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 9th, 2024	July 30, 2024

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

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Twin Lakes met the criteria for ATSI for the following indicators and/or student groups:
Chronic Absenteeism - 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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

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

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

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

This year the needs assessment was conducted on an ongoing basis with several groups, including the parent advisory entity of School Site Council (SSC) and our Parent Teacher Association (PTA), with staff through whole staff meetings and committees such as the Leadership Team, School Culture Committee, and Safety Committee. Through these collaborative meetings and dialogues, as well as through surveys and informal conversations, families, community members, and staff members were able to provide input on current goals and provide input for future needs.

The needs assessment and data conversations took place during the following meetings:
- Back-to-School Night: 8/31
- School Site Council Meetings: 9/26, 11/30, 1/25, 3/13, 5/9
- School Culture Committee Meetings: 9/19, 12/19, 2/6, 3/5
- School Leadership Team Meetings: 7/27, 8/29, 9/28, 10/24, 11/28, 12/5, 1/16, 1/30, 2/27, 3/19, 4/2, 4/16, 4/23, 4/30, 5/7, 5/21
- Staff Meetings: 8/8, 9/12, 10/10, 11/30, 12/12, 1/23, 2/1, 2/13, 3/12, 4/9, 5/14
- Safety Team Meetings: 8/21, 10/25

In this school plan every effort has been made to address the most frequent, common suggestions requested by the participants. The results showed the following trends:
- Need for additional academic interventions/supports for students
- Need for additional behavior interventions/supports for students
- Need for additional family engagement and leadership representation from underrepresented subgroups
- Need for additional attendance interventions/supports

The feedback provided allowed us to identify areas of strength and need in our current school program. The recommendations make evident that we need: additional academic and behavior interventions/supports for students, increased opportunities for staff development to build teacher

capacity, increased opportunities for parents to be involved and engaged with the school, in a leadership capacity.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.21%		0	1
African American	1.11%	1.06%	0.62%	5	5	3
Asian	2.67%	2.12%	3.31%	12	10	16
Filipino	0.44%	0.21%	0.21%	2	1	1
Hispanic/Latino	14.89%	16.14%	17.15%	67	76	83
Pacific Islander	0.44%	0.21%	0.21%	2	1	1
White	71.33%	71.13%	69.01%	321	335	334
Multiple/No Response	9.11%	9.13%	9.30%	41	43	45
			Total Enrollment	450	471	484

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	88	95	63
Grade 1	55	74	76
Grade 2	72	52	76
Grade3	51	79	52
Grade 4	57	58	85
Grade 5	75	53	57
Grade 6	52	60	51
Total Enrollment	450	471	484

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	9	7	16	2.90%	2.0%	3.3%
Fluent English Proficient (FEP)	9	6	8	2.90%	2.0%	1.7%
Reclassified Fluent English Proficient (RFEP)				8.3%		

School and Student Performance Data

Student Population

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
471	**22.9**	**1.5**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Twin Lakes Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	7	1.5
Foster Youth		
Homeless	6	1.3
Socioeconomically Disadvantaged	108	22.9
Students with Disabilities	52	11

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.1
Asian	10	2.1
Filipino	1	0.2
Hispanic	76	16.1
Two or More Races	43	9.1
Pacific Islander	1	0.2
White	335	71.1

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** No Performance Color	**Suspension Rate** Green
Mathematics Yellow	**Chronic Absenteeism** Orange	
English Learner Progress No Performance Color		
College/Career No Performance Color		

Conclusions based on this data:

1. We need to continue with our positive approaches to behavior.

2. We need to breakdown the data for our African American and Students with Disabilities as they are the lowest performing subgroups.

