



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sulphur Springs Community School	19-65045	June 1, 2023	June 14, 2023

Purpose and Description

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

<p>Schoolwide Program</p> <p>Additional Targeted Support and Improvement</p> <p>Sulphur Springs Community School has been identified for Additional Targeted Support and Improvement (ATSI) based on the 2022 Dashboard due to Two or More Races (TOM) receiving all indicators at the lowest status level but one indicator at another status level.</p>

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

<p>The School Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies based on analysis of quantifiable and qualitative data. This plan will serve to improve student academic outcomes, student engagement, school climate and the involvement of parents and the school community. The SPSA is aligned with the District Local Control Accountability Plan (LCAP) and measurable student outcomes are in support of the LCAP goals, metrics and targets for improvement. The SPSA is a plan that is developed in collaboration with input from stakeholders and finalized and approved for submission to the Board of Education by the School Site Council.</p>
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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Every year, the District conducts surveys of staff, parents and students to provide information on instruction, safety, communication, and programs. Survey information included feedback on ways to strengthen the instructional program, provide necessary professional development, and gain an understanding on ways to support families and increase learning opportunities utilizing both academic and social-emotional supports for students.

Classroom Observations

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

Site administrators conduct frequent classroom observations to support teachers in standards implementation, classroom management, and monitoring of programs. Data from these classroom observations inform decisions regarding professional development and program implementation. Classroom observations consist of formal and informal observations, and include daily walkthroughs of classrooms.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The District uses data from State and local assessments to monitor student progress, inform instructional decisions, and improve student achievement. At the beginning of the year, teachers participate in data analysis sessions to review the prior year state assessments, examine beginning of the year assessments, and reflect on other forms of data to determine implications for instruction.

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

Throughout the school year, school site administrators, teachers, and district administrators utilize curriculum-embedded assessments and other formative assessments to participate in ongoing cycles of inquiry. Data is collected and analyzed in order to implement a multi-tiered system of support to meet academic and socio-emotional needs of all students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The District's Personnel Division is committed to ensuring that all currently hired and future hired teachers meet the highly qualified teacher requirements. Currently, 100% of teachers in Sulphur Springs Union School District are highly qualified.

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

Currently 100% of teachers in Sulphur Springs Union are credentialed teachers. Professional development on SBE-adopted curriculum takes place at the beginning of the year before school starts, and continues throughout the year. Professional development also includes content on the CA Common Core Standards, the English Language Development Standards, and the Next Generation Science Standards.

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

Sulphur Springs Union School District provides high-quality professional development for teachers, principals, District administrators, and classified staff throughout the year. Professional development is focused on implementing the Local Control Accountability Plan (LCAP), district initiatives, priority standards, and data across the district on how best to meet students' instructional needs. For the 2023-2024 school year, professional development has focused on district-provided Orton-Gillingham training, as well as professional development in math by Shannon Keebler to address the needs identified for students and staff. School professional development has focused on data analysis and professional collaboration and planning. Teachers participated in several hours of professional development before the school year started. Ongoing professional development continues to take place throughout the year from the District Office Educational Services Department, as well as every other Wednesday by the school site staff.

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

The Sulphur Springs Union School District's Educational Services Department continues to provide ongoing support to teachers and administrators through the Assistant Superintendent of Educational Services, the Director of Curriculum and Instruction, two Educational Program Coordinators, and one Teacher on Special Assignment. Ongoing support and instruction consists of job-embedded coaching, professional development workshops, analyzing data and being critical thought partners in analyzing data and making informed instructional decisions regarding programs and services.

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

During each site's Wednesday Professional Development time, teachers are given the opportunity to work together in teams to share resources, analyze data and make instructional decisions.

Teaching and Learning

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

State-adopted standards aligned textbooks are utilized across all core curricular areas to meet Williams compliance. Each year, the District updates a curriculum guide that focuses on priority standards in the content areas.

The team utilized the June 2020 report from Student Achievement Partners titled "2020-2021 Priority Instructional Content in English-Language Arts and Mathematics" to identify priority standards and create Curriculum Guides with a focus on mastering the priority standards. The Curriculum Guides highlight the units in the District adopted curriculum in which the Priority Standards are addressed. The Curriculum Guides also include dates for the District Assessments that are aligned to these Priority Standards. These District Assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May) to collect baseline data and measure progress throughout the year. These District Assessments include ESGI for Transitional Kindergarten through first grade, STAR Reading for second grade through sixth grade, and the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for grade three through six. Data from these assessments will also be utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level standards.

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

The school implements the minimum required instructional minutes as per California Education Code sections 46207, 46208, 47612(d)(3), 47612.5, and California Code of Regulations, Title 5, 11960.

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

The school implements a multi-tiered system of support to target students' instructional needs. Students are identified for intervention based on data from state, district, and curriculum-embedded assessments.

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

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs. In English-Language Arts and English Language Development, the school utilizes Benchmark Advance. In Math, the school utilizes Math Expressions. Both Benchmark Advance and Math Expressions include an online platform in which teachers and students can access the content digitally. In Social Studies and Science, the school utilizes the state-adopted textbooks in conjunction with online standards-based resources to supplement instruction.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students' needs.

Opportunity and Equal Educational Access

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

Centralized and site funds are used to support all student groups, including English Learners, homeless students, foster youth and students with disabilities. Funds are used to support professional development needs and/or instructional programming.

Evidence-based educational practices to raise student achievement

The school site continues to utilize research-based educational practices to support students in attaining grade-level proficiency. Data is analyzed to drive instruction and determine professional development needs. The District and school site provides regular opportunities for collaboration and school leaders participate in ongoing professional development to stay abreast of research-based instructional practices.

Parental Engagement

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

The school site implements a multi-tiered system of support to determine how best to support students academically and socio-emotionally. The site has a variety of resources to support underperforming students, including intervention programs, counseling services, the District's Family Resource Center, and access to the District Social Worker. Additionally, teachers and staff participate in ongoing professional development to meet these needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The site involves parents, community representatives, classroom teachers, and other personnel in the evaluation of consolidated application programs through the School Site Council. The School Site Council establishes, plans, and review the School Plan for Student Achievement annually. Additionally, the principal provides information and elicits input from the English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), and all other stakeholders.

Funding

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

Services are provided through both centralized and site-based categorical funds to help underperforming students meet standards. Centralized and site funds are used to support students in all subgroups through professional development, the implementation of intervention programs, purchasing supplementary materials, providing workshops for parents, and any other services as needed.

Fiscal support (EPC)

The school site receives funding through the Local Control Funding Formula, which includes Base and Supplemental/Concentration funds. Sulphur Springs Community School will receive Title I funds. Additionally, the site receives monies from various grants and from the PTA.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

During the 2022-2023 school year, the Sulphur Springs School Site Council discussed and reviewed the goals and strategies within the SPSA throughout the school year.

Input from parents, students, and staff through LCAP surveys 2/23.
Input from parents from ELAC meetings 5/11/23.
Input from leadership team leads in regards to team needs 1/24/23.
Input from School Site Council 1/26/23, 4/27/23, 5/18/23, 6/1/23

Resource Inequities

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

A resource inequity that has been identified is a high chronic absenteeism rate for our students with two or more races, socioeconomically disadvantaged students, students with disabilities, English Learners, and Hispanic students. We need to continue to monitor the attendance rates for these student groups. The school is targeting this area for these students through a school social worker and community liaison.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	78	93	119
Grade 1	93	69	75
Grade 2	58	88	78
Grade3	78	60	97
Grade 4	75	85	60
Grade 5	78	84	85
Grade 6	79	76	81
Total Enrollment	539	555	595

Conclusions based on this data:

1. Sulphur Springs experienced an overall increase in the number of students enrolled over the last 3 years.
2. Over the course of three years, the school has experienced an increase in enrollment in 5th grade.
3. Kindergarten enrollment increased from 93 students to 119 students in 2022-2023.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	58	55	63	10.80%	9.9%	10.6%
Fluent English Proficient (FEP)	30	36	33	5.60%	6.5%	5.5%
Reclassified Fluent English Proficient (RFEP)	4	5	5	7.3%	0.9%	0.8%

Conclusions based on this data:

