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	May 23rd, 2023	August 8, 2023

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)

Schoolwide Program

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

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Twin Lakes Elementary School met the criteria for the following student group:

Two or More Races

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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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

	Guidance
Data Analysis	Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups. Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.

This Needs Assessment was developed by input from our Site Leadership Team, School Site Council, specific students, parents, and support staff. We examined iReady, site level assessments, and our site Winter Survey.

DISTRICT/STATE LEVEL DATA
iREADY DATA:
From Fall 2022 to winter 2023, all student groups increased in the number of students meeting standard, with the exception of our RFEP group. See specific data in picture below:

SUSPENSION DATA:
4.3% of students who identify as Two of More Races were suspended 1 or more days
2.3% of our socioeconomically disadvantaged students were suspended 1 or more days

ATTENDANCE DATA:
Chronically Absent: 25%
Our students identified as Two or More Races have a chronic absenteeism rate of 20.5%. While this data identified our school for ATSI support, our Hispanic and low SES students also have 33.8% and 34.4% respectively.

SURVEY DATA:
Student Engagement: Students 56% --- Staff 74%
Sense of Belonging - Students are respectful to each other at school: Students 26% ----- Staff 65%
High Expectations: School recognizes and celebrates the academic success of all school: Students 57% ---- Staff 78%

SITE LEVEL DATA
DIBELS, LETRS Word Reading, and BPST was administered three times throughout the year. Throughout the year, this progress monitoring data showed that all our students grew in their reading skills.

Teacher observations:
*Teachers noted a decrease in student engagement and interest, which aligned with student survey results. Additionally, teachers stated that the consistent interventions (Tier 2 & Tier 3) helped students increase in their academic achievement. These will focus next year, and teachers indicated an interest in expanding interventions for math. In addition, we will need to expand mental health supports to support students across campus.
*Our two intervention teachers, who support K-3 and 4-6, explained that they respond to student needs based on the immediate responses of their students. Additionally, our WIN schedule, provides the structure for students not at grade level for Reading are provided the instruction they need.

Student reports: Student interviews were conducted and revealed that students are excited to be back on campus but are struggling with some of the behavior of other students. Our upper grade students have indicated a concern for the vulgar language that some students are using around campus. Others shared that while the adults on campus show

respect to the students and vice versa, the level of respect among students continues to be a struggle. They noted that they enjoy the structured activities at recess. This illuminates our survey results in which parents and teachers indicated higher rates of agree/disagree than the students, in which they indicated overall scores ranging from 71%-85%.

3rd-6th grade ELA iReady Data — Fall to Spring growth by demographic

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Change
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	
All	248	1.6%	27.4%	30.6%	40.3%	1.6%	16.1%	25.8%	56.5%	All +14.2%
Black/African Am.	4	0.0%	25.0%	50.0%	25.0%	0.0%	0.0%	25.0%	75.0%	Black/ A.A. +50%
Hispanic or Latino	42	2.4%	38.1%	31.0%	28.6%	0.0%	21.4%	38.1%	40.5%	Hisp/Latino +11.9%
White	191	1.6%	26.2%	30.4%	41.9%	2.1%	16.2%	23.0%	58.6%	White +16.5%
EL	9	11.1%	77.8%	11.1%	0.0%	0.0%	33.3%	44.4%	22.2%	EL +22.2%
RFEP	4	0.0%	0.0%	25.0%	75.0%	0.0%	0.0%	50.0%	50.0%	RFEP - 25%
Low SES	49	6.1%	40.8%	22.4%	30.6%	0.0%	22.4%	28.6%	49.0%	Low SES +18.4%
SWD	43	4.7%	44.2%	27.9%	23.3%	2.3%	37.2%	18.6%	41.9%	SWD
FY	0									Homeless 0%
Homeless	4	25.0%	25.0%	25.0%	25.0%	0.0%	25.0%	50.0%	25.0%	

3rd-6th grade ELA iReady Data — Fall to Spring growth by grade level

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Change
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	
3	79	0.0%	29.1%	20.3%	50.6%	2.5%	16.5%	11.4%	69.6%	3rd +19%
4	57	3.5%	21.1%	43.9%	31.6%	1.8%	7.0%	42.1%	49.1%	4th +17.5%
5	54	3.7%	40.7%	27.8%	27.8%	0.0%	25.9%	25.9%	48.1%	5th +20.3%
6	58	0.0%	19.0%	34.5%	46.6%	1.7%	15.5%	29.3%	53.4%	6th +7.2%

3rd-6th grade **Math** iReady Data --- Fall to Spring growth by demographic   Change

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level
All	248	4.0%	25.0%	46.8%	24.2%	2.4%	10.9%	45.2%	41.5%
Black/African Am.	4	0.0%	25.0%	50.0%	25.0%	0.0%	0.0%	50.0%	50.0%
Hispanic or Latino	42	9.5%	40.5%	31.0%	19.0%	2.4%	16.7%	45.2%	35.7%
White	191	3.1%	22.0%	50.3%	24.6%	2.6%	10.5%	45.0%	41.9%
EL	9	11.1%	55.6%	33.3%	0.0%	0.0%	22.2%	66.7%	11.1%
RFEP	4	25.0%	0.0%	25.0%	50.0%	0.0%	0.0%	25.0%	75.0%
Low SES	49	14.3%	38.8%	30.6%	16.3%	0.0%	28.6%	42.9%	28.6%
SWD	43	7.0%	48.8%	30.2%	14.0%	4.7%	20.9%	48.8%	25.6%
FY	0								
Homeless	4	25.0%	25.0%	50.0%	0.0%	0.0%	25.0%	75.0%	0.0%

All +17.3%
Black/A.A. +25%
Hisp/Latino +16.7%
White +17.3%
EL +11.1%
RFEP +25%
Low SES +12.3%
SWD +11.6%

3rd-6th grade **Math** iReady Data --- Fall to Spring growth by grade level   Change

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level
3	79	2.5%	24.1%	60.8%	12.7%	2.5%	10.1%	57.0%	30.4%
4	57	3.5%	28.1%	35.1%	33.3%	3.5%	10.5%	31.6%	54.4%
5	54	11.1%	29.6%	37.0%	22.2%	0.0%	11.1%	46.3%	42.6%
6	58	0.0%	19.0%	48.3%	32.8%	3.4%	12.1%	41.4%	43.1%
7	0								
8	0								

3rd +19.3%
4th +21.1%
5th +22.4%
6th +10.3%

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Site leadership including administration, elected leadership team members, School Site Council and our Teaching staff participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. One root cause is students do not having the tools necessary to regulate their own emotions as well language to problem solve issues on the playground.