3. We need to continue our PLC work to provide interventions and extensions for all students.

School and Student Performance Data

Academic Performance
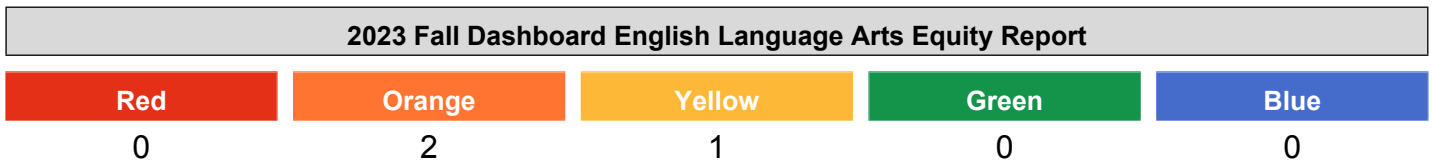## English Language Arts

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
7.9 points below standard	Less than 11 Students	0 Students
Decreased -12.2 points		
239 Students	10 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students	43.9 points below standard	60 points below standard
	Decreased Significantly -30.6 points	Decreased -13 points
3 Students	52 Students	40 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	Less than 11 Students	0 Students
2 Students		5 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
20.1 points below standard	4.8 points below standard	Less than 11 Students	7.3 points below standard
Increased Significantly +24.3 points	Decreased Significantly -29.6 points	1 Student	Decreased Significantly -18.9 points
40 Students	24 Students		167 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
No Performance Color	No Performance Color	7.1 points below standard
Less than 11 Students	Less than 11 Students	Decreased -12.2 points
7 Students	3 Students	226 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

With the exception of the Hispanic student group, all groups decreased in their English Language Arts performance rate. Significant disparities exist between the performance rate of all students (7.9 points below) and that of our socioeconomically disadvantaged students (43.9 points below) and our students with disabilities (60 points below). Significant disparities are also seen between ethnicity groups - specifically between our Hispanic group (+24.3 points) and our two or more races (-29.6 points) and white (-18.9 points) groups.

For the last three years, we have focused on building a system for early intervention in reading, in order to address reading gaps that became apparent after we returned to in-person learning. CAASPP data indicates that the current system is not meeting all of the needs of our student groups, specifically our socioeconomically disadvantaged students, students with disabilities, and two or more races groups, which leads us to believe that more than just phonics gaps are in play here. Based on the data and our observations of student learning, we are thinking that continued access to reading interventions supplemented with social-emotional learning and/or executive functioning interventions will further support academic achievement in reading for these student groups and that professional development for staff will be necessary to build capacity with the adults.

Through the implementation of our ELA interventions, it has surfaced that our socioeconomically disadvantaged, students with disabilities, and two or more races groups may benefit from continued access to academic interventions and increased access to social emotional learning/executive functioning skills instruction, and that staff would benefit

from PD around executive functioning skills, as well as around data collection, interpretation, and planning based on data. Therefore, academic and social emotional/executive function intervention materials, and PD to build staff capacity are needed to improve student outcomes.

School and Student Performance Data
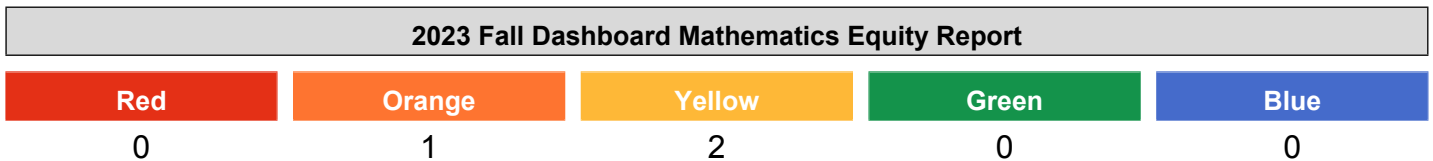
Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
21.4 points below standard	Less than 11 Students	0 Students
Maintained -2.7 points		
239 Students	10 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students	52 points below standard	63.2 points below standard
	Decreased -6.6 points	Increased +3.5 points
3 Students	52 Students	40 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	Less than 11 Students	0 Students
2 Students		5 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Yellow
36.1 points below standard	15.9 points below standard	Less than 11 Students	21.4 points below standard
Increased Significantly +27.6 points	Maintained +2 points	1 Student	Decreased -12.7 points
40 Students	24 Students		167 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
No Performance Color	No Performance Color	20.4 points below standard
Less than 11 Students	Less than 11 Students	Maintained -2.1 points
7 Students	3 Students	226 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

There is a significant discrepancy in math between students in the socioeconomically disadvantage group (52 points below standard) as compared to all students (21.4 points below standard). It is also notable that our white students decreased 12.7 points while our Hispanic students increased significantly 27.6 points.

