



Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sweetwater Springs Elementary School	37-68197-6038574	May 22, 2024	June 25, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Sweetwater Springs Elementary School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) 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. Our school site is an Additional Targeted Support and Improvement (ATSI) in the area of Chronic Absenteeism for the student group: Two or More Races.

Educational Partner Involvement

How, when, and with whom did your Sweetwater Springs Elementary 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 2024-25 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 11, 2024 and May 17, 2024 at 8:15am.
- SSC # 4 Meeting, April 17, 2024 at 2:30pm; SSC #5 Meeting, May 22, 2024 at 2:30pm
- Staff Meetings where the 2024-25 SPSA goals and metrics were discussed: May 28, 2024.
- Other meetings where the 2024-25 SPSA goals and metrics were discussed (PTA, etc.): Coffee with the Principal, April 29, 2024 at 8:15am and PTA Meeting on June 3, 2024 at 4:00pm during principal update,

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 2023, iReady Diagnostic Data year-to-year (2022/2023 - 2023/2024) 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.

This section is required for all schools eligible for ATSI and CSI only.

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 group and category:
Two or more races: Chronic absenteeism

When preparing for and writing our SPSA for 23/24, we found resource inequities in our response to chronic absenteeism. We have since implemented a full plan of strategies to address Chronic Absenteeism which were written into our 23/24 SPSA. Although we have improved significantly in the area of Chronic Absenteeism with multiple student groups, we still have to provide additional support and resources for our students of two or more races. The resources

and strategies implemented to decrease Chronic Absenteeism include social worker and principal check-ins, monitoring of chronic absentees, providing classroom level incentives, and recognizing improved attendance. During 24/25, we will still implement our Strive to Arrive attendance campaign, but we will be able to address the attendance of students of two or more races with greater precision. The students in the student grouping will get more person check-ins moving forward.

No other resource inequities were identified.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Math (All Students):

In 2022/2023, we had 245 students in grades 3rd-6th who took the Smarter Balance Assessment Consortium (SBAC) in mathematics. Students scored 52.9 points below standard. This was a decline of 5.1 points from the previous assessment year. Steps taken to support improvement in this area include: Principal/teacher data meetings to discuss target students who need additional support with math, Academic and Behavior Support teacher who works with math groups, and additional support staff allocated to classrooms to provide push-in supports and combo relief for math instruction and math practice.

English Learning Progress (ELPI):

In 2022/2023, we had 77 English Learners in grades 3rd-6th who took summative English Language Proficiency Assessments California (ELPAC) assessment. Of those students, 40.3% are making progress toward English language proficiency. This is a decline of 31% from the previous assessment year. Steps taken to support improvement in this area include: Teacher on Special Assignment (TOSA) came to provide professional development around supporting English Learners, implementation of newcomer support plans, EL monitoring plans, EL intervention plans, newcomer reading groups with Extended Learning Opportunity Program (ELOP) teacher, and EL classroom instruction.

Chronic Absenteeism:

In 2023/2023, we had a total of 455 students enrolled at the time that data was taken. Of those students, 29.7% were chronically absent. The overall rate of chronic absenteeism has declined by 2.4%. Steps taken to support improvement in this area include: Implementation of our attendance initiative Strive to Arrive, classroom level incentives, individual recognition for improved attendance, social worker and principal check-ins, attendance letters, SART meetings, and home visits.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

English Language Arts (ELA):

Students with Disabilities (SWD): In 2022/2023, we had 57 students from the SWD student group in grades 3rd-6th who took the Smarter Balance Assessment Consortium (SBAC) in ELA. The students in this group scored 104.4 points below standard. This was a decline of 4.7 points from the previous assessment year. Steps taken to support improvement in this area include: Special Education Department meetings to discuss student needs and to brainstorm areas for improvement, use of staff meeting time to brainstorm areas of improvement, more push-in support (as appropriate per IEP), consistent schedules, increase collaboration between SAI and general education teachers, transferring of powerful practices from our cycles of professional learning to the SAI classroom, and our attendance initiative Strive to Arrive to improve attendance.

Suspension

African American: In 2022/2023, we had 56 students in the African American student group. Of those students, 3.6% were suspended at least one day during the school year. The percentage of students in this student group who were suspended increased by .4% since the previous school year. Steps taken to support improvement in this area include: School wide core values of Perseverance, Respect, Ownership, Unity, and Discipline, expectations taught explicitly by teachers and the principal, restorative practices, social worker check-ins, and alternatives to suspension.

Two or More Races: In 2022/2023 we had 54 students in the Two or More Races student group. Of those students, 1.9% were suspended at least one day during the school year. The percentage of students in this student group increased by 1.9% since the previous school year. Steps taken to support improvement in this area include: School wide core values of Perseverance, Respect, Ownership, Unity, and Discipline, expectations taught explicitly by teachers and the principal, restorative practices, social worker check-ins, and alternatives to suspension.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

iReady Year to Year (All Students):

Although iReady data during the 23/24 school year shows an increase of students at mid or above grade level in reading from Diagnostic #1 to Diagnostic #2, we have seen a decrease on our current year Diagnostic #2 data compared to Diagnostic #2 from last year. Steps taken to support improvement in this year include: Principal/teacher data meetings, pulling small groups during iReady time, incentivizing lessons passed and meeting of typical growth and stretch growth.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Sweetwater Springs Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	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

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

Conclusions based on this data:

1. Student subgroup percentage have remained consistent year over year.
2. The percentage of Filipino students, though small, continues to increase year over year.
3. Overall enrollment has declined year over year since 20/21. Most grade levels remain consistent in terms of enrollment numbers. We do have cohorts that are smaller than others.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	81	87	83	17.5%	19.3%	19.1%
Fluent English Proficient (FEP)	41	49	39	8.8%	10.9%	9.0%
Reclassified Fluent English Proficient (RFEP)	20		1	24.7%		1.1%

Conclusions based on this data:

1. The total number of English Learners enrolled and the percentage of English Learners in the school have remained steady over the last few years.
2. The total number of Fluent English Proficient students and the percentage of the Fluent English Proficient students in the school have remained steady over the last few years.
3. The total number of student being reclassified has declined over the last two years. We have since reclassified more students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	67	0	64	65	0	64	65	0.0	98.5	97.0
Grade 4	63	64	66	0	64	65	0	64	65	0.0	100.0	98.5
Grade 5	61	62	62	0	62	61	0	61	61	0.0	100.0	98.4
Grade 6	53	59	56	0	58	56	0	58	56	0.0	98.3	100.0
All Grades	247	250	251	0	248	247	0	247	247	0.0	99.2	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2413.	2411.		25.00	12.31		21.88	30.77		18.75	30.77		34.38	26.15
Grade 4		2425.	2459.		10.94	23.08		26.56	24.62		21.88	21.54		40.63	30.77
Grade 5		2453.	2499.		16.39	19.67		16.39	36.07		22.95	19.67		44.26	24.59
Grade 6		2526.	2483.		24.14	8.93		25.86	21.43		24.14	35.71		25.86	33.93
All Grades	N/A	N/A	N/A		19.03	16.19		22.67	28.34		21.86	26.72		36.44	28.74

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	12.31		56.25	66.15		20.31	21.54
Grade 4		7.81	18.46		71.88	58.46		20.31	23.08
Grade 5		11.48	21.31		59.02	60.66		29.51	18.03
Grade 6		31.03	12.50		43.10	46.43		25.86	41.07
All Grades		18.22	16.19		57.89	58.30		23.89	25.51

