School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sulphur Springs Community School	19-65045	May 30, 2024	June 12, 2024

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Sulphur Springs Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Sulphur Springs Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

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.

Educational Partner Involvement

How, when, and with whom did Sulphur Springs Community 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 2023-2024 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 - April 20, 2024
Input from parents from ELAC meetings - May 28, 2024
Input from leadership team leads in regards to team needs - March 27, 2024; April 30, 2024
Input from School Site Council - March 28, 2024; April 25, 2024; May 6, 2024; May 30, 2024

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Mathematics: Orange - In the area of Mathematics, the overall percentage of students who met or exceeded grade level standards on their CAASPP assessment was 35.78%. A grade-level analysis shows that the percentage of students who met or exceeded grade level standards for 3rd grade is 45.46%, 4th grade is 41.07%, 5th grade is 32.05%, and 6th grade is 24.67%.

English Learner Progress: Red - Data from the California State Dashboard illustrates that 41% of English Learners are making progress towards English language proficiency, which is lower than the statewide average.

Chronic Absenteeism: Orange - The CA Dashboard indicates that 20.8% of students have been identified as chronically absent, which is a small improvement from the chronic absenteeism rate from 2022.

Suspension Rate: Orange - Data shows a suspension rate of 2.2%, which is lower than the statewide average.

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

Sulphur Springs did not have any student group who performed two or more performance levels below the "all student" performance.

Other Needs

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

We have seen an increase in counseling referrals. We continue to need to provide counseling and social-emotional learning opportunities for our students.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.18%	0.17%	0.33%	1	1	2
African American	3.96%	5.55%	5.00%	22	33	30
Asian	4.32%	4.2%	4.17%	24	25	25
Filipino	5.59%	6.39%	7.00%	31	38	42
Hispanic/Latino	49.55%	48.57%	49.83%	275	289	299
Pacific Islander	0.18%	0.34%	0.33%	1	2	2
White	27.93%	27.56%	26.00%	155	164	156
Multiple Race	6.85%	5.71%	5.83%	38	34	35
Total Enrollment				555	595	600

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	93	119	85
Grade 1	69	75	87
Grade 2	88	78	82
Grade 3	60	97	81
Grade 4	85	60	102
Grade 5	84	85	59
Grade 6	76	81	80
Total Enrollment	555	595	600

Conclusions based on this data:

1. Sulphur Springs experienced a slight overall increase in the number of students enrolled.

2. 5th grade experienced a significant decrease in enrollment from 85 students in 2022-2023 to 59 students in 2023-2024.

3. Over the course of the last 3 years, Sulphur Springs has experienced an increase in enrollment of Hispanic/Latino students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners (EL)	55	63	120	9.9%	10.6%	20.0%
Fluent English Proficient (FEP)	36	33	62	6.5%	5.5%	10.3%
Reclassified Fluent English Proficient (RFEP)	5	5		0.9%	0.8%	

Conclusions based on this data:

1. Over the course of the last 3 years, the percentage of students who are classified as English Learners has remained fairly consistent.

2. The percentage of students who initially tested as Fluent English Proficient has has decreased over the last 3 years.

3. The percentage of students who were able to reclassify as Fluent English Proficient increased from the 2022-2023 to 2023-2024.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
Overall Participation for All 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	91	0	56	88	0	56	88	0.0	100.0	96.7
Grade 4	77	82	56	0	81	56	0	81	56	0.0	98.8	100.0
Grade 5	73	83	79	0	82	78	0	82	78	0.0	98.8	98.7
Grade 6	74	76	77	0	75	77	0	75	77	0.0	98.7	100.0
All Grades	300	297	303	0	294	299	0	294	299	0.0	99.0	98.7

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
Overall Achievement for All 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
Grade 3		2442.	2414.		30.36	22.73		25.00	23.86		25.00	21.59		19.64	31.82
Grade 4		2498.	2489.		39.51	35.71		24.69	26.79		18.52	12.50		17.28	25.00
Grade 5		2488.	2533.		20.73	28.21		28.05	33.33		19.51	23.08		31.71	15.38
Grade 6		2535.	2519.		24.00	11.69		32.00	32.47		24.00	32.47		20.00	23.38
All Grades	N/A	N/A	N/A		28.57	23.75		27.55	29.10		21.43	23.08		22.45	24.08

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	19.32		58.93	56.82		16.07	23.86
Grade 4		33.33	26.79		54.32	58.93		12.35	14.29
Grade 5		14.63	30.77		70.73	58.97		14.63	10.26
Grade 6		28.00	22.08		53.33	58.44		18.67	19.48
All Grades		25.17	24.41		59.52	58.19		15.31	17.39