For several years, our focus has been on providing intervention for students in reading. Based on our iReady and CAASPP data, we are realizing that some tier 1 and tier 2 strategies and systems are not as strong in math as they are in reading. As a staff, we engaged in school-wide professional development in the area of math this year, in order to begin to build our tier 1 tool kit for math instruction. We will continue to hone our skills and to develop a system for instruction and intervention in math in order to meet students' needs.

Our socioeconomically disadvantaged students may benefit from increased access to interventions for both academics and social emotional learning/executive functioning skills, and staff would benefit from continued and expanded PD around data collection, interpretation, and planning based on data, therefore, academic and social emotional/executive function intervention materials, and PD to build staff capacity are needed to improve student outcomes.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
N/A% making progress towards English language proficiency
Number of EL Students: 7 Students
Performance Level: No Performance Level
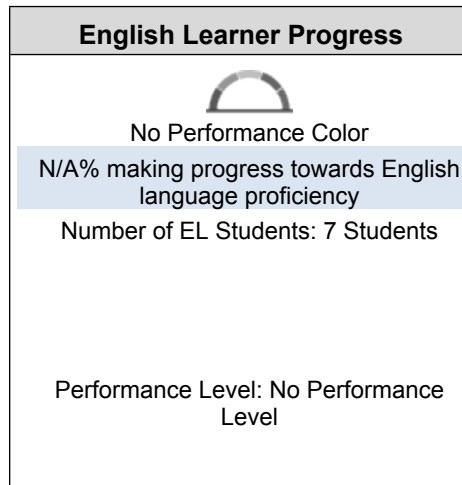
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

NA
NA
NA

School and Student Performance Data

Academic Performance
## College/Career Report

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	N/A	N/A
N/A		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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School and Student Performance Data

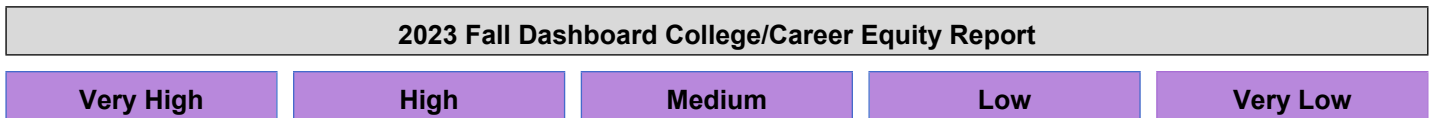## Academic Engagement
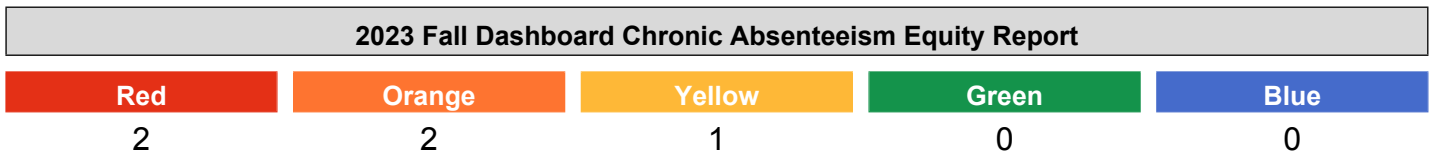## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	1	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
21% Chronically Absent	13.3% Chronically Absent	0 Students
Declined -1.5	0	
499 Students	15 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students	33.8% Chronically Absent	26.6% Chronically Absent
	Declined -0.6	Increased 7.3
10 Students	136 Students	79 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	0% Chronically Absent	Less than 11 Students
		Declined -16.7	
6 Students		13 Students	1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	No Performance Color	Yellow
27.4% Chronically Absent	27.7% Chronically Absent	Less than 11 Students	19.3% Chronically Absent
Declined -6.4	Increased 7.2		Declined -1.8
84 Students	47 Students	1 Student	347 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

There is a significant discrepancy in our students with disabilities and two or more races chronic absentee data as compared to all student groups. Where the all student group percentage declined, both the students with disabilities and two or more races percentages increased.

