

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 29, 2025	June 11, 2025

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 Trustees by the School Site Council and educational partners.

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 2024-2025 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 SPSA survey - 4/21/25; 4/28/25 Input from parents from ELAC meetings - 4/30/25; 5/21/25 Input from leadership team leads in regards to team needs - 5/5/25 Input from School Site Council - 4/24/25; 5/15/25; 5/29/25

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Learner Progress: Red - Data from the California State Dashboard illustrates that 29.5% of English Learners are making progress towards English language proficiency, which is lower than the statewide average. Additionally, 23.1% of students decreased one ELPI level.

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

English Language Arts - The performance of Students with Disabilities was in the red range for English Language Arts. While they were 77.1 points below standard and the scores had decreased by 9.8 points, they did remain above the statewide average.

Chronic Absenteeism - Students who are Socioeconomically Disadvantaged scored in the red range in the area of Chronic Absenteeism. The percentage of Students who are Socioeconomically Disadvantaged is 30.3%, which is significantly higher than the statewide percentage of 23.4% of students in the same category.

Suspension - Students with Disabilities were in the red range for suspension, with 3.1% being suspended at least one day. This was lower than the statewide average of 5.4%.

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 reviewed our iReady data in Spring 2025 and noted the following trends in the area of reading:

All students - 53% at or above grade level, 28% one grade level below, 19% two or more grade levels below

English Learners - 13% at or above grade level, 42% one grade level below, 45% two or more grade levels below

Hispanic - 44% at or above grade level, 33% one grade level below, 23% two or more grade levels below

African American - 66% at or above grade level, 8% one grade level below, 27% two or more grade levels below

White - 50% at or above grade level, 31% one grade level below, 19% two or more grade levels below

We reviewed our iReady data in Spring 2025 and noted the following trends in the area of math:
All students - 37% at or above grade level, 46% one grade level below, 16% two or more grade levels below
English Learners - 15% at or above grade level, 45% one grade level below, 40% two or more grade levels below
Hispanic - 29% at or above grade level, 49% one grade level below, 21% two or more grade levels below
African American - 46% at or above grade level, 27% one grade level below, 27% two or more grade levels below
White -37% at or above grade level, 45% one grade level below, 18% two or more grade levels below

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											
	Per	cent of Enrollr	ment	Nu	mber of Stude	ents						
Student Group	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						
		Tot	tal Enrollment	555	595	600						

Enrollment By Grade Level

	Student Enrollmer	nt by Grade Level							
Overde	Number of Students								
Grade	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						

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

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											
04 15 4 0 5	Num	ber of Stud	lents	Percent of Students							
Student Group	21-22	22-23	23-24	21-22	22-23	23-24					
English Learners (EL)	55	63	60	9.9%	10.6%	10.0%					
Fluent English Proficient (FEP)	36	33	31	6.5%	5.5%	5.2%					
Reclassified Fluent English Proficient (RFEP)	5	5	13	0.9%	0.8%	2.2%					

- 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 tested as Fluent English Proficient has decreased over the last 3 years.
- 3. English Learners make up 10% of the student population.

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

	Overall Participation for All Students													
Grade # of Students Enrolled			# of S	tudents 1	Γested	# of Students with Scores			% of Enrolled Students Tested					
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24		
Grade 3	56	91	74	56	88	74	56	88	74	100.0	96.7	100		
Grade 4	82	56	91	81	56	89	81	56	89	98.8	100.0	97.8		
Grade 5	83	79	53	82	78	53	82	78	53	98.8	98.7	100		
Grade 6	76	77	77	75	77	77	75	77	77	98.7	100.0	100		
All Grades	297	303	295	294	299	293	294	299	293	99.0	98.7	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 Mean Scale Score		% Standard Exceeded			%	% Standard Met			% Standard Nearly Met			% Standard Not Met			
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2442.	2414.	2425.	30.36	22.73	33.78	25.00	23.86	12.16	25.00	21.59	20.27	19.64	31.82	33.78
Grade 4	2498.	2489.	2453.	39.51	35.71	21.35	24.69	26.79	22.47	18.52	12.50	23.60	17.28	25.00	32.58
Grade 5	2488.	2533.	2515.	20.73	28.21	30.19	28.05	33.33	28.30	19.51	23.08	16.98	31.71	15.38	24.53
Grade 6	2535.	2519.	2551.	24.00	11.69	27.27	32.00	32.47	28.57	24.00	32.47	31.17	20.00	23.38	12.99
All Grades	N/A	N/A	N/A	28.57	23.75	27.65	27.55	29.10	22.53	21.43	23.08	23.55	22.45	24.08	26.28

Reading Demonstrating understanding of literary and non-fictional texts											
	% A k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24		
Grade 3	25.00	19.32	24.32	58.93	56.82	56.76	16.07	23.86	18.92		
Grade 4	33.33	26.79	19.10	54.32	58.93	66.29	12.35	14.29	14.61		
Grade 5	14.63	30.77	32.08	70.73	58.97	49.06	14.63	10.26	18.87		
Grade 6	28.00	22.08	29.87	53.33	58.44	55.84	18.67	19.48	14.29		
All Grades	25.17	24.41	25.60	59.52	58.19	58.02	15.31	17.39	16.38		

Writing Producing clear and purposeful writing											
	% A k	ove Stan	ndard	% At o	r Near St	andard	% Ве	elow Stan	dard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24		
Grade 3	19.64	15.91	18.92	58.93	47.73	39.19	21.43	36.36	41.89		
Grade 4	25.93	30.36	11.24	55.56	46.43	56.18	18.52	23.21	32.58		
Grade 5	19.51	23.08	22.64	53.66	58.97	54.72	26.83	17.95	22.64		
Grade 6	8.00	6.49	19.48	66.67	62.34	59.74	25.33	31.17	20.78		
All Grades	18.37	18.06	17.41	58.50	54.18	52.56	23.13	27.76	30.03		