1. From the 2020-2021 school year to the 2021-2022 school year, there has been a slight decrease in the percentage of English Learners enrolled at the school.
2. Over the course of the last three school years, the school has seen an increase in the percentage of students who initially tested as Fluent English Proficient.
3. There was a minimal increase of reclassified students from 2020-2021 to the 2021-2022 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	76	56		0	56		0	56		0.0	100.0	
Grade 4	77	82		0	81		0	81		0.0	98.8	
Grade 5	73	83		0	82		0	82		0.0	98.8	
Grade 6	74	76		0	75		0	75		0.0	98.7	
All Grades	300	297		0	294		0	294		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2442.			30.36			25.00			25.00			19.64	
Grade 4		2498.			39.51			24.69			18.52			17.28	
Grade 5		2488.			20.73			28.05			19.51			31.71	
Grade 6		2535.			24.00			32.00			24.00			20.00	
All Grades	N/A	N/A	N/A		28.57			27.55			21.43			22.45	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			58.93			16.07	
Grade 4		33.33			54.32			12.35	
Grade 5		14.63			70.73			14.63	
Grade 6		28.00			53.33			18.67	
All Grades		25.17			59.52			15.31	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.64			58.93			21.43	
Grade 4		25.93			55.56			18.52	
Grade 5		19.51			53.66			26.83	
Grade 6		8.00			66.67			25.33	
All Grades		18.37			58.50			23.13	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.29			76.79			8.93	
Grade 4		19.75			72.84			7.41	
Grade 5		7.32			80.49			12.20	
Grade 6		17.33			73.33			9.33	
All Grades		14.63			75.85			9.52	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.86			66.07			16.07	
Grade 4		22.22			66.67			11.11	
Grade 5		18.29			60.98			20.73	
Grade 6		22.67			58.67			18.67	
All Grades		20.41			62.93			16.67	

Conclusions based on this data:

1. Looking at the overall achievement of all students, there was a significant decrease in the percentage of students who met or exceeded grade level standard in the area of English Language Arts/ Literacy, from 66.39% in the 2018-2019 school year to 56.12% in the 2021-2022 school year. There is a need to strengthen our ELA program to increase the percentage of students scoring at or above grade level standard.
2. During the 2021-2022 school year, 23.13% of our students were scoring below standard in the area of Writing. There is a need to provide strong first instruction and the necessary tools for teachers to support students with improving in the area of writing.
3. An analysis of the trends in the Reading, Listening, and Research/Inquiry data, shows that the percentage of students who scored below standard in the 2021-2022 school year remained fairly comparable to the 2018-2019 school year. While these percentages remained similar, the percentage of students scoring above standard declined significantly and the percentage of students at or near standard increased significantly during the same timeframe. As a result, there is a need to better analyze what supports our students need in these areas to increase the percentage of students in the above standard range and decrease the number of students scoring below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	76	56		0	56		0	56		0.0	100.0	
Grade 4	77	82		0	81		0	81		0.0	98.8	
Grade 5	73	83		0	83		0	83		0.0	100.0	
Grade 6	74	76		0	75		0	75		0.0	98.7	
All Grades	300	297		0	295		0	295		0.0	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2435.			23.21			28.57			26.79			21.43	
Grade 4		2481.			27.16			24.69			25.93			22.22	
Grade 5		2465.			9.64			15.66			30.12			44.58	
Grade 6		2527.			17.33			24.00			28.00			30.67	
All Grades	N/A	N/A	N/A		18.98			22.71			27.80			30.51	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.57			44.64			26.79	
Grade 4		30.86			45.68			23.46	
Grade 5		8.43			45.78			45.78	
Grade 6		16.00			54.67			29.33	
All Grades		20.34			47.80			31.86	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.64			55.36			25.00	
Grade 4		30.86			38.27			30.86	
Grade 5		9.64			54.22			36.14	
Grade 6		12.00			64.00			24.00	
All Grades		17.97			52.54			29.49	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.79			55.36			17.86	
Grade 4		24.69			58.02			17.28	
Grade 5		4.82			66.27			28.92	
Grade 6		17.33			58.67			24.00	
All Grades		17.63			60.00			22.37	

Conclusions based on this data:

1. In the area of Concepts and Procedures, we had the highest percentage of students scoring above standard at 20.34% in the 2021-2022 school year, however we also had the highest percentage of students scoring below standard at 31.86%. There is a need to provide best first instruction, in addition to more targeted math intervention to our students who need extra support in the area of math.
2. Overall, with 29.49% of our students scoring below standard in the area of Problem Solving and Modeling/Data Analysis in the 2021-2022 school year. There is a need to analyze mathematical teaching instruction, in order to provide best practice to meet our students' needs in the area of problem solving.
3. From the 2018-2019 school year to the 2021-2022 school year, 5th grade students scoring above standard, experienced a decrease of 40.02% in the area of Concepts and Procedures, 21.29% in the area of Problem Solving and Modeling/Data Analysis, and 29.2% in the area of Communicating Reasoning. As a result, there is a need to better analyze teaching practices and any gap in learning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1383.6		*	1388.3		*	1372.4		9	12	
1	*	*		*	*		*	*		8	7	
2	*	*		*	*		*	*		5	9	
3	*	*		*	*		*	*		7	6	
4	*	*		*	*		*	*		9	8	
5	*	*		*	*		*	*		4	9	
6	*	*		*	*		*	*		10	*	
All Grades										52	54	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33		*	25.00		*	41.67		*	25.00		*	12	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	11.76	11.11		47.06	29.63		15.69	38.89		25.49	20.37		51	54	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00		*	41.67		*	33.33		*	25.00		*	12	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	31.37	25.93		35.29	35.19		17.65	22.22		15.69	16.67		51	54	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33		*	25.00		*	33.33		*	33.33		*	12	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	7.84	5.56		21.57	24.07		39.22	35.19		31.37	35.19		51	54	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	16.67		*	58.33		*	25.00		*	12	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	25.49	24.07		58.82	61.11		15.69	14.81		51	54	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00		*	75.00		*	25.00		*	12	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	45.10	35.19		35.29	42.59		19.61	22.22		51	54	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33		*	66.67		*	25.00		*	12	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	7.84	5.56		49.02	59.26		43.14	35.19		51	54	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	25.00		*	25.00		*	50.00		*	12	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	13.73	11.11		58.82	59.26		27.45	29.63		51	54	

Conclusions based on this data:

1. The kindergarten grade level was the only subgroup large enough for us to gather data for.

2. The speaking domain had the highest outcome of students that scored in the well-developed category.
3. English Learners will need to be looked at on an individual level to support their development of the English language.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
555	44.1	9.9	0.5
Total Number of Students enrolled in Sulphur Springs Community 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	55	9.9
Foster Youth	3	0.5
Homeless	1	0.2
Socioeconomically Disadvantaged	245	44.1
Students with Disabilities	95	17.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	4.0
American Indian	1	0.2
Asian	24	4.3
Filipino	31	5.6
Hispanic	275	49.5
Two or More Races	38	6.8
Pacific Islander	1	0.2
White	155	27.9

Conclusions based on this data:

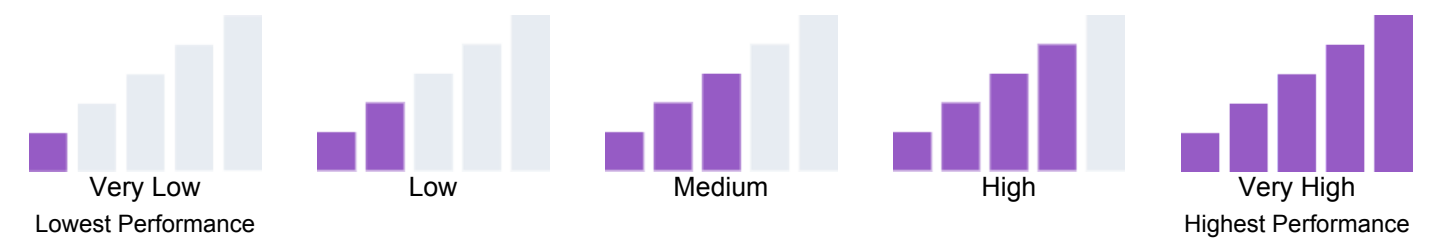
1. With 44.1% Socioeconomically Disadvantaged students, we need to continue to ensure that we are providing academic and social emotional support for our students to ensure that they are continuing to make excellent academic progress.
2. Sulphur Springs' largest student group is Hispanic/Latino (49.5%). We need to continue to increase our parent participation in advisory committees, such as ELAC or Site Council, to continue to support students' social emotional needs and academic achievement.
3. Sulphur Springs Community School serves a diverse student population. We need to continue to find ways to support all of our student groups with academic growth, including our Students with Disabilities (17.1%).

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Medium</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Low</div>
<div>Mathematics</div> <div>Medium</div>		
<div>English Learner Progress</div> <div>Medium</div>		

Conclusions based on this data:

- Overall, Sulphur Springs had a very high chronic attendance rate. We need to find ways to improve student attendance and encourage students to be at school.
- The 2022 Fall Dashboard indicates that students had an overall performance of medium in the area of English Language Arts.