Our students in the students with disabilities and two or more races groups may not feel connected to peers/adults at school, families may need explicit attention brought to the correlation between attendance and academic achievement. We are feeling that more personal and intentional communication about attendance will be necessary to make an impact on our chronic absenteeism rate.

Our students with disabilities and two or more races groups would benefit from socioeconomically disadvantaged students may benefit from increased attention to attendance rates at the school, classroom, and family level, therefore, we will increase the frequency and intention of communication (positive phone calls, and intentional communication with families at parent/teacher conferences about attendance) around attendance and chronic absenteeism and its impact on academic achievement, as well as provide incentives for students/families for improved attendance rates.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	2	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Green

0.8% suspended at least one day

Maintained 0

507 Students

English Learners

6.7% suspended at least one day

Increased 6.7

15 Students

Foster Youth

No Performance Color

0 Students

Homeless

Less than 11 Students

10 Students

Socioeconomically Disadvantaged

Orange

2.9% suspended at least one day

Increased 0.6

140 Students

Students with Disabilities

Blue

0% suspended at least one day

Maintained 0

80 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	No Performance Color 0 Students	0% suspended at least one day Maintained 0 13 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 1.1% suspended at least one day Increased 1.1 87 Students	Green 2% suspended at least one day Declined -2.3 49 Students	Less than 11 Students 1 Student	Green 0.6% suspended at least one day Maintained 0 349 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our suspension rate is minimal overall, but attention should be paid to the suspension of students in our socioeconomically disadvantaged as well as hispanic groups.

Our alternative to suspension approach to school discipline is positively impacting our suspension rate.

Our students and staff benefit from the investment in our social emotional learning curriculum and materials, as well as PD for staff on equity, trauma informed, and/or restorative practices.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

We used district (iReady, STAR) assessments 3 times per year as well as site based assessments (DIBELS, BPST, teacher created formatives, grade level math) every 8 weeks to monitor progress. In addition, we use iReady, STAR, student report cards (specifically scores in reading, writing, speaking, listening), as well as teacher observations to determine criteria for reclassifying English Learners.

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

Our district and site level reading data indicate that academic achievement is trending in a positive direction for most students. We discovered a need for additional common assessment data in math, in order to talk about math, group students, and plan interventions, in a more specific and targeted way.

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

We reconfigure our reading intervention groups after each assessment cycle in order to meet students' individual needs. We also began meeting to look at math data and develop grade level math assessments in order to have more math data available to use in our planning of math instruction and intervention.

2023-24
Identified Need

State and local data indicate a continued need for increased student academic intervention and support particularly with socio-economically disadvantaged students and students with disabilities. In order to support academic growth and achievement for all students with an emphasis on socio-economically disadvantaged students and students with disabilities, Twin Lakes will continue to invest time and resources into intervention, materials, professional learning, and technologies with an emphasis on these student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	7.9 points below standard	+3 scale score points
	English Learners		
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	43.9 points below standard	
	Students with Disabilities	60 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	20.1 points below standard	
	Two or More Races	4.8 points below standard	
	Pacific Islander		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	7.3 points below standard	
Math State Assessment: Change in scale score	All Students	21.4 points below standard	+3 scale score points
	English Learners		
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	52 points below standard	
	Students with Disabilities	63.2 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	36.1 points below standard	
	Two or More Races	15.9 points below standard	
	Pacific Islander		
	White	21.4 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	N/A%		N/A
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	6.25%		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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide resources to support classroom and site based reading intervention and enrichment, including but not limited to: curriculum, materials, books, and manipulatives.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School year 2024-2025
1.2	Provide software applications to support academic achievement, language acquisition, intervention, and acceleration including nut not limited to ESGI, Heggerty, AR/STAR.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	1,500	School year 2024-2025
1.3	Provide resources to support classroom and site based math intervention and	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	2473	School year 2024-2025

		enrichment, including but not limited to: curriculum, materials, books, and manipulatives.		4000-4999: Books And Supplies		
1.4		Provide staffing and support, including but not limited to intervention teacher, and Instructional Assistants to support intervention programs for reading, math, and language acquisition.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing			School year 2024-2025
1.5		Provide guest teacher coverage for grade level and cross grade level collaboration, articulation, data examination, and professional learning, in support of student academic growth and achievement.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4500	School year 2024-2025

1.6	Provide resources to support language acquisition including but not limited to: curriculum, materials, books, and manipulatives.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			School year 2024-2025

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

We used monthly attendance and chronic absenteeism data, as well as responses to the School Climate Survey to monitor progress.