Listening Demonstrating effective communication skills											
% Above Standard % At or Near Standard % Below Sta											
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24		
Grade 3	14.29	14.77	14.86	76.79	73.86	72.97	8.93	11.36	12.16		
Grade 4	19.75	10.71	5.62	72.84	69.64	82.02	7.41	19.64	12.36		
Grade 5	7.32	14.10	9.43	80.49	76.92	67.92	12.20	8.97	22.64		
Grade 6	17.33	15.58	10.39	73.33	75.32	80.52	9.33	9.09	9.09		
All Grades	14.63	14.05	9.90	75.85	74.25	76.79	9.52	11.71	13.31		

Research/Inquiry Investigating, analyzing, and presenting information												
	% A k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard			
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24			
Grade 3	17.86	18.18	18.92	66.07	59.09	60.81	16.07	22.73	20.27			
Grade 4	22.22	17.86	10.11	66.67	75.00	75.28	11.11	7.14	14.61			
Grade 5	18.29	24.36	24.53	60.98	64.10	58.49	20.73	11.54	16.98			
Grade 6	22.67	16.88	24.68	58.67	64.94	67.53	18.67	18.18	7.79			
All Grades	20.41	19.40	18.77	62.93	64.88	66.55	16.67	15.72	14.68			

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 52.85% in the 2022-2023 school year to 50.18% in the 2023-2024 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 2023-2024 school year, 30.03% 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 has been an overall slight decrease in the percentage of students scoring below standard in the area of Research/Inquiry. During the 2023-2024 school year, 14.68% of students scored below grade level, while in 2022-2023 15.72% of students scored below grade level in this area, and in 2021-2022 16.67% of students scored below grade level.

CAASPP Results Mathematics (All Students)

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

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

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

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

				Overall	Participa	ation for	All Stude	ents				
Grade	# of Stu	udents E	nrolled	# of St	tudents 1	Γested	# of \$	Students Scores	with	% of Er	rolled St	tudents
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	56	91	74	56	88	74	56	88	74	100.0	96.7	100
Grade 4	82	56	91	81	56	89	81	56	89	98.8	100.0	97.8
Grade 5	83	79	53	83	78	53	83	78	53	100.0	98.7	100
Grade 6	76	77	77	75	77	77	75	77	77	98.7	100.0	100
All Grades	297	303	295	295	299	293	295	299	293	99.3	98.7	99.3

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

				C	Overall	Achiev	ement	for All	Studer	nts					
Grade	Mean	Scale	Score		Standa xceede		%	Standa Met	ard		Standa early M			Standa Not Me	
Level	21-22 22-23 23-2		23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2435.	2414.	2430.	23.21	13.64	24.32	28.57	31.82	22.97	26.79	19.32	21.62	21.43	35.23	31.08
Grade 4	2481.	2454.	2447.	27.16	16.07	12.36	24.69	25.00	29.21	25.93	28.57	22.47	22.22	30.36	35.96
Grade 5	2465.	2494.	2490.	9.64	20.51	16.98	15.66	11.54	18.87	30.12	30.77	28.30	44.58	37.18	35.85
Grade 6	2527.	2486.	2534.	17.33	5.19	25.97	24.00	19.48	19.48	28.00	38.96	28.57	30.67	36.36	25.97
All Grades	N/A	N/A	N/A	18.98	13.71	19.80	22.71	22.07	23.21	27.80	29.10	24.91	30.51	35.12	32.08

Using appropriate			g & Mode es to solv				ical probl	ems	
	% A k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.64	20.45	29.73	55.36	53.41	41.89	25.00	26.14	28.38
Grade 4	30.86	17.86	13.48	38.27	51.79	49.44	30.86	30.36	37.08
Grade 5	9.64	17.95	9.43	54.22	56.41	64.15	36.14	25.64	26.42
Grade 6	12.00	5.19	16.88	64.00	50.65	53.25	24.00	44.16	29.87
All Grades	17.97	15.38	17.75	52.54	53.18	51.19	29.49	31.44	31.06

Demo	onstrating	Commu ability to		Reasonir mathem	_	nclusions			
	% A k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.79	14.77	28.38	55.36	56.82	47.30	17.86	28.41	24.32
Grade 4	24.69	17.86	16.85	58.02	44.64	55.06	17.28	37.50	28.09
Grade 5	4.82	17.95	15.09	66.27	60.26	58.49	28.92	21.79	26.42
Grade 6	17.33	6.49	19.48	58.67	68.83	57.14	24.00	24.68	23.38
All Grades	17.63	14.05	20.14	60.00	58.53	54.27	22.37	27.42	25.60

- Looking at the overall achievement of all students, there was an increase in the percentage of students who met or exceeded grade level standard in the area of Mathematics, from 35.78% in the 2022-20223 school year to 43.01% in the 2023-2024 school year.
- 2. In the area of Communicating Reasoning, we had the highest percentage of students scoring above standard at 20.14% in the 2023-2024 school year, however 25.6% of students scored below standard in this area during the same year. 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.
- There was an overall increase in the percentage of 3rd students who exceeded grade level standards in the area of Problem Solving and Modeling Data Analysis from 20.45% in the 2022-2023 school year to 29.73% during the 2023-2024 school year. Additionally, the percentage of students in 3rd grade who exceeded grade level standards in the area of Communicating Reasoning increased from 14.77% in the 2022-2023 school year to 28.38% in the 2023-2024 school year.

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 <u>English Language Proficiency Assessments for California (ELPAC)</u> web page or the <u>ELPAC.org</u> website for more information about the ELPAC.

