		*	*		*	*		*	*	
All Grades	13.10	20.24		65.48	63.10		21.43	16.67		84	84	

The conclusions based on this data

1. Conclusions will be drawn when ELPAC results become available.

2. Conclusions will be drawn when ELPAC results become available.
3. Conclusions will be drawn when ELPAC results become available.

2022-23 Annual Review

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 3-6 meeting standard on SBAC (ELA) will increase from 41.7% to 56% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 18.87% to 27% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 38.09% to 46% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 17.02% to 25% (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).

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Strategy #1 - Professional Learning Communities (PLC)

Throughout the 2022-23 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. Teacher collaboration took on a new form this year as all teachers observed and were observed by their colleagues. Teachers then provided core curriculum and common assessments to all students before analyzing that data during Data Dig Days. 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. As of the most recent diagnostic, we have seen growth year-to-year since 21/22.

Strategy #2 - Instructional Focus

Based on iReady and SBAC data from 21/22, it was determined that Comprehension of Informational Texts was out students' greatest need. Professional Learning was focused on the powerful practice of Close Reading. All teachers at Sweetwater Springs participated in some form of a coaching cycle with our Instruction and Data Support Teacher related to Close Reading. This teacher worked alongside the principal to plan for professional development around Close Reading of Informational Texts, collect and analyze data, build a systematic approach to classroom and schoolwide interventions and model lessons. The principal provided feedback to classroom teachers after informal walkthroughs.

Strategy #3 - Intervention Program

During the 2022-2023, we added an additional intervention teacher: Extended Learning Opportunities Program (ELOP) teacher. Between our ELOP and our Academic and Behavior Support Teacher, we were able to hone in on the needs of even more students. We did not end up implementing an W.I.N. program. Regarding our English Learner program, successfully clustered English Learners, tracked data using Catch-ups Plans, supported students with Intervention Plans and began implementing the resources provided by the district for our English Learner newcomers. SAI students were clustered according to IEP goals. SAI teacher schedule pullout and push-in services according to each student's IEP.

Strategy #4 - English Learners

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 and discipline specific language development across all content areas.

Strategy #5 - Students with Disabilities

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.). Push-in and pullout services were provided as per each IEP. Students were provided small group and individualized support during SAI time. Progress on goals was shared with parents.

Strategy #6 - Socioeconomically Disadvantaged

Our full time social worker and City of Hope volunteers provided resources to those in need.

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

Strategy #1 - Professional Learning Communities

During the 2022-2023 school year, we met our goals with implementation. We have made trimester growth and year-to-year growth in iReady (reading). We did not have as many official Data Dig Days. Next year, we would like to have at least 2-3 Data Dig Days (pending budgets).

Strategy #2 - Instructional Focus and Powerful Practices

During the 2022-2023 we did not create a walkthrough tool. Instead, the principal communicated what he was looking for through his weekly email. The District and all school sites identified Comprehension of Informational Texts as the instructional focus. the focus of walkthroughs was aligned with SEL, Informational Texts, and Close Reading. Our IDS teacher coached multiple K-2 teachers in reading groups. We have since seen an increase in students at or above grade level on iReady in phonics and phonological awareness.

Strategy #3 - Intervention System

During the 2022-2023, LMSV hired an Extended Learning Opportunities Program (ELOP) teacher to support students in reading. Sweetwater Springs paid for a 1.0 FTE as a Academic and Behavior Intervention Teacher. With the addition of the ELOP teacher, the Academic and Behavior Intervention Teacher was able to begin holding math groups in 3rd-6th grade. We ended up hiring a student helper to provide push-in support in multiple classes.

Strategy #4 - English Learners

During the 2022-2023 school year, we met our goals with implementation. Our English Learners are making expected growth.

Strategy #5 - Students with Disabilities

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.). Push-in and pullout services were provided as per each IEP. SAI teachers provided math practice based on IEP goals. Students were provided small group and individualized support during SAI time. Progress on goals was shared with parents.

Strategy #6 - Socioeconomically Disadvantaged

Necessary supports were provided. We even added additional workshops and communication platforms for parents. Our full time social worker and City of Hope volunteers provided resources to those in need. Although it is difficult to truly measure the success of this strategy, getting resources (food, supplies, counseling, fuel, etc.) into the hands of our community members, creates the connections between home and school.