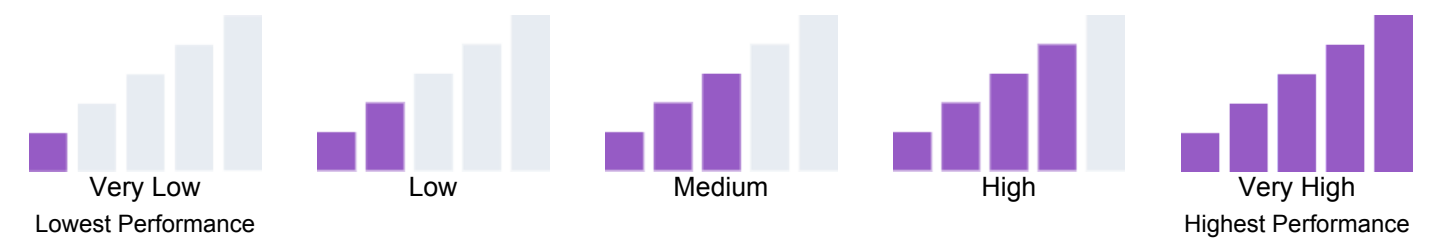
3. The 2022 Fall Dashboard shows that students had an overall performance of medium in the area of Mathematics.

School and Student Performance Data

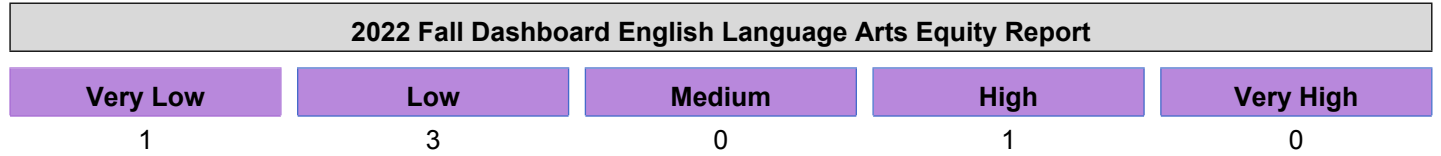
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

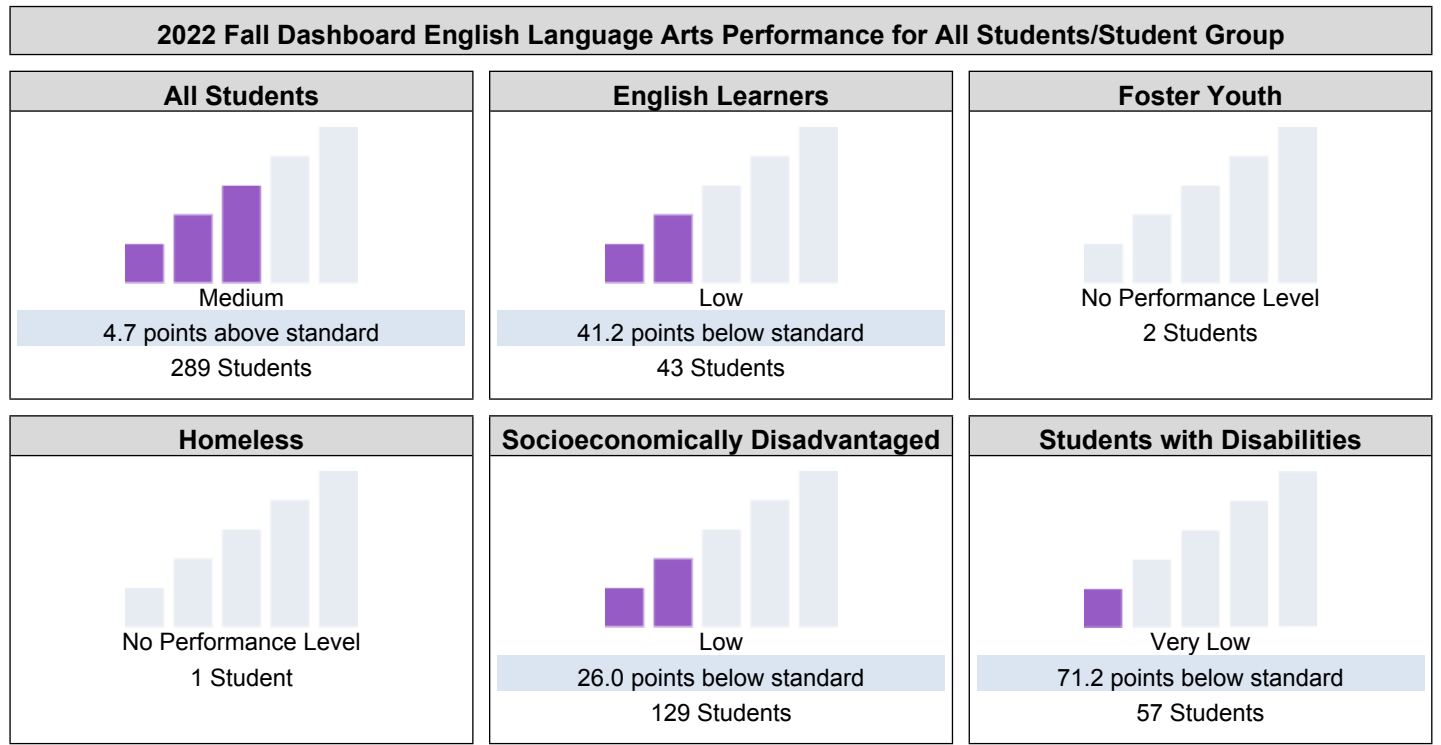
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



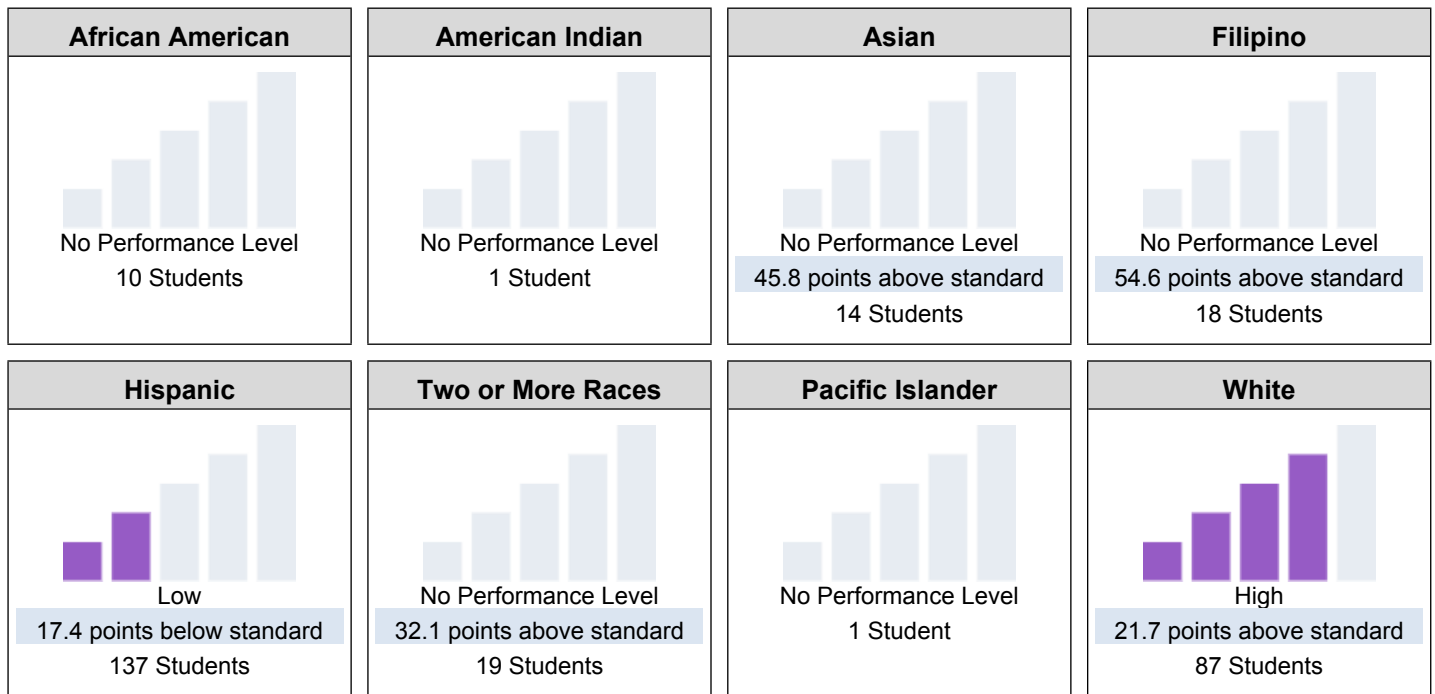
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104.6 points below standard 24 Students	38.9 points above standard 19 Students	9.5 points above standard 230 Students

Conclusions based on this data:

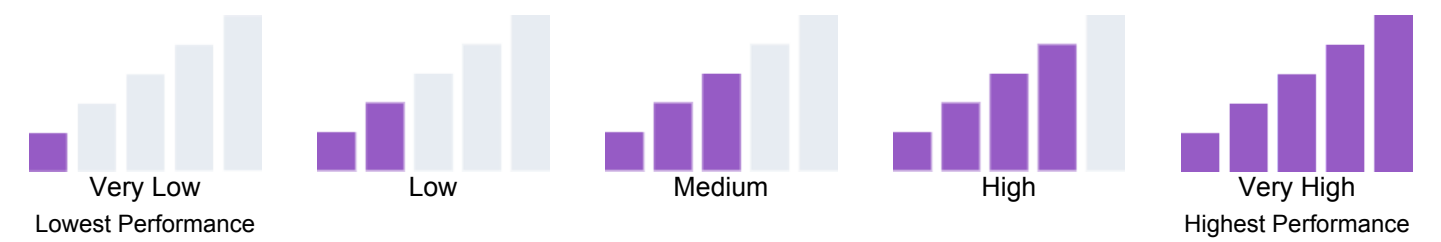
1. In the area of English Language Arts, the overall population of students scored in the medium range.
2. Reflecting on the 2021-2022 CAASPP testing data, Hispanic students, Socioeconomically Disadvantaged students, and English Learners all scored in the low category. As a school, we need to continue to target these groups to ensure that they received additional academic support to ensure they make academic progress.
3. Students with Disabilities scored 71.2 points below standard. In order to ensure that our Students with Disabilities are making consistent growth, we need to provide them with rigorous curriculum that includes adequate scaffolds and support.

School and Student Performance Data

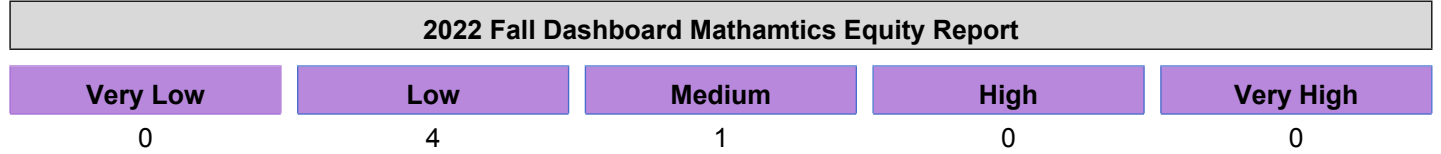
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

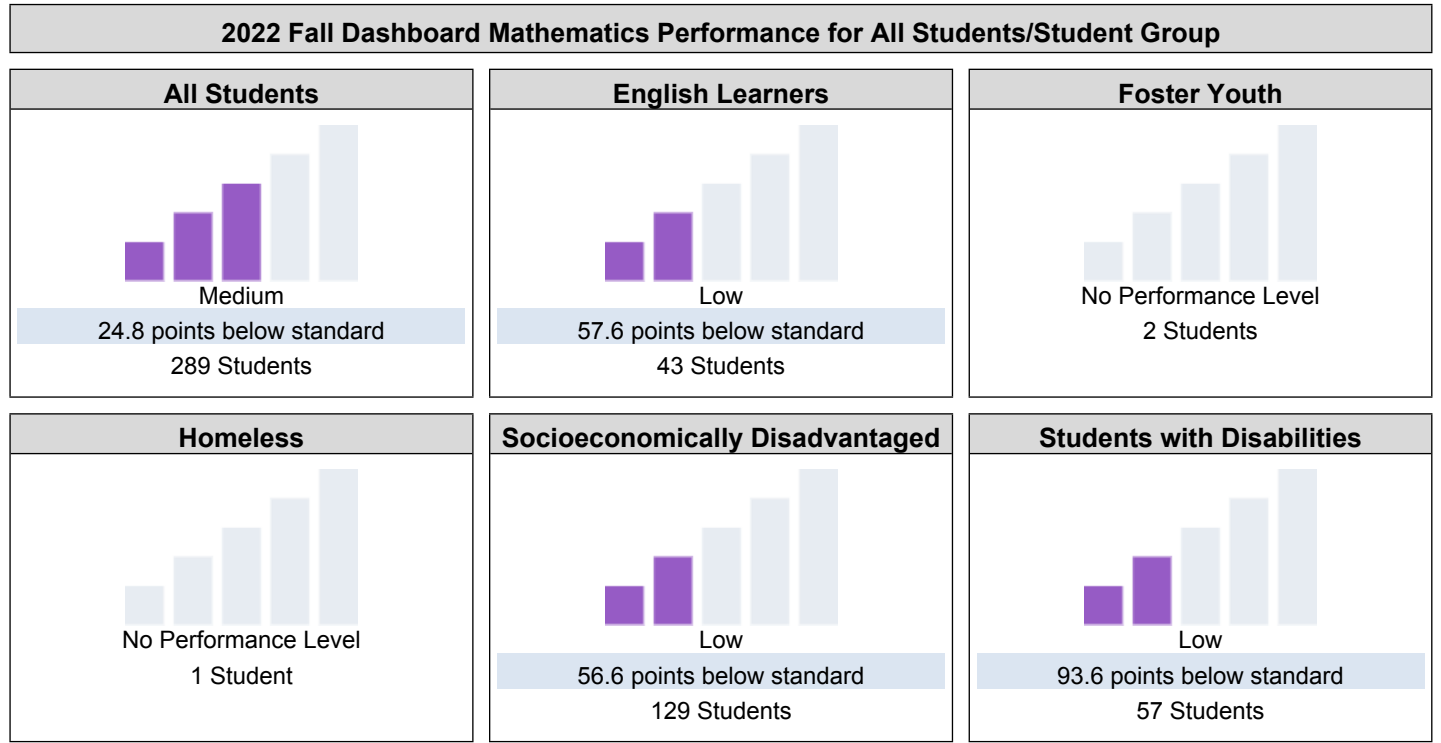
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



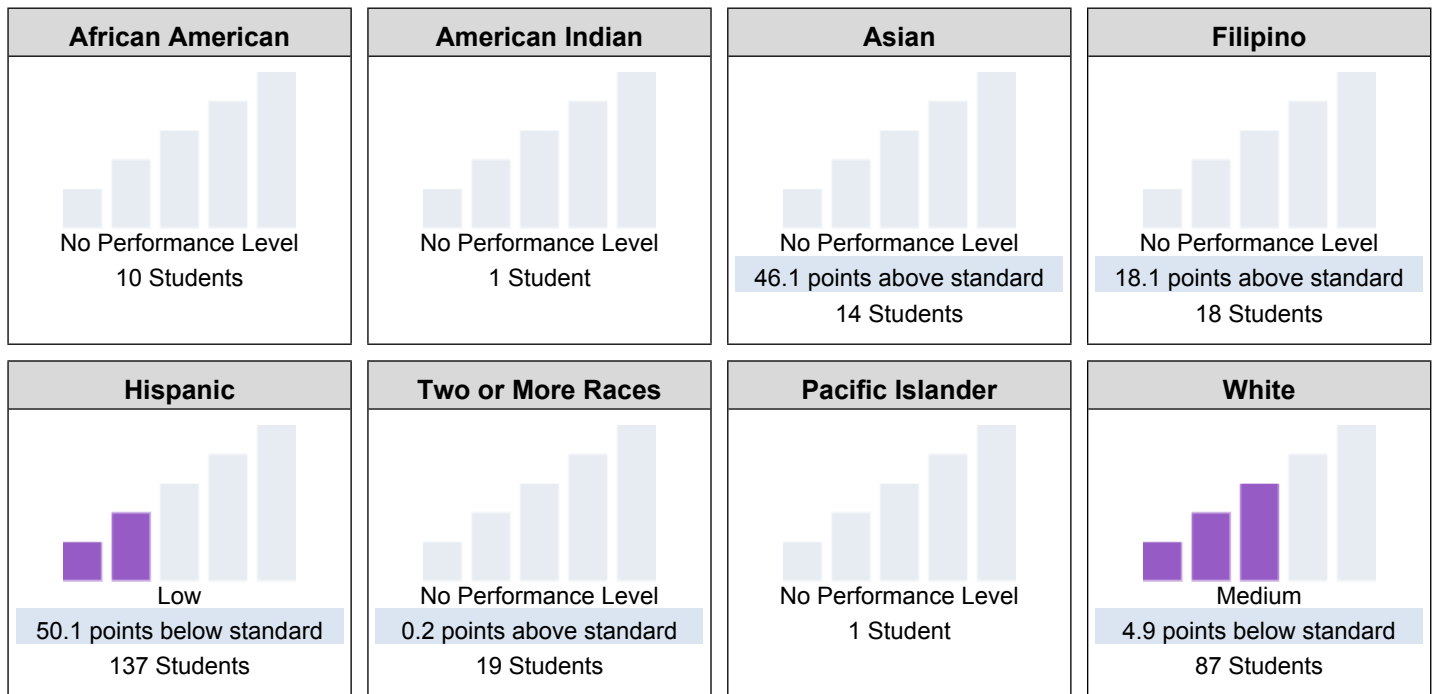
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.0 points below standard 24 Students	10.3 points below standard 19 Students	22.5 points below standard 230 Students

Conclusions based on this data:

1. An analysis of the 2021-2022 CAASPP Mathematics data shows All Students have scored in the medium range.
2. Reflecting on the 2021-2022 CAASPP Mathematics data, four student groups, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students all scored in the low range. This means that these students all scored below standard in the area of mathematics.
3. An analysis of the 2021-2022 CAASPP Mathematics data show that White students are in the medium range, which was a significant decrease from the previous year's data (48.5 points).