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	6.15		54.69	58.46		31.25	35.38
Grade 4		9.38	18.46		59.38	60.00		31.25	21.54
Grade 5		14.75	13.11		49.18	59.02		36.07	27.87
Grade 6		12.07	7.14		56.90	50.00		31.03	42.86
All Grades		12.55	11.34		55.06	57.09		32.39	31.58

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	4.62		73.44	80.00		17.19	15.38
Grade 4		4.69	9.23		59.38	76.92		35.94	13.85
Grade 5		3.28	19.67		77.05	67.21		19.67	13.11
Grade 6		22.41	5.36		70.69	82.14		6.90	12.50
All Grades		9.72	9.72		70.04	76.52		20.24	13.77

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	16.92		65.63	69.23		21.88	13.85
Grade 4		12.50	15.38		60.94	72.31		26.56	12.31
Grade 5		9.84	21.31		54.10	52.46		36.07	26.23
Grade 6		22.41	10.71		65.52	62.50		12.07	26.79
All Grades		14.17	16.19		61.54	64.37		24.29	19.43

Conclusions based on this data:

1. The overall percentage of students who met or exceeded standards in English Language Arts has increased 4% from the previous school year.
2. Our 5th grade class from 22-23 was our highest achieving group in English Language Arts while our 6th grade class was the lowest achieving group.
3. We saw our strongest achievement as a school in the Reading and Research/Inquiry strands.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	67	0	64	66	0	64	66	0.0	98.5	98.5
Grade 4	63	64	66	0	64	65	0	64	65	0.0	100.0	98.5
Grade 5	61	62	62	0	62	61	0	62	61	0.0	100.0	98.4
Grade 6	53	59	56	0	58	56	0	58	56	0.0	98.3	100.0
All Grades	247	250	251	0	248	248	0	248	248	0.0	99.2	98.8

* 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.	2413.		17.19	15.15		21.88	31.82		31.25	19.70		29.69	33.33
Grade 4		2438.	2452.		7.81	12.31		25.00	23.08		31.25	33.85		35.94	30.77
Grade 5		2450.	2469.		14.52	13.11		6.45	6.56		20.97	39.34		58.06	40.98
Grade 6		2501.	2447.		10.34	5.36		22.41	8.93		31.03	21.43		36.21	64.29
All Grades	N/A	N/A	N/A		12.50	11.69		18.95	18.15		28.63	28.63		39.92	41.53

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	10.61		56.25	59.09		28.13	30.30
Grade 4		14.06	12.31		48.44	44.62		37.50	43.08
Grade 5		16.13	16.39		32.26	44.26		51.61	39.34
Grade 6		13.79	3.57		48.28	32.14		37.93	64.29
All Grades		14.92	10.89		46.37	45.56		38.71	43.55

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	19.70		45.31	51.52		32.81	28.79
Grade 4		12.50	15.38		50.00	53.85		37.50	30.77
Grade 5		6.45	6.56		45.16	45.90		48.39	47.54
Grade 6		10.34	5.36		60.34	41.07		29.31	53.57
All Grades		12.90	12.10		50.00	48.39		37.10	39.52

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	16.67		62.50	46.97		18.75	36.36
Grade 4		6.25	15.38		50.00	64.62		43.75	20.00
Grade 5		11.29	4.92		50.00	75.41		38.71	19.67
Grade 6		12.07	5.36		62.07	50.00		25.86	44.64
All Grades		12.10	10.89		56.05	59.27		31.85	29.84

Conclusions based on this data:

1. The percentage of students meeting or exceeding standard in math decrease by almost 2% from the previous school year.
2. Our 3rd and 4th graders were our highest scoring grade levels while our 5th and 6th graders struggled in math.
3. Our strongest area in math was Problem Solving and Modeling Data Analysis.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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	4
1	1446.3	*	1454.0	1472.0	*	1471.0	1420.0	*	1436.7	12	5	13
2	1455.8	1464.5	*	1460.7	1498.9	*	1450.5	1429.9	*	15	15	6
3	1500.0	1496.3	1487.6	1506.5	1511.9	1497.1	1493.1	1480.3	1477.7	21	14	16
4	*	1532.5	1518.0	*	1545.2	1525.9	*	1519.5	1509.5	10	19	15
5	1522.3	*	1535.5	1539.3	*	1539.9	1504.7	*	1530.6	13	10	18
6	*	*	*	*	*	*	*	*	*	8	10	10
All Grades										85	85	82

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	*	7.69	25.00	*	46.15	33.33	*	23.08	25.00	*	23.08	12	*	13
2	13.33	6.67	*	40.00	60.00	*	33.33	20.00	*	13.33	13.33	*	15	15	*
3	23.81	7.14	6.25	33.33	50.00	37.50	33.33	35.71	56.25	9.52	7.14	0.00	21	14	16
4	*	36.84	33.33	*	26.32	33.33	*	31.58	26.67	*	5.26	6.67	*	19	15
5	16.67	*	22.22	33.33	*	38.89	41.67	*	33.33	8.33	*	5.56	12	*	18
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.24	20.24	21.95	34.52	46.43	39.02	30.95	27.38	31.71	14.29	5.95	7.32	84	84	82

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	*	23.08	50.00	*	46.15	25.00	*	23.08	8.33	*	7.69	12	*	13
2	20.00	53.33	*	33.33	33.33	*	33.33	6.67	*	13.33	6.67	*	15	15	*
3	42.86	64.29	25.00	42.86	14.29	56.25	9.52	21.43	18.75	4.76	0.00	0.00	21	14	16
4	*	57.89	40.00	*	26.32	53.33	*	15.79	0.00	*	0.00	6.67	*	19	15
5	41.67	*	38.89	41.67	*	55.56	16.67	*	0.00	0.00	*	5.56	12	*	18
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.52	48.81	35.37	39.29	36.90	48.78	16.67	13.10	12.20	9.52	1.19	3.66	84	84	82

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	*	7.69	33.33	*	23.08	25.00	*	38.46	33.33	*	30.77	12	*	13
2	6.67	0.00	*	40.00	26.67	*	13.33	53.33	*	40.00	20.00	*	15	15	*
3	14.29	0.00	6.25	23.81	35.71	6.25	38.10	28.57	50.00	23.81	35.71	37.50	21	14	16
4	*	5.26	13.33	*	42.11	13.33	*	26.32	40.00	*	26.32	33.33	*	19	15
5	0.00	*	11.11	16.67	*	22.22	50.00	*	38.89	33.33	*	27.78	12	*	18
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.52	8.33	12.20	28.57	30.95	18.29	32.14	35.71	41.46	29.76	25.00	28.05	84	84	82

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	*	38.46	50.00	*	53.85	8.33	*	7.69	12	*	13
2	20.00	20.00	*	73.33	73.33	*	6.67	6.67	*	15	15	*
3	28.57	28.57	6.25	66.67	71.43	87.50	4.76	0.00	6.25	21	14	16
4	*	63.16	26.67	*	31.58	73.33	*	5.26	0.00	*	19	15
5	16.67	*	27.78	75.00	*	61.11	8.33	*	11.11	12	*	18
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.38	34.52	29.27	61.90	58.33	64.63	10.71	7.14	6.10	84	84	82

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	*	30.77	83.33	*	61.54	0.00	*	7.69	12	*	13
2	26.67	53.33	*	60.00	40.00	*	13.33	6.67	*	15	15	*
3	66.67	71.43	62.50	28.57	28.57	37.50	4.76	0.00	0.00	21	14	16
4	*	63.16	60.00	*	26.32	33.33	*	10.53	6.67	*	19	15
5	66.67	*	77.78	33.33	*	22.22	0.00	*	0.00	12	*	18
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	57.14	54.88	41.67	39.29	42.68	8.33	3.57	2.44	84	84	82

