



Schoolwide Plan Program (SWP) 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 27, 2026	June 16, 2026

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 Schoolwide Plan Program (SWP) 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 Schoolwide Plan Program (SWP) 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.

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 2026-27 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, 1-23-26
- * SSC # 4 Meeting, 3-23-26; SSC #5 Meeting, 5-27-26
- * Staff Meetings/Collaboration time where the 2026-27 SPSA goals and metrics were discussed: 8-26-25, 9-12-25, 1-16-26, 2-2-26, 2-17-26, 5-12-26

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.

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.

English Language Arts (ALL Students):

In 2024-2025, we had 151 students (grades 3rd-5th) who took the Smarter Balance Assessment Consortium (SBAC) in English Language Arts (ELA). Students in this student group scored 8 points below standard. This was considered maintaining and an increase of 1.9 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 ELA, small group instruction by a Special Education teacher to address identified instructional needs, and additional support staff allocated to classrooms to provide push-in supports.

English Language Arts (Hispanic Students):

In 2024-2025, we had 75 students (grades 3rd-5th) who took the Smarter Balance Assessment Consortium (SBAC) in English Language Arts (ELA). Students in this student group scored 9.1 points below standard. This was considered

maintaining and an increase of 0.6 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 ELA, small group instruction by a Special Education teacher to address identified instructional needs, and additional support staff allocated to classrooms to provide push-in supports.

English Language Arts (Socioeconomically Disadvantaged Students):

In 2024-2025, we had 119 students (grades 3rd-5th) who took the Smarter Balance Assessment Consortium (SBAC) in English Language Arts (ELA). Students in this student group scored 16.3 points below standard. This was considered maintaining and an increase of 0.6 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 ELA, small group instruction by a Special Education teacher to address identified instructional needs, and additional support staff allocated to classrooms to provide push-in supports.

English Language Arts (English Learner Students):

In 2024-2025, we had 40 students (grades 3rd-5th) who took the Smarter Balance Assessment Consortium (SBAC) in English Language Arts (ELA). Students in this student group scored 46.8 points below standard. This was considered a decline of 3.9 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 ELA, small group instruction by a Special Education teacher to address identified instructional needs, and additional support staff allocated to classrooms to provide push-in supports.

English Language Arts (Students with Disabilities):

In 2024-2025, we had 34 students with disabilities (grades 3rd-5th) who took the Smarter Balance Assessment Consortium (SBAC) in English Language Arts (ELA). Students in this student group scored 97.1 points below standard. This was considered maintaining and an increase of 2.4 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 ELA, small group instruction by a Special Education teacher to address identified instructional needs, and additional support staff allocated to classrooms to provide push-in supports.

Math (Hispanic Students):

In 2024-2025, we had 75 students with disabilities (grades 3rd-5th) who took the Smarter Balance Assessment Consortium (SBAC) in mathematics. Students scored 44.7 points below standard. This was considered maintaining and an increase of 1.6 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, small group instruction by a Special Education teacher to address identified instructional needs, and additional support staff allocated to classrooms to provide push-in supports.

Math (English Learner Students):

In 2024-2025, we had 41 students with disabilities (grades 3rd-5th) who took the Smarter Balance Assessment Consortium (SBAC) in mathematics. Students scored 71.9 points below standard. This was a decrease of 5.2 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, small group instruction by a Special Education teacher to address identified instructional needs, and additional support staff allocated to classrooms to provide push-in supports.

Math (Socioeconomically Disadvantaged Students):

In 2024-2025, we had 119 students with disabilities (grades 3rd-5th) who took the Smarter Balance Assessment Consortium (SBAC) in mathematics. Students scored 48.5 points below standard. This was considered maintaining and an increase of 1.4 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, small group instruction by a Special Education teacher to address identified instructional needs, and additional support staff allocated to classrooms to provide push-in supports.

Math (Students with Disabilities):

In 2024-2025, we had 33 students with disabilities (grades 3rd-5th) who took the Smarter Balance Assessment Consortium (SBAC) in mathematics. Students scored 120.5 points below standard. This was considered maintaining and an increase of 1.6 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, small group instruction by a Special Education teacher to address identified instructional needs, and additional support staff allocated to classrooms to provide push-in supports.

English Learner Progress (ELPI):

In 2024-2025, we had 34 students who are Multilingual English Learners who took the ELPAC assessment. This group of students increased 8.6%. No students were "orange" or red" in the area of English Learner Progress.

Chronic Absenteeism:

In 2024-2025, we had a total of 426 students enrolled at the time that data was taken. Of those students, our English Learners were chronically absent were 16.2 points from green/standard which is a decrease of 5 points, students with 2 or more races were chronically absent were 12.5 points from green/standard which is a increase of 4.5 points, students who are homeless and were chronically absent were 38.8 points from green/standard which is a decrease of 5 points. Steps taken to support improvement in this area include: Continued implementation of our attendance initiative Strive to Arrive, classroom level incentives, individual recognition for improved attendance, social worker, Community School Facilitator, 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:

There are no student groups were two or more levels below all students.

Math (Students with Disabilities):

In 2024-2025, we had 33 students with disabilities (grades 3rd-6th) who took the Smarter Balance Assessment Consortium (SBAC) in mathematics. Students scored 120.5 points below standard. This was considered maintaining with an increase of 1.6 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, small group instruction by a Special Education teacher to address identified instructional needs, and additional support staff allocated to classrooms to provide push-in supports.

Chronic Absenteeism (Homeless Students):

In 2024-2025, we had a total of 49 students who homeless at the time that data was taken. This student group was chronically absent were 38.8 points from green/standard which is a decrease of 16.6 points. Steps taken to support improvement in this area include: Continued implementation of our attendance initiative Strive to Arrive, classroom level incentives, individual recognition for improved attendance, social worker, Community School Facilitator, and principal check-ins, attendance letters, SART meetings, and home visits.

Suspension Rate:

In 2024-2025, we had 8 student suspended at least one time. Of those 8 students 3 of the students are students with disabilities and 1 student is considered homeless. Steps taken to support improvement in this area include: Continued implementation of our Skyhawks P.R.O.U.D. character traits, school-wide implementation of Second Step social emotional learning (SEL) curriculum, classroom SEL lessons in grades TK-2nd through our Dino School partnership with San Diego Youth Services, SEL groups with our Social Worker, individual check ins with our school social worker, and restorative conversations to help resolve student conflicts.

Other Needs

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

Sweetwater Springs' overall reading data on Diagnostic 2 in iReady showed that 31% of students scored at or above mid-year expectations in the 2024–2025 school year, and 29% of students scored at or above mid-year expectations in the 2025–2026 school year. This is an decrease of 2 percentage points.

Sweetwater Springs' overall math data in iReady showed that 15% of students scored at or above expectations in the 2024–2025 school year, and 16% of students scored at or above expectations in the 2025–2026 school year. This is an increase of 1 percentage point.

Although this does not demonstrate a significant increase or decrease, we have observed an increased teacher engagement with iReady, increased monitoring of passed lessons, ongoing staff professional development, increased implementation of data talks/data tracking, and a school-wide commitment to our powerful practices (Close Reading, Collaborative Conversations, Constructed Short Responses, Vocabulary, and Gradual Release of Responsibility) across all grade levels.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	0.24%			1
African American	12.75%	13.76%	11.86%	57	52	49
Asian	3.80%	5.03%	3.39%	17	19	14
Filipino	4.03%	3.44%	4.60%	18	13	19
Hispanic/Latino	51.90%	50.53%	51.09%	232	191	211
White	17.23%	17.20%	17.68%	77	65	73
Multiple/No Response	10.07%	9.26%	9.44%	45	35	39
Total Enrollment				447	378	413

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		44	50
Kindergarten	61	46	76
Grade 1	61	61	53
Grade 2	63	64	68
Grade 3	55	51	66
Grade 4	67	48	48
Grade 5	59	64	52
Grade 6	60		
Total Enrollment	447	378	413

Conclusions based on this data:

- Sweetwater Springs experienced a notable drop in total enrollment in 2024–2025 after a slight increase the previous year, indicating a need to monitor enrollment trends and potential impacts on staffing and resources.
- Hispanic/Latino students continue to represent about half of the student body, while African American and Asian populations have shown modest growth and Filipino and Two or More Races groups have slightly declined.

