



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	March 27, 2025	June 24,2025

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

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).

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).

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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

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: 8/22
- School Site Council Meetings: 10/17, 12/12, 2/6, 3/27, 5/15
- School Culture Committee Meetings: 8/20, 10/22, 12/3, 1/28, 3/18, 4/22, 5/20
- School Leadership Team Meetings: 7/30, 9/3, 10/1, 11/5, 12/17, 1/7, 2/4, 3/4, 3/25, 4/8
- Staff Meetings: 8/13, 9/10, 10/8, 12/10, 1/14, 2/11, 4/8
- Safety Team Meetings: 9/19, 1/16, 3/24

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 continued academic interventions/supports for students
- Need for continued behavior interventions/supports for students
- Need for additional family engagement and leadership representation from underrepresented subgroups
- Need for continued 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: continued 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 Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	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

Student 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)			2	8.3%		6.45%

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
484	30.4%	3.3%	0.0%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	3.3%
Foster Youth	0	0.0%
Homeless	7	1.4%
Socioeconomically Disadvantaged	147	30.4%
Students with Disabilities	61	12.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6%
American Indian	1	0.2%
Asian	16	3.3%
Filipino	1	0.2%
Hispanic	83	17.1%
Two or More Races	45	9.3%
Pacific Islander	1	0.2%
White	334	69%

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Blue

Mathematics



Yellow

English Learner Progress



No Performance Color

School and Student Performance Data

Academic Performance English Language Arts

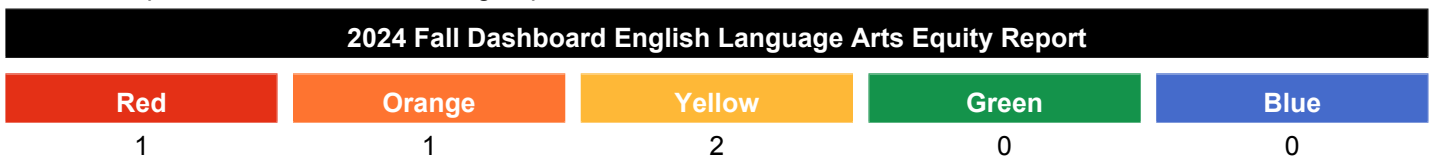
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>8.9 points below standard</p> <p>Maintained 0.9 points</p> <p>234 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>55.0 points below standard</p> <p>12 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>26.9 points below standard</p> <p>Increased 17.1 points</p> <p>77 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>86.5 points below standard</p> <p>Declined 26.5 points</p> <p>42 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>20.0 points below standard</p> <p>Maintained 0.1 points</p> <p>43 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>21.7 points below standard</p> <p>Declined 16.9 points</p> <p>23 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>4.9 points below standard</p> <p>Maintained 2.4 points</p> <p>158 Students</p>

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 lowest performing student group was Students with Disabilities which scored 86.5 points below standard which was a decrease of 26.5 points from the previous year.

In comparison, all students scored 8.9 points below standard which was maintained from the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, we recognize that despite our intentional efforts to build a system for early intervention in reading—particularly focused on phonics—significant disparities in performance remain, especially for our "Students with Disabilities" group compared to all other groups. Our team believed that strengthening foundational reading skills would help close achievement gaps, and we implemented targeted phonics support based on our school-level data. However, CAASPP results suggest that while this was a step in the right direction, our current system does not fully address the diverse needs of all learners.

This realization has led us to reconsider our approach. We are beginning to understand that the challenges our students face extend beyond phonics. Through our observations and analysis, we've come to think that additional support in areas such as extended time-in-text for skill application, social-emotional learning, and executive functioning may be critical in supporting academic achievement for our Students with Disabilities. We also recognize that to effectively implement these supports students will need access to decodable texts at their instructional level, and staff will need ongoing professional development to build capacity and ensure that all adults are equipped to meet the complex needs of our learners.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Through the implementation of our ELA interventions, it has become evident that our Students with Disabilities may benefit from sustained access to targeted academic interventions, as well as expanded opportunities for social-emotional learning and executive functioning skills instruction. Additionally, staff would benefit from professional development focused on executive functioning, as well as on effective data collection, interpretation, and instructional planning informed by data.