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	*	7.69	58.33	*	61.54	25.00	*	30.77	12	*	13
2	7.14	6.67	*	57.14	66.67	*	35.71	26.67	*	14	15	*
3	19.05	0.00	0.00	47.62	64.29	50.00	33.33	35.71	50.00	21	14	16
4	*	10.53	20.00	*	63.16	46.67	*	26.32	33.33	*	19	15
5	0.00	*	11.11	66.67	*	61.11	33.33	*	27.78	12	*	18
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.84	7.23	12.20	55.42	63.86	53.66	33.73	28.92	34.15	83	83	82

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	*	7.69	66.67	*	69.23	33.33	*	23.08	12	*	13
2	20.00	0.00	*	53.33	80.00	*	26.67	20.00	*	15	15	*
3	14.29	7.14	12.50	71.43	71.43	75.00	14.29	21.43	12.50	21	14	16
4	*	15.79	20.00	*	63.16	46.67	*	21.05	33.33	*	19	15
5	8.33	*	11.11	66.67	*	77.78	25.00	*	11.11	12	*	18
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.10	20.24	17.07	65.48	63.10	65.85	21.43	16.67	17.07	84	84	82

Conclusions based on this data:

1. The overall mean scores on ELPAC grew at each grade level including both oral and written language.

2. As of 22-23, nearly 60% of our English Learners scored in levels 3 and 4 which tells us that we should see an increase in the number of students being reclassified in the next couple of years.
3. Our students excelled in the Speaking Domain as just under 55% of our students scored in the well-developed range.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
435	69.2	19.1	0.2
Total Number of Students enrolled in Sweetwater Springs Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	83	19.1
Foster Youth	1	0.2
Homeless	17	3.9
Socioeconomically Disadvantaged	301	69.2
Students with Disabilities	92	21.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	51	11.7
Asian	14	3.2
Filipino	18	4.1
Hispanic	230	52.9
Two or More Races	46	10.6
White	76	17.5

Conclusions based on this data:

1. We are a Title I school with great needs in the areas of reading and math supports for our student groups. Many of our students fall under multiple student groupings.

2. The percentage of students who are socio economically disadvantaged, are English Learners, or are on IEPs remains consistent year-to-year.
3. The 46 students listed under Two or More races will be the focus of our attendance initiative going into next year.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Orange	Suspension Rate Green
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1. There has been a decrease in the total number of students suspended due to an increase in restorative practices, other means of correction, and the addition of a full time social worker.
2. Although Chronic Absenteeism is in the orange, current data reflects improvement in that area. We do expect a decrease in the percentage of students who are chronically absent.

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-
3. We have seen a decrease in the number of English Learners reclassifying. Professional Development and monitoring in this area is necessary going into 24-25.

School and Student Performance Data

Academic Performance English Language Arts

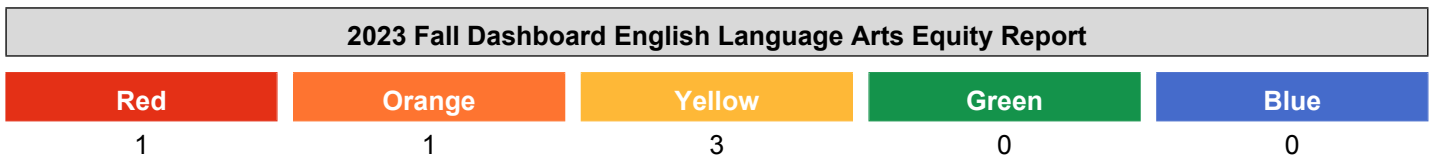
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 20.3 points below standard Increased +9.8 points 246 Students	English Learners  Yellow 48.4 points below standard Increased +4.9 points 72 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged  Yellow 24.9 points below standard Increased +11.6 points 171 Students	Students with Disabilities  Red 104.4 points below standard Decreased -4.7 points 57 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>26.3 points below standard</p> <p>Increased Significantly +22 points</p> <p>23 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>27.8 points below standard</p> <p>Increased +7.5 points</p> <p>133 Students</p>	<p>4 points above standard</p> <p>Increased Significantly +23.3 points</p> <p>27 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Orange</p> <p>21.6 points below standard</p> <p>Maintained -1.8 points</p> <p>45 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>85.9 points below standard</p> <p>Decreased -10.3 points</p> <p>50 Students</p>	<p>36.7 points above standard</p> <p>Increased Significantly +36.1 points</p> <p>22 Students</p>	<p>9.8 points below standard</p> <p>Increased +11.3 points</p> <p>160 Students</p>

Conclusions based on this data:

1. African American Students increased significantly by 22 points, but still remain 26.3 points below standard.
2. Students with Disabilities decrease by 4.7 points and are 104.4 points below standard.
3. Hispanic students increase 7.5 points, but still remain 27.8 points below standard.

School and Student Performance Data

Academic Performance Mathematics

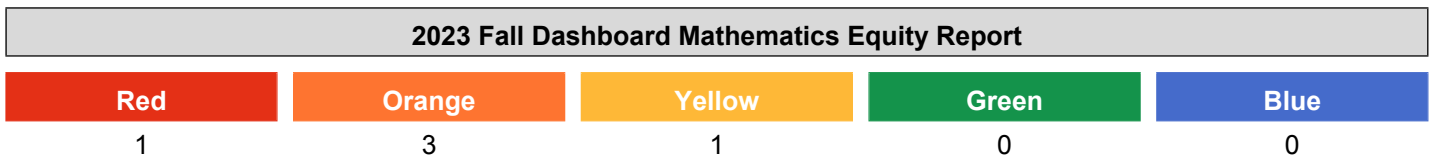
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group															
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">52.9 points below standard</td> </tr> <tr> <td>Decreased -5.1 points</td> </tr> <tr> <td>245 Students</td> </tr> </tbody> </table>	All Students	 Orange	52.9 points below standard	Decreased -5.1 points	245 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">69.7 points below standard</td> </tr> <tr> <td>Increased +5.2 points</td> </tr> <tr> <td>72 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	69.7 points below standard	Increased +5.2 points	72 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	1 Student
All Students															
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Homeless															
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Students with Disabilities															
 Red															
119 points below standard															
Decreased -5.3 points															
57 Students															

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
56.3 points below standard Increased Significantly +15.5 points 23 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 58.2 points below standard Decreased -6.7 points 133 Students	41.8 points below standard Decreased -9.8 points 26 Students	 No Performance Color 0 Students	 Orange 49.5 points below standard Decreased -9.2 points 45 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.1 points below standard Maintained -0.5 points 50 Students	9.6 points below standard Increased +14.9 points 22 Students	46.9 points below standard Decreased -7.9 points 159 Students

Conclusions based on this data:

1. Our English Learners increased by 5.2%, but remain 69.7 points below standard.
2. Students with Disabilities decreased by 5.3 points and are 119 points below standard.
3. African American students increase significantly by 15.5 points, but remain 56.3 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

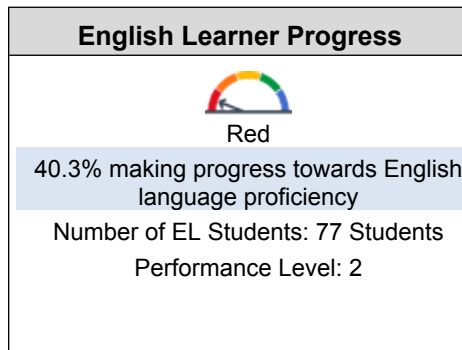
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24	21	5	25