3. Kindergarten and Grades 3–4 experienced the largest declines by 2024–2025, which may have implications for class configuration, intervention planning, and future cohort sizes.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	78	55	62	19.1%	17.4%	15.0%
Fluent English Proficient (FEP)	46	26	29	9.0%	10.2%	7.0%
Reclassified Fluent English Proficient (RFEP)	16	17		1.1%	9%	

Conclusions based on this data:

1. The number of students identified as English Learners decreased steadily from 83 in 2022–23 to 55 in 2024–25, dropping the percentage of the student body from 19.1% to 14.6%. This indicates a trend of fewer students needing English language support.
2. The Fluent English Proficient (FEP) group rose from 39 students in 2022–23 to 46 in 2023–24, then dropped sharply to 26 in 2024–25. This suggests that some students may have transitioned out of EL support, but overall retention or proficiency growth may be inconsistent.
3. RFEP students show strong growth. Reclassified Fluent English Proficient students more than doubled from 7 to 17 over the three years, with especially large growth between 22–23 and 23–24.

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 Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	67	55	51	65	51	50	65	51	50	97.0	92.7	98
Grade 4	66	70	55	65	65	51	65	65	51	98.5	92.9	92.7
Grade 5	62	58	62	61	57	62	61	57	62	98.4	98.3	100
Grade 6	56	58		56	57		56	57		100.0	98.3	
All	251	241	168	247	230	163	247	230	163	98.4	95.4	97

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2411.	2401.	2415.	12.31	27.45	26.00	30.77	15.69	16.00	30.77	17.65	28.00	26.15	39.22	30.00
Grade 4	2459.	2470.	2448.	23.08	16.92	17.65	24.62	40.00	19.61	21.54	23.08	31.37	30.77	20.00	31.37
Grade 5	2499.	2498.	2503.	19.67	21.05	20.97	36.07	26.32	38.71	19.67	24.56	17.74	24.59	28.07	22.58
Grade 6	2483.	2520.		8.93	12.28		21.43	33.33		35.71	31.58		33.93	22.81	
All Grades	N/A	N/A	N/A	16.19	19.13	21.47	28.34	29.57	25.77	26.72	24.35	25.15	28.74	26.96	27.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	12.31	19.61	26.00	66.15	54.90	52.00	21.54	25.49	22.00
Grade 4	18.46	12.31	13.73	58.46	72.31	58.82	23.08	15.38	27.45
Grade 5	21.31	15.79	11.29	60.66	68.42	70.97	18.03	15.79	17.74
Grade 6	12.50	15.79		46.43	61.40		41.07	22.81	
All Grades	16.19	15.65	16.56	58.30	64.78	61.35	25.51	19.57	22.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.15	13.73	16.00	58.46	43.14	58.00	35.38	43.14	26.00
Grade 4	18.46	10.77	11.76	60.00	66.15	58.82	21.54	23.08	29.41
Grade 5	13.11	12.28	11.29	59.02	64.91	67.74	27.87	22.81	20.97
Grade 6	7.14	8.77		50.00	64.91		42.86	26.32	
All Grades	11.34	11.30	12.88	57.09	60.43	61.96	31.58	28.26	25.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.62	13.73	8.00	80.00	72.55	68.00	15.38	13.73	24.00
Grade 4	9.23	1.54	3.92	76.92	83.08	76.47	13.85	15.38	19.61
Grade 5	19.67	12.28	8.06	67.21	73.68	80.65	13.11	14.04	11.29
Grade 6	5.36	12.28		82.14	73.68		12.50	14.04	
All Grades	9.72	9.57	6.75	76.52	76.09	75.46	13.77	14.35	17.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.92	13.73	14.00	69.23	56.86	66.00	13.85	29.41	20.00
Grade 4	15.38	16.92	11.76	72.31	72.31	66.67	12.31	10.77	21.57
Grade 5	21.31	22.81	14.52	52.46	63.16	70.97	26.23	14.04	14.52
Grade 6	10.71	17.54		62.50	64.91		26.79	17.54	
All Grades	16.19	17.83	13.50	64.37	64.78	68.10	19.43	17.39	18.40

Conclusions based on this data:

- Overall achievement shows modest growth in “Standard Exceeded” and “Standard Met” categories for some grades. For example, Grade 3 saw an increase in students “Exceeding Standard” in 24-25 (26%) compared to 22-23 (12%). However, other grades like Grade 4 experienced declines in “Exceeds” (23% to 17%) and “Meets” (24% to 20%) in 24-25.
- Writing skills are improving slowly but inconsistently. Across all grades, the percentage of students “Above Standard” in writing increased slightly (11.3% to 12.9%), but some grades like Grade 5 experienced slight decreases (13% to 11%). Most students fall in the “At or Near Standard” category, highlighting a need to push more students toward higher proficiency.

3. Listening and research/inquiry skills show a moderate proportion of students performing “Below Standard.” In Listening, the overall percentage of students “Below Standard” rose slightly in 24-25 (13.8% to 17.8%). In Research/Inquiry, there is variability, with some grades like Grade 5 showing a drop in students “Above Standard” (22.8% to 14.5%) but an increase in “At or Near Standard,” indicating students are meeting expectations but few are excelling.

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 Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	67	54	51	66	52	50	66	52	50	98.5	96.3	98
Grade 4	66	70	55	65	68	53	65	68	53	98.5	97.1	96.4
Grade 5	62	58	62	61	57	62	61	57	62	98.4	98.3	100
Grade 6	56	58		56	57		56	57		100.0	98.3	
All	251	240	168	248	234	165	248	234	165	98.8	97.5	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2413.	2392.	2399.	15.15	13.46	18.00	31.82	19.23	20.00	19.70	28.85	20.00	33.33	38.46	42.00
Grade 4	2452.	2461.	2433.	12.31	11.76	7.55	23.08	30.88	22.64	33.85	36.76	30.19	30.77	20.59	39.62
Grade 5	2469.	2475.	2486.	13.11	14.04	16.13	6.56	19.30	19.35	39.34	24.56	29.03	40.98	42.11	35.48
Grade 6	2447.	2488.		5.36	8.77		8.93	14.04		21.43	36.84		64.29	40.35	
Grade 11															
All Grades	N/A	N/A	N/A	11.69	11.97	13.94	18.15	21.37	20.61	28.63	32.05	26.67	41.53	34.62	38.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	10.61	17.31	22.00	59.09	40.38	38.00	30.30	42.31	40.00
Grade 4	12.31	25.00	9.43	44.62	42.65	43.40	43.08	32.35	47.17
Grade 5	16.39	17.54	24.19	44.26	47.37	35.48	39.34	35.09	40.32
Grade 6	3.57	10.53		32.14	45.61		64.29	43.86	
Grade 11									
All Grades	10.89	17.95	18.79	45.56	44.02	38.79	43.55	38.03	42.42