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

In 2023-2024, we will have both an Extended Learning Opportunities Program (ELOP) teacher and a Behavior and Academic Support teacher assigned to the site from the start of the school year. We will assess our students using iReady, Literably, and SIPPS. We will continue to focus on foundational reading skills in K-2 and SAI. In 23/24, we will focus on iReady growth year-to-year using trimester 2 diagnostic results. We will also leverage the support of our LLRT (librarian) for reading groups. As an extension of Close Reading, we will work on collaborative conversations. Data from the 22/23 SBACs will give our professional learning communities numbers to compare. This will also help us determine which students need support and what content needs to be retaught. English Learners: Principal will leverage support of Site Subs to support English Learners in math. Principal will work with the leadership team to find professional development opportunities linked to supporting language acquisition. Intervention teacher and ELOP will also work with ELs in reading.

We will have 2-3 Data Dig Days (scheduled in advance).

PLC work moving forward will be around developing, implementing, and analyzing results from common formative assessments in reading beyond iReady.

SAI/SDC: The principal will work closely with case managers when building classes for the 2023/2024 school year. SAI teachers will be active participants with grade-level PLCs. The SAI and general education teachers will work together to support students in improving their reading levels.

2022-23 Annual Review

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 31.45% to 35% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 9.44% to 18% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 26.78% to 35% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 14.89% to 22.89% (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).

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Strategy #1 - Professional Learning Communities

During the 2022-2023 school year, Professional Learning Communities met 2-3 times each month to review iReady minutes, personal pathways (lessons passed) and diagnostic data. They started the year by creating grade-level SMART goals for math based on initial diagnostics. iReady Diagnostics were the measuring tool for growth throughout the school year. Teachers used data such as diagnostic scores and lesson failed to determine student needs. iReady helped teachers establish appropriate student groupings. Teachers then created lessons to support the needs identified through the data. PLCs participated in Data Dig Days throughout the school year. Our intervention teacher began supporting Tier III students in math once our ELOP teacher started. Our Instructional and Data Support (IDS) teacher coached teachers through Thinking Routines in math.

Strategy #2 - Instructional Focus and Powerful Practices

During the 2022-2023 school year, staff at Sweetwater Springs participated in professional learning around the powerful practice of Close Reading. Teachers made connections between Close Reading of Informational Texts and math. Teachers began teaching students to read word problems with a purpose and annotate as needed before solving problems. The IDS teacher looped in coaching cycles for Thinking Routines. During collaboration time, teachers unpacked standards. The principal and the principal cohort visited classrooms. Instead of a walkthrough tool, the principal notified teachers of what he was looking for and provided shout-outs and feedback related to the focus.

Strategy #3 - Intervention System

During the 2022-2023, LMSV hired an Extended Learning Opportunities Program (ELOP) teacher to support students in reading. Sweetwater Springs paid for a 1.0 FTE as a Academic and Behavior Intervention Teacher. With the addition of the ELOP teacher, the Academic and Behavior Intervention Teacher was able to begin holding math groups in 3rd-6th grade. Out intervention teacher met with students to backfill foundational math skills that needed strengthening.

Strategy #4 - English Learners

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 and discipline specific language development across all content areas. Teachers held math groups with their students, provide whole group instruction, check-in with English Learners, and provide several opportunities for English Learners to exchange dialogue with their classmates each day.

Strategy #5 - Students with Disabilities

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.). Push-in and pullout services were provided as per each IEP. SAI teacher provided

math practiced based on IEP goals. Students were provided small group and individualized support during SAI time. Progress on goals was shared with parents.

Strategy #6 - Socioeconomically Disadvantaged

Our full time social worker and City of Hope volunteers provided resources to those in need. Without the basic necessities or without the right mindset, students struggle to learn in the classroom. This year, our team was able to serve more students this year. When services are provided efficiently (time, resources, etc.) students are back in class building school stamina.

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

Strategy #1 - Professional Learning Communities

During the 2022-2023 school year, we met our goals with implementation. We have made trimester growth and year-to-year growth in iReady (math).