Conclusions based on this data:

1. 1/3 of our English Learners decrease by one ELPI level.
2. 1/3 of our English Learners progressed by one ELPI level.
3. 1/3 of our English Learners maintain their current ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 29.7% Chronically Absent Declined -2.4 455 Students	 Orange 40.4% Chronically Absent Declined -3.4 89 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
26.3% Chronically Absent Declined -20.1 19 Students	 Yellow 35.6% Chronically Absent Declined Significantly -3.3 315 Students	 Orange 35.5% Chronically Absent Declined -10.6 107 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 18.5% Chronically Absent Declined -6.1 54 Students	 No Performance Color 0 Students	20% Chronically Absent Declined -15.7 15 Students	16.7% Chronically Absent Increased 9.5 18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.4% Chronically Absent Declined Significantly -3.2 235 Students	 Red 31.5% Chronically Absent Increased 8 54 Students	 No Performance Color 0 Students	 Orange 17.7% Chronically Absent Maintained -0.1 79 Students

Conclusions based on this data:

1. Our chronic absentee rates African American students declined by -6.1 and are expected to decline more after the current school year.
2. Our chronic absentee rates for Student with Disabilities declined by -10.6 and are expected to decline more after the current school year.
3. Our overall chronic absentee rates have declined by -2.4 and are expected to decline more after the current school year.

School and Student Performance Data

Conditions & Climate Suspension Rate

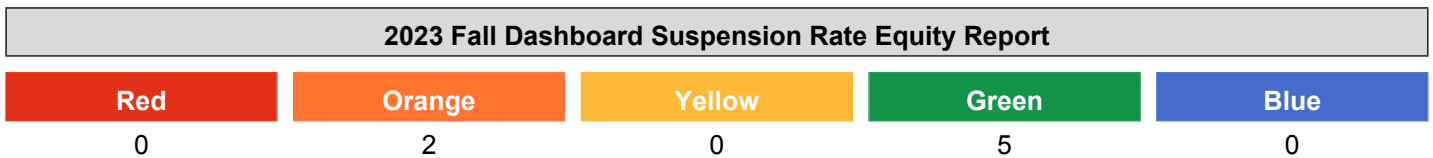
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>1.9% suspended at least one day</p> <p>Declined -0.5 472 Students</p>	<p>English Learners</p> <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined -1.7 90 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>5% suspended at least one day</p> <p>Increased 1.4 20 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.5% suspended at least one day</p> <p>Declined -0.8 325 Students</p>	<p>Students with Disabilities</p> <p>Green</p> <p>1.8% suspended at least one day</p> <p>Declined -1.1 111 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 3.6% suspended at least one day Increased 0.4 56 Students	 No Performance Color 0 Students	6.3% suspended at least one day Increased 6.3 16 Students	0% suspended at least one day Maintained 0 18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.6% suspended at least one day Declined Significantly -1.5 247 Students	 Orange 1.9% suspended at least one day Increased 1.9 54 Students	 No Performance Color 0 Students	 Green 1.2% suspended at least one day Declined -1.1 81 Students

Conclusions based on this data:

1. We saw a decrease of -.5% in suspensions of All Student.
2. We saw an increase of -.4% in suspensions of African American students.
3. The percentage of Hispanic Students suspended declined significantly at -1.5%

SPSA Monitoring and Evaluation 2023-24

Goal #1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 44.54% to 50% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 19.65% to 28% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 42% to 50% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 8.7% to 16% (minimum of 8% increase).

Local Assessments (iReady Trimester 3 (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 55%% to 60%%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 28% to 33%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 51% to 56%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 24% to 29%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Professional Learning Communities will participate in multiple cycles of professional learning aligned with our instructional focus of increasing proficiency in comprehension of informational texts.</p> <p>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</p>	<p>We successfully implemented cycles of professional learning for collaborative conversations, short constructed response, short constructed response 2.0, and standards mastery. We collected data from classroom walkthrough that were tied to our quality indicators. The results were shared and celebrated with teachers.</p> <p>Pre and post assessment data of short constructed responses.</p>	<p>Our professional learning is transferring into all classrooms. There is a great deal of evidence of our quality indicators of close reading, collaborative conversations, and short constructed responses in all classrooms. This work will continue in 24/25.</p> <p>We have seen growth in iReady throughout the school year, but we did not see growth year-to-</p>	<p>Continue</p> <p>We will continue to plan professional development around cycles of professional learning.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>a schoolwide PLC, grade-level PLCs, and we collaborate with other school sites in job alike PLCs.</p> <ul style="list-style-type: none"> • 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 	<p>Staff Meetings and Site Learning Days tied to our powerful practices yielded artifacts such as lesson plans, peer observation schedules, diagnostic assessments, student work samples, professional reading, and student work protocols.</p> <p>Teachers will given a schedule of meetings for the year.</p> <p>iReady Data and SBAC data were reviewed during data meetings.</p>	<p>year from the previous school year.</p> <p>Teachers reviewed SBAC data to determine which students are on the cusp of performing at grade level. However, we need to add a protocol for monitoring, measuring, and modifying practices for those students.</p>	

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>and powerful practices.</p> <ul style="list-style-type: none"> 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). 			
<p>Academic and Behavior Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I 110,149.78</p> <p>Academic and Behavior Intervention Teacher 1000-1999: Certificated Personnel Salaries LCFF 23,055.00</p>	<p>We will implement a school-wide system of differentiated instruction and interventions to support struggling readers.</p> <ul style="list-style-type: none"> 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 	<p>Teachers met to discuss SBAC data. Teachers selected students who were close to grade level and made plans around supporting those students. The goal is 50% at or above grade level.</p> <p>Our Academic Behavior Support teacher reviewed iReady data and worked with teachers to identify the students in need of intensive reading and math interventions. Those students were scheduled for intervention. Student data is monitored by the ABS teacher.</p> <p>We have SST notes for all meetings that list concerns and interventions in place. We have had follow-up meetings as needed.</p> <p>Teachers met with IDS and principal to review iReady data after the first two diagnostics. Teachers developed plans to continue improvement and to support students who are struggling</p>	<p>Our ELOP teacher maintained a comprehensive data file that she used to monitor student progress through SIPPS. We have seen growth in this area as evidenced by students exiting the program.</p> <p>Our ABS teacher maintained comprehensive data file that she used to monitor student progress through Really Great Reading and the math intervention. We have seen growth in this area as evidenced by students exiting the program. We have also been able to leverage the ABS teacher to support in math. Due to funding, the ABS teacher will be decreased to a .8 in 24/25.</p>	<p>Modify</p> <p>The ABS teacher position will be decrease to a .8FTE due to a decrease in funding.</p> <ul style="list-style-type: none"> The ABS teacher will meet with grade level teams to discuss student progress . ELOP will remain at 1.0FTE as it is paid for centrally. We will review iReady and SABAC

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>students) instruction.</p> <ul style="list-style-type: none"> 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 	<p>with passing lessons and showing growth.</p> <p>Our ELOP teacher maintained a comprehensive data file that she used to monitor student progress through SIPPS.</p> <p>Our ABS teacher maintained comprehensive data file that she used to monitor student progress through Really Great Reading and the math intervention.</p>		<p>data and adopt a protocol for tracking and monitoring student progress</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>more grade-levels below in reading using Really Great Reading.</p> <ul style="list-style-type: none"> 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 			