Upon review of state, district, and site funds, we determined that the following factors are root causes of the problem:

Attendance: Physical health concerns, mental health issues, "mixed messages from school and district. Should I keep my kids home when sick, even if they become truant, or send them to school when they are clearly not feeling well?"

In response to this data, we will implement the following evidence-based actions, interventions, practices, programs, services, and/or resources to address the needs of our identified student groups: random incentive days each month for student attendance. encourage the use of ISC when out for more than 5 days, and add attendance information to the monthly newsletter.

Suspensions: All our suspensions were "in school" suspensions. When looking into this data, it shows that students were given this consequence as a result of the way they treated another student. This correlates with our survey data that shows that students do not often feel that students are respectful to others as our school. In response to this data, we will implement the following evidence-based actions, interventions, practices, programs, services, and/or resources to address the needs of our identified student groups: continue use of our Positivity Project curriculum, include Second Step lessons, implement a process for tier 2 interventions through extending the use of our academic referral process, increase ours of our lead recreational aide for extended structured games during first recess.

Math data: A lack of structure and resources for leveled math instruction to fill gaps.

Looking at our academic data, our continued focus on providing interventions, along with increasing engagement in learning will help students continue to thrive.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Based on the Comprehensive Needs Assessment, School Site Council, Leadership, and Teachers identified the following resource inequities:
- Additional resources in grade K-6 for Tier 3 interventions will decrease achievement gaps
- Intervention and extensions for math at all grade levels will increase proficiency
- Teachers need continued practice within the Professional Learning Community (PLC) model
- Funds need to be directed to student SEL support.

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

Input from Educational Partners

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

October 2022:
- School staff voted to approve the following Essential Question as a focus for the school year: How can we improve student achievement when analyzing data in different action learning teams?
- School Site Council met to discuss current attendance and engagement data and approve the focus with aligned budget items

December 2022:
- Data analysis in grade level teams

- SSC discussion of data trends

March 2023
- 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 2022/2023

May 2023
- SLT created recommendation
- Staff discussed recommendation
- 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 for interventions will decrease achievement gaps
- 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
- Funds need to be directed to student SEL support.

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	%	0%	3		0
African American	1.2%	1.11%	1.06%	5	5	5
Asian	2.4%	2.67%	2.12%	10	12	10
Filipino	0.5%	0.44%	0.21%	2	2	1
Hispanic/Latino	14.9%	14.89%	16.14%	62	67	76
Pacific Islander	0.7%	0.44%	0.21%	3	2	1
White	71.0%	71.33%	71.13%	296	321	335
Multiple/No Response	8.4%	9.11%	9.13%	35	41	43
			Total Enrollment	417	450	471

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	56	88	95
Grade 1	67	55	74
Grade 2	47	72	52
Grade3	52	51	79
Grade 4	68	57	58
Grade 5	71	75	53
Grade 6	56	52	60
Total Enrollment	417	450	471

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	12	9	7	2.90%	2.0%	1.5%
Fluent English Proficient (FEP)	12	9	6	2.90%	2.0%	1.3%
Reclassified Fluent English Proficient (RFEP)	1			8.3%		

Twin Lakes - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

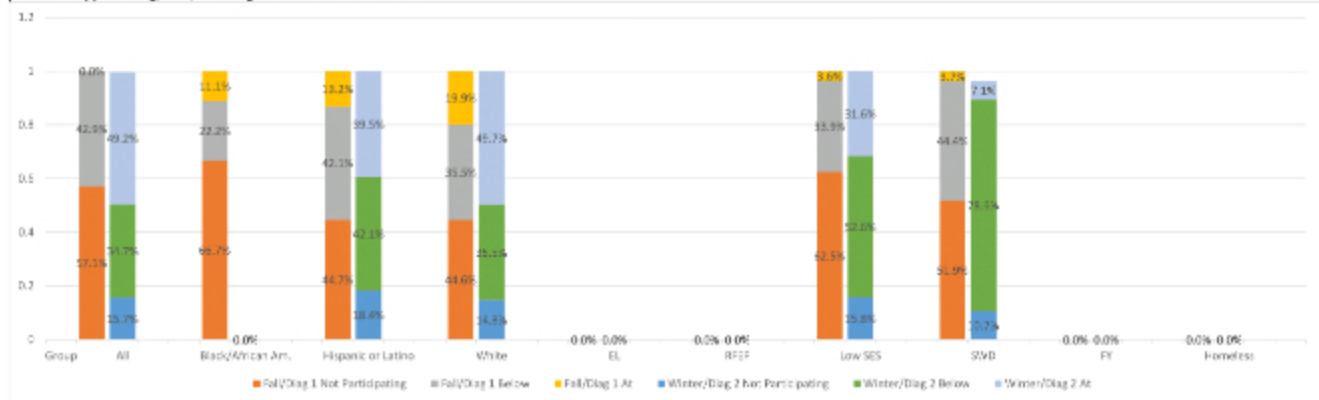| Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	235	108	81	0	37	82	116			
Black/African Am.	9	6	2	1	3	2	4			
Hispanic or Latino	38	17	16	5	7	16	15			
White	169	74	59	33	25	60	84			
EL	3	2	1	0	1	2	0			
RFEP	2	0	1	0	1	0	0			
Low SES	57	35	19	2	9	30	18			
SWD	28	14	12	1	3	22	2			
FY	0	0	0	0	0	0	0			
Homeless	5	2	1	0	1	2	1			