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.70	15.38	12.00	51.52	48.08	48.00	28.79	36.54	40.00
Grade 4	15.38	13.24	13.21	53.85	52.94	49.06	30.77	33.82	37.74
Grade 5	6.56	5.26	8.06	45.90	57.89	62.90	47.54	36.84	29.03
Grade 6	5.36	3.51		41.07	52.63		53.57	43.86	
All Grades	12.10	9.40	10.91	48.39	52.99	53.94	39.52	37.61	35.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.67	13.46	18.00	46.97	42.31	64.00	36.36	44.23	18.00
Grade 4	15.38	11.76	16.98	64.62	70.59	56.60	20.00	17.65	26.42
Grade 5	4.92	8.77	11.29	75.41	59.65	64.52	19.67	31.58	24.19
Grade 6	5.36	10.53		50.00	68.42		44.64	21.05	
All Grades	10.89	11.11	15.15	59.27	61.11	61.82	29.84	27.78	23.03

Conclusions based on this data:

1. Overall achievement in mathematics shows modest growth in “Above Standard” performance. The percentage of students exceeding standards across all grades increased from 11.7% in 22-23 to 13.9% in 24-25, showing incremental improvement. Some grades, like Grade 3 and 5, saw noticeable increases in students “Above Standard” in Concepts & Procedures (Grade 3: 10.6% to 22%; Grade 5: 16.4% to 24.2%).
2. Many students are clustered in the “At or Near Standard” category. Across all grades and domains, roughly 38–62% of students fall in “At or Near Standard”, indicating most students meet expectations but relatively few are excelling. This is consistent across Concepts & Procedures, Problem Solving & Modeling, and Communicating Reasoning, suggesting a need to extend learning for higher-achieving students.
3. Communicating Reasoning shows a slight upward trend but remains an area for growth. Overall, students “Above Standard” increased from 10.9% to 15.2%, but a large portion of students still remain in “At or Near Standard” or “Below Standard.” Some grades (like Grade 3) show positive growth (16.7% to 18%), while others (like Grade 4) fluctuate, indicating a need for consistent strategies to strengthen reasoning skills.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1427.8	*	*	1438.3	*	*	1403.6	*	4	12	8
1	1454.0	*	*	1471.0	*	*	1436.7	*	*	13	*	9
2	*	1478.5	*	*	1495.4	*	*	1461.1	*	6	14	4
3	1487.6	*	*	1497.1	*	*	1477.7	*	*	16	10	10
4	1518.0	1495.7	1470.3	1525.9	1501.4	1453.9	1509.5	1489.4	1486.1	15	17	15
5	1535.5	1522.9	1523.1	1539.9	1528.7	1506.0	1530.6	1516.8	1539.6	18	15	14
6	*	1536.8		*	1535.2		*	1537.7		10	14	
All										82	83	60

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	33.33	*	*	33.33	*	*	8.33	*	*	25.00	*	*	12	*
1	7.69	*	*	46.15	*	*	23.08	*	*	23.08	*	*	13	*	*
2	*	7.14	*	*	57.14	*	*	14.29	*	*	21.43	*	*	14	*
3	6.25	*	*	37.50	*	*	56.25	*	*	0.00	*	*	16	*	*
4	33.33	5.88	6.67	33.33	41.18	46.67	26.67	35.29	20.00	6.67	17.65	26.67	15	17	15
5	22.22	20.00	14.29	38.89	46.67	50.00	33.33	26.67	21.43	5.56	6.67	14.29	18	15	14
6	*	21.43		*	42.86		*	21.43		*	14.29		*	14	
All	21.95	14.46	6.67	39.02	42.17	36.67	31.71	24.10	30.00	7.32	19.28	26.67	82	83	60

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	*	41.67	*	*	16.67	*	*	16.67	*	*	25.00	*	*	12	*
1	23.08	*	*	46.15	*	*	23.08	*	*	7.69	*	*	13	*	*
2	*	42.86	*	*	42.86	*	*	7.14	*	*	7.14	*	*	14	*
3	25.00	*	*	56.25	*	*	18.75	*	*	0.00	*	*	16	*	*
4	40.00	35.29	26.67	53.33	41.18	33.33	0.00	11.76	13.33	6.67	11.76	26.67	15	17	15
5	38.89	53.33	35.71	55.56	40.00	50.00	0.00	0.00	0.00	5.56	6.67	14.29	18	15	14
6	*	42.86		*	28.57		*	21.43		*	7.14		*	14	
All	35.37	37.35	25.00	48.78	37.35	38.33	12.20	12.05	13.33	3.66	13.25	23.33	82	83	60

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		25.00	*		25.00	*		33.33	*		16.67	*		12	*
1		*	*		*	*		*	*		*	*		*	*
2		7.14	*		50.00	*		14.29	*		28.57	*		14	*
3		*	*		*	*		*	*		*	*		*	*
4		5.88	6.67		11.76	13.33		47.06	46.67		35.29	33.33		17	15
5		0.00	7.14		20.00	50.00		53.33	28.57		26.67	14.29		15	14
6	*	7.14		*	42.86		*	28.57		*	21.43		*	14	
All	12.20	7.23	3.33	18.29	26.51	28.33	41.46	34.94	26.67	28.05	31.33	41.67	82	83	60

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	50.00	*	*	25.00	*	*	25.00	*	*	12	*
1	38.46	*	*	53.85	*	*	7.69	*	*	13	*	*
2	*	42.86	*	*	50.00	*	*	7.14	*	*	14	*
3	6.25	*	*	87.50	*	*	6.25	*	*	16	*	*
4	26.67	47.06	20.00	73.33	29.41	53.33	0.00	23.53	26.67	15	17	15
5	27.78	20.00	7.14	61.11	73.33	85.71	11.11	6.67	7.14	18	15	14
6	*	21.43		*	57.14		*	21.43		*	14	
All	29.27	33.73	18.33	64.63	48.19	60.00	6.10	18.07	21.67	82	83	60

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	*	33.33	*	*	33.33	*	*	33.33	*	*	12	*
1	30.77	*	*	61.54	*	*	7.69	*	*	13	*	*
2	*	64.29	*	*	35.71	*	*	0.00	*	*	14	*
3	62.50	*	*	37.50	*	*	0.00	*	*	16	*	*
4	60.00	52.94	26.67	33.33	35.29	40.00	6.67	11.76	33.33	15	17	15
5	77.78	66.67	64.29	22.22	26.67	21.43	0.00	6.67	14.29	18	15	14
6	*	57.14		*	35.71		*	7.14		*	14	
All	54.88	49.40	31.67	42.68	37.35	41.67	2.44	13.25	26.67	82	83	60

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	16.67	*	*	58.33	*	*	25.00	*	*	12	*
1	7.69	*	*	61.54	*	*	30.77	*	*	13	*	*
2	*	0.00	*	*	71.43	*	*	28.57	*	*	14	*
3	0.00	*	*	50.00	*	*	50.00	*	*	16	*	*
4	20.00	5.88	0.00	46.67	58.82	66.67	33.33	35.29	33.33	15	17	15
5	11.11	13.33	21.43	61.11	53.33	57.14	27.78	33.33	21.43	18	15	14
6	*	14.29		*	50.00		*	35.71		*	14	
All	12.20	8.43	5.00	53.66	56.63	53.33	34.15	34.94	41.67	82	83	60

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	50.00	*	*	25.00	*	*	25.00	*	*	12	*
1	7.69	*	*	69.23	*	*	23.08	*	*	13	*	*
2	*	35.71	*	*	35.71	*	*	28.57	*	*	14	*
3	12.50	*	*	75.00	*	*	12.50	*	*	16	*	*
4	20.00	11.76	6.67	46.67	58.82	66.67	33.33	29.41	26.67	15	17	15
5	11.11	6.67	7.14	77.78	73.33	85.71	11.11	20.00	7.14	18	15	14
6	*	28.57		*	71.43		*	0.00		*	14	
All	17.07	21.69	8.33	65.85	53.01	56.67	17.07	25.30	35.00	82	83	60

Conclusions based on this data:

1. Oral language is generally stronger than written language. Across grades K–6, the percentage of students performing at the highest levels (Level 4) is consistently higher in oral language than written language. For instance, Grade 5: 35.7% Level 4 in oral vs. 7.1% Level 4 in written (24-25), suggesting expressive writing is more challenging than speaking.
2. Domain-level trends indicate Listening and Speaking outperform Reading and Writing. Across all grades tested, Listening and Speaking domains have higher percentages of students at “Well Developed” and “Somewhat/Moderately Developed” levels. Reading and Writing show higher percentages of students at the

“Beginning” level, particularly in lower grades (K–3), highlighting these as areas for focused instruction and intervention.