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	Resources Technician (LLRT).			
	<p>We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).</p> <ul style="list-style-type: none"> 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. 	<p>The master schedule reflects student clusters.</p> <p>Teacher schedules reflect 30 minutes of English Learner instruction each day.</p> <p>Teachers met with IDS teacher to develop improvement plans for English Learners not making adequate progress. iReady data was reviewed when considering progress.</p> <p>Data from walkthroughs reflects an increase in speaking protocols and graphic organizers in each classroom.</p> <p>iReady data and ELPAC data.</p> <p>Reclassification Data.</p>	<p>English Learner Progress data indicates a sense of urgency with regard to the total number of English Learners reclassifying. We had 10 students reclassify since the last reclassification data was pulled.</p> <p>We have leveraged extra support staff to pull EL Newcomer groups.</p> <p>We have started an EL Newcomer group with our ELOP. Students have access to SIPPS during this time.</p>	<p>Modify</p> <p>The ABS teacher position will be decrease to a .8FTE due to a decrease in funding.</p> <ul style="list-style-type: none"> The ABS teacher will meet with grade level teams to discuss student progress. <p>ELOP will remain at 1.0FTE as it is paid for centrally.</p> <p>We will increase professional learning around English Learner instruction and progress.</p>

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	<ul style="list-style-type: none"> • 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 targeted 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 			

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>supporting newcomers.</p> <ul style="list-style-type: none"> 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. 			
	<p>We will provide a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</p> <ul style="list-style-type: none"> 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. 	<p>SIPPS data from ELOP teacher.</p> <p>SAI schedules reflect collaboration between SAI and general education teachers.</p> <p>Classroom walkthrough data reflects an increase in speaking and writing protocols, small group reading and writing instruction tied to our powerful practices, and more alignment between the SAI and general education classrooms.</p> <p>Our ELOP teacher maintained a comprehensive data file that she used to monitor student progress through SIPPS.</p>	<p>Our ELOP teacher maintained a comprehensive data file that she used to monitor student progress through SIPPS. We have seen growth in this area as evidenced by students exiting the program.</p> <p>Our ABS teacher maintained comprehensive data file that she used to monitor student progress through Really Great Reading and the math intervention. We have seen growth in this area as evidenced by students exiting the program. We have also</p>	<p>Modify</p> <p>The ABS teacher position will be decrease to a .8FTE due to a decrease in funding.</p> <ul style="list-style-type: none"> The ABS teacher will meet with grade level teams to discuss student progress <p>ELOP will remain at 1.0FTE as it is paid</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> 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) 		<p>been able to leverage the ABS teacher to support in math. Due to funding, the ABS teacher will be decreased to a .8 in 24/25.</p>	<p>for centrally. SDC classes will not be using RazPlus in 2024/2025.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> 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. 			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

- SDC teachers did not end up using Raz-Plus to the extent that they have in past years. They requested that the school not renew the license in 2024-2025.
- Monitoring Adequate Progress (MAPs) took the place of English Learner Catch-up Plans.
- Due to the increase in reading support with our ELOP teacher, we reduced the number of reading groups of our ABS. This allowed the ABS to support in math.

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

- In 2024-2025, there will be more emphasis on reading groups (intensive and at level). Due to the decrease in the ABS teacher's hours, teachers will need to have reading groups more regularly to support struggling readers.
- In 2024-2025, there will be more Professional Development around English Learner instruction and supporting EL Newcomers. This will also require monitoring from administration.
- In 2024-2025, there will be a protocol for data analysis that has teachers track/monitor student progress.
- In 2024-2025, there will be incentives for iReady lessons passed from the start of the school year.
- In 2024-2025, the ABS teacher hours will be reduced to a .8FTE due to a decrease in funding.

Goal #2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 29.84% to 35% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 15.52% to 24% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 30% to 38% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 8.7% to 16% (minimum of 8% increase).

Local Assessments (i-Ready, Tri 3 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 45% to 50%.

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

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 45% to 50%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 17% to 22%.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Professional Learning Communities will build capacity to improve student learning in numbers and operations.</p> <p>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.</p>	<p>iReady Data was reviewed during data meetings after each diagnostic. Teachers identified students who were near and early on grade level in math. iReady SMART Goals were set to 50%.</p> <p>SBAC Data was reviewed with teachers. Teachers identified students who were approaching grade level in math. The SMART goals were set to 50%.</p> <p>According to walkthrough data, there was some evidence of the quality indicators of our powerful</p>	<ul style="list-style-type: none"> We need to be more intentional about what we do with the data from iReady and SBACs. We did not have Professional Learning around mathematics. This needs to be a priority 	<p>Modify</p> <ul style="list-style-type: none"> Provide time and funding for professional development around math. Grade level teams will have the same

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> 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 observed 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 	practices that transferred to math (anchor charts, collaborative conversation stems, annotation of word problems, and even short constructed response for math problems).	<p>going into 24/25.</p> <ul style="list-style-type: none"> We are no longer in ATSI for Students with Disabilities in math. 	<p>daily schedule so that they can work together to provide differentiated instruction during math time.</p> <ul style="list-style-type: none"> We will develop a protocol for supporting and monitoring target students identified during data meetings. We will develop a protocol for looking at student work in math.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Routines, Collaborative Conversations, etc).</p> <ul style="list-style-type: none"> 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). 			
	<p>We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Data from our Academic and Behavior Support Teachers math intervention groups in 3rd-6th. iReady data was pulled after the first diagnostic. Teachers used this data to identify students in grades 3rd-6th who are two or more levels below grade level in math and who need intensive math intervention. <p>Classroom Wonders and CPM assessments were reviewed by grade level PLCs.</p>	<ul style="list-style-type: none"> Our ABS position will be reduced to a .8FTE in 24-25. This means that teachers will need to run math support groups in their classrooms. The ABS teacher's data reflects that students are improving their foundational math skills. 	<p>Modify</p> <ul style="list-style-type: none"> Our ABS position will need to be reduced to a .8FTE due to funding. Teachers will host math groups to help struggling students. Grade level teams will have the same

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> 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, 			daily schedule so that they can work together to provide differentiated instruction during math time.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	collect and analyze data, build a systematic approach to classroom and schoolwide interventions and model lessons.			
	<p>We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).</p> <ul style="list-style-type: none"> 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 	<p>iReady diagnostic data through the year.</p> <p>Expressions and CPM benchmark data.</p> <p>ABS Teacher's math intervention data.</p> <p>Dashboard Data from SBACs.</p>	<ul style="list-style-type: none"> According to the dashboard, our English Learners improved by 5 points. We are making progress. Our English Learners are not reclassifying. On the most recent ELPAC, only 1/3 our our students progressed to the next level. 	<p>Modify</p> <ul style="list-style-type: none"> Our ABS position will need to be reduced to a .8FTE due to funding. Teachers will host math groups to help struggling students. Provide time and funding for professional development around math.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	vocabulary in mathematics. <ul style="list-style-type: none"> 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. 			
	We will provide a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI) in mathematics. <ul style="list-style-type: none"> 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 	iReady diagnostic data through the year. Expressions and CPM benchmark data. ABS Teacher's math intervention data.	<ul style="list-style-type: none"> SAI and general education teachers collaborate more frequently. The consistency of SAI and general education schedules has improved this year. We have exited ATSI for our Students with Disabilities in math. We are still using supplemental material in math with our SAI students. 	Modify <ul style="list-style-type: none"> We need to establish a protocol for modifying general education math work and assessments in SAI when replacement curriculum is not in the IEP. General education teachers will be on the same schedules to help support the SAI teachers in supportin

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>program (WonderWorks, Number Worlds, Moby Max, Inside, etc.).</p> <ul style="list-style-type: none"> • 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. <p>We will use the following metrics to monitor growth of our Students with Disabilities: iReady, Expressions benchmarks, and grade-level common formative assessments.</p>			9 students.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

More time will need to be dedicated to math in general. While we were intentional about having data meetings, we still need to have protocols in place for selecting, support, and monitoring target students. We also put most of our time and resources into reading. We will need to explore ways to support our students in math.