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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	15.91		58.93	47.73		21.43	36.36
Grade 4		25.93	30.36		55.56	46.43		18.52	23.21
Grade 5		19.51	23.08		53.66	58.97		26.83	17.95
Grade 6		8.00	6.49		66.67	62.34		25.33	31.17
All Grades		18.37	18.06		58.50	54.18		23.13	27.76

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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	14.77		76.79	73.86		8.93	11.36
Grade 4		19.75	10.71		72.84	69.64		7.41	19.64
Grade 5		7.32	14.10		80.49	76.92		12.20	8.97
Grade 6		17.33	15.58		73.33	75.32		9.33	9.09
All Grades		14.63	14.05		75.85	74.25		9.52	11.71

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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	18.18		66.07	59.09		16.07	22.73
Grade 4		22.22	17.86		66.67	75.00		11.11	7.14
Grade 5		18.29	24.36		60.98	64.10		20.73	11.54
Grade 6		22.67	16.88		58.67	64.94		18.67	18.18
All Grades		20.41	19.40		62.93	64.88		16.67	15.72

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Conclusions based on this data:

1. Looking at the overall achievement of all students, there was a decrease in the percentage of students who met or exceeded grade level standard in the area of English Language Arts/ Literacy, from 56.12% in the 2021-2022 school year to 52.85% in the 2022-2023 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 2022-2023 school year, 27.76% 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. There was a slight decrease in the percentage of students scoring below standard in the area of Research/Inquiry. During the 2022-2023 school year 15.72% of students scored below grade level, while in 2021-2022 16.67% of students scored below grade level in this area.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	76	56	91	0	56	88	0	56	88	0.0	100.0	96.7
Grade 4	77	82	56	0	81	56	0	81	56	0.0	98.8	100.0
Grade 5	73	83	79	0	83	78	0	83	78	0.0	100.0	98.7
Grade 6	74	76	77	0	75	77	0	75	77	0.0	98.7	100.0
All Grades	300	297	303	0	295	299	0	295	299	0.0	99.3	98.7

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2414.		23.21	13.64		28.57	31.82		26.79	19.32		21.43	35.23
Grade 4		2481.	2454.		27.16	16.07		24.69	25.00		25.93	28.57		22.22	30.36
Grade 5		2465.	2494.		9.64	20.51		15.66	11.54		30.12	30.77		44.58	37.18
Grade 6		2527.	2486.		17.33	5.19		24.00	19.48		28.00	38.96		30.67	36.36
All Grades	N/A	N/A	N/A		18.98	13.71		22.71	22.07		27.80	29.10		30.51	35.12

Overall Achievement for All Students

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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	20.45		44.64	46.59		26.79	32.95
Grade 4		30.86	23.21		45.68	44.64		23.46	32.14
Grade 5		8.43	20.51		45.78	43.59		45.78	35.90
Grade 6		16.00	5.19		54.67	61.04		29.33	33.77
All Grades		20.34	17.06		47.80	49.16		31.86	33.78

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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	20.45		55.36	53.41		25.00	26.14
Grade 4		30.86	17.86		38.27	51.79		30.86	30.36
Grade 5		9.64	17.95		54.22	56.41		36.14	25.64
Grade 6		12.00	5.19		64.00	50.65		24.00	44.16
All Grades		17.97	15.38		52.54	53.18		29.49	31.44

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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	14.77		55.36	56.82		17.86	28.41
Grade 4		24.69	17.86		58.02	44.64		17.28	37.50
Grade 5		4.82	17.95		66.27	60.26		28.92	21.79
Grade 6		17.33	6.49		58.67	68.83		24.00	24.68
All Grades		17.63	14.05		60.00	58.53		22.37	27.42

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Conclusions based on this data:

1. In the area of Concepts and Procedures, we had the highest percentage of students scoring above standard at 17.06% in the 2022-2023 school year, however we also had the highest percentage of students scoring below standard at 33.78%. 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. 24.67% of students in sixth grade scored at or above grade level.

3. Looking at the overall achievement of all students, there was a decrease in the percentage of students who met or exceeded grade level standard in the area of Mathematics, from 41.69% in the 2021-2022 school year to 35.78% in

the 2022-20223 school year. There is a need to strengthen our Math program to increase the percentage of students scoring at or above grade level standard.