Twin Lakes - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	236	57.1%	42.9%	0.0%	15.7%	34.7%	49.2%			
Black/African Am.	9	66.7%	22.2%	11.1%	33.3%	22.2%	44.4%			
Hispanic or Latino	38	44.7%	42.1%	13.2%	18.4%	42.1%	39.5%			
White	169	44.6%	35.5%	19.9%	14.8%	35.5%	49.7%			
EL	3	66.7%	33.3%	0.0%	33.3%	66.7%	0.0%			
RFEP	2	0.0%	100.0%	0.0%	50.0%	0.0%	0.0%			
Low SES	57	62.5%	33.9%	3.6%	15.8%	52.6%	31.6%			
SWD	28	51.9%	44.4%	3.7%	10.7%	78.6%	7.1%			
FY	0									
Homeless	5	66.7%	33.3%	0.0%	20.0%	40.0%	20.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Twin Lakes - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	24	0	0	24	0	0			
K	78	78	0	0	6	27	45			
1	78	4	48	25	4	30	44			
2	55	2	33	18	3	25	27			

Twin Lakes -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	78	100.0%	0.0%	0.0%	7.7%	34.6%	57.7%			
1	78	5.2%	62.3%	32.5%	5.1%	38.5%	56.4%			
2	55	3.8%	62.3%	34.0%	5.5%	45.5%	49.1%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard
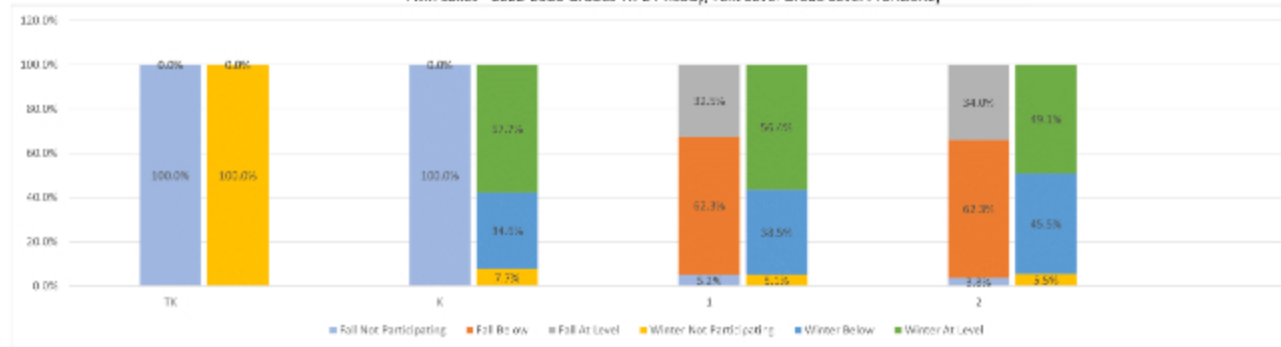
Twin Lakes - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	235	156	64	12	137	80	18			
Black/African Am.	9	7	2	0	7	2	0			
Hispanic or Latino	38	23	14	1	20	16	2			
White	169	112	44	10	97	57	15			
EL	3	3	0	0	1	2	0			
RFEP	2	0	1	0	0	1	0			
Low SES	57	42	14	0	39	18	0			
SWD	28	19	8	0	18	9	0			
FY	0	0	0	0	0	0	0			
Homeless	5	2	1	0	3	1	0			

Twin Lakes - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	236	67.2%	27.6%	5.2%	58.1%	33.9%	7.6%			
Black/African Am.	9	77.8%	22.2%	0.0%	77.8%	22.2%	0.0%			
Hispanic or Latino	38	60.5%	36.8%	2.6%	52.6%	42.1%	5.3%			
White	169	67.5%	26.5%	6.0%	57.4%	33.7%	8.9%			
EL	3	100.0%	0.0%	0.0%	33.3%	66.7%	0.0%			
RFEP	2	0.0%	100.0%	0.0%	0.0%	50.0%	0.0%			
Low SES	57	75.0%	25.0%	0.0%	68.4%	31.6%	0.0%			
SWD	28	70.4%	29.6%	0.0%	64.3%	32.1%	0.0%			
FY	0									
Homeless	5	66.7%	33.3%	0.0%	60.0%	20.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Twin Lakes - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	24	0	0	24	0	0			
K	78	78	0	0	77	1	0			
1	78	51	22	4	33	36	9			
2	55	3	42	8	3	43	9			

Twin Lakes -2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	78	100.0%	0.0%	0.0%	98.7%	1.3%	0.0%			
1	78	66.2%	28.6%	5.2%	42.3%	46.2%	11.5%			
2	55	5.7%	79.2%	15.1%	5.5%	78.2%	16.4%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

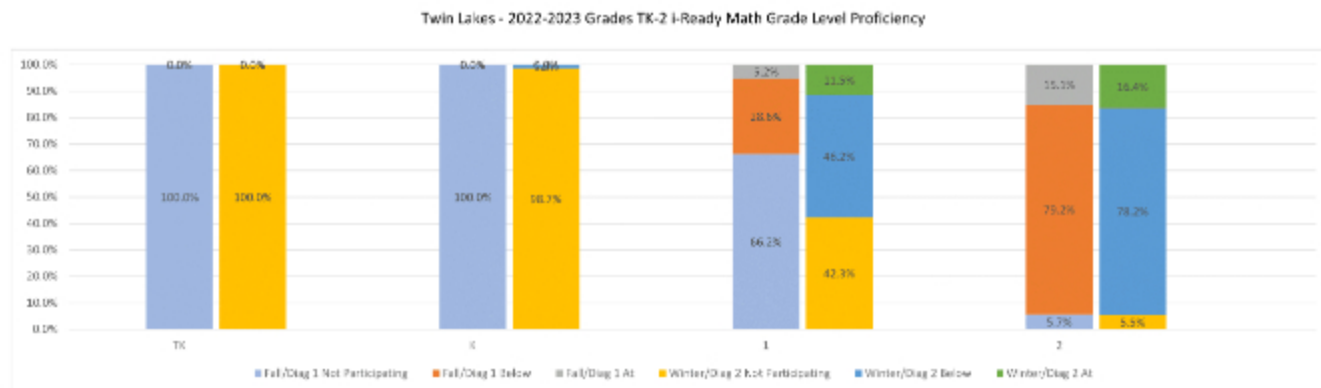*Below = Approaching, One, or Two grade levels below standard