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

We will establish protocols with our SAI and general education teachers so that general education teachers provide SAI teachers with their lessons and content. SAI teachers will modify that same content and teach/review it during SAI (when replacement curriculum is not in the IEP).

Teachers will need to have math support groups during the day.

We will establish protocols for looking at student work in math.

Goal #3

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

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Our full time site social worker will support students through a variety of interventions.</p> <ul style="list-style-type: none"> • 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. 	<p>Monthly attendance data is pulled and reviewed by the attendance team. These reports determine which students need check-ins, which students need recognition, and which families need to be contacted.</p> <p>Chronic absentee data reports for All Students and various student groups are sent to the school site regularly for review.</p> <p>Notes in Aries track communication between school and home as it relates to attendance.</p>	<ul style="list-style-type: none"> • We are no longer in ATSI for Chronic Absenteeism for the following student groups: African American and Students with Disabilities. • We remain in ATSI for Chronic Absenteeism for the student group: Two or More Races. We implemented strategies that improved attendance of multiple groups. We will need to narrow the focus on the student group: Two or More Races in 2024-2025. 	<p>Modify</p> <p>In order to support our students of Two or More Races, we will need to identify who those students are, check-in with them, celebrate them and be more intentional about our communication with teachers about those students.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> 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). 			
	<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>Sign-in sheets from parent workshops demonstrate that we have not only increased the number of parent workshops and community outreach (Coffee with the Principal), but we have also increased parent participation. These meetings address attendance.</p>	<p>Community outreach and promoting our Strive to Arrive attendance initiative.</p> <ul style="list-style-type: none"> We will schedule additional parent/community outreach meetings with the LMSV Parent Liaison. Our social work will host parent workshop throughout the year. Site will seek parent/community input regarding topics. 	<p>Modify</p> <p>We need to increase the number of meetings that directly focus on attendance.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> 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. 			
	<p>We will have a schoolwide attendance incentive program that celebrates improved both regular attendance and improved attendance.</p> <ul style="list-style-type: none"> 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 	<p>Attendance data is pulled each month. We select students whose attendance has improved and we recognize them at pep rallies.</p> <p>As of March of 2024, most classes have been recognized for 90% attendance over a 10 day period multiple times.</p>	<ul style="list-style-type: none"> We are no longer in ATSI for Chronic Absenteeism for the following student groups: African American and Students with Disabilities. We remain in ATSI for Chronic Absenteeism for the student group: Two or More Races. We implemented strategies that improved 	<p>Modify</p> <p>In order to support our students of Two or More Races, we will need to identify who those students are, check-in with them, celebrate them and be more intentional about our communication with teachers about those students.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>monitor attendance of Chronic Absentees from 22/23.</p> <ul style="list-style-type: none"> School will provide ongoing incentives for improved attendance of chronic absentees. 		<p>attendance of multiple groups. We will need to narrow the focus on the student group: Two or More Races in 2024-2025.</p>	
	<p>We will set a positive tone with students and families that matches our commitment to building relationships:</p> <ul style="list-style-type: none"> 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. 	<p>Monthly attendance reports are pulled each month for review. These data reports are also used in IEP and SST meetings.</p>	<ul style="list-style-type: none"> As of March of 2024, the office has received no complaints or concerns about our school environment and staff not being welcoming. We have increase communication with families through letters, phone calls, in-person conversations, formal meetings, and home visits. The overall number of SARTs has decreased. We changed our approach to be support-based. 	<p>Continue</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> 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.) <p>This strategy will be measured by monthly attendance reports for each student group listed above.</p>			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We set out initially to address chronic absenteeism in the following student groups: African American, Students with Disabilities, and Two or More Races. We successfully exited ATSI for our African American student group and our Students with Disabilities student group. We can now narrow the focus on students of Two or More Races.

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

We will incorporate strategies specific to the student group: Two or More Races. We will also be intentional about communication and the monitoring of those students with our teachers and staff.

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%)

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>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).</p> <ul style="list-style-type: none"> • 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) 	<p>Core SEL survey data is a District level survey that focuses on culture/climate, growth mindset, self-management, self-efficacy, and social awareness.</p> <p>The social worker and principal sent out a formative SEL survey that is similar to the CORE SEL Survey.</p> <p>Hall Pass data is collected for office visits including disciplinary visits and health office visits. This data is presented to the Culture and Safety Committee regularly and it is pulled at each trimester for principal data meetings.</p> <p>Overall suspension data is pulled each month by the District and reviewed by the principal and social worker.</p>	<p>Although the overall number of office visits for discipline remains about the same, we have seen a decrease in the number of students visiting the office since the start of the year. Students who visit the office with greater frequency receive additional support.</p> <p>The overall number of students suspended has decreased from 23-24.</p> <p>The number of African American students who have been suspended at least once has decreased as of March of 2024.</p> <p>The formative SEL survey yielded positive results. This data informed us of which students needed check-ins.</p>	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> 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. 			
Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1523.81	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: <ul style="list-style-type: none"> 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. 	The Annual Parent Survey focuses on support of academic learning, sense of community, and sense of safety. Sign-in sheets from parent workshops demonstrate that we have not only increased the number of parent workshops and community outreach (Coffee with the Principal), but we have also increased parent participation. The principal started a Parent Input form this year. This input is reviewed by the principal and office staff as it comes in.	We have seen an increase in parent participation of parent workshops and community outreach meetings. We have also started an art program that has helped increase our parent volunteer numbers.	Modify The school site will increase opportunities for parents/guardians to provide input. The school will increase messaging around school safety.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>We will establish a School Culture and Safety Committee.</p> <ul style="list-style-type: none"> 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. 	<p>Hall Pass data is presented at most of the Culture and Climate meetings. This data tells school staff what the most common student behaviors are. We plan responses to those behaviors.</p> <p>Staff perform Safety/Hazard walks throughout the year. When the school site has conditions that need improvement, custodial staff makes repairs or puts in work orders with Maintenance and Operations.</p>	<p>Although the overall number of office visits for discipline remains about the same, we have seen a decrease in the number of students visiting the office since the start of the year. Students who visit the office with greater frequency receive additional support.</p> <p>The overall number of students suspended has decreased from 23-24.</p> <p>The number of African American students who have been suspended at least once has decreased as of March of 2024.</p>	Continue
	<p>We will support our students' social-emotional needs as they become self-regulated learners.</p> <ul style="list-style-type: none"> We we build capacity around Zones of Regulation by hosting a refresher training. We will build capacity around Trauma Informed 	<p>Hall Pass data is collected for office visits including disciplinary visits and health office visits. This data is presented to the Culture and Safety Committee regularly and it is pulled at each trimester for principal data meetings.</p> <p>During 2023-2024, Sweetwater Springs had a year of safe practice with Second Step SEL.</p>	<p>Although the overall number of office visits for discipline remains about the same, we have seen a decrease in the number of students visiting the office since the start of the year. Students who visit the office with greater frequency receive additional support.</p>	<p>Modify</p> <p>Teaching of Second Step SEL will be required in all classrooms.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Care during staff development.</p> <ul style="list-style-type: none"> 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- 		<p>The overall number of students suspended has decreased from 23-24.</p> <p>The number of African American students who have been suspended at least once has decreased as of March of 2024.</p> <p>Second Step usage reports indicate that most teachers will complete all lessons with their students by June of 2024.</p>	

