



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Twin Lakes Elementary School	34-67447-6034953	5.11.2021	September 28, 2021

## Purpose and Plan Summary

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

### Additional Targeted Support and Improvement

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

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

Twin Lakes' plan aligns with the San Juan Unified Local Control Accountability Plan (LCAP) to eliminate gaps in student outcomes based on poverty, race or English language proficiency. All actions are directed toward accelerating learning and promoting social emotional wellness. The plan utilizes supplemental funding to provide for professional learning, student intervention, parental engagement and engaging supplemental materials and extra hours to mitigate learning loss during distance learning.

Site goals include actions, services and expenditures that meet the state and federal requirements.

Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allowable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

September 2020:

- School staff voted to approve the following Essential Question as a focus for the school year: How will increasing student engagement impact student achievement?
- School Site Council met to discuss current attendance and engagement data and approve the focus with aligned budget items

February 2021:

- Data analysis in grade level teams
- SSC discussion of data trends

April 2021

- Data analysis in grade level teams, whole group, and SLT
- SSC discussion of data trends
- Based these, staff led discussion of possible focus areas for 2021/2022
- SLT created recommendation
- Staff discussed recommendation

May 2021

- SSC discussed recommendation
- Staff voted to approve recommendation

## Resource Inequities

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

Based on the Comprehensive Needs Assessment, School Site Council, Leadership, and Teachers identified the following resource inequities:

- Additional resources in grade K-3 for Tier 3 interventions will decrease achievement gaps
- Students are struggling with writing and demonstrate a need for continued practice for stamina & structure. Teachers seek resources for these.
- Intervention and extensions for math at all grade levels will increase proficiency
- Teachers need continued knowledge of practice within the Professional Learning Community (PLC) model

These inequities are addressed in the Planned Improvement Goals 1 and 2 of the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

During last year's environment of virtual learning, our focus was building inclusive environments where all students feel welcome and connected.

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

As the year continued through virtual learning, our teams collaborated on ways to bring students together virtually. We held Virtual Enrichment Days & recesses to help students feel connected. Upon their return to hybrid learning, we engaged students in rebuilding their classroom community.

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.

Now that we are back in person, we will continue to focus on building community. We have structured our day to allow supports & resources for building community. As stated in the expenditures below, we will buy materials and supplies that will support student engagement in their community.

**2020-21**

**Identified Need**

During the 2021-2022 school year, we will focus on building classroom & school communities, while also contributing to our larger Orangevale community.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	98% of Parents responded as either strongly agree/agree & 100% of staff indicated the same.	We expect the rating to increase 3%
Winter 2019-20 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	88.2% of Parents responded as either strongly agree/agree & 100% of staff indicated the same.	We expect the rating to increase 5%
Distance Learning Attendance	Our distance learning showed 63.8% with Excellent Engagement, 23.8 meeting our Engagement Standards, and 10.5% limited engagement.	We expect attendance to increase 2% by trimester 2.

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Incentives	X All Students English Learners Low-Income Students	Principal, classroom teachers	LCFF Supplemen	1000	2021-2022

		Foster Youth Other		tal Site Allocation		
1.2	Materials	X All Students English Learners Low-Income Students Foster Youth Other	Principal, classroom teachers	LCFF Supplemen tal Site Allocation	500	2021-2022
1.3	Programs	X All Students English Learners Low-Income Students Foster Youth Other	Principal, classroom teachers	LCFF Supplemen tal Site Allocation	500	2021-2022

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy Environments for Social and Emotional Growth

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

As a school, we focused on cultivating our kind, safe, and mindful community through a variety of activities. These included incentives for monthly perfect attendance, a week focusing on Kindness via our Kindness Challenge Week, and events such as jump rope for heart. We also implemented our Safe School Ambassadors program to support student behavior, and introduced restorative practices to our staff.

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

N/A



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.

This year, we will not only continue with the work we began/continued last year, but also add some new elements, such as Lunch with a Loved One and the Look for the Good program which will be used in conjunction with the book Sticks. Through both of these, we hope to engage more with our community by inviting them to campus and sending home the book and resources. We will be in our second year of Safe School Ambassador program, and third of our Great Kindness Challenge.