ELPAC Results

		Nu	mber of	ELPAC Students			ssment l		tudents			
Grade		Overall		Ora	al Langu	age	Writt	en Lang	uage		lumber d dents Te	-
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1383.6	*	1388.7	1388.3	*	1398.3	1372.4	*	1366.2	12	11	13
1	*	*	*	*	*	*	*	*	*	7	6	7
2	*	*	*	*	*	*	*	*	*	9	5	6
3	*	*	*	*	*	*	*	*	*	6	9	6
4	*	*	*	*	*	*	*	*	*	8	4	10
5	*	*	*	*	*	*	*	*	*	9	8	*
6	*	*	*	*	*	*	*	*	*	*	6	7
All Grades										54	49	52

		Pe	rcentaç	ge of St	tudents		all Lan	guage orman	ce Lev	el for A	II Stud	ents			
Grade		Level 4	Ļ		Level 3	}		Level 2	2		Level 1			al Num Studer	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.33	*	7.69	25.00	*	46.15	41.67	*	23.08	25.00	*	23.08	12	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	6.25	7.69	29.63	37.50	34.62	38.89	39.58	42.31	20.37	16.67	15.38	54	48	52

		Pe	rcentaç	ge of St	tudents		l Lang ch Perf		ce Leve	el for A	II Stud	ents			
Grade		Level 4	l		Level 3	}		Level 2	2		Level 1			al Num Studer	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	*	7.69	41.67	*	53.85	33.33	*	15.38	25.00	*	23.08	12	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.93	16.67	23.08	35.19	45.83	44.23	22.22	27.08	21.15	16.67	10.42	11.54	54	48	52

		Pe	rcenta	ge of S	tudents		en Lan ch Perf	guage orman	ce Leve	el for A	II Stude	ents			
Grade		Level 4	ļ.		Level 3	}		Level 2	2		Level 1			al Num Studer	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.33	*	7.69	25.00	*	23.08	33.33	*	46.15	33.33	*	23.08	12	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	2.08	3.85	24.07	29.17	17.31	35.19	35.42	40.38	35.19	33.33	38.46	54	48	52

		Percent	age of S	tudents l		ing Dom		_evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numl f Studen	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	*	15.38	58.33	*	46.15	25.00	*	38.46	12	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.07	25.00	17.31	61.11	62.50	61.54	14.81	12.50	21.15	54	48	52

		Percent	age of S	tudents l		ing Dom in Perfo		_evel for	All Stud	ents		
Grade	Wel	II Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numl f Studen	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	*	15.38	75.00	*	61.54	25.00	*	23.08	12	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.19	35.42	34.62	42.59	45.83	55.77	22.22	18.75	9.62	54	48	52

		Percent	age of S	tudents l		ng Doma in Perfoi		_evel for	All Stud	ents		
Grade	Wel	II Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numl f Studen	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.33	*	7.69	66.67	*	61.54	25.00	*	30.77	12	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	6.25	3.85	59.26	62.50	48.08	35.19	31.25	48.08	54	48	52

		Percent	age of S	tudents l		ng Doma in Perfoi		_evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numl f Studen	
Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	*	30.77	25.00	*	46.15	50.00	*	23.08	12	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	20.83	9.62	59.26	50.00	65.38	29.63	29.17	25.00	54	48	52

- 1. During the 2023-2024 school year and the 2021-2022 school year, the kindergarten grade level was the only subgroup large enough for us to gather data for. During the 2022-2023 school year, there were no student groups large enough for us to gather data for.
- 2. The writing 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.

Student Population

The 2024 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.

	2023-24 Stud	ent Population	
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
600	33.8%	10%	1%
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.

2023-24 Enrollment for All Students/Student Group				
Student Group Total Percentage				
English Learners	60	10%		
Foster Youth	6	1%		
Homeless	5	0.8%		
Socioeconomically Disadvantaged	203	33.8%		
Students with Disabilities	145	24.2%		

Enrollment by Race/Ethnicity				
Student Group Total Percentage				
African American	30	5%		
American Indian	2	0.3%		
Asian	25	4.2%		
Filipino	42	7%		
Hispanic	299	49.8%		
Two or More Races	35	5.8%		
Pacific Islander	2	0.3%		
White	156	26%		

- 1. The largest student group at Sulphur Springs are Hispanic students (49.8%). The school site needs to continue to encourage and increase our parent participation in advisory committees, such as ELAC or Site Council, to continue to support students' social emotional needs and academic achievement.
- 2. With 33.8% Socioeconomically Disadvantaged students, the school site needs 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.
- 3. Sulphur Springs Community School serves a diverse student population. The school site needs to continue to find ways to support all of our student groups with academic growth, including our Students with Disabilities (24.2%).

Overall Performance

The 2024 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."



Lowest Performance



Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance English Language Arts

Yellow

Academic Engagement

Chronic Absenteeism

Yellow

Conditions & Climate

Suspension Rate

Yellow

Mathematics

Yellow

English Learner Progress

Red

Conclusions based on this data:

1. The 2024 CA Dashboard data shows that Sulphur Springs has an overall performance of yellow in the area of chronic absenteeism. While the school 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.

- The 2024 CA Dashboard indicates that students had an overall performance of yellow in the area of English Language Arts, which is the same overall performance the school had for the 2023 school year.
- 3. The 2024 CA Dashboard shows that students had an overall performance of yellow in the area of Mathematics, which is an increase from the performance of orange in the 2023 school year.