To improve outcomes for these students, it is essential to invest in both academic and social-emotional/executive functioning intervention resources, along with professional learning opportunities to build staff capacity. Furthermore, students would benefit from increased time-in-text to reinforce and apply learned skills, highlighting the need for greater access to decodable texts that align with their instructional reading levels.

School and Student Performance Data

Academic Performance Mathematics

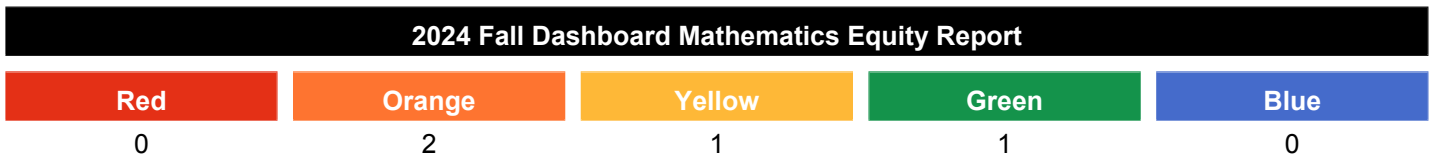
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>20.1 points below standard</p> <p>Maintained 1.3 points</p> <p>235 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>82.4 points below standard</p> <p>13 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>45.4 points below standard</p> <p>Increased 6.6 points</p> <p>78 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>87.4 points below standard</p> <p>Declined 24.2 points</p> <p>42 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>49.7 points below standard</p> <p>Declined 13.6 points</p> <p>43 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>44.9 points below standard</p> <p>Declined 29.0 points</p> <p>23 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>11.5 points below standard</p> <p>Increased 9.9 points</p> <p>159 Students</p>

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 lowest performing student groups were Students with Disabilities and Hispanic. Students with Disabilities scored 87.4 points below standard which was decrease of 24.2 points from the previous year. Our Hispanic students scored 49.7 points below standard which was a decrease of 13.6 points from the previous year. In comparison, all students scored 20.1 points below standard which was maintained points from the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, we recognized that while our school-wide efforts have historically focused on reading intervention, a significant performance discrepancy in math has emerged—particularly among our Students with Disabilities and Hispanic student groups compared to their peers. Our iReady and CAASPP data highlighted that the strength and consistency of our Tier 1 and Tier 2 instructional strategies in math are not yet on par with those in reading.

In response, we acknowledged the need to shift our focus and began building our capacity in math instruction. As a staff, we engaged in professional development centered on effective math teaching practices and invested in targeted math intervention materials to support this shift. These actions marked the beginning of our work to strengthen Tier 1 instruction and establish a more robust system of support for math. We now understand that this work must continue and deepen as we develop a comprehensive, school-wide approach to math instruction and intervention that effectively meets the needs of all students.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Our Students with Disabilities and Hispanic student groups may benefit from enhanced access to both academic interventions and targeted support in social-emotional learning and executive functioning skills. To effectively meet these needs, staff would benefit from ongoing and expanded professional development focused on data collection, analysis, and instructional planning driven by data. Accordingly, there is a demonstrated need for additional math intervention resources, social-emotional and executive functioning support materials, and professional development opportunities to build staff capacity and improve student outcomes.