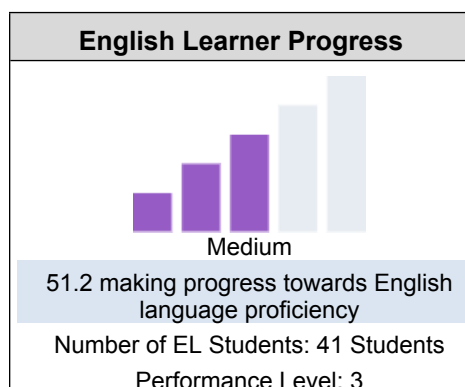
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
19.5%	29.3%	0.0%	51.2%

Conclusions based on this data:

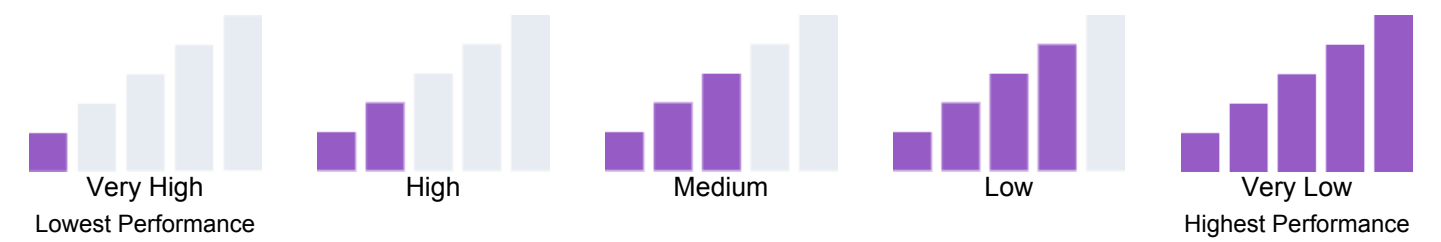
1. Overall 51.2% of English Learners progressed at least one English Learner Progress Indicator level.
2. An analysis of the data indicates that 29.3% of English Learners were able to maintain their ELPI levels.
3. Reflecting on the 2021-2022 ELPAC data, 19.5% of students decreased one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



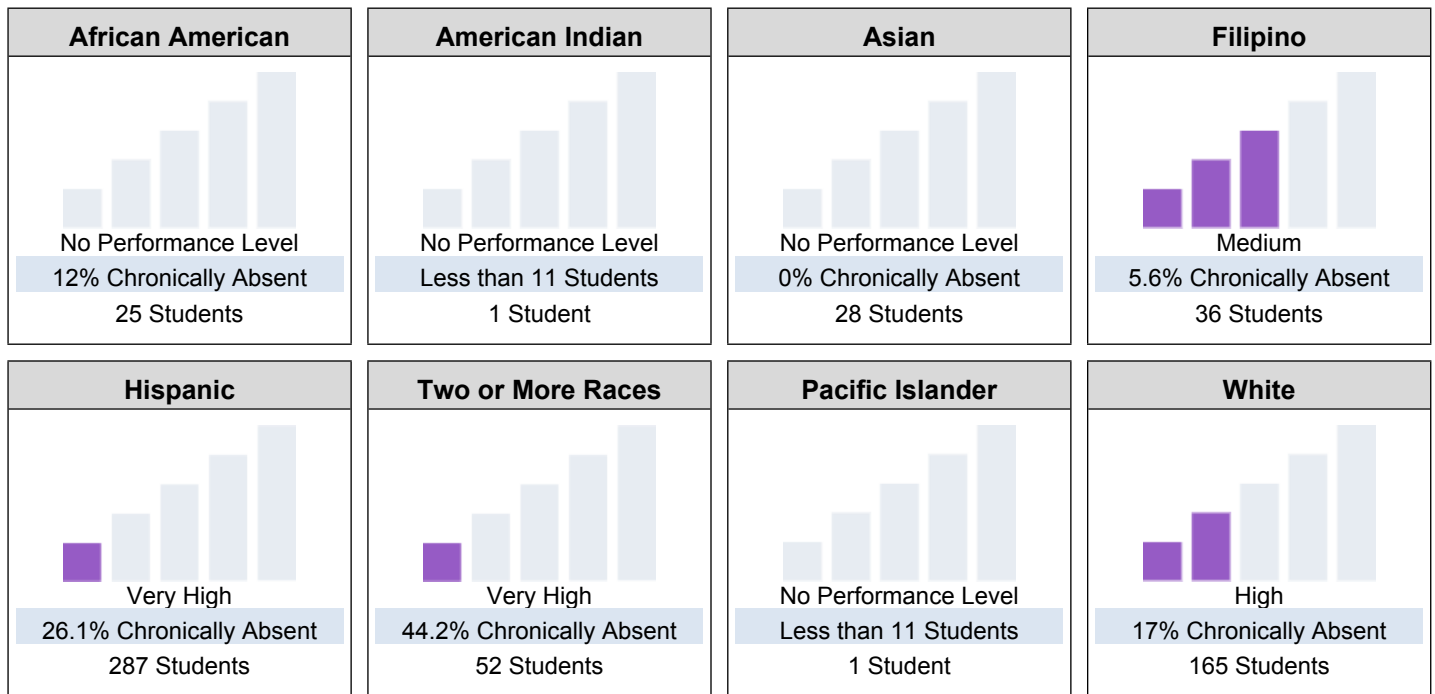
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	1	1	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students		English Learners		Foster Youth	
Very High		Very High		No Performance Level	
22.4% Chronically Absent		25.4% Chronically Absent		Less than 11 Students	
595 Students		67 Students		9 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
No Performance Level		Very High		Very High	
Less than 11 Students		32.5% Chronically Absent		35% Chronically Absent	
1 Student		268 Students		123 Students	

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. The 2021-2022 data indicates that 22.4% of All Students were chronically absent during the school year, which places the chronic absenteeism rate in the very high category.
2. There were very high chronic absenteeism rates for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic students, and students with Two or More Races. As a school, we need to continue to support these groups and their families, to ensure that they are engaged in school.
3. The 2021-2022 data shows that 17% of White students were chronically absent during the school year, which is significant increase from the 3.1% in the 2018-2019 school year.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

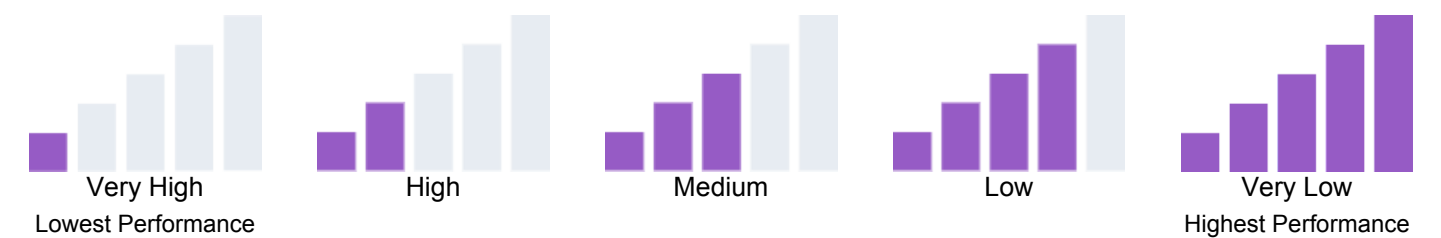
1.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