Strategy #2 - Instructional Focus and Powerful Practices

During the 2022-2023 we did not create a walkthrough tool. Instead, the principal communicated what he was looking for through his weekly email. The District and all school sites identified Comprehension of Informational Texts as the instructional focus. Professional Learning focus on Close Reading. PLC work linked professional learning to mathematics.

Strategy #3 - Intervention System

During the 2022-2023, LMSV hired an Extended Learning Opportunities Program (ELOP) teacher to support students in reading. Sweetwater Springs paid for a 1.0 FTE as a Academic and Behavior Intervention Teacher. With the addition of the ELOP teacher, the Academic and Behavior Intervention Teacher was able to begin holding math groups in 3rd-6th grade. Our intervention teacher met with students to backfill foundational math skills that needed strengthening. We did not schedule What I Need (WIN) time. We were able to leverage support of ELOP, student helpers, and site subs to support students.

Strategy #4 - English Learners

During the 2022-2023 school year, we met our goals with implementation. Our English Learners are making expected growth.

Strategy #5 - Students with Disabilities

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.). Push-in and pullout services were provided as per each IEP. SAI teachers provided math practice based on IEP goals. Students were provided small group and individualized support during SAI time. Progress on goals was shared with parents.

Strategy #6 - Socioeconomically Disadvantaged

Necessary supports were provided. We even added additional workshops and communication platforms for parents. Our full time social worker and City of Hope volunteers provided resources to those in need.

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.

PLC work moving forward will be around developing, implementing, and analyzing results from common formative assessments in math beyond iReady.

English Learners: Principal will leverage support of Site Subs to support English Learners. Principal will work with the leadership team to find professional development opportunities linked to supporting language acquisition.

SAI/SDC: SAI/SDC: The principal will work closely with case managers when building classes for the 2023/2024 school year. SAI teachers will be active participants with grade-level PLCs. The SAI and general education teachers will work together to support students in improving their math skills.

2022-23 Annual Review

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% to 31.7%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Strategy #1 - Monitoring and Communication of Attendance

During the 2022/2023 school year, LMSV hired and assigned a social worker at 1.0 FTE. This means that the social worker was full time. Initially, the social worker was only going to be here .6FTE (3 days each week). Our school social worker did not start until October of 2022. The social worker met with our health clerk each week to review attendance data. Attendance letters were sent to families of each student whose attendance dropped below 95%. Our social worker worked with families to identify barriers to regular attendance. Once needs were identified, our social worker would provide any resources needed by the family (ie: transportation, incentives, ESS, etc.). For students who were missing close to or more than 10% of the school year, the social worker held School Attendance Review Team (SART) meetings. During these meetings, the school attendance team would explore options for supporting each family.

Strategy #2 - Parent Education Around School Attendance

Our school attendance team provide various parent workshops and platforms for communication. The principal held multiple events such as Coffee with the Principal, Pie with the Principal, etc). These events were used to discussed performance data. Attendance data was reviewed. The principal communicated the importance of regular school attendance with the English Learner Advisory Committee (ELAC), School Site Council (SSC), and the Parent Teacher Association (PTA). The social worker held multiple Parent Workshops related to student needs that might decrease overall attendance. The social worker also sent out informational texts with data about the effects of poor attendance.

Strategy #3 - Warm and Welcoming Environment through Relationships

Data from the 22/23 Parent Survey shows that 92% of our parents feel welcome at our school, while 98% percent of our parents feel respected by school staff. This indicates that we are communicating with parents and family members routinely and respectfully. Attendance expectations have been shared through bulletins and the marquee. Some families in need of additional support or resources received what they needed (Transportation, ESS, and incentives).

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

Strategy #1 - Monitoring and Communication of Attendance

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. This was a challenge to our site this year because our social worker was not assigned to our school until October. By the time she started, social-emotional needs took priority from catching up on attendance.

Strategy #2 - Parent Education Around School Attendance -

Although we can attendance facts and guidelines posted on our website, we need to update the page with more visually appealing data and an explanation of chronic absenteeism. We also need to aligned all of our communication systems so that parents see or hear about attendance through multiple platforms (Facebook, Website, Instagram, Dojo, and Principal Bulletin).