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

Attendance rules related to quarantine periods and mandatory days out related to illness impacted both daily attendance and chronic absenteeism rates significantly.

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

We have developed an attendance communication and incentive plan to address attendance and chronic absenteeism moving forward.

2023-24
Identified Need

School-wide attendance and chronic absentee data, as well as school culture survey data indicate a continued need to focus on increasing attendance and decreasing chronic absenteeism specifically for our socioeconomically disadvantaged, students with disabilities and two or more races groups. In order to support improved attendance and chronic absenteeism rates, for all students with an emphasis on socio-economically disadvantaged students, students with disabilities, and students of two or more races, Twin Lakes will continue to invest time and resources into attendance intervention, communications, materials, and student recognitions with an emphasis on these student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	21% Chronically Absent	-0.5%
	English Learners	13.3% Chronically Absent	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	33.8% Chronically Absent	
	Students with Disabilities	26.6% Chronically Absent	
	African American		
	American Indian		
	Asian	0% Chronically Absent	
	Filipino		
	Hispanic	27.4% Chronically Absent	
	Two or More Races	27.7% Chronically Absent	
	Pacific Islander		
	White	19.3% Chronically Absent	
Attendance:	93.25%		2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Percentage of the school year attended for students in TK-12		
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.	
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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	Source(s)	Proposed Allocation	Implementation Timeline

2.1	Provide supplies, materials, incentives, and student recognitions, including but not limited to: certificates, prizes, treats, lunch celebrations, etc. for encourage increased attendance.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or More Races & Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2024-2025
2.2	Increase frequency of proactive communications to families around the relationship between attendance and achievement, including but not limited to: positive phone calls, attendance as one focus at parent/teacher conferences, IEPs, SSTs, and other parent meetings.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or More Races & Students with Disabilities			School year 2024-2025
2.3	Provide supplies, materials, incentives, and student	All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	500	School year 2024-2025

	recognitions, including but not limited to: certificates, prizes, treats, lunch celebrations, etc. for celebrate attendance improvement and decreased chronic absenteeism.	X Lowest Performing Two or More Races & Students with Disabilities	4000-4999: Books And Supplies		

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

We used the behavior incidents and suspension data, as well as School Culture Survey results, to monitor growth in this goal area.

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

Our alternative to suspension approach to school discipline is positively impacting our suspension rate. Our students and staff benefit from the investment in our social emotional learning curriculum and materials, as well as PD for staff on equity, trauma informed, and/or restorative practices.

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

We implemented Coffee & Conversations with the principal, and opportunity for families to provide input, feedback, or ask questions/voice concerns about school safety, policies, practices, culture, etc. We also implemented monthly awards assemblies in which we celebrate students for their academic, behavioral, attendance, and character development and improvement.

2023-24
Identified Need

Our students need opportunities to benefit from the investment in our social emotional learning curriculum and materials, as well as PD for staff on equity, trauma informed, and/or restorative practices. Increased opportunities for families to be engaged in leadership roles is a need.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	0.8% suspended at least one day	-0.3%
	English Learners	6.7% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	2.9% suspended at least one day	
	Students with Disabilities	0% suspended at least one day	
	African American		
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	1.1% suspended at least one day	
	Two or More Races	2% suspended at least one day	
	Pacific Islander		
	White	0.6% suspended at least one day	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.00%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	67%	+5%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	68.8%	+5%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0.00%	+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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Purchase materials to support classroom SEL including but not limited to, books, posters, materials, and resources, in order to promote increased feelings of social and emotional safety	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2024-2025

	at school and to increase opportunities for students to practice problem solving and emotion regulation, in an effort to create a sense of belonging, increase feelings of connectedness, and decrease suspensions.				
3.2	Provide additional Recreational Aide allocation, in an effort to increase feelings of safety on campus during unstructured times. PC 38447	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	10,572 4,455	School year 2024-2025
3.3	Purchase school license for SEL curriculum online	All Students English Learners X Low-Income Students	LCFF Supplemental	4,000	School year 2024-2025

	platform to in an effort to create a sense of belonging, increase feelings of connectedness.	Foster Youth Lowest Performing	Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures		
3.4	Purchase materials to support Parent & Family Engagement events throughout the year including but not limited to: Coffee and Conversation with the Principal and principal led family and community book studies.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2024-2025
3.5	Increase opportunities for parents to serve in leadership roles on campus, including but not limited to SPAC, SSC, PTA, Coffee & Conversations,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School year 2024-2025

	parent book studies, etc.					