School and Student Performance Data

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

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

ELPAC Results

<table>
<tr><th colspan="13">ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students</th></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="3">Overall</th><th colspan="3">Oral Language</th><th colspan="3">Written Language</th><th colspan="3">Number of Students Tested</th></tr>
<tr><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th></tr>
<tr><td>K</td><td>*</td><td>1383.6</td><td>*</td><td>*</td><td>1388.3</td><td>*</td><td>*</td><td>1372.4</td><td>*</td><td>9</td><td>12</td><td>11</td></tr>
<tr><td>1</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>8</td><td>7</td><td>6</td></tr>
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<tr><td>3</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>7</td><td>6</td><td>9</td></tr>
<tr><td>4</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>9</td><td>8</td><td>4</td></tr>
<tr><td>5</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>4</td><td>9</td><td>8</td></tr>
<tr><td>6</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>10</td><td>*</td><td>6</td></tr>
<tr><td>All Grades</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>52</td><td>54</td><td>49</td></tr>
</table>

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<table>
<tr><th colspan="16">Overall Language
Percentage of Students at Each Performance Level for All Students</th></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="3">Level 4</th><th colspan="3">Level 3</th><th colspan="3">Level 2</th><th colspan="3">Level 1</th><th colspan="3">Total Number of Students</th></tr>
<tr><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th></tr>
<tr><td>K</td><td>*</td><td>8.33</td><td>*</td><td>*</td><td>25.00</td><td>*</td><td>*</td><td>41.67</td><td>*</td><td>*</td><td>25.00</td><td>*</td><td>*</td><td>12</td><td>*</td></tr>
<tr><td>1</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>2</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>3</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>4</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>5</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>6</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>All Grades</td><td>11.76</td><td>11.11</td><td>6.25</td><td>47.06</td><td>29.63</td><td>37.50</td><td>15.69</td><td>38.89</td><td>39.58</td><td>25.49</td><td>20.37</td><td>16.67</td><td>51</td><td>54</td><td>48</td></tr>
</table>

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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	16.67	35.29	35.19	45.83	17.65	22.22	27.08	15.69	16.67	10.42	51	54	48

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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	2.08	21.57	24.07	29.17	39.22	35.19	35.42	31.37	35.19	33.33	51	54	48

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Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	Listening Domain **Percentage of Students by Domain Performance Level for All 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	25.00	58.82	61.11	62.50	15.69	14.81	12.50	51	54	48

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Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	Speaking Domain **Percentage of Students by Domain Performance Level for All 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	35.42	35.29	42.59	45.83	19.61	22.22	18.75	51	54	48

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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	6.25	49.02	59.26	62.50	43.14	35.19	31.25	51	54	48

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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	20.83	58.82	59.26	50.00	27.45	29.63	29.17	51	54	48

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. During the 2022-2023 school year, there were no subgroups large enough for us to gather data for. During the 2021-2022 school year, 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

California School Dashboard
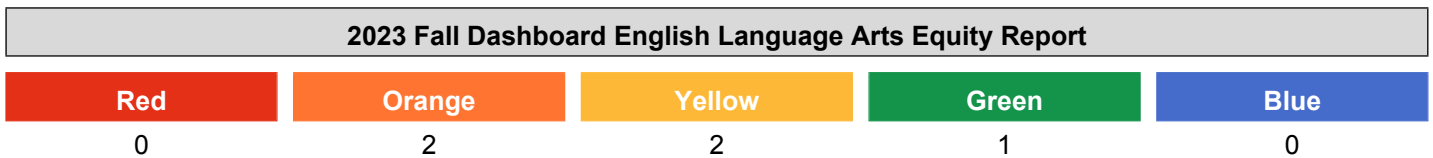## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
595	**45.7**	**10.6**	**0.8**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	63	10.6
Foster Youth	5	0.8
Homeless	1	0.2
Socioeconomically Disadvantaged	272	45.7
Students with Disabilities	141	23.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	33	5.5
American Indian	1	0.2
Asian	25	4.2
Filipino	38	6.4
Hispanic	289	48.6
Two or More Races	34	5.7
Pacific Islander	2	0.3
White	164	27.6

Conclusions based on this data:

1. With 45.7% 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 (48.6%). 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 (23.7%).

School and Student Performance Data
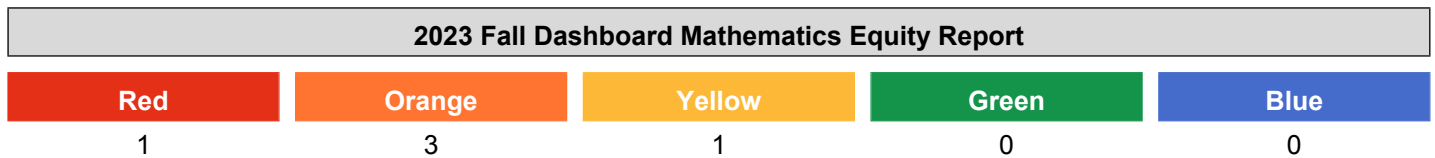
Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. While Sulphur Springs has seen improvement in the area of chronic absenteeism, the chronic attendance rate remains high. We need to find ways to improve student attendance and encourage students to be at school.

2. The 2023 CA Dashboard indicates that students had an overall performance of yellow in the area of English Language Arts.