3. Mean scale scores show modest growth in oral language for most grades. For example, Grade 5 oral language mean scores remain high and relatively stable (1528.7 to 1506.0) indicating oral language development is a relative strength.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
378	69.8%	14.6%	0.3%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	55	14.6%
Foster Youth	1	0.3%
Homeless	34	9%
Socioeconomically Disadvantaged	264	69.8%
Students with Disabilities	87	23%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	52	13.8%
American Indian	0	0.0%
Asian	19	5%
Filipino	13	3.4%
Hispanic	191	50.5%
Two or More Races	35	9.3%
Pacific Islander	0	0.0%
White	65	17.2%

Conclusions based on this data:

1. Approximately 69.8% of students are identified as socioeconomically disadvantaged. This indicates that most students may face economic barriers that can impact attendance, access to academic resources, and overall school engagement, reinforcing the importance of targeted supports and intervention systems.
2. English Learners make up 14.6% of the student population, indicating a continued need for designated and integrated English Language Development, vocabulary development, and academic language supports across all grade levels.
3. The school serves a diverse student population, with Hispanic students representing the largest group. Hispanic students make up 50.5% of enrollment, followed by White students (17.2%) and African American students (13.8%). This diversity underscores the importance of culturally responsive teaching practices, inclusive curriculum, and family engagement strategies that reflect the backgrounds of the school community.

School and Student Performance Data

Overall Performance

The 2025 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.

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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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Mathematics performance is approaching standard but still needs improvement. Mathematics is rated Yellow, showing students are near standard, suggesting that interventions could help move more students to meeting or exceeding grade-level expectations.

2. English Learners are making strong progress. English Learner Progress is rated Green, indicating students learning English are demonstrating effective growth, a positive outcome given the 14.6% English Learner population.
3. Chronic absenteeism is a concern. Chronic Absenteeism is rated Yellow, meaning some students are missing significant school time, which could affect overall academic performance and engagement.

School and Student Performance Data

Academic Performance English Language Arts

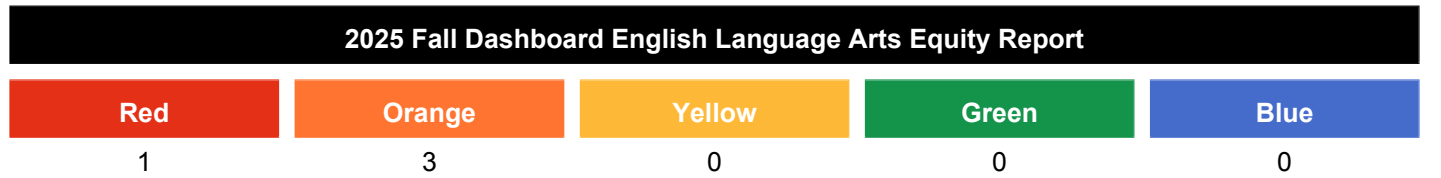
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange 8 points below standard Maintained 1.9 points 151 Students	 Orange 46.8 points below standard Declined 3.9 points 40 Students	

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color 14.9 points below standard Increased 27.8 points 19 Students	Socioeconomically Disadvantaged  Orange 16.3 points below standard Maintained 0.6 points 119 Students
Students with Disabilities  Red 97.1 points below standard Maintained -2.4 points 34 Students	African American  No Performance Color 21.7 points below standard Increased 23.4 points 27 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Orange 9.1 points below standard Maintained 0.6 points 75 Students
Two or More Races  No Performance Color 15.5 points below standard Declined 5.4 points 17 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 25.9 points above standard Increased 32.1 points 21 Students

Conclusions based on this data:

- Overall ELA performance is moderate but below standard. All students are in the Orange category, performing 8 points below standard. This indicates that the majority of students are approaching grade-level expectations but are not consistently meeting them.
- Socioeconomically Disadvantaged students are 16.3 points below standard, and Hispanic students are 9.1 points below standard, both maintaining their performance from the prior period. These groups require continued support, though their performance is closer to grade-level standards than ELs or students with disabilities.

3. White students scored 25.9 points above standard, with an increase of 32.1 points, highlighting significant achievement gains. This contrast underscores equity gaps and the need for differentiated interventions for lower-performing student groups.

School and Student Performance Data

Academic Performance Mathematics

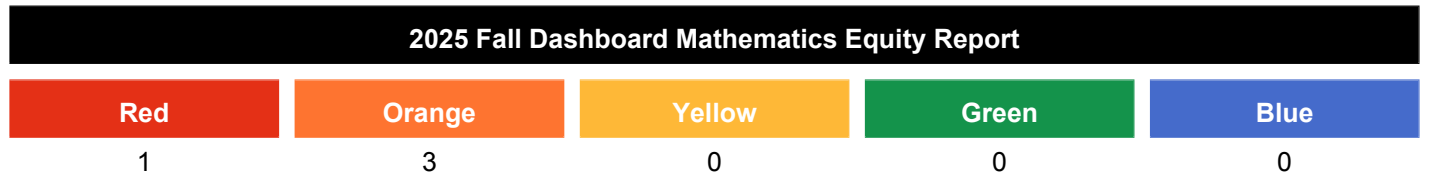
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

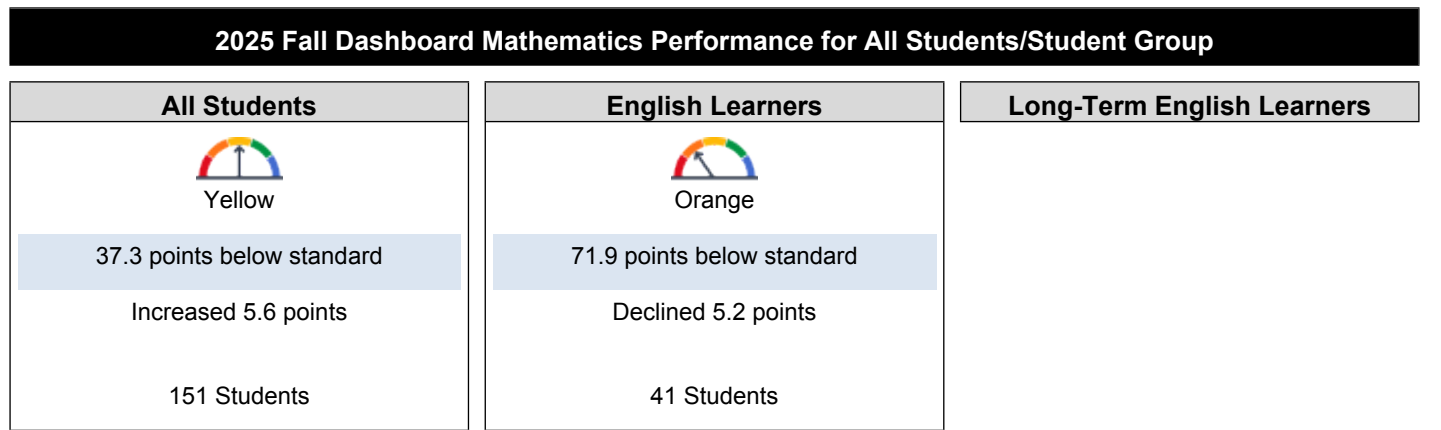
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.



Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color 70.8 points below standard Maintained -2.6 points 19 Students	Socioeconomically Disadvantaged  Orange 48.5 points below standard Maintained 1.6 points 119 Students
Students with Disabilities  Red 120.5 points below standard Maintained -1.6 points 33 Students	African American  No Performance Color 72.1 points below standard Increased 10.4 points 27 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Orange 44.7 points below standard Maintained 1.4 points 75 Students
Two or More Races  No Performance Color 47.4 points below standard Maintained 2.8 points 18 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 15.9 points above standard Increased 46.6 points 21 Students

Conclusions based on this data:

- Overall math performance is below standard but showing slight improvement. All students are in the Yellow category, performing 37.3 points below standard, with an increase of 5.6 points. This suggests gradual growth but continued need for targeted instruction to reach grade-level proficiency.
- Socioeconomically Disadvantaged and Hispanic students are below standard but stable. Socioeconomically Disadvantaged students are 48.5 points below standard, and Hispanic students are 44.7 points below standard, both maintaining their performance. While slightly below proficiency, their stability suggests current supports are helping maintain performance but may not be enough to accelerate growth.

3. White students are performing above standard and showing strong growth. White students scored 15.9 points above standard, with a significant increase of 46.6 points, highlighting a stark contrast with lower-performing student groups and underscoring equity gaps in mathematics achievement.

School and Student Performance Data

Academic Performance Science

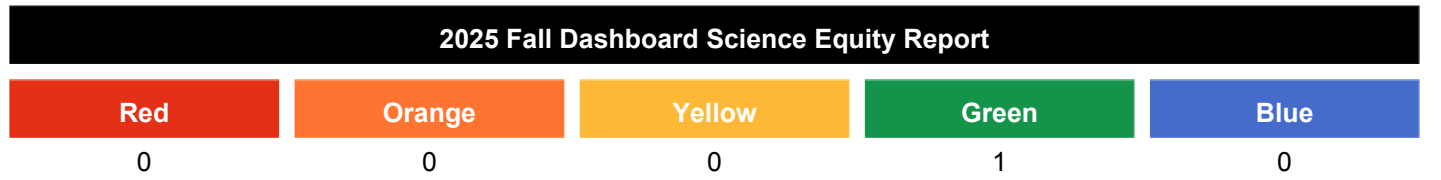
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 51.4 science points Increased 5.3 points 58 Students	 No Performance Color 45.6 science points Increased 8.8 points 19 Students	 No Performance Color 0 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Green 52 science points Increased 7.4 points 48 Students
Students with Disabilities  No Performance Color 39.5 science points 11 Students	African American  No Performance Color 55.2 science points 13 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color 50.2 science points Increased 3.5 points 29 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

- Overall science performance is strong and improving. All Students are in the Green performance level with 51.4 points, showing an increase of +5.3 points, indicating positive school-wide growth in science achievement.
- Socioeconomically disadvantaged students are performing well and improving. This group is also in the Green with 52 points and a notable +7.4 point increase, suggesting that supports for this population are having a meaningful impact.
- English Learners are showing strong growth but have not yet reached a performance level. English Learners increased by +8.8 points (the largest gain among reported groups) to 45.6 points, but remain without a performance color, indicating continued need for targeted support despite encouraging progress.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green 52.4 making progress. Number Students: 42 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2025 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
16.7%	31%	0%	52.4%

Conclusions based on this data:

- Most English Learners are making progress. A majority of current Multilingual English Learners (52.4%) progressed at least one ELPI level, earning the overall Green indicator. This reflects effective English Language Development (ELD) instruction and support systems.
- About 31% of MELs maintained ELPI levels 1, 2L, 2H, 3L, or 3H, indicating they are not yet advancing to higher proficiency. This suggests a need for targeted interventions for students stuck in lower levels.
- No students maintained ELPI Level 4. No MEL students maintained the highest proficiency level (ELPI 4), which indicates that advanced MEL students need continued support to sustain mastery and fully transition to fluent English usage.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

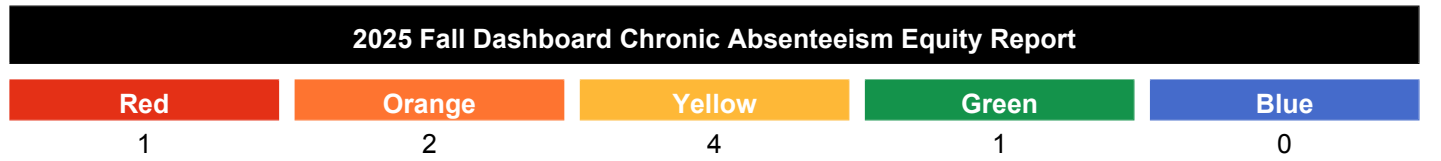
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 16.2% Chronically Absent Declined 2.4 426 Students	English Learners  Orange 20.6% Chronically Absent Declined 5 68 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  Red 38.8% Chronically Absent Increased 16.6 49 Students	Socioeconomically Disadvantaged  Yellow 19.2% Chronically Absent Declined 2.2 317 Students

Students with Disabilities  Yellow 16.2% Chronically Absent Declined 1.8 105 Students	African American  Green 8.6% Chronically Absent Declined 1.1 58 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 4.5% Chronically Absent Declined 0.7 22 Students	Filipino  No Performance Color 21.4% Chronically Absent Declined 0.8 14 Students	Hispanic  Yellow 21% Chronically Absent Declined 3.4 214 Students
Two or More Races  Orange 12.5% Chronically Absent Increased 4.5 48 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 12.9% Chronically Absent Declined 3.6 70 Students

Conclusions based on this data:

1. Overall chronic absenteeism is moderate but needs attention. For all students, 16.2% were chronically absent, and this rate declined by 2.4 points, earning a Yellow indicator. While improvement is seen, nearly 1 in 6 students missing significant school remains a concern for academic progress and need to stay an area of focus.
2. Socioeconomically disadvantaged and Hispanic students have moderate absenteeism but improving. Socioeconomically Disadvantaged students are at 19.2% chronically absent, and Hispanic students at 21%, both showing declines. These improvements are positive, but attendance remains a barrier for a large portion of the student body.
3. Homeless students face the highest absenteeism challenges. Homeless students are in the Red category with 38.8% chronically absent, and absenteeism increased by 16.6 points. This group requires targeted supports, including outreach, attendance interventions, and social-emotional supports.

