School Year: **2026-27**

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 8, 2026	June 23, 2026

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)

X 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).

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 comprehensive needs assessment was conducted on an ongoing basis and included input from multiple stakeholder groups, including the School Site Council (SSC), Parent Teacher Association (PTA), certificated and classified staff, and school leadership teams. Staff input was gathered through whole staff meetings and collaborative structures such as the Leadership Team, School Culture Committee, and Safety Committee. In addition, feedback was collected through surveys and informal engagement opportunities with families and community members.

These structures ensured meaningful consultation with educational partners and provided multiple opportunities for stakeholders to analyze data, reflect on current programs, and identify priority areas for improvement.

The needs assessment and data analysis conversations occurred during the following meetings:

- Back-to-School Night: 8/21
- School Site Council (SSC) Meetings: 10/24, 1/15, 4/16, 5/8
- School Culture Committee Meetings (Culture Club): 9/30, 12/16, 2/3, 4/28
- School Leadership Team Meetings: 8/26, 9/2, 9/16, 9/23, 10/7, 10/21, 10/28, 12/2, 1/20, 1/27, 4/21, 5/5
- Staff Meetings: 9/9, 10/14, 11/4, 12/9, 1/13, 2/10, 4/14, 5/12
- Safety Team Meetings: 9/25, 1/28, 5/7

Through these meetings, multiple sources of data were reviewed and analyzed, including local assessment data (i-Ready, mClass), state assessment data (CAASPP), attendance data, behavior/discipline data, and school climate survey results. Stakeholders engaged in structured data inquiry to identify trends, gaps, and areas of need across student groups.

Based on this comprehensive analysis, the following priority needs were identified:

- Continued implementation and refinement of academic interventions and supports to address learning gaps and improve student achievement
- Strengthening of behavior systems and social-emotional supports to improve student outcomes and school climate
- Increased opportunities for family engagement and leadership, with a focus on inclusion of underrepresented student groups
- Continued focus on attendance improvement through targeted interventions and monitoring

The analysis of stakeholder input and multiple measures of data informed the development of goals, actions, and resource allocations outlined in this School Plan for Student Achievement (SPSA). These actions are designed to build staff capacity, improve student outcomes, and increase meaningful family engagement, ensuring alignment with identified needs and continuous improvement efforts.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.21%	0.20%	0.21%	1	1	1
African American	0.62%	0.61%	1.44%	3	3	7
Asian	3.31%	2.23%	2.47%	16	11	12
Filipino	0.21%	%	0.21%	1		1
Hispanic/Latino	17.15%	19.03%	18.56%	83	94	90
Pacific Islander	0.21%	%	%	1		
White	69.01%	67.21%	66.39%	334	332	322
Multiple/No Response	9.30%	10.73%	10.72%	45	53	52
			Total Enrollment	484	494	485

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	24
Kindergarten	63		56
Grade 1	76		63
Grade 2	76		66
Grade3	52		72
Grade 4	85		81
Grade 5	57		48
Grade 6	51		75
Total Enrollment	484		485

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	16	15	10	1.5%	3.3%	2.1%
Fluent English Proficient (FEP)	8	5	7	1.3%	1.7%	1.4%
Reclassified Fluent English Proficient (RFEP)	2				6.45%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
494	**33.4%**	**3%**	**0.2%**
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.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	15	3%
Foster Youth	1	0.2%
Homeless	7	1.4%
Socioeconomically Disadvantaged	165	33.4%
Students with Disabilities	72	14.6%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	3	0.6%
American Indian	1	0.2%
Asian	11	2.2%
Filipino	0	0.0%
Hispanic	94	19%
Two or More Races	53	10.7%
Pacific Islander	0	0.0%
White	332	67.2%

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

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	1	1

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue 14.6 points above standard Increased 23.5 points 255 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Yellow 10.6 points below standard Increased 16.3 points 89 Students

Students with Disabilities

Yellow

50.2 points below standard

Increased 36.2 points

43 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Filipino

No Performance Color

0 Students

Hispanic

Green

0.5 points above standard

Increased 20.5 points

46 Students

Two or More Races

No Performance Color

12.9 points above standard

Increased 34.5 points

24 Students

Pacific Islander

No Performance Color

0 Students

White

Blue

17.8 points above standard

Increased 22.7 points

180 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.