Academic Performance English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

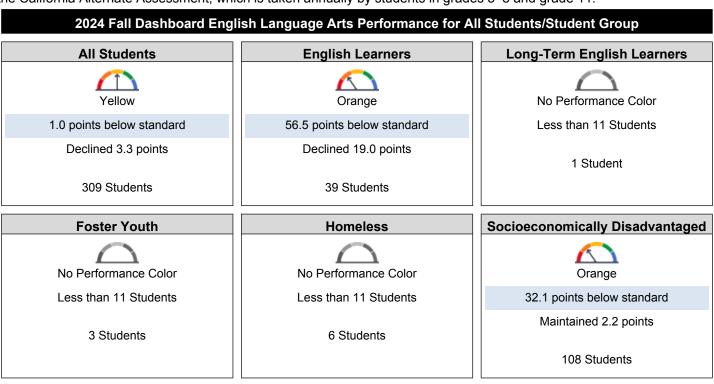
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	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.



Students with Disabilities



Red

77.1 points below standard

Declined 9.8 points

76 Students

African American



No Performance Color

49.3 points below standard

Declined 15.9 points

15 Students

American Indian



No Performance Color

Less than 11 Students

1 Student

Asian



No Performance Color

43.5 points above standard

Declined 5.1 points

11 Students

Filipino



No Performance Color

20.3 points above standard

Declined 20.9 points

24 Students

Hispanic



Yellow

17.9 points below standard

Increased 3.2 points

145 Students

Two or More Races



No Performance Color

41.9 points above standard

Increased 11.2 points

16 Students

Pacific Islander



No Performance Color Less than 11 Students

1 Student

White



16.1 points above standard

Maintained 1.9 points

93 Students

- 1. In the area of English Language Arts, the overall population of students scored in the yellow range.
- 2. Reflecting on the 2024 CAASPP testing data, English Learners and Socioeconomically Disadvantaged students both performed in the orange range. As a school, we need to continue to target these groups to ensure that they receive additional academic support to ensure they make academic progress.
- 3. Hispanic students increased 3.2 points from the 2023 school year to the 2024 school year.

Academic Performance Mathematics

The 2024 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."









Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics 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 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group **All Students English Learners** Long-Term English Learners Orange No Performance Color 25.1 points below standard 78.8 points below standard Less than 11 Students Declined 6.5 points Increased 12.3 points 1 Student 309 Students 39 Students **Foster Youth Homeless** Socioeconomically Disadvantaged No Performance Color No Performance Color Yellow Less than 11 Students 62.4 points below standard Less than 11 Students Increased 5.7 points 6 Students 3 Students 108 Students

Students with Disabilities



Orange

103.2 points below standard

Increased 7.1 points

76 Students

African American



No Performance Color

60.3 points below standard

Increased 24.8 points

15 Students

American Indian



No Performance Color

Less than 11 Students

1 Student

Asian



No Performance Color

33.5 points above standard

Increased 12.2 points

11 Students

Filipino



No Performance Color

7.1 points above standard

Increased 9.1 points

24 Students

Hispanic



Yellow

43.8 points below standard

Increased 13.8 points

145 Students

Two or More Races



No Performance Color

6.4 points below standard

Increased 17.2 points

16 Students

Pacific Islander



No Performance Color Less than 11 Students

1 Student

White



6.0 points below standard

Increased 15.5 points

93 Students

- 1. An analysis of the 2024 CAASPP Mathematics data shows All Students have scored in the yellow range.
- 2. Reflecting on the 2024 CAASPP Mathematics data, two student groups, including English Learners and Students with Disabilities, scored in the orange range. This means that these students scored below standard in the area of mathematics.
- 3. An analysis of the 2024 CAASPP Mathematics data show that all student groups, with the exception of English Learners, showed an increase in their overall math points.

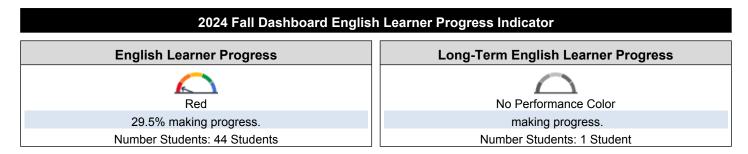
Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



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.

2024 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 Leas		Progressed At Least One ELPI Level
20.5%	38.6%	2.3%	27.3%

- 1. Overall 29.5% of English Learners are making progress towards English language proficiency.
- 2. 20.5% of English Learners decreased one ELPI level.
- **3.** An analysis of the data indicates that English Learner progress is in the red range.

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very LowLowMediumHighVery HighLowest PerformanceHighest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group			
All Students	English Learners	Long-Term English Learners	
Foster Youth	Homeless	Socioeconomically Disadvantage	
Students with Disabilities	African American	American Indian	
Asian	Filipino	Hispanic	
Two or More Races	Pacific Islander	White	

Conclusions based on this data:

1. There is no data for elementary students.

Academic Engagement Chronic Absenteeism

The 2024 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."



Lowest Performance







Blue

Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students Yellow 18.8% Chronically Absent Declined 2 617 Students

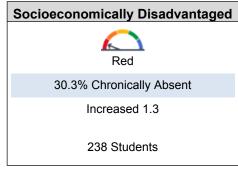
English Learners	
Orange	
24.6% Chronically Absent	
Declined 3.5	
65 Students	

Long-Term English Learners
No Performance Color
Fewer than 11 students - data not displayed for privacy
1 Student

No Performance Color
Fewer than 11 students - data not displayed for privacy
7 Students