**2020-21**

**Identified Need**

**Healthy Environments**

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	98% of Parents responded as either strongly agree/agree & 100% of staff indicated the same. Our N for Parents was 150.	Increase our total N of responding families from 150 to 175.

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide supervised, structured games during recess.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Planning Committee	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating	3000	2021-2022

				Expenditures		
2.2	Provide materials aligned with school's Social Emotional Learning (SEL) plan.	X All Students English Learners Low-Income Students Foster Youth Other	Principal and social/emotional committee, and district personnel	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2021-2022
2.3	Purchase incentives for students and staff aligned with site goals for increased attendance and behavior.	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Social/emotional committee	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500.00	2021-2022
2.4	Provide supervision before school, during school, and after school to support students and families.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, Safety Team, Rec Aides	LCFF Supplemental Site Allocation	3500	2021-2022



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Through the implementation of Tier 3 intervention, we were able to support all students whose STAR/AR data was 1.5 or more below grade level. This provided supplemental reading instruction to 40 students. This resulted in text level growth and teacher reported confidence.

The implementation of PLCs have provided more focused conversation during Thursday collaboration, in which teachers examine data and determine interventions & extensions. This was our first year and with our CAASPP and text level growth, we will continue this focus.

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

The leadership team had goals to send all staff to trainings throughout the year to increase their knowledge and skills of the PLC process. However, due to teachers' personal commitments, we were only able to send 12 teachers, nearly 1 per grade level. Due to this, we were able to increase our Intervention Teacher's contract from .3 to .4, which allowed her to provide support to more students.

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

Based on our growth last year within our first year of PLC implementation and Interventions, we will be continuing on that same path. Based on our SLT and Intervention Leadership team, our focus for intervention will shift to K-2 with push in support for 6th.

We will also be continuing to send more staff to PLC training.

## 2020-21

### Identified Need

Based on our CAASPP and text level data, our focus of reading has helped improve student achievement over the past three years. We will continue to focus on ELA and add math as well through our PLC model of collaboration, data analysis, and interventions.

### Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter School Survey 2019-20 Climate of Support for Academic Learning. Percent strongly agree/agree overall	88.3% of 4th-6th grade students responded strongly agree/agree.	Increase this to 90%.

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

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide opportunities for students to	X All Students English Learners Low-Income Students	Classroom teachers & admin	LCFF Supplement	1000	2021-2022

	engage in supplemental academic programs (i.e., field trips & enrichment opportunities).	Foster Youth Other		tal Site Allocation 5000-5999: Services And Other Operating Expenditures		
3.2	Provide materials, supplies, programs, and staff for intervention/RTI/PLC	X All Students English Learners Low-Income Students Foster Youth Other	Principal, classroom teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	5200 10000 3500	2021-2022
3.3	Provide Professional Development	X All Students English Learners Low-Income Students	Principal	LCFF Supplemental	800	2021-2022

	for teachers and staff.	Foster Youth Other		tal Site Allocation 5000-5999: Services And Other Operating Expenditures		
3.4	Provide supplemental classroom technology that supports skill development and assessment	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2021-2022

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Last year, during virtual learning, we focused on building inclusive environments where all students feel welcome and connected.

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

To connect with our communities, we built in opportunities for students to connect virtually with each other through virtual enrichment days. In addition, we worked in collaboration with the PTA to put on drive through events, such as the Holiday Light Parade.

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.



No changes were made to last year's SPSA.