Strategy #3 - Warm and Welcoming Environment through Relationships

Although we did reach out to families to identify barriers to regular school attendance, we fell behind fairly quickly. We need to continue our work, but we need to stay ahead of overall attendance from the start. Having the social worker here in August will be incredibly helpful.

- 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.

- We plan on starting an incentive based attendance initiative. Strive to Arrive! We will celebrate improvement in schoolwide and classroom attendance. This will not be a perfect attendance celebration.

- Our social worker will meet and monitor attendance of the Chronic Absentees from 22/23. We will provide incentives for improved attendance.
- We will need to address chronic absenteeism for the following student groups: Students with Disabilities, African American, and Two or more races. We will be setting a goal for each of these student groups, monitoring their attendance throughout the school year, and provide interventions as needed.

2022-23 Annual Review

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

The percentage of students who respond favorably will increase to the following percentages in each domain:

Culture/Climate - 78%
Growth Mindset - 74%
Self-Management- 86%
Self-Efficacy- 60%
Social Awareness- 82%

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%

The percentage of students suspended will remain within .5% of our current rate of 1.3%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Strategy #1 - Building positive school climate and culture.

During the 2022-2023 school year, we celebrated students who exude the core values of Perseverance, Respect, Ownership, Unity and Discipline (PROUD) through PROUD Rallies and Skyhawks of the Month Assemblies. The Skyhawks of the Month Assemblies brought parents back on to campus. Most students understood expectations around PROUD because teachers taught the expectations using the First 15 Days plan developed by the teachers and leadership team. School leaders held weekly drawings for behaviors and iReady lessons passed. Students who need behavioral supports were sent to the office through the digital hall pass. Data showed that

most incidents (of hands on and mean words) came from the playground. Students were assigned both restorative assignments and consequences.

Strategy #2 - Self Regulation through Zones of Regulation

Zones of Regulation is visible in every classroom at Sweetwater Springs. Teachers have the freedom to use the strategy in any way that they see appropriate for their age group. Zones of Regulation is implemented in the following ways: A check-in at the door, tied to a story, four corners, restorative circle, and/or handling a manipulative to signal a zone. The social worker provide a trauma kit to each classroom. Students use these fidgets, break time, and even a calm down corner to self-regulate.

Strategy #3 - Restorative Practices and Learning Based Consequences

The principal and social worker have address behaviors using restorative conversations, Think-Sheets, reflections, goal setting, apologies and projects. Student have also been assigned appropriate consequences. Aside from various forms of loss of privilege, Sweetwater Springs uses restorative work, classroom service, campus beautification, personal check-ins, alternative recess and Mending Matters (M.M. specific to 6th graders) as the interventions before any form of suspension is considered. We have suspended less than 1% of the total school population as of the writing of this plan.

Strategy #4 - Safe and Supportive Environment

During the 2022-2023 school year, we trained more than 20 students and 4 staff members in Safe School Ambassadors. The students and staff got to the point of meeting in families to reflect on bullying and other issues faced by our students. We look to train new students during 2022-2023. The school incentivized expected behaviors (both academically and social behaviors). Students were given prizes, snacks, and additional recess. Some students participated in jobs such as flags, tutoring, kinder buddies, recycling, etc.) Regarding safety, we had our monthly emergency drills. Finally, we engaged parents by collecting input for parent workshop topics.

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

Strategy #1 - Building positive school climate and culture.

The actions in this strategy were implemented as intended with the exception of getting the digital hall pass in the hands of our campus attendants. They will need to be trained on out to submit a hall pass while up on the playground. At least of the campus attendants will need to be assigned an iPad.

Strategy #2 - Self Regulation through Zones of Regulation

Implementation of Zones of Regulation was again successful. We will have several new staff members in 2023-2024, so a refresher training paired with Trauma Informed Care training are necessary.

Strategy #3 - Restorative Practices and Learning Based Consequences

The actions in this strategy were implemented as intended. This year we came up with a bank of restorative reflections and Think-Sheets so that all students have access to age-appropriate forms.

Strategy #4 - Safe and Supportive Environment

Although we were able to launch Safe School Ambassadors during 22/23, we felt like we could've selected a better representation of our student population. We will retrain some of our Safe School Ambassadors and train new students who represent students with different interests, performance levels, and backgrounds. We will also explore other programs if necessary.