Foster Youth

Homeless			
No Performance Color			
33.3% Chronically Absent			
0			
12 Students			



Students with Disabilities

Orange

32.9% Chronically Absent

Declined 0.8

161 Students

African American

Yellow

13.3% Chronically Absent

Declined 3.8

30 Students

American Indian



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Asian

No Performance Color

4% Chronically Absent

Declined 3.1

25 Students

Filipino



Orange

9.3% Chronically Absent

Increased 1.8

43 Students

Hispanic



Orange

24.7% Chronically Absent

Declined 1

312 Students

Two or More Races



18.2% Chronically Absent

Declined 1.8

44 Students

Pacific Islander



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

White



11.9% Chronically Absent

Declined 5.6

159 Students

- 1. The 2024 data indicates that 18.8% of All Students were chronically absent during the school year, which places the chronic absenteeism rate in the yellow category. As a school, we need to continue to support all student groups and their families to ensure that they are engaged in school.
- 2. The 2024 CA Dashboard data indicates that there has been some improvement in the area of chronic absenteeism for English Learners, Students with Disabilities, African American students, Hispanic students, students with Two or More Races, and White students.
- 3. The 2024 CA Dashboard data indicates that there has been an increase in the percentage of Socioeconomically Disadvantaged students and Filipino students who are chronically absent.

Academic Engagement Graduation Rate

The 2024 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.

2024 Fall Dashboard Graduation Rate Equity Report					
Red	Orange	Yellow	Green	Blue	

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group			
All Students	English Learners	Long-Term English Learners	
Foster Youth	Homeless	Socioeconomically Disadvantaged	
Students with Disabilities	African American	American Indian	
Asian	Filipino	Hispanic	
Two or More Races	Pacific Islander	White	

Conclusions based on this data:

1. There is no data for elementary students.

Conditions & Climate Suspension Rate

The 2024 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."









Blue
Highest Performance

Lowest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	1	2

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.

All Students English Learners Vellow 2.3% suspended at least one day Maintained 0% English Learners Fenglish Learners No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student



Students with Disabilities



Rec

3.1% suspended at least one day

Increased 2.5%

161 Students

African American



Yellow

3.3% suspended at least one day

Declined 2.2%

30 Students

American Indian



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Asian



No Performance Color

0% suspended at least one day

Maintained 0%

26 Students

Filipino



Blue

0% suspended at least one day

Maintained 0%

43 Students

Hispanic



Orange

3.2% suspended at least one day

Increased 0.6%

316 Students

Two or More Races



Blue

0% suspended at least one day

Declined 4.3%

44 Students

Pacific Islander



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

White



1.3% suspended at least one day

Maintained 0%

159 Students

- 1. Overall, the 2024 CA Dashboard indicated Sulphur Springs had a suspension rate of 2.3% and a performance level of yellow for All Students.
- 2. According to the 2024 CA Dashboard, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students were all in the orange or red category.
- **3.** There were no suspensions of Filipino students or students with Two or More Races.

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.

When examining our 2024 California Dashboard data about chronic absenteeism, we found that 18.8% of students were chronically absent. While this percentage declined 2%, we need to focus on improving our student attendance. Our students who are Socioeconomically Disadvantaged are in the red performance level with 30.3% Chronically Absent (increased 1.3%), and we have four groups scoring in the orange performance level: Students with Disabilities 32.9% Chronically Absent; Hispanic students 24.7% Chronically Absent; English Learners 24.6% Chronically Absent; and Filipino students 9.3% Chronically Absent (increased 1.8%). We need to focus on all students including our Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic students, English Learners, and Filipino students to provide systematic interventions to support their academic engagement and decrease their chronic absenteeism rates.

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		Increase the number of students at At Standard/Standard Met
	CAASPP Results English Language/Literacy Spring 2024	CAASPP Results English Language/Literacy Spring 2025
	50.18% of students Above Standard/Standard Met	55.18% of students Above Standard/Standard Met
	Grade level Above Standard/Standard Met 3rd grade –46% 4th grade- 44% 5th grade - 58% 6th grade –56%	Grade level Above Standard/Standard Met 3rd grade –55% 4th grade- 50% 5th grade - 50% 6th grade –65%
	2024 California Dashboard Overall Performance of All students Yellow – 1 point below standard	2025 California Dashboard Overall Performance of All students Green – increase by 3 points or more
	2024 California Dashboard English Language Arts Equity Report	2025 California Dashboard English Language Arts Equity Report
	English Learners (39 students) Orange – 56.5 points below standard	English Learners Yellow – increase by 3 points or more
	Students with Disabilities (76 students) Red – 77.1 points below standard	Students with Disabilities Orange – increase by 3 points or more
	Socioeconomically Disadvantaged Students (108 students) Orange – 32.1points below standard	Socioeconomically Disadvantaged Students Yellow– increase by 3 points or more
	Hispanic Students (145 students) Yellow - 17.9 points below standard	Hispanic Students Green - increase by 3 points or more
	iReady data Winter 2025 ELA - students early on grade level and above Kindergarten – 80% 1st grade - 43% 2nd grade – 51% 3rd grade – 63% 4th grade- 48% 5th grade -47% 6th grade – 56%	iReady data Winter 2026 - students early on grade level and above Kindergarten - 85% 1st grade - 85% 2nd grade - 50% 3rd grade - 56% 4th grade - 68% 5th grade - 53% 6th grade - 52%
Math		Increase the number of students at At Standard/Standard Met
	CAASPP Results Mathematics Spring 2024	CAASPP Results Mathematics Spring 2025
	43.01% of students Above Standard/Standard Met	61% of students Above Standard/Standard Met
	Grade level Above Standard/Standard Met 3rd grade –47%	Grade level Above Standard/Standard Met 3rd grade – 45%