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:
Student Achievement and Implementation of Standards

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

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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

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	4,500.00
2000-2999: Classified Personnel Salaries	10,572.00
3000-3999: Employee Benefits	4,455.00
4000-4999: Books And Supplies	6,473.00
5800: Professional/Consulting Services And Operating Expenditures	5,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	4,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	10,572.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	4,455.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	6,473.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	5,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,473.00
Goal 2	1,000.00
Goal 3	20,027.00

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
Teresa Rowan	Principal
Vicky Oscenas	Classroom Teacher
Maggie Borkovich	Classroom Teacher
Ann Dobek	Classroom Teacher
Erin Frye	Other School Staff
David Chan	Parent or Community Member
Catherine Evans	Parent or Community Member
Megan Warnick	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 9, 2024.

Attested:

Teresa Rowan	Principal, Teresa Rowan on 5/9/2024
Vicky Ocsenas	SSC Chairperson, Vicky Ocsenas on 5/9/2024

Budget By Expenditures

Twin Lakes Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide resources to support classroom and site based reading intervention and enrichment, including but not limited to: curriculum, materials, books, and manipulatives.	4000-4999: Books And Supplies	$2,000.00	Connected School Communities	
Provide software applications to support academic achievement, language acquisition, intervention, and acceleration including nut not limited to ESGI, Heggerty, AR/STAR.	5800: Professional/Consulting Services And Operating Expenditures	$1,500.00	Connected School Communities	
Provide resources to support classroom and site based math intervention and enrichment, including but not limited to: curriculum, materials, books, and manipulatives.	4000-4999: Books And Supplies	$2,473.00	Connected School Communities	
Provide guest teacher coverage for grade level and cross grade level collaboration, articulation, data examination, and professional learning, in support of student academic growth and achievement.	1000-1999: Certificated Personnel Salaries	$4,500.00	Connected School Communities	
Provide supplies, materials, incentives, and student recognitions, including but not limited to: certificates, prizes, treats, lunch celebrations, etc. for encourage increased attendance.	4000-4999: Books And Supplies	$500.00	Healthy Environments for Social and Emotional Growth	
Provide supplies, materials, incentives, and student recognitions, including but not limited to: certificates, prizes, treats, lunch celebrations, etc. for celebrate attendance improvement and decreased chronic absenteeism.	4000-4999: Books And Supplies	$500.00	Healthy Environments for Social and Emotional Growth	

Twin Lakes Elementary School

Purchase materials to support classroom SEL including but not limited to, books, posters, materials, and resources, in order to promote increased feelings of social and emotional safety at school and to increase opportunities for students to practice problem solving and emotion regulation, in an effort to create a sense of belonging, increase feelings of connectedness, and decrease suspensions.	4000-4999: Books And Supplies	$500.00	Engaging Academic Programs
Provide additional Recreational Aide allocation, in an effort to increase feelings of safety on campus during unstructured times. PC 38447	2000-2999: Classified Personnel Salaries	$10,572.00	Engaging Academic Programs
Purchase school license for SEL curriculum online platform to in an effort to create a sense of belonging, increase feelings of connectedness.	5800: Professional/Consulting Services And Operating Expenditures	$4,000.00	Engaging Academic Programs
Purchase materials to support Parent & Family Engagement events throughout the year including but not limited to: Coffee and Conversation with the Principal and principal led family and community book studies.	4000-4999: Books And Supplies	$500.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$4,455.00	Engaging Academic Programs
Provide materials & supplies for intervention and enrichment.	4000-4999: Books And Supplies	$500.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: $32,000.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Twin Lakes Elementary School Total Expenditures: $32,000.00