School and Student Performance Data

Conditions & Climate Suspension Rate

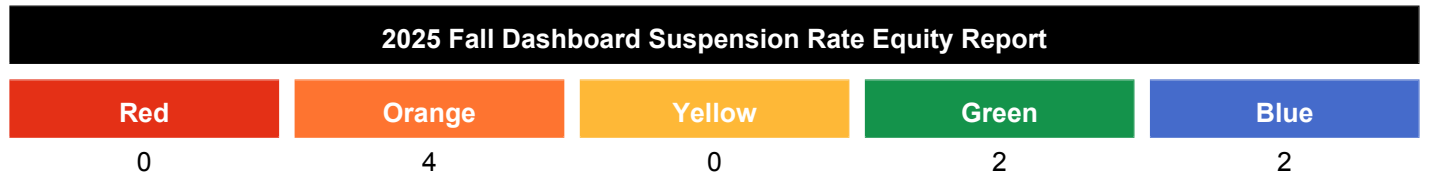
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.6% suspended at least one day Maintained -0.1% 446 Students	English Learners  Orange 2.6% suspended at least one day Increased 0.4% 77 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  Orange 1.9% suspended at least one day Increased 1.9% 54 Students	Socioeconomically Disadvantaged  Orange 2.1% suspended at least one day Increased 0.9% 334 Students

Students with Disabilities  Green 2.8% suspended at least one day Declined 0.6% 107 Students	African American  Orange 5% suspended at least one day Increased 3.4% 60 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 4.3% suspended at least one day Increased 4.3% 23 Students	Filipino  No Performance Color 0% suspended at least one day Declined 5.6% 14 Students	Hispanic  Green 1.3% suspended at least one day Declined 0.6% 230 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 48 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Declined 1.3% 71 Students

Conclusions based on this data:

1. Overall suspension rates are very low. Only 1.6% of all students were suspended at least once, and this rate remained stable (Yellow indicator). This indicates that the school maintains a generally positive school climate and effective behavior management strategies.
2. Many student groups have no suspensions, reflecting equitable behavior management. Several groups, including White students (0%), Two or More Races (0%), and Filipino students (0%), had no suspensions, highlighting effective supports and an inclusive, equitable approach to student behavior for portions of the population.
3. Students with Disabilities have a moderate but improving suspension rate. Students with Disabilities are at 2.8%, and their suspension rate declined by 0.6 points (Green indicator). While above the overall rate, this shows progress in reducing disciplinary actions for this group.

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

By June 2027, all students, including English Learners and socioeconomically disadvantaged students, will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP ELA (grades 3–5) and the i-Ready ELA Diagnostic in English Language Arts.

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 January of 2026, our students completed their 2nd 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 2026. This data will serve as our baseline, or starting point, which will guide our planning as we move forward into 2026-2027.

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)	CAASPP 2024-2025 All students, Grades 3-5 - 47% English Learners, Grades 3-5 - 26% Socioeconomically Disadvantaged Students, Grades 3-5 - 43% Students with Disabilities, Grades 3-5 - 9%	CAASPP 2025-2026: All students, grades 3-5 - 50% English Learners, of testing age - 30% Socioeconomically Disadvantaged Students, of testing age - 51% Students with Disabilities, of testing age - 15%
i-Ready ELA Assessment (Diagnostic 2) - % of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2 - 29% English Learners - 3%	2026-2027 i-Ready Diagnostic 2: All students- 32% English Learners - 6%

	Socioeconomically Disadvantaged Students - 25%	Socioeconomically Disadvantaged Students - 30%
	Students with Disabilities - 13%	Students with Disabilities - 18%

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	Professional Learning Communities (PLCs) at Sweetwater Springs will engage in ongoing cycles of professional learning focused on increasing student proficiency in comprehending informational texts. Through school-wide, grade-level, and job-alike collaboration, educators will meet regularly to analyze student data, strengthen instructional practices, and monitor progress toward instructional goals. Professional learning will emphasize powerful strategies such as teacher clarity, close reading, collaborative conversations, vocabulary development, and gradual release, supported by peer observations, principal feedback, and teacher release time for collaborative planning and effective use of iReady Standards Mastery.	All Students, Students with Disabilities, Socioeconomically Disadvantaged, and Multilingual English Learners.	5000 0100/0105 1000-1999: Certificated Personnel Salaries Teacher Release Time for Planning
1.2	Kindergarten and 1st grade teachers will implement University of Florida Literacy Institute (UFLI) to address foundation literacy skill needs. ELEI ToSA will support teachers with implementation and data inquiry.	All Students, Students with Disabilities, Socioeconomically Disadvantaged, and Multilingual English Learners.	
1.3	Implement school-wide, data-driven small-group ELA instruction and Tier 2 literacy interventions aligned to identified student needs. Teachers will monitor progress during PLCs and collaboration time with support from the ELEI ToSA, Principal, and Intervention Team, while trained support staff/student helper provide targeted small-group and one-on-one tutoring under teacher direction.	All Students, Students with Disabilities, Socioeconomically Disadvantaged, and Multilingual English Learners.	7000 Community Schools Grant 2000-2999: Classified Personnel Salaries Student Helper up to 18.75 hours weekly
1.4	Academic and Behavior Intervention (ABI) Teacher will provide data-driven small-group Tier 3 interventions to address identified literacy needs. ABI teacher will utilize UFLI, SIPPS and supplemental materials for instruction. ELEI ToSA will support teachers with data inquiry.	All Students, Students with Disabilities, Socioeconomically Disadvantaged, and Multilingual English Learners.	115144.14 Title I 1000-1999: Certificated Personnel Salaries Academic and Behavior Intervention Teacher .8 FTE
1.5	Develop MEL's vocabulary by explicitly teaching vocabulary. ELEI ToSA will support teachers with resources and data inquiry.	Multilingual English Learners	
1.6	ELEI ToSA will provide targeted data-driven small-group attendance recovery groups after school to address identified literacy needs.	All Students, Students with Disabilities, Socioeconomically Disadvantaged, and	

		Multilingual English Learners.	
1.7	Teachers will engage students in data-chats including goal setting before and after each iReady Diagnostic. ELEI ToSA will support teachers with resources and data inquiry.	All Students, Students with Disabilities, Socioeconomically Disadvantaged, and Multilingual English Learners.	
1.8	Teachers will utilize test released questions and Standards Mastery as instructional materials to engage students in rigorous tasks that prepare students for the rigor of iReady and CAASPP assessments. Teachers will be provided release time to plan for these tasks.	All Students, Students with Disabilities, Socioeconomically Disadvantaged, and Multilingual English Learners.	0100/0105 1000-1999: Certificated Personnel Salaries \$5,000 Teacher Release Time for Planning from Goal 1 Strategy 1.1
1.9	Teachers will use ELPAC sample questions as instructional materials to engage MEL students in rigorous tasks that build readiness for the ELPAC assessment. Teachers will be provided release time to collaboratively plan these tasks and will conduct data chats with students, including goal setting before and after the assessment. The ELEI ToSA will support teachers through the provision of resources and guidance in data inquiry.	Multilingual English Learners	0100/0105 1000-1999: Certificated Personnel Salaries \$5,000 Teacher Release Time for Planning from Goal 1 Strategy 1.1

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

By June 2027, all students, including English Learners and socioeconomically disadvantaged students, will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP Math (grades 3–5) and the i-Ready ELA Diagnostic in Math.

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 All Students increased, yet remain low (yellow). Our English Learners and Students with Disabilities have maintained in the low range (orange). Our students Multilingual English Learners declined and remain in the low range (orange). This goal is a result of what our achievement data reveals about our students and how we intend on addressing them. During January of 2026, our students completed their 2nd 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 2026. This data will serve as our baseline, or starting point, which will guide our planning as we move forward into 2026-2027.