Twin Lakes - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Conclusions based on this data:

1. Students are continuing to improve in their literacy skills, as shown by the growth in all areas of ELA proficiency (with the exception of RFEP), due to our systematic interventions.

    Students are transferring these skills over to math, as shown by the increasing math skills in all grade levels and student groups.

    Based on this data, we are looking at how to leverage our existing structures of WIN and interventions for math.

Caring Relationships

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School has a climate that is caring.	117	91.45%	147	72.79%	23	95.65%
B) There are students and staff on campus who listen to students when they have something to say.	117	90.60%	149	65.77%	23	91.30%
C) There is an adult from the school who checks on how students are doing.	116	81.03%	146	57.53%	23	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	117	90.60%	146	74.66%	23	91.30%
E) Staff feels supported to do their job well in meeting the needs of all students.					23	82.61%
F) Staff feels part of an effective team.					23	95.65%

Family and Staff Engagement

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	117	94.87%			23	82.61%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	117	87.18%			23	73.91%
C) The school offers families opportunities to be involved in school and classroom activities.	117	94.02%			23	95.65%
D) The school keeps families well-informed about school activities.	117	95.73%			23	100.00%
E) The staff at our school listens to family concerns about issues.	117	87.18%			23	91.30%
F) The staff at school are helpful and welcoming when families come to school or call.	117	91.45%			23	100.00%
G) The school and families are partners in promoting positive behavior for my student.	117	92.31%			23	86.96%
H) Families who speak a language other than English receive general information about our school in their home language.	117	99.15%			23	39.13%
I) Staff receive information about upcoming events and important information about the school.					23	95.65%

School Decision Making

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School seeks input when making important decisions.	117	88.89%	144	54.86%	23	91.30%
B) Important school decisions reflect diverse input.	116	82.76%	145	48.28%	23	73.91%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	117	96.58%				
D) The principal and staff listen to concerns of other staff members about issues.					23	82.61%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					23	73.91%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					23	82.61%
G) Our school uses data from this survey to inform site decision making.					23	78.26%
H) Staff voice matters in decision making.					23	69.57%

Safety

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Concerns about student safety are taken seriously.	117	88.89%	148	66.22%	23	100.00%
B) Concerns about student safety are addressed in a timely manner at my school.	116	86.21%	145	69.66%	23	95.65%
C) My school is a safe place for all students.	117	88.03%	147	66.67%	22	86.36%
D) My school is a safe place for all staff.					23	100.00%
E) Students know what staff member to go to if they have a safety concern.	117	89.74%	147	73.47%	23	86.96%
F) Students know school safety protocols.	117	88.03%	147	90.48%	23	91.30%
G) I feel safe sharing different viewpoints and perspectives at my school.	117	85.47%	148	45.95%	23	73.91%

Sense of Belonging

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School staff respects student diversity.	115	86.96%	145	71.03%	23	86.96%
B) Adults at my school treat students respectfully.	117	94.02%	147	74.15%	23	95.65%
C) Students are respectful to each other at school.	117	81.20%	145	25.52%	23	65.22%
D) Students have opportunities to socialize with other students often at school.	117	93.16%	145	78.62%	23	95.65%
E) Students have an adult on campus they trust.	117	96.58%	149	83.22%	23	95.65%
F) Students trust other students at school.	117	97.44%	146	82.88%	23	78.26%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	117	71.79%	144	60.42%	23	73.91%
H) School staff reflects student diversity.	114	73.68%	145	60.00%	22	45.45%

Academic Progress

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Families and students understand how assignments and tests are graded.	117	82.91%	147	78.91%	23	60.87%
B) Questions and concerns about schoolwork are addressed.	117	90.60%	146	73.29%	23	95.65%
C) Student grades reflect their knowledge of the material.	117	83.76%	146	69.18%	23	82.61%
D) Adults at my school believe all students can be successful.	117	95.73%	148	75.68%	23	95.65%
E) Students feel comfortable and unjudged to ask their teacher for help.	117	89.74%	147	59.86%	23	91.30%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	117	94.02%	144	78.47%	23	95.65%
G) Teachers at my school go out of their way to help all students.	117	82.05%	146	54.11%	22	95.45%
H) Students receive timely and regular feedback on their learning.	116	84.48%	145	72.41%	23	86.96%
I) Staff at my school provides resources or ideas that help families support their students at home.	116	81.03%			23	86.96%