4th grade- 42% 5th grade - 36%	4th grade - 55% 5th grade - 50%
6th grade –45%	6th grade – 45%
2024 California Dashboard Overall Performance of All students	2025 California Dashboard Overall Performance of All students
Yellow – 25.1 points below standard	Green – increase by 3 points or more
2024 California Dashboard Mathematics Equity Report	2025 California Dashboard English Mathematics Equity Report
English Learners (39 students) Orange – 78.8 points below standard	English Learners Yellow – increase by 3 points or more
Students with Disabilities (76 students) Orange – 103.2 points below standard	Students with Disabilities Yellow – increase by 3 points or more
Socioeconomically Disadvantaged Students (108 students)	Socioeconomically Disadvantaged Students
Yellow– 62.4 points below standard	Green – increase by 3 points or more
Hispanic Students (145 students) Yellow - 43.8 points below standard	Hispanic Students Green - increase by 3 points or more
iReady data Winter 2025 ELA - students early on grade level and above	iReady data Winter 2026 - students early on grade level and above
Kindergarten – 58%	Kindergarten - 70%
1st grade - 21% 2nd grade – 34%	1st grade - 70% 2nd grade - 40%
3rd grade – 35% 4th grade- 36%	3rd grade - 40% 4th grade - 45%
5th grade - 39%	5th grade - 45%
6th grade – 46%	6th grade - 55%

Strategies/ActivitiesComplete 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.		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.		21,587.28 LCFF-Base 4000-4999: Books And Supplies Materials and Supplies 200.00 LCFF-Base 5000-5999: Services And Other Operating Expenditures Postage 500.00 LCFF-Base 4000-4999: Books And Supplies Nursing Supplies

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.		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, etcMeetings will be held two times per month for one hour.		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	Sulphur Springs 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.	Foster Youth, Low	0 District Funded
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.	Foster Youth, Low Income Students	0 District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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.

During the 2024-2025 school year, we were able to effectively implement the strategies within Goal 1. We conducted additional training with our noon supervisors to support their ability to monitor the yard, engage students, and support students with conflict resolution.

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

During the 2024-2025 school year, we stayed on target with the amount of money spent on purchasing supplies and materials for the classroom. We did see an increase in the money spent on custodial supplies, possibly due to an increase in prices for 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.

In the 2025-2026 SPSA, all actions and strategies related to office support will be found in Goal 3. Additionally, the metrics for our measurable outcomes have been changed and will include data from the CAASPP assessment, California Dashboard, and iReady assessment (winter).

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 data from the 2024 California Dashboard, we have determined that there is a need to focus on our English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities because these student groups have a significantly lower percentage of proficiency rates than the overall school score in the area of ELA. Additionally, our 2024 California Dashboard data shows that our English Learners and Students with Disabilities scored lower than all students in the area of mathematics. Based on the students' needs, intervention and frequent monitoring will be provided through RTI, Learning Support Teachers, and grade level PLTs. The 2024 California Dashboard data also shows that we are in red for our English language progress indicator. 29.5% of English Learners are making progress, which is a 11.5% decline. This demonstrates that we need to focus on language development for our English Learners and ensure that we are including strong integrated English language development practices during our tier 1 instruction.

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		Increase the number of students at At Standard/Standard Met
	CAASPP Results English Language/Literacy Spring 2024	CAASPP Results English Language/Literacy Spring 2025
	50.18% of students Above Standard/Standard Met	55.18% of students Above Standard/Standard Met
	Grade level Above Standard/Standard Met 3rd grade –46% 4th grade- 44% 5th grade - 58% 6th grade –56%	Grade level Above Standard/Standard Met 3rd grade –55% 4th grade- 50% 5th grade - 50% 6th grade –65%
	2024 California Dashboard Overall Performance of All students Yellow – 1 point below standard	2025 California Dashboard Overall Performance of All students Green – increase by 3 points or more
	2024 California Dashboard English Language Arts Equity Report	2025 California Dashboard English Language Arts Equity Report
	English Learners (39 students) Orange – 56.5 points below standard	English Learners Yellow – increase by 3 points or more
	Students with Disabilities (76 students) Red – 77.1 points below standard	Students with Disabilities Orange – increase by 3 points or more
	Socioeconomically Disadvantaged Students (108 students) Orange – 32.1points below standard	Socioeconomically Disadvantaged Students Yellow– increase by 3 points or more
	Hispanic Students (145 students) Yellow - 17.9 points below standard	Hispanic Students Green - increase by 3 points or more
	iReady data Winter 2025 ELA - students early on grade level and above Kindergarten – 80% 1st grade - 43% 2nd grade – 51% 3rd grade – 63% 4th grade- 48% 5th grade -47% 6th grade – 56%	iReady data Winter 2026 - students early on grade level and above Kindergarten - 85% 1st grade - 85% 2nd grade - 50% 3rd grade - 56% 4th grade - 68% 5th grade - 53% 6th grade - 52%
Mathematics		Increase the number of students at At Standard/Standard Met
	CAASPP Results Mathematics Spring 2024	CAASPP Results Mathematics Spring 2025
	43.01% of students Above Standard/Standard Met	61% of students Above Standard/Standard Met
	Grade level Above Standard/Standard Met 3rd grade –47%	Grade level Above Standard/Standard Met 3rd grade – 45%