School and Student Performance Data

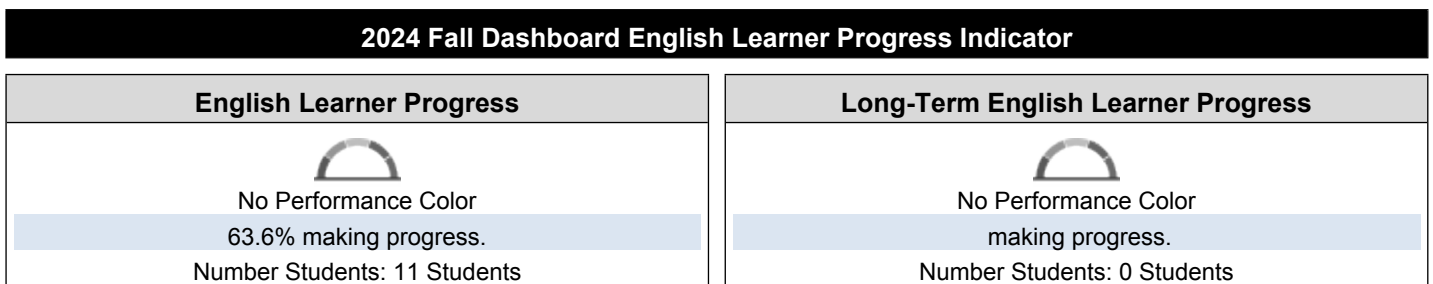
Academic Performance English Learner Progress

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

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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.”

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



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.2%	18.2%	0%	63.6%

Lowest Performing Group:

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

63% of English Learners progressed at least one ELPI level, while 18% of English Learners decreased one ELPI level.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, we recognized that our school-wide focus on literacy has positively impacted many of our English Learners, as evidenced by 63% progressing at least one ELPI level. This affirms our belief that a strong emphasis on literacy supports English language development. However, we also noted that 18% of our English Learners experienced a decrease in their ELPI level, prompting us to think more critically about the diverse needs within this group.

While our current literacy-focused approach is benefiting the majority, these results indicate that some students may require more targeted support and differentiated interventions to accelerate their language development. This realization has reinforced our commitment to identifying and addressing the specific barriers faced by English Learners who are not making expected progress.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Our lowest-performing English Learners would benefit from continued and intensified literacy support to accelerate their language development and academic progress. To effectively meet their needs, it is essential to provide targeted language and literacy materials, along with increased access to supplemental language support services. These resources are critical to improving outcomes for this group of students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>13% Chronically Absent</p> <p>Declined 8.1</p> <p>509 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>21.4% Chronically Absent</p> <p>Increased 8.1</p> <p>28 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>38.5% Chronically Absent</p> <p>0</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>21.5% Chronically Absent</p> <p>Declined 12.4</p> <p>191 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>20.9% Chronically Absent</p> <p>Declined 5.7</p> <p>86 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>13.6% Chronically Absent</p> <p>Increased 13.6</p> <p>22 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>18.2% Chronically Absent</p> <p>Declined 9.2</p> <p>88 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>17.4% Chronically Absent</p> <p>Declined 10.3</p> <p>46 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>11% Chronically Absent</p> <p>Declined 8.4</p> <p>347 Students</p>

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 lowest performing student group was Students with Disabilities which scored 20.9 points below standard which was a decrease of 5.7 points from the previous year. In comparison, all students scored 13 points below standard which was a decrease of 8.1 points from the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, we observed a notable discrepancy in chronic absenteeism rates for our Students with Disabilities compared to other student groups. This led us to consider the possibility that some of these students may not feel a strong sense of connection to peers or trusted adults at school. Additionally, we recognized that families may not be fully aware of the critical link between consistent attendance and academic success.

These insights have shaped our thinking and highlighted the need for more personal, intentional communication with families regarding attendance. We feel that building stronger relationships and increasing awareness through targeted outreach will be essential in reducing chronic absenteeism and fostering a greater sense of belonging for our Students with Disabilities.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Our Students with Disabilities would benefit from increased attention to attendance at the school, classroom, and family levels. To address this need, we will enhance both the frequency and intentionality of our communication regarding attendance and chronic absenteeism. This will include positive phone calls home, as well as focused conversations during parent-teacher conferences and IEP meetings to emphasize the connection between consistent attendance and academic achievement. Additionally, we plan to implement incentive programs to recognize and encourage improved attendance among students and their families.