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

Strategy #1 - Building positive school climate and culture.

LMSV partnered with the National Center of Urban School Transformation (NCUST) who came to Sweetwater Springs to perform an equity audit. Staff reviewed the data in the report. Staff recognized the need to build student self-efficacy across our school. We will focus our work around Growth Mindset and refer to our students as young scholars. The metric we will use will be a short, site created student survey that asks questions related to self-efficacy. This survey will serve as a formative assessment leading up to the Core and California Healthy Kids Survey.

Strategy #2 - Self Regulation through Zones of Regulation

In 2023/2024, our Special Education Staff will need a refresher on Zones of Regulation. Our social worker will also introduce Trauma Informed Care to the staff.

Strategy #3 - Restorative Practices and Learning Based Consequences

In 2023/2024, our campus attendants will have access to the digital hall pass so that they can submit behavior referrals from the playground. We will also explore ways to implement more diversion opportunities for K-5 as an extra layer of intervention prior to suspension.

Strategy #4 - Safe and Supportive Environment

We will continue to find ways to get parents and families members involved around campus. We will work closely with the PTA, ELAC, and SSC to increase the number of parent workshops and principal communication meetings. We will also incorporate an ongoing survey where parents and family members can message the principal.

2023-24 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 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 3% increase).

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

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

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

Local Assessments (iReady Trimester 2 (year-to-year mid or above grade level):

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 27% to 32%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 10% to 18%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 22% to 30%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 9% to 17%.

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 2023, 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 2023. This data will serve as our baseline, or starting point, which will guide our planning as we move forward into 2023-2024.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (Grades 3-6)	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>
i-Ready ELA Assessment - % of students at or above grade level (All grades)	<p>ALL students - 27%</p> <p>English Learners - 10%</p> <p>Socioeconomically Disadvantaged Students - 22%</p> <p>Students with Disabilities - 9%</p>	<p>ALL students - 32%</p> <p>English Learners - 18%</p> <p>Socioeconomically Disadvantaged Students - 30%</p> <p>Students with Disabilities - 17%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Learning Communities will participate in multiple cycles of professional learning aligned with our instructional focus of increasing proficiency in comprehension of informational texts.

Our Professional Learning Communities (PLCs) are groups 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 PLC meetings will be aligned to the instructional focus of increasing proficiency in comprehension of informational texts.
- PLCs will meet 2-3 times per month to review performance data from common formative assessments.
- PLCs will read professional literature linked to the instructional focus and powerful practices on a regular basis.
- Teachers will receive professional development on a powerful practice (ie: teacher clarity, collaborative conversations, close reading, etc.)
- Teachers will have a safe practice period for implementing new strategies.
- PLCs members will have multiple opportunities to observe and be observed by a peer.
- The principal will observe classrooms and provide targeted feedback aligned with the instructional focus and powerful practices.
- PLCs will make adjustments to lesson/unit plans based on the data from common formative assessments.
- School site will schedule multiple teacher release days using Local Control Funding Formula (LCFF) and/or other resource funds (pending availability of funds and classroom coverage).

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 implement a school-wide system of differentiated instruction and interventions to support struggling readers.

- 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.
- We will use a Multi-tiered System of Support (MTSS) which will include classroom level Tier I (All students) and Tier II (Some students) instruction.
- Students not making adequate progress will be brought to the Student Success Team (SST) to determine additional interventions and supports.
- 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.
- 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 23/24.
- We will hire a full time Intervention Academic and Behavior Intervention Teacher who will support students K-2 who are two or more grade-levels below in reading using Really Great 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.
- We will have a full time Extended Learning Opportunities Program (ELOP) teacher at our school. This teacher will support struggling readers in grades 3rd-6th using the program Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
- K-2 teachers have been trained in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS).
- Additional reading support will be provided by OASIS Tutoring.
- Additional reading groups will be led by Library and Learning Resources Technician (LLRT).

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)
110,149.78	Title I 1000-1999: Certificated Personnel Salaries Academic and Behavior Intervention Teacher
23,055.00	LCFF 1000-1999: Certificated Personnel Salaries Academic and Behavior Intervention Teacher

Strategy/Activity 3

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.

- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk in reading and language arts.
- Teachers will participate in multiple cycles of professional learning (at least one related to collaborative conversations).
- English Learners not making adequate progress will receive additional support time (school will leverage support of site substitutes, LLRT, student helpers, and any other available support staff).
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily.
- Teacher will increasing student talk during designated ELD and use Thinking Routine, frames, and sentence starters to promote fluency and academic discourse.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- 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.
- School will continue to follow the District's plan for supporting newcomers.
- Teachers and principal 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.
- School will provide translators for meetings with families 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 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities (SWD)

Strategy/Activity

We will provide 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.
- Students in our Special Day Classes will participate in Raz-Plus, a digital reading program that has proven to lift struggling readers.
- Students in our SAI program will have access to Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
- SAI teachers have been trained in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS).
- SWD not making adequate progress will receive additional support time (school will leverage support of district funded site substitutes, LLRT, student helpers, and any other available support staff).
- We will use the following metrics to monitor growth of our Students with Disabilities: iReady, Raz-Plus, and SIPPS assessments.

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)

2023-24 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 (i-Ready, Tri 2 year to year mid or above grade level):

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 14% to 17%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 1% to 9%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 11% to 19%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 6% to 14%.

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 2023, 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 2023. This data will serve as our baseline, or starting point, which will guide our planning as we move forward into 2023-2024.

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 - 14%	ALL students - 17%
	English Learners - 1%	English Learners - 9%
	Socioeconomically Disadvantaged Students - 11%	Socioeconomically Disadvantaged Students - 19%
	Students with Disabilities - 6%	Students with Disabilities - 14%

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

Professional Learning Communities will build capacity to improve student learning in numbers and operations.

Our Professional Learning Communities (PLCs) are 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 PLC meetings will be aligned to our math focus of increasing proficiency in numbers and operations.
- PLCs will meet 2-3 times per month to review performance data from common formative assessments.
- PLCs will read professional literature linked to the instructional focus and powerful practices on a regular basis.
- Teachers will receive professional development on the powerful practices of Thinking Routines in math, vocabulary instruction, and collaborative conversations.
- Teachers will have a safe practice period for implementing new strategies.
- PLCs members will have multiple opportunities to observe and be observe by a peer.
- PLCs members will participate in coaching cycles with our Intervention and Data Support Teacher. Coaching cycles will be aligned with our powerful practices (Thinking Routines, Collaborative Conversations, etc).
- The principal will observe classrooms and provide targeted feedback aligned with the math focus.
- PLCs will make adjustments to lesson/unit plans based on the data from common formative assessments.
- School site will schedule multiple teacher release days using LCFF and/or other resource funds (pending availability of funds and classroom coverage).

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 implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.

- 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.
- Progress will be monitored using Expressions assessments, iReady diagnostics and common formative assessments.

- 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.
- School site will hire a full time Academic and Behavior Intervention Teacher: Among the responsibilities of this position is to work with students in grades 3rd-6th who are two grade-levels below in math (This is the same intervention teacher as mentioned under goal #1).
- Principal and Intervention Teacher will explore and select appropriate math programs and resources to support the intervention program.
- 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 3

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.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk in math.
- Teachers will participate in multiple cycles of professional learning (at least one related to collaborative conversations).
- Teachers will receive training in math Thinking Routines.
- Teachers will work with our Instruction and Data Support (IDS) teacher through coaching cycles around Thinking Routines in math.
- Teachers will implement proven strategies in teaching academic vocabulary in mathematics.
- English Learners in need of math support will receive targeted math interventions from their teacher or Academic and Behavior Support Teacher with supports from site substitutes or student helpers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

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

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI teachers will work with general education teachers to ensure that student schedules allow for them to be present for core content instruction.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC, iReady and District benchmark data will be analyzed by teachers to determine placement in intensive intervention program (WonderWorks, Number Worlds, Moby Max, Inside, etc.).
- Students will receive intensive support in mathematics either in their general education setting with push-in services or in their SAI classroom with pullout services (per IEP).
- Students will be mainstreamed as appropriate and according to their IEP goals.
- Principal and Intervention Teacher will explore research based math intervention programs.
- Teachers will determine students needs in math and use designate iReady extension lessons to strengthen mastery around target concepts.