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	efficacy, social awareness and school culture.			
	<p>We will hold high expectations of student behavior while implementing a discipline plan that is restorative and supportive.</p> <ul style="list-style-type: none"> 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). 	<p>Hall Pass data is collected for office visits including disciplinary visits and health office visits. This data is presented to the Culture and Safety Committee regularly and it is pulled at each trimester for principal data meetings.</p> <p>Overall suspension data is pulled each month by the District and reviewed by the principal and social worker.</p>	<p>Although the overall number of office visits for discipline remains about the same, we have seen a decrease in the number of students visiting the office since the start of the year. Students who visit the office with greater frequency receive additional support.</p> <p>The overall number of students suspended has decreased from 23-24.</p> <p>The number of African American students who have been suspended at least once has decreased as of March of 2024.</p> <p>As of March of 2024, we have sent at least 4 students to the LMSV Diversion Program (formerly Mending Matters) in lieu of suspension.</p>	<p>Continue</p> <p>The social worker and principal will work with neighboring schools to develop a diversion program for K-5 students. This depends on staff availability and buy-in from other schools.</p>

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	<ul style="list-style-type: none"> Students in 6th grade may attend Mending Matters, a full day diversion program, for more serious behaviors as an alternative to suspension. 			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

- Due to vacancies at the campus attendant position, we were unable to have an alternative recess room during 2023-2024.
- The principal started a Parent Input form on the weekly bulletin. It did not yield many responses.

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

- The school will make another attempt to provide an alternative recess room. This will be especially helpful in 2024-2025 as schools can no longer hold students out of recess as a consequence for unexpected behaviors.
- The school will add a parent input link on the school webpage. Teachers will share the link with parents/guardians through their Learning Management Systems (Dojo or Google Classroom).

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from XXX.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from XXX.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from XXX.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from XXX.

Local Assessments:

The percentage of ALL STUDENTS scoring mid or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 23% to 28%.

The percentage of English Learners scoring at or above grade level on i-Ready (ELA) will increase from 6% to 11%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready (ELA) will increase from 19% to 24%.

The percentage of students with disabilities scoring at or above grade level on i-Ready (ELA) will increase from 11% to 16%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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. Although our English Learners and Students with Disabilities have increased, we still need to make continued improvement a priority. 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 2024, 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 2024. This data will serve as our baseline, or starting point, which will guide our planning as we move forward into 2024-2025.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 44.54%</p> <p>English Learners, Grades 3-6 - 19.65%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 42%</p> <p>Students with Disabilities, Grades 3-6 - 8.7%</p>	<p>ALL students, of testing age XX</p> <p>English Learners, of testing age - XX</p> <p>Socioeconomically Disadvantaged Students, of testing age - XX</p> <p>Students with Disabilities, of testing age - XX</p>
i-Ready ELA Assessment - % of students at or above grade level (All grades)	<p>ALL students - 23%</p> <p>English Learners - 6%</p> <p>Socioeconomically Disadvantaged Students - 19%</p> <p>Students with Disabilities - 11%</p>	<p>ALL students - 28%</p> <p>English Learners - 11%</p> <p>Socioeconomically Disadvantaged Students - 24%</p> <p>Students with Disabilities - 16%</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>We will provide instruction aligned with Common Core State Standards in language arts in each and every classroom.</p> <ul style="list-style-type: none"> Teachers will post learning intentions and success criteria written in student friendly language. Teachers will select grade level texts including literature and informational texts. Teachers will assess student learning using formative and summative assessments. Teachers will use effective instructional strategies such as close reading, collaborative conversations and short constructed responses to build student comprehension of grade level texts. Grade level teams will calibrate expectations on assessments (tests, quizzes, prompts, rubrics, etc). Teachers will make adjustments to lesson/unit plans based on the data and student work samples from common formative assessments. 	All Students	

	<ul style="list-style-type: none"> Students who are one or more grade levels below will be supported in small guided reading groups. 		
<p>1.2</p>	<p>We will implement a school-wide system of differentiated instruction and interventions to support struggling readers.</p> <ul style="list-style-type: none"> 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 below grade level will meet with teacher for small group reading 3 or more times each week. 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 .8FTE 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) 	<p>All Students, Students with Disabilities, Socioeconomically Disadvantaged, and English Learners.</p>	<p>109,664.00 Title I 1000-1999: Certificated Personnel Salaries Academic and Behavior Intervention Teacher .8FTE</p>

	<ul style="list-style-type: none"> • 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). 		
<p>1.3</p>	<p>We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).</p> <ul style="list-style-type: none"> • 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. • 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 increase student talk during designated ELD and use Thinking Routines, 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 	<p>English Learners</p>	

	<p>Term English Learners and schedule them into a reading intervention program by September.</p> <ul style="list-style-type: none"> • 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. • ELOP teacher will offer small group instruction for LTELs, newcomers and/or ELs not making adequate progress. • School will provide translators for meetings with families as needed. 		
<p>1.4</p>	<p>We will provide a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</p> <ul style="list-style-type: none"> • 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 schedule, articulate, plan instruction, and review student progress. This includes modifying curriculum, instruction and assessments. • 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 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 	<p>Students with Disabilities (SWD)</p>	

	Disabilities: iReady, and SIPPS assessments.		
1.5	<p>Professional Learning Communities will participate in multiple cycles of professional learning aligned with our instructional focus of increasing proficiency in comprehension of informational texts.</p> <p>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.</p> <ul style="list-style-type: none"> • 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). 	All Students, Students with Disabilities, English Learners	

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (Math) will increase from XXX.

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from XXX.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from XXX.

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from XXX.

Local Assessments:

The percentage of ALL STUDENTS scoring mid or above grade level on i-Ready Diagnostic #2 (Math) will increase from 14% to 19%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 1% to 6%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 10% to 15%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 10% to 15%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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. The performance of our English Learners and Students with Disabilities have declined. 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 2024, 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 2024. This data will serve as our baseline, or starting point, which will guide our planning as we move forward into 2024-2025.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 29.84%</p> <p>English Learners, Grades 3-6 - 15.52%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 30%</p> <p>Students with Disabilities, Grades 3-6 - 8.7%</p>	<p>ALL students of testing age, XX</p> <p>English Learners, of testing age - XX</p> <p>Socioeconomically Disadvantaged Students of testing age- XX</p> <p>Students with Disabilities of testing age - XX</p>
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	<p>ALL students - 14%</p> <p>English Learners - 1%</p> <p>Socioeconomically Disadvantaged Students - 10%</p> <p>Students with Disabilities - 10%</p>	<p>ALL students of testing age - 19%</p> <p>English Learners - 6%</p> <p>Socioeconomically Disadvantaged Students - 15%</p> <p>Students with Disabilities - 15%</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>We will provide instruction aligned with Common Core State Standards in mathematics in each and every classroom.</p> <ul style="list-style-type: none"> Teachers will post learning intentions and success criteria written in student friendly language. Teachers will utilize math manipulatives and visuals. Teachers will assess student learning using formative and summative assessments. Teachers will utilize math manipulatives and visuals. Grade level teams will calibrate expectations on assessments (tests, quizzes, prompts, rubrics, etc). Teachers will make adjustments to lesson/unit plans based on the data and student work samples from common formative assessments. Students struggling in math will be supported in small math groups. 	All Students	