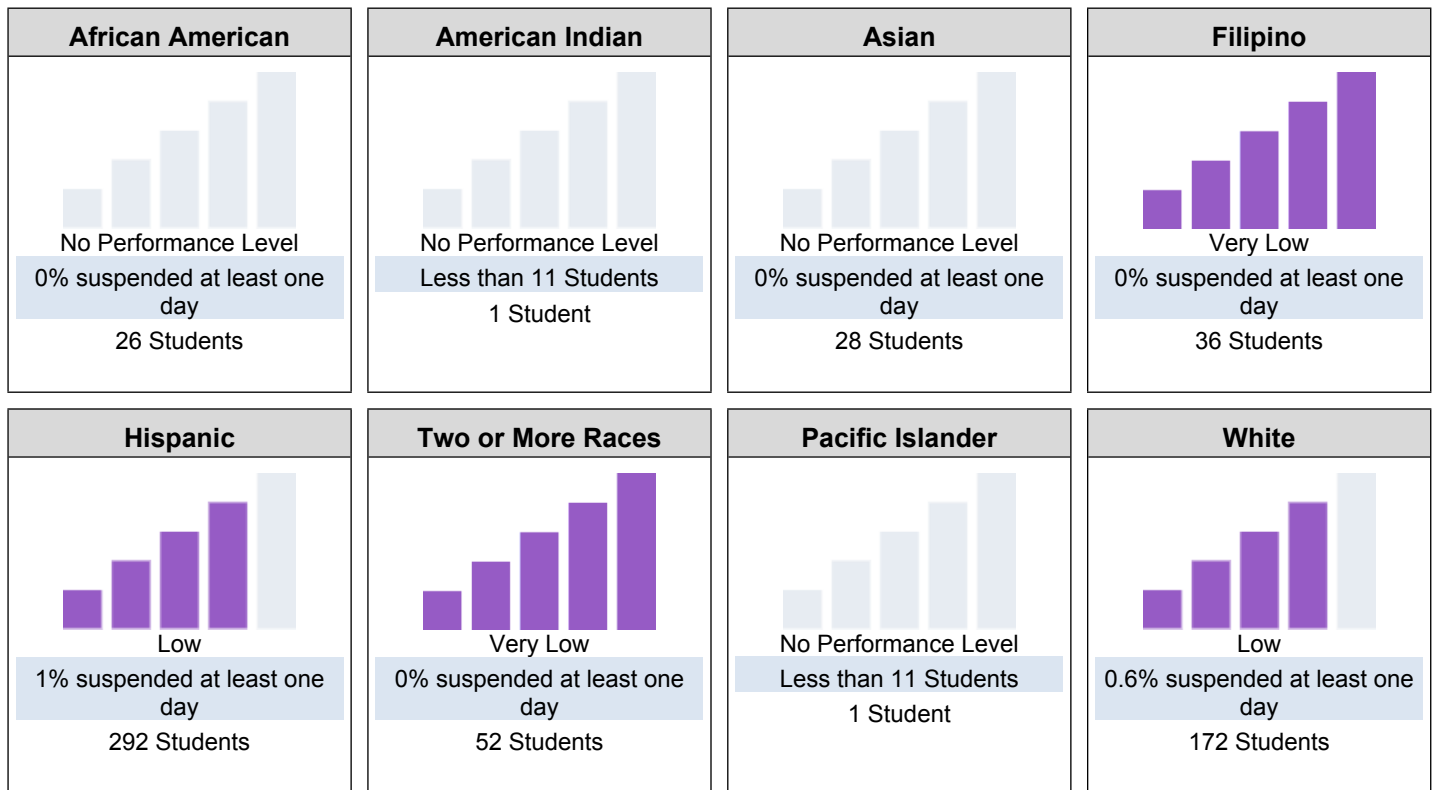
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	3	4

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <p>Low</p> <p>0.7% suspended at least one day</p> <p>608 Students</p>	<div>English Learners</div> <p>Very Low</p> <p>0% suspended at least one day</p> <p>70 Students</p>	<div>Foster Youth</div> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>10 Students</p>
<div>Homeless</div> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>	<div>Socioeconomically Disadvantaged</div> <p>Low</p> <p>0.7% suspended at least one day</p> <p>272 Students</p>	<div>Students with Disabilities</div> <p>Very Low</p> <p>0% suspended at least one day</p> <p>126 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Overall, Sulphur Springs had a low suspension rate of 0.7% of All Students being suspended.
2. English Learners, Students with Disabilities, Filipino students, and students with Two or More Races had very low suspension rates.
3. Socioeconomically Disadvantaged students, Hispanic students, and White students all had low suspension rates.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Involvement

LEA/LCAP Goal

Effective teaching and administration

Goal 1

In order to continue to strengthen student engagement and involvement for all students, including low income students, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

Identified Need

When examining our CAASPP and STAR data, we identified a need to provide systematic intervention to support all students' academic achievement. There is a need to focus on our English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students because these subgroups have a significantly lower percentage of proficiency rates than the overall school scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	STAR Reading Spring 2022	By June of 2024, the students of Sulphur Springs will increase their reading proficiency as measured by the STAR Reading Assessment and the CAASPP Assessment.
	Grade 1 - 56% Proficient	
	Grade 2 - 55% Proficient	
	CAASPP English Language Arts 2022	STAR Reading
	Grade 3 - 55% Proficient	Grade 1 - 61% Proficient
	Grade 4 - 64% Proficient	Grade 2 - 60% Proficient
	Grade 5 - 49% Proficient	CAASPP English Language Arts
	Grade 6 - 56% Proficient	Grade 3 - 60% Proficient
	English Learners - 5% Proficient; 41.2 points below standard	Grade 4 - 69% Proficient

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Socioeconomically Disadvantaged Students - 57% Proficient; 26 points below standard</p> <p>Students with Disabilities - 24% Proficient; 71.2 points below standard</p> <p>Hispanic Students - 44% Proficient; 17.4 points below standard</p>	<p>Grade 5 - 54% Proficient</p> <p>Grade 6 - 61% Proficient</p> <p>English Learners - 15% Proficient</p> <p>Socioeconomically Disadvantaged Students - 60% Proficient</p> <p>Students with Disabilities - 29% Proficient</p> <p>Hispanic Students - 49% Proficient</p>
Math	<p>STAR Mathematics Spring 2022</p> <p>Grade 1 - 46% Proficient</p> <p>Grade 2 - 35% Proficient</p> <p>CAASPP Mathematics 2022</p> <p>Grade 3 - 52% Proficient</p> <p>Grade 4 - 52% Proficient</p> <p>Grade 5 - 25% Proficient</p> <p>Grade 6 - 41% Proficient</p> <p>English Learners - 4% Proficient; 57.6 points below standard</p> <p>Socioeconomically Disadvantaged Students - 44% Proficient; 56.6 points below standard</p> <p>Students with Disabilities - 6% Proficient; 93.6 points below standard</p>	<p>By June of 2024, the students of Sulphur Springs will increase their reading proficiency as measured by the STAR Reading Assessment and the CAASPP Assessment.</p> <p>Grade 1 - 51% Proficient</p> <p>Grade 2 - 40% Proficient</p> <p>CAASPP Mathematics 2022</p> <p>Grade 3 - 57% Proficient</p> <p>Grade 4 - 57% Proficient</p> <p>Grade 5 - 35% Proficient</p> <p>Grade 6 - 46% Proficient</p> <p>English Learners - 15% Proficient</p> <p>Socioeconomically Disadvantaged Students - 49% Proficient</p> <p>Students with Disabilities - 15% Proficient</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic Students - 29% Proficient; 50.1 points below standard	Hispanic Students - 34% Proficient

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Working with the District, the school will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Recruitment-District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The District and school will provide current CA State approved textbooks and materials in all core subject areas for all students to support their instructional program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
4000-4999: Books And Supplies
Textbooks

17,403.77

LCFF-Base

	4000-4999: Books And Supplies Materials and Supplies
900.00	LCFF-Base 4000-4999: Books And Supplies Office Supplies
7445.20	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Materials and Supplies
0	District Funded 4000-4999: Books And Supplies Science Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The District and school will implement a maintenance plan to repair and maintain the site and play areas to support all students' learning in safe and secure facilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14,000.00	LCFF-Base 4000-4999: Books And Supplies Custodial Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide regular noon supervisor training on safety procedures, mandatory training, etc...

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries

	Regular duty pay
542.00	LCFF-Base 2000-2999: Classified Personnel Salaries Extra hours for training and monthly meetings
48.67	LCFF-Base 3000-3999: Employee Benefits Extra hours for training and monthly meetings

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The school site will conduct monthly safety drills to support safety for all students and staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
5000-5999: Services And Other Operating
Expenditures
CrisisGo

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Low income students, homeless students, and foster youth

Strategy/Activity

The school will proactively engage families of low income, homeless, and foster youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, that remove barriers and allows parents to more fully and effectively communicate and engage with school staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
5000-5999: Services And Other Operating
Expenditures
A2A - Attendance monitoring system

250.00	LCFF-Base 5000-5999: Services And Other Operating Expenditures Postage Expenditure
800.00	LCFF-Base 2000-2999: Classified Personnel Salaries 1.15 hr for extra office support
294.32	LCFF-Base 3000-3999: Employee Benefits Benefits for extra office support
4403.36	LCFF-Base 2000-2999: Classified Personnel Salaries Community Liaison
1620.00	LCFF-Base 3000-3999: Employee Benefits Community Liaison Benefits
5429.84	LCFF-Base 2000-2999: Classified Personnel Salaries Office Specialist
1997.64	LCFF-Base 3000-3999: Employee Benefits Office Specialist Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Unduplicated Students

Strategy/Activity

The District will provide transportation to and from school for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
Bussing for students

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Sulphur Springs successfully implemented the strategies and activities. Due to the increase in office support, communication with families was increased especially those who were targeted. The school was able to hire a Spanish-speaking Community Liaison so there has been increased communication and outreach to our families who speak a language other than English. We need to continue to explore training for our noon supervisors in the areas of conflict resolution and positive behavior systems.