	4th grade- 42% 5th grade - 36% 6th grade -45%	4th grade - 55% 5th grade - 50% 6th grade – 45%
	2024 California Dashboard Overall Performance of All students Yellow – 25.1 points below standard	2025 California Dashboard Overall Performance of All students Green – increase by 3 points or more
	2024 California Dashboard Mathematics Equity Report	2025 California Dashboard Mathematics Equity Report
	English Learners (39 students) Orange – 78.8 points below standard	English Learners Yellow – increase by 3 points or more
	Students with Disabilities (76 students) Orange – 103.2 points below standard	Students with Disabilities Yellow – increase by 3 points or more
	Socioeconomically Disadvantaged Students (108 students) Yellow– 62.4 points below standard	Socioeconomically Disadvantaged Students Green – increase by 3 points or more
	Hispanic Students (145 students) Yellow - 43.8 points below standard	Hispanic Students Green - increase by 3 points or more
	iReady data Winter 2025 ELA - students early on grade level and above Kindergarten – 58% 1st grade - 21% 2nd grade – 34% 3rd grade – 35% 4th grade- 36% 5th grade - 39% 6th grade – 46%	iReady data Winter 2026 - students
English Learners	ELPAC Data Spring 2024	Increase the number of English Learners making progress on the ELPAC in Spring 2025
	29.5% of our English Learners made progress on the English Language Proficiency Assessment for California (ELPAC)	45% of our English Learners will make progress on the English Language Proficiency Assessment for California (ELPAC)
	23.1% Decreased one level 43.6%. Maintained Levels 1-3 2.6%. Maintained Level 4 30.8% Increased one level	15% Decreased one level 35% Maintained Levels 1-3 5% Maintained Level 4 45% Increased one level

Strategies/ActivitiesComplete 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	Foster Youth, Low Income Students	0 District Funded

	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.		
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.	Foster Youth, Low Income Students	1,164.70 LCFF- Supplemental 4000-4999: Books And Supplies Tier 3 Intervention Materials (OG and Math)
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.	Foster Youth, Low Income Students	11,000.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Data Dig Meetings - 1 hr./month 720.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries SST Meetings
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.	Foster Youth, Low	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.	Foster Youth, Low	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.		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 Learner students to support mastery of the English language.		0 District Funded
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.	Foster Youth, Low	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.		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	Foster Youth, Low	0 District Funded

	students who may have limited access to literacy materials at home.		
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.	Foster Youth, Low	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	55,000.00 Prop 28 1000-1999: Certificated Personnel Salaries Music Teacher 19708.00 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.	Foster Youth, Low	500.00 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 in the use of technology to meet grade level standards.	Foster Youth, Low	0 LCFF- Supplemental
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.	Foster Youth, Low	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	English Learner	0 District Funded

of Orton Gillingham to assist students with phonological awareness and learning of the English Language rules.

Annual Review

SPSA Year Reviewed: 2024-25

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 utilizing a substitute to provide math intervention to students during the school day. We made tremendous growth in the area of mathematics, with an increase of 12.3 points. We need to continue to provide additional support to our subgroups who are scoring significantly below standard on the CAASPP test, including our English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students.

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 challenges in finding a substitute for our math intervention, we reallocated our funds for math intervention for teachers to meet with colleagues in their professional learning teams. This gives teachers time to gain clarity on content and strategies for teaching, design assessments, investigate data, and plan for interventions and enrichment.

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.

As part of Goal 2, teachers will receive extra duty pay for participating in monthly grade-level meetings dedicated to reviewing student performance data. These meetings are intended to inform targeted interventions for students requiring additional academic support. In addition, less money will be allocated for intervention materials. The metrics for our measurable outcomes have been changed and will include data from the CAASPP assessment, California Dashboard, and iReady assessment (winter).

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, email, and phone communication, we successfully reach 94% of our families. School-wide messages are distributed weekly, supplemented by regular reminders for specific meetings to encourage parent involvement. In addition, teachers send updates to their classroom families to foster ongoing parent engagement. The low response rate to school surveys highlights the continued need for consistent communication to enhance parent participation. Families actively engage in school-sponsored events such as Parent-Teacher Conferences, Family nights, and key governance meetings, including the School 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	94% of Parents via ParentSquare and	In 2025-2026, Sulphur Springs will increase parent use of ParentSquare to 96%. We will also increase the percentage of parents who interact with ParentSquare to 70%	
Parent Attendance	Sulphur Springs experienced low attendance at both the Coffee with the Principal events and the English	In the 2025–2026 school year, parent attendance at both the Coffee with the Principal events and English Language Advisory Council meetings, will increase to a turnout of 6 to 10 parents at each event.	

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		4,500.00 LCFF-Base

	families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.		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 900.00 LCFF-Base 2000-2999: Classified Personnel Salaries Office Support (extra duty) 374.32 LCFF-Base 3000-3999: Employee Benefits Office Support (extra duty) 900.00 LCFF-Base 1000-1999: Certificated Personnel Salaries Kindergarten Orientation and Testing 100.00 LCFF-Base 3000-3999: Employee Benefits Kindergarten Orientation and Testing
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-Base 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	District Funded 4,850.00 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
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 resources to support parents with meeting the needs	English Learners	0 District Funded 500.00 LCFF- Supplemental

	of their child to achieve grade level standards. Funds are accounted for in Goal 2 Action 4.	1000-1999: Certificated Personnel Salaries Parent/Family Workshops 100.00 LCFF- Supplemental 4000-4999: Books And Supplies ELAC Materials and Incentives
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.	 0 District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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 successfully implemented the majority of the strategies outlined in Goal 3. Translation services were provided to families in need, ensuring improved access to communication. While there was a slight decrease in the overall percentage of families using ParentSquare, we observed an increase in the level of engagement from those who did utilize the platform.

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 budgetary constraints, the Community Liaison position was discontinued mid-year. Staffing challenges also impacted our ability to carry out the planned parent education nights; however, we were able to successfully host a STEAM/Read Across America event. Additionally, we did not utilize all of the funds that were allocated for translation services.

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.

As part of Goal 3, the Community Liaison position will no longer be included. However, we have included some additional funds to support with assembly preparations.

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.