We will use the following metrics to monitor growth of our Students with Disabilities: iReady, Expressions benchmarks, and grade-level common formative assessments.

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)

2023-24 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 xx% 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. 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 student groups: African Americans and Two or More Races, and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2022-2023, Sweetwater Springs' rate of chronic absenteeism was 31.15% for all students.	In 2023-2024, Sweetwater Springs will reduce its rate of chronic absenteeism for All Students by 1% to 30.15%.
	In 2022-2023, Sweetwater Springs' rate of chronic absenteeism was 21.82% for African American students.	In 2023-2024, Sweetwater Springs will reduce its rate of chronic absenteeism for African American students by 1% to 20.82%.
	In 2022-2023, Sweetwater Springs' rate of chronic absenteeism was 29.63% for students of Two or More Races.	In 2023-2024, Sweetwater Springs will reduce its rate of chronic absenteeism for

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In 2022-2023, Sweetwater Springs' rate of chronic absenteeism was 38.83% for Students with Disabilities.	students of Two or More Races by 1% to 28.63%. In 2023-2024, Sweetwater Springs will reduce its rate of chronic absenteeism for Students with Disabilities by 1% to 37.83%.

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

Our full time site social worker will support students through a variety of interventions.

- 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 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 Student Success Team meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions.
- Weekly attendance check-ins to increase school connectedness for all students on the chronic absentee list from 22/23.
- Communicate with families by phone, email, in-person meetings, and/or home visits.
- Send a welcome back message and periodic messages to all families.
- School will host parents workshops focused on math and/or reading instruction and related programs (depending on staff availability).

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, academics, and various other topics related to student safety and connectedness.

- School will have a full time social worker.
- Provide parent trainings throughout the year covering the Importance of Regular School Attendance.
- School will host parents workshops focused on math and/or reading instruction and related programs (depending on staff availability).
- Provide parents and students with literature and data on the Importance of Regular School Attendance. Include this data on all school communication platforms.
- Collaborate with Parent Teacher Association to help promote the same message to the community through their platforms.
- Update our school attendance section on our school's webpage.
- Provide annual training to parents of English Learners at the English Learner Advisory Committee meeting.
- Principal communication meetings specifically focused on attendance.

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 have a schoolwide attendance incentive program that celebrates improved both regular attendance and improved attendance.

- Our schoolwide attendance push will be named Strive to Arrive. This will be visible around our campus. This will be tied to Unity, the -U- in PROUD.
- School will provide incentives for classes with 90% attendance over a 10 day period.
- School attendance will be shared and celebrated at PROUD Rallies.
- The attendance team (Principal, social worker, and health clerk) will meet each week to monitor attendance of Chronic Absentees from 22/23.
- School will provide ongoing incentives for improved attendance of chronic absentees.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities, African American, and Two or More Races

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).
- Include each student's IEP team in addressing attendance concerns (SWD)
- School staff will continue to implement multicultural learning experiences so that all students feel connected to our school (assemblies, text selection, activities, celebrations, etc.)

This strategy will be measured by monthly attendance reports for each student group listed above.

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)

2023-24 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

The number of students suspended will decrease from xx to xx (minimum of .5%) (Or will maintain a suspension rate below .5%)

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 young scholars 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 student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th grade)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate - 76.61% Growth Mindset - 59.18%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 81% Growth Mindset - 65%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Self-Management- 56.78% Self-Efficacy- 51.42% Social Awareness- 65.60%	Self-Management- 61% Self-Efficacy- 56% Social Awareness- 70%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 93% Sense of Community - 93% Sense of Safety - 88%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 95% Sense of Community - 95% Sense of Safety - 90%
Suspension Data	The suspension rate for Sweetwater Springs for the 2022-2023 school year is .74%	The percentage of students suspended will decrease to .5%

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 build our positive school climate and culture through implementation of our Positive Behaviors Interventions and Supports (PBIS) core values of Perseverance, Respect, Ownership, Unity and Discipline (Skyhawks PROUD).