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

More money was spent on classroom materials and supplies and less money was spent on custodial supplies.

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

CAASPP test data will be used in place of STAR data for grades 3-6, which creates new baseline data for English Language Arts and Mathematics.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

Proficiency in English Language Arts
Proficiency in Mathematics
Proficiency in district/school identified priority students

Goal 2

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

Identified Need

When examining our CAASPP and STAR data, we identified a need to provide systematic intervention to support all students' academic achievement. There is a need to focus on our English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students because these subgroups have a significantly lower percentage of proficiency rates than the overall school scores. Based on the students' needs, intervention and frequent monitoring will be provided through RTI, Learning Support Teachers, and grade level PLCs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	STAR Reading Spring 2022 Grade 1 - 56% Proficient Grade 2 - 55% Proficient CAASPP English Language Arts 2022 Grade 3 - 55% Proficient Grade 4 - 64% Proficient Grade 5 - 49% Proficient Grade 6 - 56% Proficient English Learners - 5% Proficient; 41.2 points below standard	By June of 2024, the students of Sulphur Springs will increase their reading proficiency as measured by the STAR Reading Assessment and the CAASPP Assessment. STAR Reading Grade 1 - 61% Proficient Grade 2 - 60% Proficient CAASPP English Language Arts Grade 3 - 60% Proficient Grade 4 - 69% Proficient Grade 5 - 54% Proficient

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Socioeconomically Disadvantaged Students - 57% Proficient; 26 points below standard</p> <p>Students with Disabilities - 24% Proficient; 71.2 points below standard</p> <p>Hispanic Students - 44% Proficient; 17.4 points below standard</p>	<p>Grade 6 - 61% Proficient</p> <p>English Learners - 15% Proficient</p> <p>Socioeconomically Disadvantaged Students - 60% Proficient</p> <p>Students with Disabilities - 29% Proficient</p> <p>Hispanic Students - 49% Proficient</p>
Mathematics	<p>STAR Mathematics Spring 2022</p> <p>Grade 1 - 46% Proficient</p> <p>Grade 2 - 35% Proficient</p> <p>CAASPP Mathematics 2022</p> <p>Grade 3 - 52% Proficient</p> <p>Grade 4 - 52% Proficient</p> <p>Grade 5 - 25% Proficient</p> <p>Grade 6 - 41% Proficient</p> <p>English Learners - 4% Proficient; 57.6 points below standard</p> <p>Socioeconomically Disadvantaged Students - 44% Proficient; 56.6 points below standard</p> <p>Students with Disabilities - 6% Proficient; 93.6 points below standard</p> <p>Hispanic Students - 29% Proficient; 50.1 points below standard</p>	<p>By June of 2024, the students of Sulphur Springs will increase their reading proficiency as measured by the STAR Reading Assessment and the CAASPP Assessment.</p> <p>Grade 1 - 51% Proficient</p> <p>Grade 2 - 40% Proficient</p> <p>CAASPP Mathematics 2022</p> <p>Grade 3 - 57% Proficient</p> <p>Grade 4 - 57% Proficient</p> <p>Grade 5 - 35% Proficient</p> <p>Grade 6 - 46% Proficient</p> <p>English Learners - 15% Proficient</p> <p>Socioeconomically Disadvantaged Students - 49% Proficient</p> <p>Students with Disabilities - 15% Proficient</p> <p>Hispanic Students - 34% Proficient</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners	In 2022-2023, 4 students were reclassified as fluent English proficient.	In 2023-2024, over 15% of English Learners will reclassify.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, Homeless and Foster Youth

Strategy/Activity

For English Learners, low income, and foster youth students who have not demonstrated proficiency and/or are in need of further connection and engagement, the District will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, and addressing the social/emotional needs of students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Orton-Gillingham Training

0

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Capturing Kids Hearts See Goal 4

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and Homeless and Foster Youth

Strategy/Activity

To mitigate learning loss, as evidenced by state and local assessments, the school will provide California State supplementary standards-based materials for English Learners (including New Comers), Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and Homeless and Foster Youth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Digital Support
0	District Funded 4000-4999: Books And Supplies SIPPS
0	District Funded 4000-4999: Books And Supplies IMSE Orton Gillingham
6000.00	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Intervention Materials
0	PTA 4000-4999: Books And Supplies

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and Homeless and Foster Youth

Strategy/Activity

To address the learning needs of English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and Foster Youth and Low Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Monthly Staff Meetings
0	District Funded

	5800: Professional/Consulting Services And Operating Expenditures 3 District Professional Development Days
1,620.00	LCFF-Base 1000-1999: Certificated Personnel Salaries 3 Rover Subs for Tier Meetings
720.00	LCFF-Base 3000-3999: Employee Benefits 4 Rover Subs for SST Meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and Homeless and Foster Youth

Strategy/Activity

To address students not meeting grade level standards on state and local assessments, the District will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards based instruction and mitigate learning loss for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and Homeless and Foster Youth

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

LCFF- Supplemental/Concentration
5800: Professional/Consulting Services And Operating Expenditures
Conferences or workshops

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Unduplicated students

Strategy/Activity

For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss and enrichment opportunities to positively influence academic achievement levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Winter Academy

0

District Funded
1000-1999: Certificated Personnel Salaries
Summer Academy, Summer Correspondence,
Summer Enrichment

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To mitigate the achievement gap in the area of mathematics, the school will provide intervention sessions outside of school hours.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5544.00

Source(s)

LCFF- Supplemental/Concentration
1000-1999: Certificated Personnel Salaries
Math Intervention

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The District will provide a Library Resource Technicians to enhance student learning by assisting teachers in providing access to a wide variety of literary sources especially for Low Income students who may have limited access to literary materials at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Library Resource Tech

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and Homeless and Foster Youth

Strategy/Activity

School teachers will have access to the District's Teachers on Special Assignment (TOSAs) and two Learning Support Teachers (LSTs) who will provide coaching and intervention support for teachers to assist English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and Homeless and Foster Youth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Access to District TOSAs

0

District Funded
1000-1999: Certificated Personnel Salaries
2 Learning Support Teachers

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To ensure all students receive opportunities to develop creativity and innovative practices, a visual and performing arts (VAPA) teacher will be hired to provide VAPA instruction to all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

83,416.00

Source(s)

Misc. Grants
1000-1999: Certificated Personnel Salaries
VAPA

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and Homeless and Foster Youth

Strategy/Activity

The District will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and Homeless and Foster Youth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
4000-4999: Books And Supplies
1:1 iPads for students in grades TK-1

0

District Funded
4000-4999: Books And Supplies
1:1 Chromebooks for students in grades 2-6

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To support equitable access to differentiated instruction and access to online curricular programs, the District will provide and train Computer Lab Assistants at all sites to support students in the use of technology to meet grade level standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Computer Lab Assistant

1300.00

LCFF-Base
4000-4999: Books And Supplies
Computer Related Expenses

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To support equitable access to differentiated instruction and access to science curriculum, the District will provide a Science Lab Assistant to support students in meeting grade level science standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Science Lab Technician

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide enrichment opportunities connected to grade level standards for students throughout the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Field Trips

500.00

LCFF-Base
4000-4999: Books And Supplies
MakerSpace

0

District Funded
1000-1999: Certificated Personnel Salaries
Science Lab Technician

841.24

LCFF- Supplemental/Concentration
4000-4999: Books And Supplies
Enrichment Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Overall, there was successful implementation of the strategies. Learning Support Teachers were able to meet regularly with their intervention groups and saw growth in a majority of their students.

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

Due to sub availability, the staff was not able to meet as planned for data analysis.

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

We have hired a science lab technician to run our science lab and support with science activities. In order to support our Newcomer English Learners, Learning Support Teachers are providing language intervention to help them acclimate to the school environment.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family and Community Engagement and Involvement

LEA/LCAP Goal

Parents and community

Goal 3

All families and the broader community are welcomed and are partners in supporting the whole child.

Identified Need

Through ParentSquare, 99% of our families are contacted via email messages and phone calls. Messages are sent out school-wide once a week, with frequent reminders for specific meetings to help support parent participation. Teachers also send out weekly messages to their families to engage parents. It is evident from the low number of school survey responses, that continued parent communication is important to increase parent participation.