High Expectations

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Students are challenged academically at school.	117	86.32%	147	57.14%	23	91.30%
B) School recognizes and celebrates the academic success of all students.	116	82.76%	142	57.04%	23	78.26%
C) Adults on campus motivate students to do their best.	117	88.89%	147	70.75%	23	100.00%
D) School provides additional academic support when students are struggling.	115	78.26%	146	66.44%	23	91.30%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement		N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.		117	86.32%	147	55.78%	23	73.91%
B) Students have access to classes and activities that meet their interests and talents.		117	87.18%	144	59.72%	23	56.52%
C) Students understand how to complete their schoolwork.		116	87.07%	146	79.45%	23	95.65%
D) Students complete assignments on time.		117	85.47%	143	66.43%	23	78.26%
E) Students are motivated to do their schoolwork.		117	78.63%	146	52.74%	23	82.61%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness		N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.		111	43.24%	146	52.05%	22	9.09%
B) Students and families know what classes they will have to take and pass to graduate from high school.		111	45.95%	147	38.78%	22	9.09%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		112	56.25%	146	47.95%	22	22.73%
D) School offers college and career programs.		109	26.61%	146	16.44%	22	4.55%
E) Students participate in programs to learn about different jobs, careers, and colleges.		108	26.85%	146	19.86%	22	9.09%
F) Students are prepared for the next step of their educational experience.		112	58.04%	148	55.41%	23	47.83%
G) Staff are optimistic about the future of their career in San Juan Unified.						23	78.26%
H) There are equitable opportunities for advancement in the district.						23	47.83%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction		N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.		114	93.86%	148	66.22%	23	95.65%
B) San Juan Unified School District is a district that I would recommend to other families.		114	83.33%	146	66.44%	23	91.30%

Twin Lakes 2022-2023 Suspension Data
Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	493	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Black/African Am.	15	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	83	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
White	364	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
ELL	12	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	6	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	109	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
SWD	66	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
FY	-	-		-	-		0		0	
Homeless	6	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
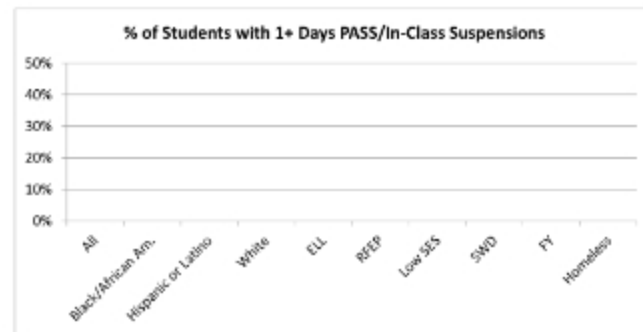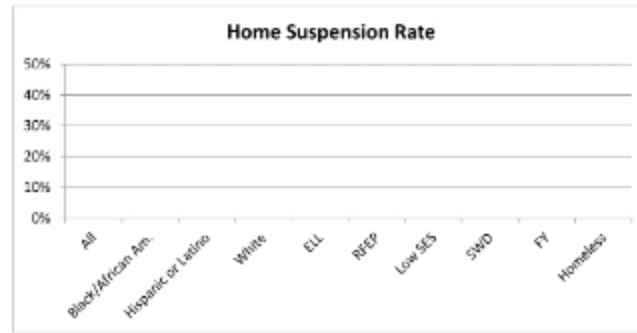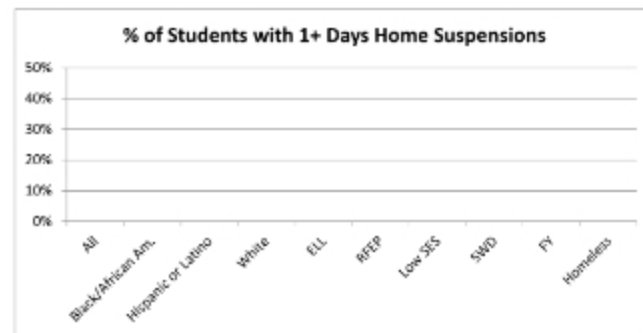
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

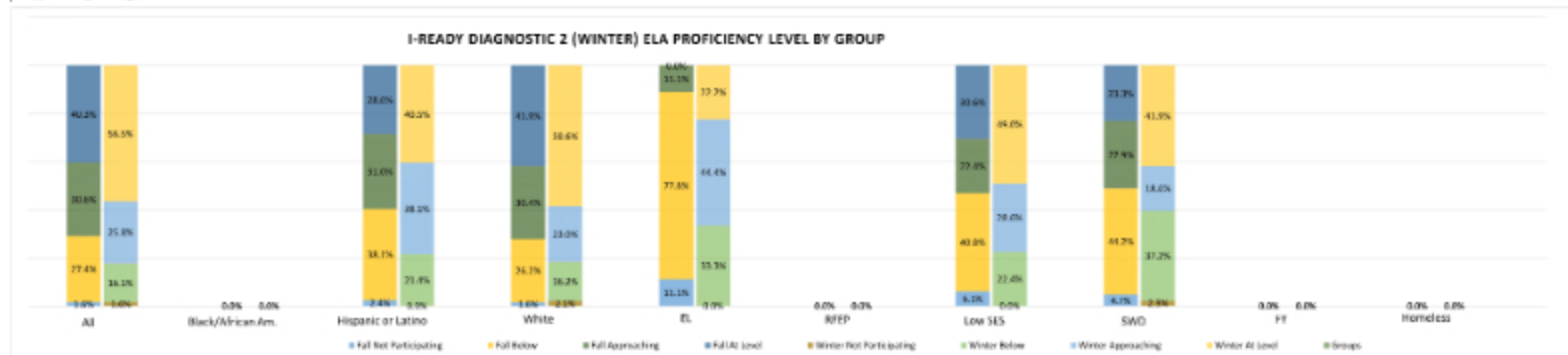Twin Lakes - i-Ready Diagnostic 2 ELA Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	248	4	68	76	100	4	40	64	140				
Black/African Am.	4	0	1	2	1	0	0	1	3				
Hispanic or Latino	42	1	16	13	12	0	9	16	17				
White	191	3	50	58	80	4	31	44	112				
EL	9	1	7	1	0	0	3	4	2				
RFEP	4	0	0	1	3	0	0	2	2				
Low SES	49	3	20	11	15	0	11	14	24				
SWD	43	2	19	12	10	1	16	8	18				
FY	0	0	0	0	0	0	0	0	0				
Homeless	4	1	1	1	1	0	1	2	1				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	248	1.6%	27.4%	30.6%	40.3%	1.6%	16.1%	25.8%	56.5%				
Black/African Am.	4	0.0%	25.0%	50.0%	25.0%	0.0%	0.0%	25.0%	75.0%				
Hispanic or Latino	42	2.4%	38.1%	31.0%	28.6%	0.0%	21.4%	38.1%	40.5%				
White	191	1.6%	26.2%	30.4%	41.9%	2.1%	16.2%	23.0%	58.6%				
EL	9	11.1%	77.8%	11.1%	0.0%	0.0%	33.3%	44.4%	22.2%				
RFEP	4	0.0%	0.0%	25.0%	75.0%	0.0%	0.0%	50.0%	50.0%				
Low SES	49	6.1%	40.8%	22.4%	30.6%	0.0%	22.4%	28.6%	49.0%				
SWD	43	4.7%	44.2%	27.9%	23.3%	2.3%	37.2%	18.6%	41.9%				
FY	0												
Homeless	4	25.0%	25.0%	25.0%	0.0%	25.0%	50.0%	25.0%					