3. The 2023 CA Dashboard shows that students had an overall performance of orange in the area of Mathematics.

School and Student Performance Data

Academic Performance
English Language Arts

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	1	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
2.3 points above standard	37.6 points below standard	
Maintained -2.3 points	Increased +3.6 points	2 Students
308 Students	40 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Yellow
	29.9 points below standard	67.3 points below standard
1 Student	Decreased -3.9 points	Increased +3.9 points
	142 Students	70 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
33.4 points below standard	Less than 11 Students	48.6 points above standard	41.2 points above standard
13 Students		Maintained +2.8 points	Decreased -13.4 points
	1 Student		
		14 Students	20 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	30.6 points above standard	Less than 11 Students	Green
21.2 points below standard	Maintained -1.5 points		18 points above standard
Decreased -3.8 points		1 Student	Decreased -3.7 points
	19 Students		
143 Students			94 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	**Reclassified English Learners**	**English Only**
85.5 points below standard	42.3 points above standard	4.8 points above standard
Increased Significantly +19.1 points	Increased +3.4 points	Decreased -4.8 points
25 Students	15 Students	254 Students

Conclusions based on this data:

1. In the area of English Language Arts, the overall population of students scored in the yellow range.

2. Reflecting on the 2023 CAASPP testing data, Hispanic students and Socioeconomically Disadvantaged students both placed the orange range. 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. English Learners and Students with Disabilities made growth from the 2022 school year to the 2023 school year.

School and Student Performance Data

## Academic Performance
Mathematics

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
37.4 points below standard	72.3 points below standard	
Decreased -12.7 points	Decreased -14.7 points	2 Students
308 Students	40 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
	68.1 points below standard	110.3 points below standard
1 Student	Decreased -11.5 points	Decreased Significantly -16.7 points
	142 Students	70 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

85.1 points below standard

13 Students

American Indian

Less than 11 Students

1 Student

Asian

21.2 points above standard

Decreased Significantly - 24.9 points

14 Students

Filipino

2.1 points below standard

Decreased Significantly - 20.2 points

20 Students

Hispanic

Orange

57.6 points below standard

Decreased -7.5 points

143 Students

Two or More Races

23.7 points below standard

Decreased Significantly - 23.8 points

19 Students

Pacific Islander

Less than 11 Students

1 Student

White

Yellow

21.5 points below standard

Decreased Significantly - 16.7 points

94 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

107.2 points below standard

Decreased -12.2 points

25 Students

Reclassified English Learners

14.2 points below standard

Decreased -3.9 points

15 Students

English Only

34.4 points below standard

Decreased -11.9 points

254 Students

Conclusions based on this data:

1. An analysis of the 2023 CAASPP Mathematics data shows All Students have scored in the orange range.

2. Reflecting on the 2023 CAASPP Mathematics data, four student groups, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students all scored in the orange or red range. This means that these students all scored below standard in the area of mathematics.

3. An analysis of the 2023 CAASPP Mathematics data show that White students are in the yellow range and saw a decrease of 16.7 points in mathematics proficiency.

School and Student Performance Data

Academic Performance
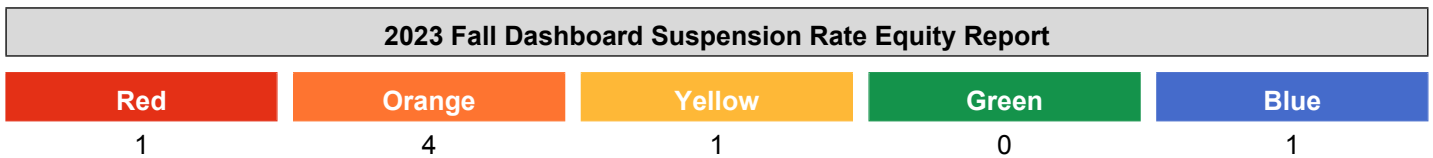### English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
0.41% making progress towards English language proficiency
Number of EL Students: 39 Students
Performance Level: 2
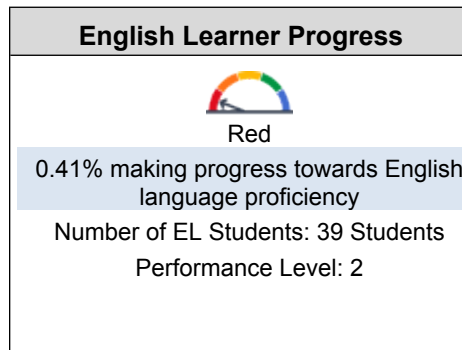
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9	11	0	16

Conclusions based on this data:

1. Overall 41% of English Learners are making progress towards English language proficiency.

2. 9% English Learners decreased one ELPI level.