After examining our data, it is clear that we need to continue to support specific student groups with counseling and positive behavior interventions to decrease our suspension rates. In addition, we want to ensure that all of our students feel connected to staff and peers at school, and that all students are treating each other with respect. We will continue to focus on social emotional support through Second Step, which will support our students with their social and emotional development. For our suspension rate in the 2024 California Dashboard, we scored in the yellow performance level overall. We have three subgroups who saw an increase in their suspension rate - our Students with Disabilities, Hispanic students, and students who are Socioeconomically Disadvantaged. We need to continue to monitor these groups to support their social emotional needs.

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 2024 California Dashboard, the Chronic Absenteeism rate for the site was 18.8%.	In 2025-2026, the chronic absenteeism rate will decline to 15%.
Reduce suspensions	According to the 2024 California Dashboard, the suspension rate for Sulphur Springs Community School was 2.3%.	

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.		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.	Foster Youth, Low	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.	Foster Youth, and Homeless Students	O District Funded 31,155.00 Title I 1000-1999: Certificated Personnel Salaries 40% School Social Worker 11,402.43 Title I 3000-3999: Employee Benefits 40% School Social Worker 8,300.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries 40% School Social Worker 2,608.30 LCFF- Supplemental 3000-3999: Employee Benefits 40% School Social Worker
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.	Foster Youth, Low Income Students	0 District Funded 4,000.00 LCFF- Supplemental 5000-5999: Services And Other Operating Expenditures Playworks Training Refresher
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-Base 4000-4999: Books And Supplies

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			Assembly Awards, Certificates, and Incentives 1,200.00 LCFF-Base 2000-2999: Classified Personnel Salaries Extra Duty - Assembly Prep 300.00 LCFF-Base 2000-2999: Classified Personnel Salaries Extra Duty - Assembly Prep
	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.	0 District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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 listed. Teachers utilized the Second Step curriculum within their classrooms and Noon Supervisors received PlayWorks training. According to the 2024 California Dashboard, there has been an improvement in student attendance.

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

During the 2024–2025 school year, expenditures for awards and incentives remained on target. Slightly less funding was used for incentives, as there were additional incentives left over from the previous year that were available for use.

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.

Due to becoming a Title 1 school for the 2025–2026 school year, we have allocated funding for a 40% School Social Worker position to support improved student attendance and strengthen student connectedness with school. Additionally, funds have been designated for a PlayWorks refresher course for our Noon Supervisors, which provides strategies to enhance student engagement and promote positive interactions during recess. Lastly, the budget for nursing supplies has been reallocated to Goal 1 to align with the goal of supporting the health of our students and thus the instructional program.

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	\$208,304.43
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 (\$)
Title I	\$42,557.43

Subtotal of additional federal funds included for this school: \$42,557.43

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	\$28,393.00
LCFF-Base	\$58,260.00
Prop 28	\$79,094.00

Subtotal of state or local funds included for this school: \$165,747.00

Total of federal, state, and/or local funds for this school: \$208,304.43

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	58,260.00	0.00
LCFF- Supplemental	28,393.00	0.00
Title I	42,557.43	0.00
Prop 28	79,094.00	0.00

Expenditures by Funding Source

Funding Source
District Funded
LCFF- Supplemental
LCFF-Base
Prop 28
Title I

Amount	
0.00	
28,393.00	
58,260.00	
79,094.00	
42,557.43	

Expenditures by Budget Reference

Budget Reference		
1000-1999: Certificated Personnel Salaries		
2000-2999: Classified Personnel Salaries		
3000-3999: Employee Benefits		
4000-4999: Books And Supplies		
5000-5999: Services And Other Operating Expenditures		
5800: Professional/Consulting Services And Operating Expenditures		
None Specified		

Amount
0.00
112,425.00
12,100.00
35,341.45
41,637.98
5,700.00
1,100.00
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	20,520.00
3000-3999: Employee Benefits	LCFF- Supplemental	2,608.30
4000-4999: Books And Supplies	LCFF- Supplemental	1,264.70
5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	5,750.00
2000-2999: Classified Personnel Salaries	LCFF-Base	12,100.00
3000-3999: Employee Benefits	LCFF-Base	1,622.72
4000-4999: Books And Supplies	LCFF-Base	38,587.28
5000-5999: Services And Other Operating Expenditures	LCFF-Base	200.00
1000-1999: Certificated Personnel Salaries	Prop 28	55,000.00
3000-3999: Employee Benefits	Prop 28	19,708.00
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
1000-1999: Certificated Personnel Salaries	Title I	31,155.00
3000-3999: Employee Benefits	Title I	11,402.43

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,587.28
Goal 2	92,478.70

Goal 3	15,272.72
Goal 4	59,965.73

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
Cecilia Skinner, Teacher	Classroom Teacher
Trish McCloud, Teacher	Classroom Teacher
Erin Riley, Teacher	Classroom Teacher
Ashley Swanson, Other School Staff	Other School Staff
Chrystal Ramos, Parent	Parent or Community Member
Jessica Tomlinson, Parent	Parent or Community Member
Gilda Kilmer, Parent	Parent or Community Member
Sonia Chavez, Parent	Parent or Community Member
Kevin Gamp, 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

Katto Palaciss

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 5/29/25.

Attested:

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Principal, Katie Palacios on 5/29/25

SSC Chairperson, Chrystal Ramos on 5/29/25

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one
 or more specific student groups that will benefit from the strategies and activities. ESSA
 Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or
 more specific student groups, including socioeconomically disadvantaged students,
 students from major racial and ethnic groups, students with disabilities, and English
 learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
 Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified
 resource inequities, which may have been identified through a review of LEA- and school-level
 budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall
 include the student groups that are consistently underperforming, for which the school received
 the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

• Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

- Be informed by all state indicators, including student performance against statedetermined long-term goals (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
- Include evidence-based interventions (Sections: Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);
 - Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments
- 3. Be based on a school-level needs assessment (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
- 4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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