Based on the California School Dashboard English Language Arts (ELA) indicator data, the following student groups are performing at the lowest levels relative to the overall student population: Students with Disabilities, Socioeconomically Disadvantaged

While both groups demonstrated growth in ELA, they remain below standard and significantly below the performance of All Students, who are performing at the Blue level, 14.6 points above standard (increased 23.5 points).

Students with Disabilities represent the lowest performing group in ELA, with the greatest distance from standard and the largest performance gap.

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

Reflecting on prior year implementation in ELA, several factors may have contributed to these outcomes:

- Inconsistent implementation of Tier 1 ELA instruction, particularly in differentiation of reading comprehension, writing, and language development
- Gaps in foundational literacy skills, including phonics, fluency, and vocabulary, especially among Students with Disabilities and Socioeconomically Disadvantaged students
- Limited access to targeted ELA interventions, particularly structured literacy supports and intensive small group instruction
- Variability in use of assessment data (e.g., DIBELS, i-Ready) to inform instruction and adjust supports in a timely manner

- Need for stronger alignment between general education and special education in ELA instruction
- Attendance and engagement challenges, reducing consistent exposure to core literacy instruction
- Limited family support in literacy at home, particularly for historically underserved student groups

Although growth trends indicate progress, the level of instructional intensity and consistency was not sufficient to close achievement gaps in ELA.

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

To improve ELA outcomes for the lowest performing student groups, the following targeted resources are needed:

Personnel:
- Increased opportunities for general education and special education teacher collaboration
- Increased opportunities for general education and intervention teacher collaboration

Programs & Services:
- Evidence-based literacy intervention programs
- Continued refinement of our systems for intervention and support for literacy, including clearly defined Tier 2 and Tier 3 interventions

Professional Development:
- Continued professional learning focused on data analysis and progress monitoring
- Ongoing support in data analysis and progress monitoring using DIBELS, i-Ready, and common formative assessments
- Targeted support in evidence-based strategies for Students with Disabilities and SED students

Materials & Supplies:
- Supplemental intervention curriculum and decodable texts aligned to student needs
- Access to culturally relevant literature to increase engagement and comprehension
- Technology-based literacy programs to support individualized learning

Family Engagement:
- Workshops and resources to support literacy at home (e.g., reading strategies, access to books)
- Increased communication and outreach to families of Students with Disabilities and Socioeconomically Disadvantaged students
- Opportunities for families to engage in reading-focused school events and activities

These targeted resources are designed to strengthen core ELA instruction, ensure timely and effective intervention, and build staff capacity to accelerate literacy outcomes for all students, particularly those in the lowest performing groups.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	4	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green 16.7 points below standard Increased 3.4 points 255 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Yellow 40.9 points below standard Increased 4.5 points 89 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
78.3 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 9.1 points	2 Students	1 Student
43 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	0 Students	30.5 points below standard
3 Students		Increased 19.2 points
		46 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
28.1 points below standard	0 Students	13.4 points below standard
Increased 16.8 points		Maintained -2 points
24 Students		180 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.

Based on the California School Dashboard Mathematics indicator, the following student groups are performing at the lowest levels relative to the overall student population: Students with Disabilities, Socioeconomically Disadvantaged, Hispanic Students

While overall performance for All Students is in the Green range, all identified student groups remain below standard. Students with Disabilities represent the lowest performing group in Mathematics, with the greatest distance from standard and the largest performance gap.

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

Reflection on prior year practices in mathematics suggests several contributing factors:

- Inconsistent implementation of rigorous Tier 1 math instruction, particularly around conceptual understanding, problem-solving, and mathematical discourse
- Gaps in foundational math skills, including number sense, computation, and fluency, especially for Students with Disabilities and Socioeconomically Disadvantaged students
- Limited access to targeted math interventions, including small group instruction aligned to specific skill deficits
- Variability in the use of assessment data (e.g., i-Ready, formative assessments) to guide instruction and intervention
- Insufficient opportunities for student discourse and engagement, limiting deeper understanding of mathematical concepts

- Need for stronger alignment between general education and special education services
- Inconsistent use of differentiation strategies
- Attendance and engagement challenges, impacting continuity of math instruction

Although several student groups demonstrated growth—most notably Hispanic students—the rate of improvement is not yet sufficient to close achievement gaps.