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Twin Lakes - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade
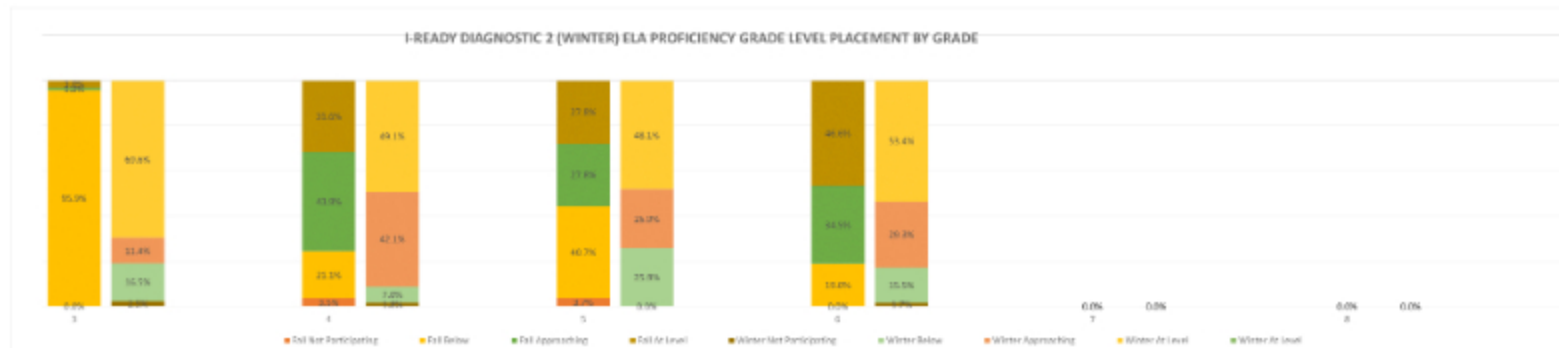
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	79	0	23	16	40	2	13	9	55				
4	57	2	12	25	18	1	4	24	28				
5	54	2	22	15	15	0	14	14	26				
6	58	0	11	20	27	1	9	17	31				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	79	0.0%	29.1%	20.3%	50.8%	2.5%	16.5%	11.4%	69.6%				
4	57	3.5%	21.1%	43.9%	31.6%	1.8%	7.0%	42.1%	49.1%				
5	54	3.7%	40.7%	27.8%	27.8%	0.0%	25.9%	25.9%	48.1%				
6	58	0.0%	19.0%	34.5%	46.6%	1.7%	15.5%	29.3%	53.4%				
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