Parents attend school-sponsored events such as Welcome Back Meetings, Parent-Teacher Conferences, Coffee with the Superintendent/Principal, and critical school meetings like Site Council and ELAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square	<p>In 2022-2023, Sulphur Springs reaches 99% of Parents via ParentSquare.</p> <p>59.2% of parents interact with ParentSquare.</p>	<p>In 2023-2024, Sulphur Springs will maintain a parent communication rate of 99% utilizing ParentSquare.</p> <p>Increase the percentage of parents who interact with ParentSquare to 70%</p>
Parent Attendance	<p>In 2022-2023, Sulphur Springs averaged 2 parents in attendance for ELAC meetings.</p>	<p>In 2023-2024, ELAC parent attendance will increase to a minimum of 6 parents.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The District will increase home/school communication and engagement for all families by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
5000-5999: Services And Other Operating
Expenditures
Family Resource Center

0

District Funded
5900: Communications
Parent Square

0

District Funded
5900: Communications
School Website

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Utilize district translator for school
meetings/events

1000.00

LCFF- Supplemental/Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will continue to participate advisory groups such as Leadership, SSCs, ELACs, PTA, and DELACs, who provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded
1000-1999: Certificated Personnel Salaries
SSC Meetings

0

District Funded
1000-1999: Certificated Personnel Salaries
ELAC Meetings

0

District Funded
1000-1999: Certificated Personnel Salaries
Safety Meetings

5300.00

LCFF-Base
1000-1999: Certificated Personnel Salaries
Teacher Participation in School
Committees/Activities

848.40

LCFF-Base
3000-3999: Employee Benefits
Teacher Participation in School Committees

780.00

LCFF-Base
1000-1999: Certificated Personnel Salaries
Kindergarten Orientation and Testing

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To support parents of Unduplicated Students who are scoring below proficiency, Sulphur Springs will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300.00	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Parent Workshops
100.00	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Resources for EL Students

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Low Income students

Strategy/Activity

To assure low income students have awareness and access to community services, the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 5900: Communications Advertise and promote the District's Family Resource Fair

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The school will maintain a Community Liaison to increase the school's communication with families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCFF-Base 2000-2999: Classified Personnel Salaries Community Liaison. See Goal 1
0	LCFF-Base 3000-3999: Employee Benefits Community Liaison. See Goal 1

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The school's administration will collaborate with the PTA to increase parental involvement through parent square, flyers, meetings and events.
--

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 5900: Communications Communication through Parent Square
2,000.00	PTA 1000-1999: Certificated Personnel Salaries Sub for Teacher Rep at PTA Meetings

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The school successfully communicated with parents through parent square by reaching 99% of the families. The school hired a Spanish-speaking Community Liaison which increased communication with the school's Spanish-speaking families.

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

The community liaison was not hired until October.

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

The school will provide workshops to families, with a focus on families of unduplicated students, to support with a home-school connection.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Supporting the whole child

LEA/LCAP Goal

Safe and Healthy Learning Environment

Goal 4

All students, including Low Income, English Learners students, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

Identified Need

For the 2022-2023 school year, we are seeing an increase in referrals for counseling service and referrals to our school social worker. We will continue to focus on social emotional support through Capturing Kids Hearts, which will work to build positive relationships at our school. We will continue to collect baseline data to analyze and support the emotional and behavioral needs of students. For the 2022-2023 school year, all available spots for the School Based Counselor were filled been filled so more spaces for counseling services were made available. We still have a high need for counseling and social work referrals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase attendance	According to the 2022 California Dashboard, the Chronic Absenteeism rate for the site was 22.4%.	In 2023-2024, the chronic absenteeism rate will decline to 17%.
Reduce suspensions	According to the 2022 California Dashboard, the suspension rate for Sulphur Springs Community School was 0.7%	During the 2023-2024 school year, the suspension rate will be 0.5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures No Cost
0	LCFF-Base 4000-4999: Books And Supplies Student Survey

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support student with positive academic and behavior programs (i.e. Capturing Kids Hearts, AR incentive programs, monthly spirit assemblies, etc.) that promote student engagement for all students, including English Learners, low income and foster youth and students with disabilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200.00	LCFF-Base 4000-4999: Books And Supplies Assembly Awards, Certificates, and Incentives
0	District Funded 4000-4999: Books And Supplies Attendance Incentives
0	District Funded 1000-1999: Certificated Personnel Salaries Continued CKH Training for Certificated Staff
0	
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support students with a progressive discipline model and positive behavior programs (i.e. Capturing Kids Hearts, PBIS, Restorative Practices, etc.), and counseling services that promote positive student behavior for all students, including English Learners, low income and foster youth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
See Goal 4, Strategy 5.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide health office supplies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200.00

Source(s)

LCFF-Base
4000-4999: Books And Supplies
Nursing supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To remove barriers for students from accessing their academic program, we will provide counseling services to support social/emotional wellness and academic success in school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
35,120.84	Title I 1000-1999: Certificated Personnel Salaries School Based Counseling Services/Social Worker
14,913.15	Title I 3000-3999: Employee Benefits School Based Counseling Services/Social Worker
3902.32	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries School Based Counseling Services/Social Worker
2094.24	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits School Based Counseling Services/Social Worker
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures School Counselor provided by contract with William S. Hart School District

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

To support the need for school engagement and connection, a Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist students in regular and special education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit teachers and students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries

Access to the BCBA for students in Special and General education

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Foster Youth, Low Income students, Homeless students

Strategy/Activity

To address barriers that limit low income students, foster youth, and homeless students from receiving full benefit from their educational experience, the District will provide a District Social Worker and support personnel to provide comprehensive services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Access to the District Social Worker

0

District Funded
1000-1999: Certificated Personnel Salaries
Trainings for teachers and parents

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The school was able to support students with the strategies listed. Assemblies, the token system for positive behavior, counseling/social work was provided to students in need. Our veteran teachers are trained and implement Capturing Kids' Hearts.

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

Due to administrative changes throughout the year, consistent implementation of Capturing Kids' Hearts was difficult to maintain.

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

In order to better support students, teachers who are not been trained in Capturing Kids' Hearts will receive the opportunity for training. CKH will be implemented school-wide in the upcoming school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$222,334.99

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$50,033.99

Subtotal of additional federal funds included for this school: \$50,033.99

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 (\$)
	\$0.00
District Funded	\$0.00
LCFF- Supplemental/Concentration	\$27,727.00
LCFF-Base	\$59,158.00
Misc. Grants	\$83,416.00
PTA	\$2,000.00

Subtotal of state or local funds included for this school: \$172,301.00

Total of federal, state, and/or local funds for this school: \$222,334.99

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Base	48832	-10,326.00
LCFF- Supplemental/Concentration	24582	-3,145.00
Misc. Grants	0	-83,416.00
PTA	29250.00	27,250.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF- Supplemental/Concentration	27,727.00
LCFF-Base	59,158.00
Misc. Grants	83,416.00
PTA	2,000.00
Title I	50,033.99

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	137,983.16
2000-2999: Classified Personnel Salaries	12,175.20
3000-3999: Employee Benefits	22,536.42
4000-4999: Books And Supplies	48,890.21
5000-5999: Services And Other Operating Expenditures	250.00
5800: Professional/Consulting Services And Operating Expenditures	500.00
5900: Communications	0.00

None Specified

0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
5900: Communications	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	9,746.32
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	1,000.00
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	2,094.24
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	14,386.44
5800: Professional/Consulting Services And Operating Expenditures	LCFF- Supplemental/Concentration	500.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	7,700.00
2000-2999: Classified Personnel Salaries	LCFF-Base	11,175.20
3000-3999: Employee Benefits	LCFF-Base	5,529.03
4000-4999: Books And Supplies	LCFF-Base	34,503.77
5000-5999: Services And Other Operating Expenditures	LCFF-Base	250.00
1000-1999: Certificated Personnel Salaries	Misc. Grants	83,416.00
1000-1999: Certificated Personnel Salaries	PTA	2,000.00
4000-4999: Books And Supplies	PTA	0.00
1000-1999: Certificated Personnel Salaries	Title I	35,120.84

3000-3999: Employee Benefits

Title I

14,913.15

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1

55,134.80

Goal 2

100,441.24

Goal 3

10,328.40

Goal 4

56,430.55

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
Katie Palacios, Interim Principal	Principal
Katie Calnan, Teacher	Classroom Teacher
Renee Perez, Teacher	Classroom Teacher
Aleen Odadjian, Teacher	Classroom Teacher
Dionne Hinson, Classified Staff	Other School Staff
Jon “Ike” Ramos, Parent	Parent or Community Member
Jessica Coleman, Parent	Parent or Community Member
Sheila Ruiz, Parent	Parent or Community Member
Kammeron Welch, Parent	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/1/23.

Attested:



Principal, Katie Palacios on 6/1/23



SSC Chairperson, Jon "Ike" Ramos on 6/1/23