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)	CAASPP 2024-2025 All students, Grades 3-5 - 35%	2025-2026 SBAC Math, Grades 3-5: All students - 38%
	English Learners, Grades 3-5 - 18%	English Learners, Grades 3-6 - 25%
	Socioeconomically Disadvantaged Students, Grades 3-5 - 30%	Socioeconomically Disadvantaged Students, Grades 3-6 - 35%
	Students with Disabilities, Grades 3-5 - 6%	Students with Disabilities, Grades 3-6 - 10%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	2025-2026 i-Ready Diagnostic 2: All Students- 16%	2026-2027 i-Ready Diagnostic 2: All Students - 20%
	English Learners - 7%	English Learners - 10%

	Socioeconomically Disadvantaged Students - 13%	Socioeconomically Disadvantaged Students - 18%
	Students with Disabilities - 7%	Students with Disabilities - 12%

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	Professional Learning Communities (PLCs) at Sweetwater Springs will engage in ongoing cycles of professional learning focused on increasing student proficiency in comprehending informational texts. Through school-wide, grade-level, and job-alike collaboration, educators will meet regularly to analyze student data, strengthen instructional practices, and monitor progress toward instructional goals. Professional learning will emphasize powerful strategies such as teacher clarity, close reading, collaborative conversations, vocabulary development, and gradual release, supported by peer observations, principal feedback, and teacher release time for collaborative planning and effective use of iReady Standards Mastery.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	
2.2	Implement school-wide, data-driven small-group math instruction and Tier 2 interventions aligned to identified student needs. Teachers will monitor progress during PLCs and collaboration time with support from the ELEI ToSA, Principal, and Intervention Team, while trained support staff/student helper provide targeted small-group and one-on-one tutoring under teacher direction.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	Community Schools Grant 2000-2999: Classified Personnel Salaries \$7,000 expenditure for Student Helper from Goal 1 Strategy 1.3
2.3	Academic and Behavior Intervention (ABI) Teacher will provide data-driven small-group Tier 3 interventions to address identified needs.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	Title I 1000-1999: Certificated Personnel Salaries \$115,144 expenditure for ABI Teacher .8 FTE in Goal 1, Strategy 1.4
2.4	ELEI ToSA will provide targeted data-driven small-group attendance recovery groups after school to address identified math needs.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	
2.5	Teachers will engage students in data-chats including goal setting before and after each iReady Diagnostic. ELEI ToSA will support teachers with resources and data inquiry.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	
2.6	Teachers will utilize test released questions and Standards Mastery as instructional materials to	All Students, Students with Disabilities,	0100/0105

	engage students in rigorous tasks that prepare students for the rigor of iReady and CAASPP assessments. Teachers will be provided release time to plan for these tasks.	Multilingual English Learners and Socioeconomically Disadvantaged.	1000-1999: Certificated Personnel Salaries \$5,000 Teacher Release Time for Planning from Goal 1 Strategy 1.1
2.7	Implementation of a newly adopted math curriculum that aligns to the Mathematical Framework. Teachers will engage in ongoing training over the course of the school year on best practices for implementation.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	

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

By June 2027, the school will decrease chronic absenteeism school-wide by XX%, by XX% for our students with two or more races, by XX% for our students experiencing homelessness, and for each specified student group in the Annual Measurable Outcome section, as measured by end of year chronic absenteeism rates, by addressing the barriers through the strategies listed below.

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.

According to our school's dashboard, chronic absenteeism rates school-wide are high, although we are did see this rate decline in the 2024-2205 school year. According to our school's dashboard, chronic absenteeism rates for our homeless students (red) and our students of two or more races (orange) have increased while our other student groups have all declined or declined significantly.

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
California Dashboard Rate of Chronic Absenteeism	At the end of 24-25 school year, our rate of chronic absenteeism was 17.48% (13% of these students had 10%-20% absence rate, 4.48% of these students have a 20% or greater attendance rate) At the end of 24-25 school year, our rate of chronic absenteeism for our Multilingual English Learner students was 22.95%. At the end of 24-25 school year, our rate of chronic absenteeism for our students experiencing homelessness was 42.59%.	In 2025-2026, we will reduce the rate of chronic absenteeism by 1%. In 2025-2026, we will reduce the rate of chronic absenteeism for our Multilingual English Learner students by 3 %. In 2025-2026, we will reduce the rate of chronic absenteeism for our students experiencing homelessness by 10%.

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 Mental Health Provider to provide equitable access to school-based mental health services that prioritize students with the greatest needs and support their academic and social-emotional well-being by addressing barriers to learning including attendance.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	19888 Title I 1000-1999: Certificated Personnel Salaries Mental Health Provider 1.0 FTE (80% District funded, 20% site funded) 10000 Community Schools Grant Rollover 1000-1999: Certificated Personnel Salaries Mental Health Provider 1.0 FTE (80% District funded, 20% site funded) 2695 Community Schools Grant 1000-1999: Certificated Personnel Salaries Mental Health Provider 1.0 FTE (80% District funded, 20% site funded)
3.2	Implement a site-based Attendance Team that meets regularly to monitor attendance data and coordinate a tiered system of supports. * Tier 1, implement school-wide attendance practices and incentive programs to promote consistent attendance for all students (STRIVE2ARRIVE, monthly challenges, monthly top class trophy). * Tier 2, identify students at risk of chronic absenteeism, particularly students experiencing homelessness, and provide targeted supports such as attendance conferences, family outreach and individual incentives. Utilize our ToSA to provide after school attendance recovery group sessions. * Tier 3, provide intensive, individualized interventions, including small group supports and personalized attendance plans, for students experiencing chronic absenteeism to re-engage them in school.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	1500 Community Schools Grant 0001-0999: Unrestricted: Locally Defined Attendance incentives
3.3	Mental Health Provider and Community Schools Facilitator will conduct proactive, multilingual outreach to families of students with attendance concerns to identify and address barriers to attendance (e.g., transportation, health, housing instability) and connect students and families to appropriate school and community resources to support consistent school attendance.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	Title I 1000-1999: Certificated Personnel Salaries Mental Health Provider 1.0 FTE (80% District funded, 20% site funded) Goal 3, strategy 3.1 Community Schools Grant Rollover

			1000-1999: Certificated Personnel Salaries Mental Health Provider 1.0 FTE (80% District funded, 20% site funded) Goal 3, strategy 3.1 Community Schools Grant 1000-1999: Certificated Personnel Salaries Mental Health Provider 1.0 FTE (80% District funded, 20% site funded) Goal 3, strategy 3.1 Community Schools Grant 2000-2999: Classified Personnel Salaries Community School Facilitator (CSF), district grant funded
3.4	Establish a positive, relationship-centered school culture grounded in P.R.O.U.D. (Perseverance, Respect, Ownership, Unity, Discipline) values by creating a welcoming environment for students and families, prioritizing strong connections, and reinforcing the importance of daily attendance. Staff will implement inclusive, multicultural learning experiences and community-building opportunities to ensure all students feel connected, valued, and engaged.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	
3.5	Implement targeted family engagement strategies to increase participation of underrepresented families by providing culturally responsive outreach, flexible meeting times, language access, and multiple engagement opportunities to support student learning and regular school attendance.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	Community Schools Grant 2000-2999: Classified Personnel Salaries Community School Facilitator (CSF), district grant funded, Goal 3, strategy 3.3
3.6	Utilize our bilingual community schools facilitator to provide culturally and linguistically responsive outreach, strengthen two-way communication, and coordinate access to integrated supports and community partnerships, with a focus on increasing engagement and access for underrepresented families and addressing student and family needs.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	Community Schools Grant 2000-2999: Classified Personnel Salaries Community School Facilitator (CSF), district grant funded, Goal 3, strategy 3.3

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

By June 2027, the school will improve overall school climate by reducing suspension rates, increasing student and parent perceptions of safety, belonging, and school satisfaction, and strengthening parent engagement and partnership in school decision-making and activities, as measured by the indicators in the Annual Measurable Outcomes section below.

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 5 students suspended which accounts for 0.81% of our total school population. This is a decrease from 1.2% in 2023-2024. Based on current suspension data, we anticipate a decrease in the percentage of students suspended from the African American student group.