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

To improve mathematics outcomes for the lowest performing student groups, the following resources are needed:

Personnel:
- Classroom teachers and instructional aides to provide targeted math support in small group settings
- Increased special education support for specialized math instruction and co-teaching opportunities

Programs & Services:
- Strengthened Tier 2 and Tier 3 systems of intervention to support math foundations
- Adoption of evidence-based math program
- Structured opportunities for mathematical discourse and problem-based learning

Professional Development:
- Training in standards-aligned math instruction, with an emphasis on conceptual understanding and real-world application
- Ongoing support in data analysis and progress monitoring using i-Ready and common formative assessments

Materials & Supplies:
- Supplemental math intervention curriculum and manipulatives to support conceptual understanding
- Access to technology-based math programs for individualized instruction and practice
- Resources to support visual models and hands-on learning

Family Engagement:
- Opportunities for families to learn strategies to support math at home
- Increased outreach and communication to families of Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students
- Family math nights and resources to build confidence and engagement in mathematics

These resources are intended to strengthen Tier 1 instruction, ensure timely and targeted intervention, and build staff capacity to accelerate mathematics achievement for all students, with a focused emphasis on closing gaps for the lowest performing groups.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green 59.7 science points Declined 3 points 83 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 53.3 science points Declined 4.3 points 28 Students

Students with Disabilities	African American	American Indian
No Performance Color 41.6 science points 15 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Two or More Races	Pacific Islander	White
No Performance Color 48.4 science points 11 Students	No Performance Color 0 Students	Green 60.4 science points Declined 5 points 62 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.

All student groups are in the green performance group for science.

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

The strength teaching model in 5th grade is directly reflected in this data.

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

Continued support and implementation of strength teaching model in 5th grade.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
50 making progress.	making progress.
Number Students: 12 Students	Number Students: 0 Students

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.

2025 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
8.3%	41.7%	0%	50%

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

Analysis of the English Learner Progress Indicator (ELPI) data shows:

Greatest Area of Growth:

- 50% of English Learners progressed at least one ELPI level, indicating strong movement in language acquisition and the effectiveness of supports for a significant portion of students

Areas for Improvement:

- 41.7% of students maintained at ELPI levels 1–3, indicating a large group of students are not making sufficient annual progress
- 0% maintained at ELPI level 4, suggesting limited reclassification readiness or movement into higher proficiency stability
- 8.3% of students decreased one ELPI level, indicating a need for closer monitoring and targeted support

Overall, while growth is evident, nearly half of English Learners are not progressing, highlighting a need to accelerate language development, particularly for students at lower proficiency levels.

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

Reflection on prior year practices suggests several contributing factors:

- Inconsistent implementation of designated and integrated ELD, resulting in uneven access to targeted language instruction
- Insufficient progress monitoring of EL students, leading to delayed instructional adjustments
- Variability in teacher capacity and confidence in ELD strategies, including use of language objectives and structured student discourse
- Attendance and engagement challenges, impacting consistency of language development
- Limited family engagement specific to English Learner needs, including communication barriers and access to resources

While half of students demonstrated progress, inconsistent implementation of ELD practices likely contributed to the lack of movement for a significant percentage of students.

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

To improve ELPI outcomes, particularly for students not progressing, the following resources are needed:

Personnel:

- Continuation of BIA position to provide targeted ELD support including small group language development

Programs & Services:

- Targeted EL intervention supports, particularly for students at ELPI levels 1–2 and long-term English Learners

Professional Development:

- Training in Designated and integrated ELD strategies

Materials & Supplies:

- Supplemental ELD curriculum and language development resources
- Technology-based programs to support language acquisition

Family Engagement:

- Workshops to support families in language development at home
- Improved communication systems to ensure equitable access and participation