3. An analysis of the data indicates that English Learner progress is in the red range.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
20.8% Chronically Absent	28.1% Chronically Absent	
Declined -1.6	Increased 2.8	5 Students
616 Students	64 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Orange
	28.9% Chronically Absent	33.7% Chronically Absent
1 Student	Declined Significantly -3.6	Declined -1.2
	294 Students	166 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
17.1% Chronically Absent	Less than 11 Students	7.1% Chronically Absent	Orange
Increased 5.1		Increased 7.1	7.5% Chronically Absent
	1 Student		Increased 1.9
35 Students		28 Students	
			40 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Yellow	Less than 11 Students	Orange
25.7% Chronically Absent	20% Chronically Absent		17.6% Chronically Absent
Declined -0.5	Declined -24.2	2 Students	Increased 0.6
300 Students	45 Students		165 Students

Conclusions based on this data:

1. The 2023 data indicates that 20.8% of All Students were chronically absent during the school year, which places the chronic absenteeism rate in the orange category.

2. There were high chronic absenteeism rates for English Learners, Students with Disabilities, Hispanic students, Filipino students, and White students. As a school, we need to continue to support these groups and their families, to ensure that they are engaged in school.

3. The 2023 data shows that 20% of students with Two or More Races were chronically absent during the school year, which is an improvement from the 2022 data.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	1	0	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
2.2% suspended at least one day	4.7% suspended at least one day	5 Students
Increased 1.6	Increased 4.7	
625 Students	64 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	Yellow
1 Student	3.3% suspended at least one day	0.6% suspended at least one day
	Increased Significantly 2.6	Increased 0.6
	300 Students	169 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
5.6% suspended at least one day Increased 5.6 36 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 29 Students	Blue 0% suspended at least one day Maintained 0 40 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 2.6% suspended at least one day Increased 1.6 306 Students	Orange 4.3% suspended at least one day Increased 4.3 46 Students	Less than 11 Students 2 Students	Orange 1.2% suspended at least one day Increased 0.6 165 Students

Conclusions based on this data:

1. Overall, Sulphur Springs had a suspension rate of 2.2% of All Students being suspended.

2. According to the 2023 CA Dashboard, English Learners, students with Two or More Races, Socioeconomically Disadvantaged students, Hispanic students, and White students were all in the orange or red category.

3. There were no suspensions of Filipino students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Student Engagement and Involvement**
> 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.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> In order to continue to strengthen student engagement and involvement for all students, including low income, 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
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> In the 2024 iReady Spring Assessment, 56% of students in grades K-6 at Sulphur Springs Community School scored on or above grade level in the area of reading. In the 2024 iReady Spring Assessment, 44% of students in grades K-6 scored on or above grade level in the area of mathematics. When examining our iReady data, we identified a need to provide strong tier 1 instruction and provide systematic intervention to support all students' academic achievement.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	iReady Reading Spring 2024 56% of students in grades K-6 scored "on or above grade level" on the Spring 2024 iReady diagnostic assessment in the area of reading.	iReady Reading Spring 2025 61% of students in grades K-6 will score "on or above grade level" on the Spring 2025 iReady diagnostic assessment in the area of reading.
Math	iReady Mathematics Spring 2024 44% of students in grades K-6 scored "on or above grade level" on the Spring 2024 iReady diagnostic assessment in the area of mathematics.	iReady Mathematics Spring 2025 50% of students in grades K-6 will score "on or above grade level" on the Spring 2025 iReady diagnostic assessment in the area of mathematics.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All Students	0 District Funded None Specified
1.2	The school and District will provide current CA State approved textbooks and materials in all core subject areas for all students to support their instructional program.	All Students	19,306.60 LCFF-Base 4000-4999: Books And Supplies Materials and Supplies 200.00 LCFF-Base 5000-5999: Services And Other Operating Expenditures Postage
1.3	The school and District will implement a maintenance plan to repair and maintain the site and play areas to support all students' learning in safe and secure facilities.	All Students	15,000.00 LCFF-Base 4000-4999: Books And Supplies Custodial Supplies
1.4	Working with the District, the school will maintain noon supervisors at all sites to support all students' safety and supervision. The school will provide regular noon supervisor training on mandatory training, safety procedures, etc...	All Students	3,000.00 LCFF-Base 2000-2999: Classified Personnel Salaries Extra hours for trainings, meetings, and support 300.00 LCFF-Base 3000-3999: Employee Benefits Extra hours for trainings, meetings, and support
1.5	The school will conduct monthly safety drills to support safety for all students and staff.	All Students	0 District Funded
1.6	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.	English Learners (EL), Foster Youth, Low Income Students	900.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Office Support (extra duty) 374.32 LCFF- Supplemental 3000-3999: Employee Benefits Benefits for Office Support
1.7	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.	English Learners (EL), Foster Youth, Low Income Students	0 District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Sulphur Springs successfully implemented the strategies and activities for Goal 1. While we have seen student growth in the area of English Language Arts and Mathematics, we did not meet our goals in this area. We need to continue to provide intervention and strong tier 1 instruction to our students in these area. We also need to continue to explore training for our noon supervisors in the areas of conflict resolution and positive behavior systems.