**2020-21**

**Identified Need**

Based on data such as survey results, there shows a continual need to focus on clear pathways to bright futures.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
iReady Diagnostic	Fall 2020 math data shows 44% of our students meeting grade level expectations (Tier 1), 46% needing Tier 2 interventions, and 10% at risk of needing Tier 3 interventions Fall 2020 reading data shows 52% of our students meeting grade level expectations (Tier 1), 34% needing Tier 3 interventions, and 14% at risk of needing Tier 3 interventions.	Math& Reading: 60% at grade level, 35% at Tier 2, 5% at Tier 3
Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school. Percent strongly agree/agree	47.7% of parents strongly agreed or agreed.	Increase this to 50%.
Winter 2019-20 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools. Percent strongly agree/agree	42% of parents strongly agreed or agreed.	Increase this to 45%.
Winter 2019-20 School Survey-Meaningful Participation overall rating based on these questions: * Students are prepared for the next step of their educational experience	Parents: 88.5% Students: 66.4% Staff: 91.7%	Increase in all areas by minimum of 3%

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
<ul style="list-style-type: none"> <li>* Quality classes/activities offered that meet each student's interests and talents</li> <li>* Students are motivated/engaged in what they are learning</li> </ul> <p>Percent strongly agree/agree</p>		

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Promote High School Academies through on campus events.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, 6th grade teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2021-2022

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$31,500.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$31,500.00

Subtotal of state or local funds included for this school: \$31,500.00

Total of federal, state, and/or local funds for this school: \$31,500.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31500	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
	5,500.00
1000-1999: Certificated Personnel Salaries	10,000.00
3000-3999: Employee Benefits	3,500.00
4000-4999: Books And Supplies	7,700.00
5000-5999: Services And Other Operating Expenditures	4,800.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Site Allocation	5,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	10,000.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	3,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	7,700.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	4,800.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,000.00
Goal 2	7,500.00
Goal 3	21,500.00
Goal 4	500.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jennifer Lawson	Principal
Ann Dobek	Classroom Teacher
Grace Guthrie	Classroom Teacher
Maggie Borkovich	Classroom Teacher
Amy Clarke	Other School Staff
Karen Van Winkle	Parent or Community Member
Mike Moshier	Parent or Community Member
David Chan	Parent or Community Member
Tricia Lakey	Parent or Community Member
Sal Arrigo	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

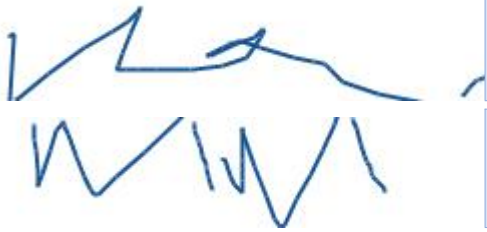
**Committee or Advisory Group Name**

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 5.25.2021.

Attested:



Principal, Jennifer Lawson on 5.25.2021

SSC Chairperson, Mike Moshier on 5.25.2021

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

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



1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
  - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. use methods and instructional strategies that:
    - i. strengthen the academic program in the school,
    - ii. increase the amount and quality of learning time, and
    - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Twin Lakes Elementary School

**Funding Source: LCFF Supplemental Site Allocation**      **\$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Incentives		\$1,000.00	Connected School Communities	
Materials		\$500.00	Connected School Communities	
Programs		\$500.00	Connected School Communities	
Provide supervised, structured games during recess.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Healthy Environments for Social and Emotional Growth	
Provide materials aligned with school's Social Emotional Learning (SEL) plan.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social and Emotional Growth	
Purchase incentives for students and staff aligned with site goals for increased attendance and behavior.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social and Emotional Growth	
Provide supervision before school, during school, and after school to support students and families.		\$3,500.00	Healthy Environments for Social and Emotional Growth	
Provide opportunities for students to engage in supplemental academic programs (i.e., field trips & enrichment opportunities).	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Engaging Academic Programs	
Provide materials, supplies, programs, and staff for intervention/RTI/PLC	4000-4999: Books And Supplies	\$5,200.00	Engaging Academic Programs	
Provide Professional Development for teachers and staff.	5000-5999: Services And Other Operating Expenditures	\$800.00	Engaging Academic Programs	

## Twin Lakes Elementary School

Provide supplemental classroom technology that supports skill development and assessment	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$3,500.00	Engaging Academic Programs
Promote High School Academies through on campus events.	4000-4999: Books And Supplies	\$500.00	Clear Pathways to Bright Futures

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LCFF Supplemental Site Allocation Total Expenditures: \$31,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Twin Lakes Elementary School Total Expenditures: \$31,500.00