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
Annual Spring Panorama Survey (3-5 grades only)	The percentage of 3rd-5th grade students who responded favorably in the 2026 Spring Panorama domains listed below are as follows: Emotional Regulation 54% Grit 54% Growth Mindset 56% School Climate 59% School Safety 60% Self-Efficacy 54% Self-Management 71% Sense of Belonging 66% Social Awareness 72% Supportive Relationships 89%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 57% Grit 57% Growth Mindset 59% School Climate 62% School Safety 63% Self-Efficacy 57% Self-Management 74% Sense of Belonging 69% Social Awareness 75% Supportive Relationships 92%
La-Mesa Spring Valley Annual Spring Parent Survey Results	The percentage of parents who responded favorably in the 2026 Spring domains listed below are as follows: Support for Academic Learning - 90% Sense of Community - 87% Sense of Safety - 76%	The percentage of parents who respond favorably in the Spring 2027 survey will increase to the following percentages in each domain: Support for Academic Learning - 93% Sense of Community - 90% Sense of Safety - 79%
California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is 1.6%.	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will decrease 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
4.1	Establish a positive, relationship-centered school culture grounded in P.R.O.U.D. (Perseverance, Respect, Ownership, Unity, Discipline) values by creating a welcoming environment for students and families, prioritizing strong connections, and reinforcing the importance of daily attendance. Staff will implement inclusive, multicultural learning experiences and community-building opportunities to ensure all students feel connected, valued, and engaged.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	
4.2	Implement targeted family engagement strategies to increase participation of underrepresented families by providing culturally responsive outreach, flexible meeting times, language access, and multiple engagement opportunities to support student learning. Our bilingual Community Schools Facilitator will also provide families with resources including, but not limited to food and clothing resources.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	Community Schools Grant 2000-2999: Classified Personnel Salaries Community School Facilitator (CSF), district grant funded, Goal 3, Strategy 3.3 1305 Community Schools Grant 0001-0999: Unrestricted: Locally Defined

			Materials for parent engagement activities 1730.62 Title I Part A: Parent Involvement 0001-0999: Unrestricted: Locally Defined Materials for parent engagement activities
4.3	Implement tiered social-emotional supports through Positive Behavior Interventions and Support (PBIS) and restorative practices, including universal SEL lessons in classrooms, with the Culture, Climate and Safety Team monitoring behavior data to inform targeted supports and interventions that promote positive behavior, strengthen relationships, help develop a growth mindset, and support the needs of all students.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	
4.4	Maintain high expectations for student behavior by implementing a consistent, restorative, and supportive discipline system. Clearly articulate expectations through the use of our school-wide 3 rules (Be safe, Be kind and respectful, Be responsible) and our school-wide behavior matrix. Staff will document and address all behavior incidents, ensure student voice, and use restorative practices alongside appropriate consequences. Diversion options and alternative recess will be provided as needed to support student growth while maintaining a safe and inclusive school environment.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	
4.5	Utilize the Academic Behavior Intervention (ABI) teacher to deliver individualized instruction and behavior interventions, monitor student progress, and collaborate with staff to support students with intensive needs in accessing grade-level content.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	Title I 1000-1999: Certificated Personnel Salaries \$115,144 expenditure for ABI Teacher .8 FTE in Goal 1, Strategy 1.4
4.6	Utilize our bilingual community schools facilitator (CSF) to provide culturally and linguistically responsive outreach, strengthen two-way communication, and coordinate access to integrated supports and community partnerships, with a focus on increasing engagement and access for underrepresented families and addressing student and family needs. CSF will provide families with resources including, but not limited to food and clothing resources.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	Community Schools Grant 2000-2999: Classified Personnel Salaries Community School Facilitator (CSF), district grant funded, Goal 3, Strategy 3.3
4.7	Our Mental Health Provider to provide equitable access to school-based mental health services that prioritize students with the greatest needs and support their academic and social-emotional well-being by addressing barriers to learning.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	Title I 1000-1999: Certificated Personnel Salaries Mental Health Provider 1.0 FTE (80% District funded, 20% site funded) Goal 3, strategy 3.1 Community Schools Grant Rollover

			1000-1999: Certificated Personnel Salaries Mental Health Provider 1.0 FTE (80% District funded, 20% site funded) Goal 3, strategy 3.1 Community Schools Grant 1000-1999: Certificated Personnel Salaries Mental Health Provider 1.0 FTE (80% District funded, 20% site funded) Goal 3, strategy 3.1
4.8	We partner with San Diego Youth Services (SDYS) which assigns our school with a Dino school teacher who provides small group SEL instruction to students in TK-3rd grades through staff referrals. Additionally, SDYS attends and provides families with information about resources they offer.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	
4.9	We will partner with local sports instructors and community athletic organizations to provide engaging after-school sports classes for students. These programs will promote physical wellness, teamwork, student engagement, and positive social-emotional development while creating additional enrichment opportunities beyond the regular school day.	All Students, Students with Disabilities, Multilingual English Learners and Socioeconomically Disadvantaged.	2500 Community Schools Grant 0001-0999: Unrestricted: Locally Defined After school sports classes

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	\$TBD
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$166,762.76
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	\$135,032.14
Title I Part A: Parent Involvement	\$1,730.62

Subtotal of additional federal funds included for this school: \$136,762.76

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 (\$)
0100/0105	\$5,000.00
Community Schools Grant	\$15,000.00
Community Schools Grant Rollover	\$10,000.00

Subtotal of state or local funds included for this school: \$30,000.00

Total of federal, state, and/or local funds for this school: \$166,762.76

Budgeted Funds and Expenditures in this Plan

Budget Allocations

- Budget allocations will be added to this document.
- Totals will auto-populate from expenses entered in the SPSA.
 - Do not adjust numbers on this page.**

If total expenses exceed available funds, revise your **funding sources** in the SPSA.

For **duplicate costs** (e.g., an intervention teacher supporting ELA and Math)

- List the funding source twice
- Enter the cost only once; leave the second entry as duplicate (no dollar amount).

Funding Notes:

All Title I and CSI funds must be fully budgeted

Other funding sources may be used but do not require SSC approval.

Community Schools: Document Community Schools grant-funded expenses in the SPSA

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	135,032.14	0.00
Title I Part A: Parent Involvement	1730.62	0.00
Community Schools Grant	15,000	0.00
Community Schools Grant Rollover	10,000	0.00

Expenditures by Funding Source

Funding Source	Amount
0100/0105	5,000.00
Community Schools Grant	15,000.00
Community Schools Grant Rollover	10,000.00
Title I	135,032.14
Title I Part A: Parent Involvement	1,730.62

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	7,035.62
1000-1999: Certificated Personnel Salaries	152,727.14
2000-2999: Classified Personnel Salaries	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0100/0105	5,000.00
0001-0999: Unrestricted: Locally Defined	Community Schools Grant	5,305.00
1000-1999: Certificated Personnel Salaries	Community Schools Grant	2,695.00
2000-2999: Classified Personnel Salaries	Community Schools Grant	7,000.00
1000-1999: Certificated Personnel Salaries	Community Schools Grant Rollover	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	135,032.14
0001-0999: Unrestricted: Locally Defined	Title I Part A: Parent Involvement	1,730.62

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	127,144.14
Goal 3	34,083.00
Goal 4	5,535.62

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
Kelli Maringer	Principal
Jennifer Whitney (year 2)	Classroom Teacher
Maria Ojeda (year 1)	Classroom Teacher
Eileen Octon (year 1)	Classroom Teacher
Brittany Johnson (year 2)	Parent or Community Member
Vanessa Lopez (year 2)	Parent or Community Member
Janet Diaz (year 1)	Parent or Community Member
Selena Maxwell (year 1)	Parent or Community Member
Rodney Williams (year 1)	Parent or Community Member
Nica Hermosillo (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



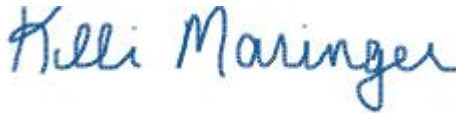
English Learner Advisory Committee

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 27, 2026.

Attested:



Principal, Kelli Maringer on May 27, 2026



SSC Chairperson, Jennifer Whitney on May 27, 2026

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 as 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/>

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