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 unexpected leave by school administration, there were not as many noon supervisor meetings/trainings as expected.

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.

More money has been budgeted for training for our noon supervisors, as they will be participating in training through Playworks. We have seen a significant decrease in supplemental funding, so we have budgeted less money for intervention materials. Sulphur Springs will keep our community liaison, however the position is being removed from Goal 1 and kept solely within Goal 3: Family and Community Engagement. Additionally, iReady data will be used in place of STAR and CAASPP data, 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 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Student Achievement**
> 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.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

> When examining our CAASPP and iReady data, we identified a need to provide strong tier 1 instruction and 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 score in the area of ELA. Based on the students' needs, intervention and frequent monitoring will be provided through MTSS, Learning Support Teachers, and grade level PLCs.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	iReady Reading Spring 2024 56% of students in grades K-6 scored "on or above grade level" on the Spring 2024 iReady diagnostic assessment in the area of reading.	iReady Reading Spring 2025 61% of students in grades K-6 will score "on or above grade level" on the Spring 2025 iReady diagnostic assessment in the area of reading.
Mathematics	iReady Mathematics Spring 2024 44% of students in grades K-6 scored "on or above grade level" on the Spring 2024 iReady diagnostic assessment in the area of mathematics.	iReady Mathematics Spring 2025 50% of students in grades K-6 will score "on or above grade level" on the Spring 2025 iReady diagnostic assessment in the area of mathematics.
English Learners	In 2023-2024, 3 students were reclassified as fluent English proficient.	In 2024-2025, 10% or more English Learners will reclassify.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	For English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and mathematics 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, as well as, addressing social/emotional needs of students.	English Learners (EL), Foster Youth, Low Income Students	0 District Funded
2.2	To mitigate learning loss, as evidenced by state and local assessments, the school will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low Income students.	English Learners (EL), Foster Youth, Low Income Students	5,252.00 LCFF- Supplemental 4000-4999: Books And Supplies Intervention Materials
2.3	To address the learning needs of English Learners, 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.	English Learners (EL), Foster Youth, Low Income Students	2,800.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Tier Meetings 720.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries SST Meetings 1,400.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Peer Observations
2.4	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 all students including English Learner, Foster Youth and Low Income students.	English Learners (EL), Foster Youth, Low Income Students	0 LCFF- Supplemental
2.5	The District will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners and Low Income students.	English Learners (EL), Foster Youth, Low Income Students	0 District Funded
2.6	The District will provide substitute teachers to support classroom teachers in administering the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learners	0 District Funded
2.7	The District will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for	English Learners	0 District Funded

	English Learner students to support mastery of the English language.		
2.8	For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels.	English Learners (EL), Foster Youth, Low Income Students	0 District Funded
2.9	Sulphur Springs, along with the District, will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program.	All Students	0 District Funded
2.10	Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income students who may have limited access to literacy materials at home.	English Learners (EL), Foster Youth, Low Income Students	0 District Funded
2.11	To address the underperformance on state and local assessment, the District will provide Teachers and Teachers on Special Assignment (TOSAs) who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students.	English Learners (EL), Foster Youth, Low Income Students	0 District Funded
2.12	To ensure low income students receive opportunities to develop creativity and innovative practices, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	Low Income	60,000.00 Prop 28 1000-1999: Certificated Personnel Salaries Music Teacher 22,340.00 Prop 28 3000-3999: Employee Benefits Music Teacher Benefits 1,786.00 Prop 28 4000-4999: Books And Supplies Materials and Supplies 1,100.00 Prop 28 5800: Professional/Consulting Services And Operating Expenditures Site Travel and Conferences 1,500.00 Prop 28 5000-5999: Services And Other Operating Expenditures Instrument Repairs
2.13	The District and the school will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Foster Youth and Low Income students.	English Learners (EL), Foster Youth, Low Income Students	1,000.00 LCFF-Base 4000-4999: Books And Supplies Computer Related Expenses
2.14	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 low income students	English Learners (EL), Foster Youth, Low Income Students	0 LCFF- Supplemental

	in the use of technology to meet grade level standards.		
2.15	Learning Support Teachers will provide additional Tiers II and III intervention supports to identified students to support academic achievement. In addition, Learning Student Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement.	English Learners (EL), Foster Youth, Low Income Students	0 District Funded
2.16	The 2023 CA Dashboard reflected a red indicator in the English Language Performance Indicator at Sulphur Springs Community School. Teachers and Learning Support Teachers will participate in professional development that assist teachers in developing a stronger understanding of designated and integrated English Language Development, as well as, supporting teachers with the implementation of Orton Gillingham to assist students with phonological awareness and learning of the English Language rules.	English Learner	0 District Funded
2.17	To mitigate the achievement gap in the area of mathematics, the school will provide a substitute to support with math intervention.	All Students	8,028.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Math Intervention: 3 days per week for 12 weeks