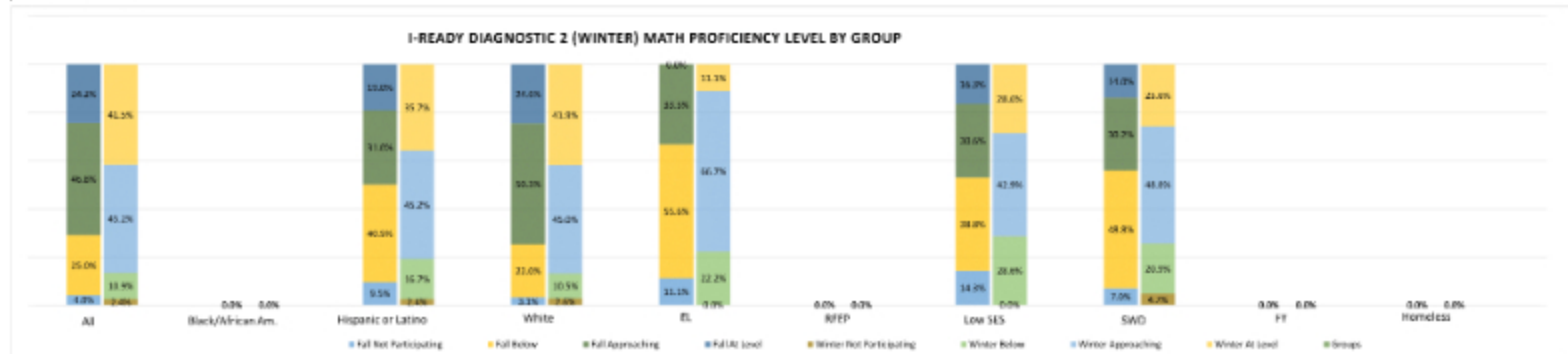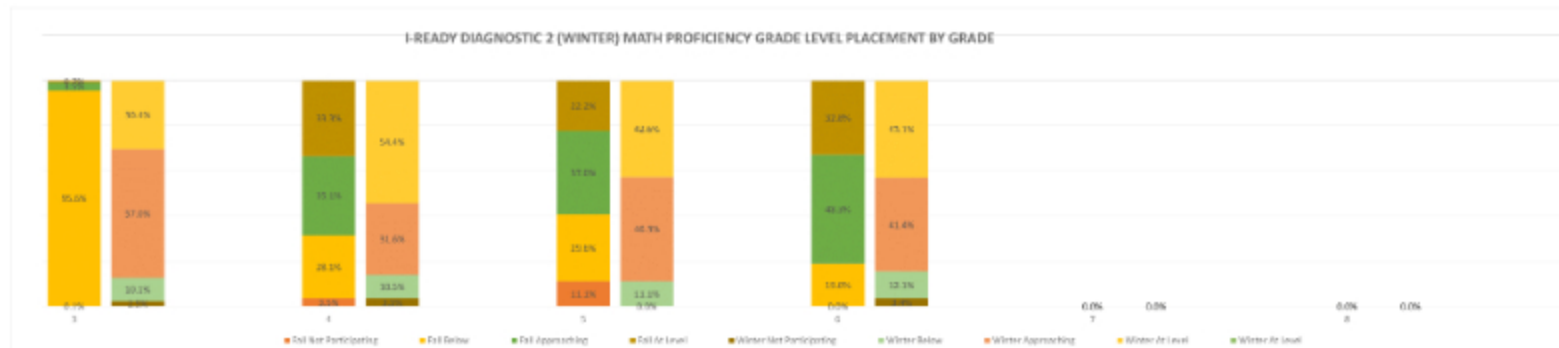Twin Lakes - i-Ready Diagnostic 2 Math Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	248	10	62	116	60	6	27	112	103				
Black/African Am.	4	0	1	2	1	0	0	2	2				
Hispanic or Latino	42	4	17	13	8	1	7	19	15				
White	191	6	42	96	47	5	20	86	80				
EL	9	1	5	3	0	0	2	6	1				
RFEP	4	1	0	1	2	0	0	1	3				
Low SES	49	7	19	15	8	0	14	21	14				
SWD	43	3	21	13	6	2	6	21	11				
FY	0	0	0	0	0	0	0	0	0				
Homeless	4	1	1	2	0	0	1	3	0				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	248	4.0%	25.0%	46.8%	24.2%	2.4%	10.9%	45.2%	41.5%				
Black/African Am.	4	0.0%	25.0%	50.0%	25.0%	0.0%	0.0%	50.0%	50.0%				
Hispanic or Latino	42	9.5%	40.5%	31.0%	19.0%	2.4%	16.7%	45.2%	35.7%				
White	191	3.1%	22.0%	50.3%	24.6%	2.6%	10.5%	45.0%	41.9%				
EL	9	11.1%	55.6%	33.3%	0.0%	0.0%	22.2%	66.7%	11.1%				
RFEP	4	25.0%	0.0%	25.0%	50.0%	0.0%	0.0%	25.0%	75.0%				
Low SES	49	14.3%	38.8%	30.6%	16.3%	0.0%	28.6%	42.9%	28.6%				
SWD	43	7.0%	48.8%	30.2%	14.0%	4.7%	20.9%	48.8%	25.6%				
FY	0												
Homeless	4	25.0%	25.0%	50.0%	0.0%	0.0%	25.0%	75.0%	0.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

Twin Lakes - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	79	2	19	48	10	2	8	45	24				
4	57	2	16	20	19	2	6	18	31				
5	54	6	16	20	12	0	6	25	23				
6	58	0	11	28	19	2	7	24	25				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	79	2.5%	24.1%	60.8%	12.7%	2.5%	10.1%	57.0%	30.4%				
4	57	3.5%	28.1%	35.1%	33.3%	3.5%	10.5%	31.6%	54.4%				
5	54	11.1%	29.6%	37.0%	22.2%	0.0%	11.1%	46.3%	42.6%				
6	58	0.0%	19.0%	48.3%	32.8%	3.4%	12.1%	41.4%	43.1%				
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Conclusions based on this data:

1. As mentioned, our data shows that our focus on ELA and literacy acquisition through tier 1 instruction and our systematized interventions is supporting increased student achievement.

    Based on this data, we will need to continue our intensive and classroom interventions for reading, and build the same for math for 2023-2024 school year.

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: 2022-23

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

ANALYSIS

What data did you use to monitor progress and how often?

SJUSD Winter School Survey. Site based connectedness survey 4th-6th grade in fall.

What worked and didn't work? Why? (monitoring)

Fall data showed a more positive connection to school & each other than the Winter survey.

What modification(s) did you make based on the data? (evaluation)

School-wide focus on weekly character strengths through the positivity project.

2022-23
Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified: recognition of student growth in academics and positive social skills/ character strengths.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter Survey 2023 - From the Academic Progress section, Families and students understand how assignments and tests are graded." Percent strongly agree/agree.	83% of Parents responded as either strongly agree/agree, 79% of students, & 61% of staff indicated the same.	We expect the rating to increase 5%
Winter Survey 2023 - From the School Culture and Sense of Belonging section, "Students are respectful to each other at this school. " Percent strongly agree/agree.	81% of Parents responded as either strongly agree/agree, 26% of students & 65% of staff indicated the same.	We expect the rating to increase 5%
Winter Survey 2023 - From the High Expectations section, "The school recognizes and celebrates the academic success of all students." Percent strongly agree/agree.	83% of Parents responded as either strongly agree/agree, 57% of students, & 78% of staff indicated the same.	We expect attendance to increase 5%
Winter Survey 2023 - From the Safety section, "I feel safe sharing different viewpoints and perspectives at my school." Percent strongly agree/agree.	85% of Parents responded as either strongly agree/agree, 46% of students, & 74% of staff indicated the same.	We expect the rating to increase 5%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Incentives connected to our attendance and SEL focus.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, classroom teachers	LCFF Supplemental Site Allocation	1000	School year 2023 - 2024

				4000-4999: Books And Supplies		
1.2	SEL Materials for students and staff	X All Students English Learners Low-Income Students Foster Youth Other	Principal, classroom teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2074	School year 2023 - 2024
1.3	Increase access to structured sports & games (2.1)Increase access to structured sports & games (2.1)	All Students English Learners Low-Income Students Foster Youth X Other Two or More Races	Principal, Recreational Aides			School year 2023 - 2024

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: 2022-23

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

ANALYSIS

What data did you use to monitor progress and how often?