- Begin 23/24 with the First 15 Days behavior expectations.
- Dedicate each month to one of our PROUD core values.
- Continue PROUD Rallies and Skyhawks of the Month
- Continue incentives for expected behaviors at lunch.
- Implement schoolwide PROUD activities
- Celebrate attendance rates at PROUD Rallies.
- Seek additional after before/school programs (ex. Heartlight, Drama Club, and Run Club)
- We will train and deploy Safe School Ambassadors who will speak up against bullying, report back to staff, and model expected behaviors.
- School staff will host alternative recess in order to connect with students who prefer not to go up to the playground for traditional recess.

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 hire parent liaisons to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by:

- planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students
- coordinating without outside organizations and assist parents in utilizing community service and other resources
- serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school.

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)

1523.81

Title I Part A: Parent Involvement
2000-2999: Classified Personnel Salaries
Parent Liaison

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 establish a School Culture and Safety Committee.

- This committee will meet monthly.
- Meetings will be cofacilitated by the social worker and safety officer.
- Discipline data will be reviewed each month (including hall pass data and suspension data).
- The safety officer will work with the committee to schedule emergency drills.
- The safety committee will assist the safety office in leading safety meetings.
- Principal will revise the Comprehensive School Safety Plan with ELAC and SSC.

- Members of the safety committee will walk the campus with the principal and the custodian to look for any safety hazards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will support our students' social-emotional needs as they become self-regulated learners.

- We we build capacity around Zones of Regulation by hosting a refresher training.
- We will build capacity around Trauma Informed Care during staff development.
- We will receive training in Second Step (SEL Curriculum) and begin implementation school wide.
- Our social worker will do push-in lessons for growth mindset, self-efficacy, and social awareness.
- Our social worker and principal will do check-ins with SAI classrooms and students that match ATSI student groupings.
- We will celebrate improved attendance and emphasize the importance of regular school attendance.
- School staff will refer to our students as young scholars and promote growth mindset throughout the school year. This will link our PBIS core values to Second Step.
- School staff will continue holding restorative circles when appropriate. This will link our SEL and to the powerful practice of collaborative conversations.
- Staff will implement formative SEL surveys during trimester 1 and trimester 2 to check-in on student growth mindset, self-efficacy, social awareness and school culture.

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)

All Students

Strategy/Activity

We will hold high expectations of student behavior while implementing a discipline plan that is restorative and supportive.

- Teachers and staff will submit digital hall passes for all behavior issues.
- We will address each and every reported behavior issue in a manner that is appropriate for that specific situation.
- All students will have the opportunity to share their point of view.
- Office staff will address each situation with restorative practices (ie: apology, restorative conversation between students, Think-Sheets, reflections, check-ins, etc.)
- Office staff will also assign appropriate consequences as needed (ie: loss of privileges or learning based consequences).
- Students in grade K-5 will participate in diversion activities as an alternative to suspensions for more serious behaviors as appropriate (this is at the principal's discretion).
- Students in 6th grade may attend Mending Matters, a full day diversion program, for more serious behaviors as an alternative to suspension.

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)

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	\$111,673.59
Total Federal Funds Provided to the School from the LEA for CSI	\$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$134,728.59

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	\$110,149.78
Title I Part A: Parent Involvement	\$1,523.81

Subtotal of additional federal funds included for this school: \$111,673.59

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 (\$)
LCFF	\$23,055.00

Subtotal of state or local funds included for this school: \$23,055.00

Total of federal, state, and/or local funds for this school: \$134,728.59

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		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount
LCFF	23,055.00
Title I	110,149.78
Title I Part A: Parent Involvement	1,523.81

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	133,204.78
2000-2999: Classified Personnel Salaries	1,523.81

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	23,055.00
1000-1999: Certificated Personnel Salaries	Title I	110,149.78
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,523.81

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	133,204.78

Goal 4

1,523.81

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
Becky Bentley	Parent or Community Member
Andrew Golembewski	Parent or Community Member
Darla Gonzalez	Parent or Community Member
Brenda Guerrero	Parent or Community Member
Ana Young	Parent or Community Member
Jennifer Gordon	Classroom Teacher
Melinda Johnson	Classroom Teacher
Maria Ojeda	Classroom Teacher
Nadine (Nikki) Fox	Other School Staff

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 May 24, 2023.

Attested:

	Principal, Angelo Benedetto on May 24, 2023
	SSC Chairperson, Brenda Guerrero on May 24, 2023

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.

[Educational Partner 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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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