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We were able to implement most of the strategies within Goal 2. Due to a substitute shortage, we were not able to implement the plan for tier meetings and SST meetings for our teachers. iReady and CAASPP data show that many of our students have learning gaps that need to be targeted to support student achievement. Learning Support Teachers were able to push into classrooms to provide strong Tier 1 instruction and were able to meet regularly with their intervention groups, which supported growth in a majority of students. Providing students with intervention in the area of mathematics will improve academic success.

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

We combined the allocated funds for computer related expenses, MakerSpace, and enrichment supplies to purchase iPads for students to utilize for coding and robotics for the MakerSpace. Additionally, we did not utilize the allocated funding for conferences and workshops. The money was earmarked for the school social worker and the school psychologist to attend Zones of Proximal Development training, however the District purchased Second Step to target social emotional learning. We decided that it would more beneficial to focus on implementing a cohesive social emotional curriculum school-wide.

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.

iReady data will be used in place of STAR and CAASPP data, which creates new baseline data for English Language Arts and Mathematics. Math intervention will be provided during the school day with the support of a substitute. Funding for conferences or workshops has been removed.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Family and Community Engagement and Involvement
All families and the broader community are welcomed and are partners in supporting the whole child.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square	In 2023-2024, Sulphur Springs reaches 99% of Parents via ParentSquare. 57.9% of parents interact with ParentSquare.	In 2024-2025, Sulphur Springs will maintain a parent communication rate of 99% utilizing ParentSquare. Increase the percentage of parents who interact with ParentSquare to 60%
Parent Attendance	In 2023-2024, Sulphur Springs had low turn out for Coffee with the Principal and English Language Advisory Council.	In 2024-2025, parent attendance for Coffee with the Principal and English Language Advisory Council will increase to 6-10 parents.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

3.1	The school will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.	English Learners and Low Income Students	4,500.00 LCFF-Base 2000-2999: Classified Personnel Salaries 1.15 hr for Office Specialist 1,700.00 LCFF-Base 2000-2999: Classified Personnel Salaries 1.15 hr for Office Specialist Benefits 5,000.00 LCFF-Base 2000-2999: Classified Personnel Salaries Community Liaison Benefits 2,000.00 LCFF-Base 3000-3999: Employee Benefits Community Liaison Benefits
3.2	The school will 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.	English Learners	500.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Translation Services
3.3	Staff will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will 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 and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.	All Students	0 District Funded 5,300.00 LCFF-Base 1000-1999: Certificated Personnel Salaries Teacher Participation in Advisory Groups and School Committees/Activities 848.40 LCFF-Base 3000-3999: Employee Benefits Teacher Participation in Advisory Groups and School Committees/Activities 900.00 LCFF-Base 1000-1999: Certificated Personnel Salaries Kindergarten Orientation and Testing 100.00 LCFF-Base 3000-3999: Employee Benefits Benefits for Kindergarten Orientation and Testing
3.4	To support parents of English Learners who are scoring below proficiency, Sulphur Springs, along with the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational	English Learners	0 District Funded

		resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in Goal 2 Action 4.		649.68 LCFF- Supplemental 4000-4999: Books And Supplies Parent/Family Workshops 100.00 LCFF- Supplemental 4000-4999: Books And Supplies Resources for EL Students
3.5		To assure low income and Foster Youth 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.	Low Income Students and Foster Youth	0 District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We were able to implement most of the strategies within Goal 3. We saw an increase in attendance for ELAC meetings, which is being attributed to offering a home-school connection activity. While we maintained our ability to reach 99% of families through ParentSquare, we did not meet our goal of increasing parent interaction with Parent Square.

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 using District Translators, we utilized less money than was allocated for translation services. Instead of utilizing the funds allocated for parent workshops on staff, we used the budgeted monies on ELA activities for Read Across America/STEAM night.