These resources are intended to ensure consistent, high-quality ELD instruction, strengthen progress monitoring, and accelerate language acquisition for all English Learners, particularly those not currently demonstrating growth.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

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

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	
9.9% Chronically Absent	10.5% Chronically Absent	
Declined 3.1	Declined 10.9	
507 Students	19 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	13.1% Chronically Absent
4 Students	9 Students	Declined 8.4
		199 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
13.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 7.1	4 Students	1 Student
87 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
0% Chronically Absent	0 Students	11.7% Chronically Absent
Declined 13.6		Declined 6.5
12 Students		94 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Green
18.2% Chronically Absent	0 Students	8.2% Chronically Absent
Increased 0.8		Declined 2.7
55 Students		341 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.

Based on the California School Dashboard Chronic Absenteeism indicator, the following student groups are performing at the lowest levels relative to the overall student population: Two or More Races, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic Students

While most groups showed improvement, Two or More Races is the lowest performing student group, as the only group in Orange and the only group showing an increase in chronic absenteeism.

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

Reflection on prior year attendance practices suggests several contributing factors:

- Inconsistent implementation of attendance monitoring systems, limiting early identification of at-risk students
- Delayed or inconsistent outreach to families when attendance concerns emerged
- Limited targeted supports for specific student groups, particularly Students with Disabilities and families needing additional resources
- Need for stronger relationships and engagement strategies, particularly for students with higher absenteeism patterns
- Inconsistent use of incentives and positive attendance recognition systems
- Student disengagement or school avoidance, particularly among students with academic or behavioral challenges

Although overall chronic absenteeism declined, inconsistent systems and targeted supports contributed to continued disparities among student groups.

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

To improve attendance outcomes, particularly for the lowest performing student groups, the following resources are needed:

Personnel:

- Continuation of attendance clerk to monitor attendance daily and coordinate outreach
- Continuation of social worker to address barriers such as mental health, family needs, and school connectedness

Programs & Services:

- Implementation of a system to support attendance, including:

Tier 1: Schoolwide attendance expectations and incentives
Tier 2: Targeted outreach and check-in
Tier 3: Intensive interventions (SART/SARB processes)

- Attendance incentive programs to recognize and reward improved attendance
- Mentoring programs to increase student engagement and connection to school

Professional Development:
Continued training for staff on: attendance intervention strategies, building positive school climate and student engagement, culturally responsive family engagement practices

Materials & Supplies:

- Resources to support attendance campaigns and incentives

Family Engagement:

- Increased outreach through emails/talking points, phone calls, and meetings
- Communication in newsletters and school to home messaging systems focused on the importance of attendance

These resources are intended to strengthen attendance systems, improve early intervention, and address barriers to consistent attendance, particularly for student groups with the highest rates of chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

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

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	4

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
0.4% suspended at least one day	0% suspended at least one day	
Maintained 0%	Maintained 0%	
510 Students	20 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0.5% suspended at least one day
4 Students	9 Students	Declined 0.5%
		201 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 1.1%	4 Students	1 Student
88 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
12 Students		95 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Blue
1.8% suspended at least one day	0 Students	0.3% suspended at least one day
Increased 1.8%		Declined 0.3%
55 Students		343 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.

Although overall suspension rates for All Students remain very low, students identifying as Two or More Races represent the lowest performing student group, with a significantly higher suspension rate and an increase from the prior year. This indicates a disproportionate impact and emerging area of concern.

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

Reflection on prior year practices suggests several contributing factors:

- Inconsistent implementation of behavior expectations and PBIS practices, leading to variability in classroom and playground management
- Need for increased proactive behavior supports, particularly for students with emerging or unmet social-emotional needs
- Gaps in staff training related to de-escalation strategies and trauma-informed practices

While overall suspension rates are low, the increase for this subgroup suggests that systems were not consistently effective in preventing escalation for all students.