<p>2.2</p>	<p>We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.</p> <ul style="list-style-type: none"> • 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 .8FTE 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. 	<p>All Students, Students with Disabilities, English Learners and Socioeconomically Disadvantaged.</p>	
<p>2.3</p>	<p>We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).</p> <ul style="list-style-type: none"> • 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 	<p>English Learners</p>	

	<p>coaching cycles around Thinking Routines in math.</p> <ul style="list-style-type: none"> • 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. 		
2.4	<p>We will provide a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI) in mathematics.</p> <ul style="list-style-type: none"> • 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 schedule, 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. <p>We will use the following metrics to monitor growth of our Students with Disabilities: iReady, Expressions benchmarks, and grade-level common formative assessments.</p>	Students with Disabilities	
2.5	<p>Professional Learning Communities will build capacity to improve student learning in numbers and operations.</p> <p>Our Professional Learning Communities (PLCs) are a group of educators that meet regularly, share expertise, and work collaboratively to improve</p>	All Students, Students with Disabilities, English Learners	

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.

- PLCs will meet 2-3 times per month to review performance data from common formative assessments.
- 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 observed 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.
- Teachers will provide Tier II math instruction for students who are one or more grade levels below in math.
- PLCs will make adjustments to lesson/unit plans based on the data and student work samples 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).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our school site has recently exited ATSI in chronic absenteeism for Students with Disabilities and Black/African American students. According to our school's dashboard, chronic rates for these student groups have declined. The most current attendance reports at the school/district levels indicate that continued improvement is expected going into 24/25. Chronic Absentee rates of students of Two or More Races increased year-to-year. We will need to focus on this group of students with more precision going into 24/25.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism for ALL Students and Two or More Races	In 2023-24, our rate of chronic absenteeism was 18.56%. In 2023-2024, our rate of chronic absenteeism for students of Two or More Races was 9.8%.	In 2024-2025, we will reduce the rate of chronic absenteeism by 3.66% to 16%. In 2024-2025, we will reduce the rate of chronic absenteeism for students of Two or More Races by 4.8% to 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.,	All Students, Two or More Races	

	<p>Students missing 5-9%, students missing 10-19%, and students missing 20% or more). Social Worker (provided by the District).</p> <ul style="list-style-type: none"> • Work with families to address situations that are leading to absences offering resources when and if appropriate. • We will routinely contact and work with parents of chronically absent students, providing incentives for improvement including Two or More Races. • 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 23/24. • 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). • Send personal invitation to parents/guardian of students of Two or More Races. • School Attendance Team will closely monitor monthly attendance of students of Two or More Races. 		
<p>3.2</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>All Students, Two or More Races</p>	

	<ul style="list-style-type: none"> • 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. • School will make personal invitations to families of Two or More Races. 		
3.3	<p>We will have a schoolwide attendance incentive program that celebrates improved both regular attendance and improved attendance.</p> <ul style="list-style-type: none"> • 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 23/24. • School will provide ongoing incentives for improved attendance of chronic absentees. • School will provide ongoing incentives and check-ins for students of Two or More Races. 	All Students, Two or More Races	
3.4	<p>We will set a positive tone with students and families that matches our commitment to building relationships:</p> <ul style="list-style-type: none"> • 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, Two or More Races	

	<p>all students feel connected to our school (assemblies, text selection, activities, celebrations, etc.)</p> <ul style="list-style-type: none">• Social Worker will inform all teachers which students are designated at Two or More Races so that teachers can make personal connections with these students and their families.		
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Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate & Culture

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

Culture/Climate from 82.94% to 88%

Growth Mindset from 68.66% to 74%

Self-Management from 69.94% to 75%

Self-Efficacy from 60.73% to 66%

Social Awareness from 68.43% to 73%

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

Support for Academic Learning from 90% to 95%

Sense of Community from 91% to 96%

Sense of Safety from 85% to 90%

The number of students suspended will decrease from 1.2%% to >1.% or (.75%).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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. As of the writing of this site plan, we have a total of 7 students suspended which accounts for 1.2% of our total school population. This remains within .5% of where we were this time last year. Based on current suspension data, we anticipate a decrease in the percentage of students suspended from the following student groups: African American and Two or More Races.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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 - 82.94% Growth Mindset - 68.66% Self-Management - 69.94% Self-Efficacy - 60.73% Social Awareness - 68.43%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 88% Growth Mindset - 74% Self-Management- 75% Self-Efficacy- 66% Social Awareness- 73%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 90% Sense of Community - 91% Sense of Safety - 85%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 95% Sense of Community -96% Sense of Safety - 90%
Suspension Data	Our school's suspension rate for the 2023-24 school year is 1.2%.	The percentage of students suspended will decrease to .75%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>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).</p> <ul style="list-style-type: none"> • Begin 24/25 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) • Promote the after school activities provided by ESS. • We will train and deploy Safe School Ambassadors who will speak up against bullying, report back to staff, and model expected behaviors. 	All Students	

	<ul style="list-style-type: none"> • School staff will host alternative recess in order to connect with students who prefer not to go up to the playground for traditional recess. • School will schedule sessions with Dino School who will come to the campus and teach lessons on self-regulation skills and social skills to students in TK-2nd grade. Dino School will also do pullout lessons with select students in grades TK-3rd. 		
4.2	<p>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:</p> <ul style="list-style-type: none"> • 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. 	All Students	1,505.95 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison
4.3	<p>We will establish a School Culture and Safety Committee.</p> <ul style="list-style-type: none"> • 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. 	All Students	
4.4	<p>We will support our students' social-emotional needs as they become self-regulated learners.</p> <ul style="list-style-type: none"> • We we build capacity around Zones of Regulation by hosting a refresher training. • We will build capacity around Trauma Informed Care during staff development. 	All Students	

	<ul style="list-style-type: none"> • 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. • We will use Second Step as out SEL curriculum across all grade levels. • 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 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. 		
<p>4.5</p>	<p>We will hold high expectations of student behavior while implementing a discipline plan that is restorative and supportive.</p> <ul style="list-style-type: none"> • 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). • School will provide an alternative recess for students who are unsafe on the playground. This will allow students the opportunity to get a break from class even when receiving consequences. 	<p>All Students</p>	

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Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$111,730.95
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$111,169.95
Total Federal Funds Provided to the School from the LEA for CSI	\$--

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$109,664.00
Title I Part A: Parent Involvement	\$1,505.95
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$111,169.95

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$111,169.95

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
Title I	109,664.00
Title I Part A: Parent Involvement	1,505.95

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	109,664.00
2000-2999: Classified Personnel Salaries	1,505.95

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	109,664.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,505.95

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	109,664.00
Goal 4	1,505.95

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
Omar Torres (year 1)	Classroom Teacher
Maria Ojeda (year 2)	Classroom Teacher
Amy Long (year 1)	Classroom Teacher
Darla Gonzalez (year 2)	Parent or Community Member
Luisamaria Castillo (year 1)	Parent or Community Member
Sheri Berg (year 1)	Classroom Teacher
Ashley Poore (year 1)	Classroom Teacher
Danyele Billups (year 1)	Classroom Teacher
Sharon Odero (year 1)	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
	Other: Parent Teacher Association

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 22, 2024.

Attested:

	Principal, Angelo Benedetto on May 22, 2024
	SSC Chairperson, Danyele Billups on May 22, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

5. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023