School and Student Performance Data

Conditions & Climate Suspension Rate

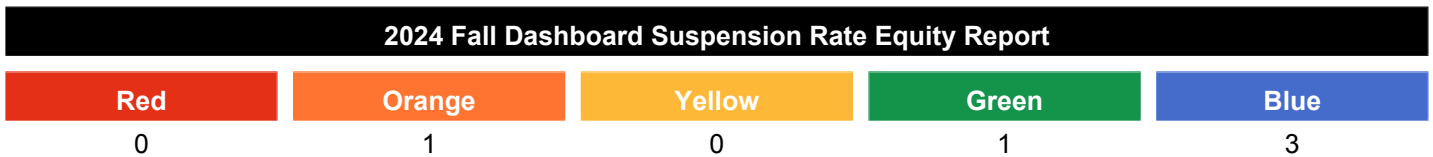
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>0.4% suspended at least one day</p> <p>Declined 0.4%</p> <p>519 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 6.7%</p> <p>29 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>1% suspended at least one day</p> <p>Declined 1.8%</p> <p>196 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>1.1% suspended at least one day</p> <p>Increased 1.1%</p> <p>87 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.1%</p> <p>92 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2%</p> <p>46 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>0.6% suspended at least one day</p> <p>Maintained 0%</p> <p>351 Students</p>

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 lowest performing student group was Students with Disabilities which scored 1.1 points below standard which was an increase of 1.1 points from the previous year.

In comparison, all students scored 0.4 points below standard which was an increase of 0.4 points from the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, we acknowledged that our alternative-to-suspension approach to school discipline has contributed to maintaining an overall low suspension rate, which affirms our belief in the effectiveness of restorative and supportive practices. However, we also recognized that students within the Students with Disabilities group continue to be disproportionately represented in suspension data. This has led us to reflect on the need for more targeted supports and proactive strategies to address the underlying factors contributing to behavioral challenges within this group. Moving forward, we feel it is important to refine and expand our current practices to ensure equitable outcomes for all students.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Our continued investment in social-emotional learning (SEL) curriculum and materials, along with our emphasis on Positive Behavioral Interventions and Supports (PBIS), has had a positive impact on both students and staff. These

efforts contribute to a supportive school climate and promote the development of essential social-emotional skills, reinforcing positive behavior and enhancing overall well-being across our school community.

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: 2024-25

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

2025-26

Identified Need

State and local data indicate a continued need for increased student academic intervention and support particularly with students with disabilities, English learners, and Hispanic groups. In order to support academic growth and achievement for all students with an emphasis on our students with disabilities, English learners, and Hispanic groups, 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 2024-25	Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	+3 scale score points
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	
	African American	
	American Indian	
	Asian	
	Filipino	
	Hispanic	
	Two or More Races	
Pacific Islander		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	White	4.9 points below standard	
Math State Assessment: Change in scale score	All Students	20.1 points below standard	+3 scale score points
	English Learners	82.4 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	45.4 points below standard	
	Students with Disabilities	87.4 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	49.7 points below standard	
	Two or More Races	44.9 points below standard	
	Pacific Islander		
	White	11.5 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	63.6%		N/A
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	6.45%		+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 Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,312	School year 2025-2026
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 Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	5,800	School year 2025-2026
1.3	Provide resources to support classroom and site based math intervention and	All Students X English Learners X Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	1,500	School year 2025-2026

	enrichment, including but not limited to: curriculum, materials, books, and manipulatives.	X Lowest Performing Students with Disabilities	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 X Lowest Performing Students with Disabilities	Other 1000-1999: Certificated Personnel Salaries Other 2000-2999: Classified Personnel Salaries		School year 2025-2026
1.5	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	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	200	School year 2025-2026

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: 2024-25

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

Our attention to intentional communications to families regarding attendance is beginning to have a positive impact on attendance rates.