Winter School Survey - once a year

What worked and didn't work? Why? (monitoring)

Empathy Gathering indicated that our 21/22 Inter-mural program didn't work well, so we are adapting for next year.

What modification(s) did you make based on the data? (evaluation).

Creating our own intermural program and other SEL supports.

2022-23
Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified: continued use of Positivity Project to build character strengths, opportunities for students to practice these skills in multiple settings, and build opportunities for families to connect with the school through family nights & other events.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter Survey 2023 - Overall rating of questions in the Caring Relationships section. Percent strongly agree/agree.	68% of students	Increase by 5%
Winter Survey 2023 - Overall rating of questions in the Sense of Belonging section. Percent strongly agree/agree.	67% of students	Increase by 5%

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

Strategy/Activity & 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, Recreational Aide	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	11544	School year 2023 - 2024
2.2	Purchase incentives for students and staff aligned with site goals	X All Students English Learners Low-Income Students Foster Youth Other	Principal and social/emotional committee, and district personnel	LCFF Supplemental Site Allocation	500	School year 2023 - 2024

	for increased attendance and behavior.			4000-4999: Books And Supplies		

2.3	Provide funding for family engagement nights and other events.	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	School year 2023 - 2024

2.4	Provide additional staffing (2.1) for tier 2 behavior support.	All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		X Other Two or More Races
			Principal and Recreational Aide			School year 2023 - 2024

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: 2022-23

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

ANALYSIS

What data did you use to monitor progress and how often?

Dibels, BPST, LETRS Spelling Inventory

What worked and didn't work? Why? (monitoring)

Our interventions worked to support student reading growth across all grade levels.

What modification(s) did you make based on the data? (evaluation)

Continue reading interventions and leverage our existing structures to support math as well.

2022-23
Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified: continue reading interventions, build math interventions, increase student engagement in tier 1 instruction, and increase opportunities for enrichment opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter Survey 2023: From Student Engagement section, "students are interested in what they are learning." Percent strongly agree/agree overall	56% of 4th-6th grade students responded strongly agree/agree.	Increase by 5%
Winter Survey 2023: From Student Engagement section, "Students have access to classes and activities that meet their interest and talents." Percent strongly agree/agree overall	60% of 4th-6th grade students responded strongly agree/agree.	Increase by 5%
Fall 2022 through Spring 2023 Dibels	60% of 1st - 6th grade students meet expectations in Fall, 67% of students met expectations in the spring	Show 10% growth from 2023 fall to 2024 spring assessments

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 supplemental classroom technology that supports skill development and assessment	X All Students English Learners Low-Income Students Foster Youth Other	Classroom teachers & admin	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2023 - 2024

3.2	Allocate stipends for classified staff who provide engagement opportunities and additional support.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, classroom teachers	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	500	School year 2023 - 2024
3.3	Hire an intervention teacher to provide math intervention	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	13882	School year 2023 - 2024

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: 2022-23

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

ANALYSIS

What data did you use to monitor progress and how often?

Winter School Survey - once a year

What worked and didn't work? Why? (monitoring)

Due to COVID restrictions, our plans of bringing a counselor to talk with students about graduation requirements did not work.

What modification(s) did you make based on the data? (evaluation)

We plan to include college/career talks and research into our 4th-6th grade Enrichment time.

2022-23
Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified: provide enrichment activities and hire an interventionist specifically for math.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
iReady Diagnostic: Math fall 2022 to spring 2023	22% of student meeting grade level in fall, 41% meeting grade level in spring	Increase by 10%
Winter Survey 2023: Overall Student Engagement section	63% of students strongly agreed or agreed.	Increase by 10%

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	Provide materials & supplies for intervention and enrichment.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, intervention leadership team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2023 - 2024

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 ($)

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	31,500	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	13,882.00
2000-2999: Classified Personnel Salaries	12,044.00
4000-4999: Books And Supplies	5,574.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	13,882.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	12,044.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,574.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,074.00
Goal 2	12,544.00
Goal 3	15,382.00

| 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

3 Parent or Community Members

Name of Members	Role
Jennifer Lawson	Principal
Ann Dobek	Classroom Teacher
Shawna Bailey	Classroom Teacher
Maggie Borkovich	Classroom Teacher
Amy Clarke	Other School Staff
David Chan	Parent or Community Member
Chela Cottrell	Parent or Community Member
Sondra Kess	Parent or Community Member
Emily Ko	Parent or Community Member
Randie Zeiter-Smith	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 May 23rd, 2023.

Attested:

on file

On file

Principal, Jennifer Lawson on 5/23/2023

SSC Chairperson, Maggie Borkovich on 5/23/2023

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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: 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.

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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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 connected to our attendance and SEL focus.	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	
SEL Materials for students and staff	4000-4999: Books And Supplies	$2,074.00	Connected School Communities	
Provide supervised, structured games during recess.	2000-2999: Classified Personnel Salaries	$11,544.00	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 funding for family engagement nights and other events.	4000-4999: Books And Supplies	$500.00	Healthy Environments for Social and Emotional Growth	
Provide supplemental classroom technology that supports skill development and assessment	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs	
Allocate stipends for classified staff who provide engagement opportunities and additional support.	2000-2999: Classified Personnel Salaries	$500.00	Engaging Academic Programs	
Hire an intervention teacher to provide math intervention	1000-1999: Certificated Personnel Salaries	$13,882.00	Engaging Academic Programs	
Provide materials & supplies for intervention and enrichment.	4000-4999: Books And Supplies	$500.00	Clear Pathways to Bright Futures	

Twin Lakes Elementary School

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