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 annual outcome for parent/family engagement has been changed to include both ELAC participation and Coffee with the Principal participation. We have budgeted less money for translation services. There has also been a change in the funding source for our community liaison, which will now come out of supplemental funding. Additionally, the Parent/Family workshop funding has been changed to purchase materials and supplies for the family events.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Supporting the whole child
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.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

For the 2023-2024 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 Second Step, which will support our students with their social and emotional development. We will continue to collect baseline data to analyze and support the emotional and behavioral needs of students.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase attendance	According to the 2023 California Dashboard, the Chronic Absenteeism rate for the site was 20.8%.	In 2024-2025, the chronic absenteeism rate will decline to 17%.
Reduce suspensions	According to the 2023 California Dashboard, the suspension rate for Sulphur Springs Community School was 2.2%.	During the 2024-2025 school year, the suspension rate will be 1.5%.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys.	All Students	0 District Funded
4.2	To remove barriers for low income students from accessing their academic program, the district will provide counseling to support social/emotional wellness and academic success in school.	Low Income Students	0 District Funded

4.3	To remove barriers for students from accessing their academic program, the District will provide counseling services to support social/emotional wellness and academic success in school.	All Students	0 District Funded
4.4	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	English Learners (EL), Foster Youth, Low Income Students	0 District Funded
4.5	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, the District will provide Social Workers and support personnel to provide comprehensive services.	Low Income Students, Foster Youth, and Homeless Students	0 LCFF- Supplemental
4.6	To support student connectedness and build positive relationships at the school site, Sulphur Springs and the District will provide positive academic and behavior programs that promote student engagement for unduplicated students.	English Learners (EL), Foster Youth, Low Income Students	0 LCFF- Supplemental
4.7	To support student engagement and connectedness, schools will promote a positive school climate to foster youth development and academic achievement.	All Students	0 District Funded 1,000.00 LCFF- Supplemental 4000-4999: Books And Supplies Assembly Awards, Certificates, and Incentives
4.8	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who required behavioral intervention per their IEP.	Students with Disabilities	0 District Funded
4.9	To support the heath needs of our students, Sulphur Springs will provide health office supplies.	All Students	500.00 LCFF-Base 4000-4999: Books And Supplies Nursing Supplies

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The school was able to support students by implementing the strategies/activities listed. There has been an improvement in student attendance, however there was also an increase in student suspensions.

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

Capturing Kids Hearts training was offered to teachers during the summer, however only one teacher was able to attend. As providing official Capturing Kids Hearts training to the entire staff has proven to be a challenge, the school has moved towards using Second Step to support social emotional development for students.

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.

While we will continue to promote principles from Capturing Kids Hearts, Sulphur Springs will focus more on using the Second Step program to target the social emotional development of our students. Sulphur Springs will not qualify for Title 1 funding for the 2024-2025 school year, so we will be using a District Social Worker to support the social emotional well-being of our students.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$168,105.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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 ($)
District Funded	$0.00
LCFF- Supplemental	$21,724.00
LCFF-Base	$59,655.00
Prop 28	$86,726.00

Subtotal of state or local funds included for this school: $168,105.00

Total of federal, state, and/or local funds for this school: $168,105.00

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	-10,823.00
LCFF- Supplemental/Concentration	24582	24,582.00
Misc. Grants	0	0.00
PTA	29250.00	29,250.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	21,724.00
LCFF-Base	59,655.00
Prop 28	86,726.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	79,148.00
2000-2999: Classified Personnel Salaries	15,600.00
3000-3999: Employee Benefits	25,962.72
4000-4999: Books And Supplies	44,594.28
5000-5999: Services And Other Operating Expenditures	1,700.00
5800: Professional/Consulting Services And Operating Expenditures	1,100.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
None Specified	District Funded	0.00
	LCFF- Supplemental	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental	12,948.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental	1,400.00
3000-3999: Employee Benefits	LCFF- Supplemental	374.32
4000-4999: Books And Supplies	LCFF- Supplemental	7,001.68
1000-1999: Certificated Personnel Salaries	LCFF-Base	6,200.00
2000-2999: Classified Personnel Salaries	LCFF-Base	14,200.00
3000-3999: Employee Benefits	LCFF-Base	3,248.40
4000-4999: Books And Supplies	LCFF-Base	35,806.60
5000-5999: Services And Other Operating Expenditures	LCFF-Base	200.00
1000-1999: Certificated Personnel Salaries	Prop 28	60,000.00
3000-3999: Employee Benefits	Prop 28	22,340.00
4000-4999: Books And Supplies	Prop 28	1,786.00
5000-5999: Services And Other Operating Expenditures	Prop 28	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Prop 28	1,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,080.92
Goal 2	105,926.00
Goal 3	21,598.08
Goal 4	1,500.00

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, Principal	Principal
Katie Calnan, Teacher	Classroom Teacher
Trish McCloud, Teacher	Classroom Teacher
Aleen Odadjian, Teacher	Classroom Teacher
Dionne Hinson, Classified Staff	Other School Staff
Chrystal Ramos, Parent	Parent or Community Member
Jessica Coleman, Parent	Parent or Community Member
Lauren Walker, Parent	Parent or Community Member
Sonia Chavez, Parent	Parent or Community Member
Claudia Pineda, 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 .

Attested:

	Principal, Katie Palacios on 5/31/24
	SSC Chairperson, Lauren Walker on