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

We modified our attendance communication and incentive plan to address attendance and chronic absenteeism at regular and structured intervals.

2025-26

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 students with disabilities and English learners. In order to support improved attendance and chronic absenteeism rates, for all students with an emphasis on students with disabilities and English learners, 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 2024-25	Expected Outcome 2025-26
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	13% Chronically Absent
	English Learners	21.4% Chronically Absent
	Foster Youth	
	Homeless	38.5% Chronically Absent
	Socioeconomically Disadvantaged	21.5% Chronically Absent
	Students with Disabilities	20.9% Chronically Absent
	African American	
	American Indian	
	Asian	13.6% Chronically Absent
	Filipino	
	Hispanic	18.2% Chronically Absent
	Two or More Races	17.4% Chronically Absent
	Pacific Islander	
	White	11% Chronically Absent
Attendance:	94.4%	+2%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	NA
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	NA

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
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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 X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Other		School year 2025 - 2026
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 X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities			School year 2025 - 2026
2.3	Provide supplies, materials, incentives, and student	All Students X English Learners Low-Income Students Foster Youth	Other		School year 2025 - 2026

recognitions, including but not limited to: certificates, prizes, treats, lunch celebrations, etc. for celebrate attendance improvement and decreased chronic absenteeism.

X Lowest Performing Students with Disabilities

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: 2024-25

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

2025-26

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 2024-25	Expected Outcome 2025-26
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	0.4% suspended at least one day
	English Learners	0% suspended at least one day
	Foster Youth	
	Homeless	0% suspended at least one day
	Socioeconomically Disadvantaged	1% suspended at least one day
	Students with Disabilities	1.1% suspended at least one day
	African American	
	American Indian	
	Asian	0% suspended at least one day
	Filipino	
	Hispanic	0% suspended at least one day
	Two or More Races	0% suspended at least one day
	Pacific Islander	
White	0.6% suspended at least one day	
		-0.3%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	67.5%	+5%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	69.8%	+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).	12%	+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 at school and to increase opportunities for	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2024-2025

	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 X Lowest Performing Students with disabilities	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	11,532 4,825	School year 2024-2025
3.3	Purchase school license for SEL curriculum online platform to in an effort to create a sense of	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with disabilities	LCFF Supplemental Site Allocation 5800: Professional/	4,831	School year 2024-2025

	belonging, increase feelings of connectedness.		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 Students with disabilities	Other		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, parent book studies, etc.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with disabilities			School year 2024-2025

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
Provide a Bilingual Instructional Assistant to support English Learners with language acquisition and to increase ELPI progress and reclassification rates.	2025-2026 school year	Classified Staffing - BIA	2000-2999: Classified Personnel Salaries		

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
2000-2999: Classified Personnel Salaries	11,532.00
3000-3999: Employee Benefits	4,825.00
4000-4999: Books And Supplies	4,512.00
5800: Professional/Consulting Services And Operating Expenditures	10,631.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	11,532.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	4,825.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	4,512.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	10,631.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,812.00

Goal 3

21,688.00

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
Diana Nordin	Classroom Teacher
Stacy Costas	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 March 27, 2025.

Attested:



Principal, Teresa Rowan on 3/27/2025



SSC Chairperson, Vicky Ocsenas on 3/27/2025

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.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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 as 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Twin Lakes Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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	\$2,312.00	Connected School Communities	
Provide software applications to support academic achievement, language acquisition, intervention, and acceleration including but not limited to ESGI, Heggerty, AR/STAR.	5800: Professional/Consulting Services And Operating Expenditures	\$5,800.00	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	\$1,500.00	Connected School Communities	
Provide resources to support language acquisition including but not limited to: curriculum, materials, books, and manipulatives.	4000-4999: Books And Supplies	\$200.00	Connected School Communities	
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	\$11,532.00	Engaging Academic Programs	

Twin Lakes Elementary School

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	\$4,831.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$4,825.00	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