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

To reduce suspension rates and address disproportionality, the following resources are needed:

Personnel:

- Continued access to school social worker to provide targeted support for students with behavioral needs
- Instructional aides and School Playground Recreational Aides to support proactive supervision and intervention

Programs & Services:

- Strengthened Positive Behavioral Interventions and Supports implementation across all settings
- Expansion of restorative practices, including circles and re-entry processes
- Development of Tier 2 and Tier 3 behavior supports, including check-in/check-out systems and individualized behavior plans
- Access to social-emotional learning (SEL) programs

Professional Development:

- Continued staff training in: restorative practices and alternatives to suspension, de-escalation strategies and crisis prevention, trauma-informed practices

Materials & Supplies:

- SEL curriculum and behavior support materials
- Resources to support calming spaces or regulation areas for students

Family Engagement:

- Increased communication and collaboration with families regarding behavior expectations and supports
- Opportunities for families to engage in restorative conversations and behavior planning

These resources are intended to strengthen proactive behavior systems, reduce reliance on exclusionary discipline, and ensure equitable outcomes for all student groups, particularly those disproportionately impacted.

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: 2025-26

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) assessments 3 times per year as well as site based assessments (DIBELS/mClass, 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, socioeconomically disadvantaged students, and English Learners. In order to support academic growth and achievement for all students with an emphasis on our students with disabilities, socioeconomically disadvantaged students, and English learners, Twin Lakes will continue to invest time and resources into strengthening our collective understanding and implementation of PLCs including increasing use of data to drive instruction, use and application of progress monitoring tools, and professional learning to build staff capacity aligned to our goals of strengthening tier 1 instruction and differentiation within the classroom, and on refining our school-wide systems of intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	14.6 points above standard	+3 scale score points
	English Learners		
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	10.6 points below standard	
	Students with Disabilities	50.2 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	0.5 points above standard	
	Two or More Races	12.9 points above standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Pacific Islander White: 17.8 points above standard	
Math State Assessment: Change in scale score	All Students: 16.7 points below standard English Learners Foster Youth Homeless Socioeconomically Disadvantaged: 40.9 points below standard Students with Disabilities: 78.3 points below standard African American American Indian Asian Filipino Hispanic: 30.5 points below standard Two or More Races: 28.1 points below standard Pacific Islander White: 13.4 points below standard	+3 scale score points
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	50	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 X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4300	School year 2026-2027
1.2	Provide software applications to support academic achievement, language acquisition, intervention, and acceleration including but not limited to ESGI, Heggerty.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	5000	School year 2026-2027
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	300	School year 2026-2027

	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 2026-2027
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	354	School year 2026-2027
1.6	Provide certificated substitutes to support students in classrooms	All Students English Learners X Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	6000 1499	School year 2026-2027

	during articulation, collaboration, and data days.	X Lowest Performing Students with Disabilities	1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits			

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: 2025-26

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 begining 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 students of two or more races. In order to support improved attendance and chronic absenteeism rates, for all students with an emphasis on these groups, Twin Lakes will continue to invest time and resources into strengthening systems of support, improving consistency of communication and implementation, and focusing on relationship centered practices, to ensure that all students are present, engaged, and able to fully access instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	9.9% Chronically Absent	-0.5%
	English Learners	10.5% Chronically Absent	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	13.1% Chronically Absent	
	Students with Disabilities	13.8% Chronically Absent	
	African American		
	American Indian		
	Asian	0% Chronically Absent	
	Filipino		
	Hispanic	11.7% Chronically Absent	
	Two or More Races	18.2% Chronically Absent	
	Pacific Islander		
	White	8.2% Chronically Absent	
Attendance:	94.4%		+2%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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

2.1		Provide supplies, materials, incentives, and student recognitions, including but not limited to: certificates, prizes, treats, lunch celebrations, etc., in an effort to encourage increased attendance, specifically on days/dates/times of year when attendance is historically low (before/after long weekends, day before/after a holiday or cultural celebration, Friday afternoons, etc.).	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities		Other			School year 2026-2027
2.2		In an effort to increase awareness around the correlation between attendance and learning outcomes, we will increase	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities					School year 2026-2027

	frequency of proactive communications to families including but not limited to: positive phone calls, attendance as one focus at parent/teacher conferences, IEPs, SSTs, and other parent meetings.				
2.3	Provide supplies, materials, incentives, and student recognitions, including but not limited to: certificates, prizes, treats, lunch celebrations, etc. in an effort to incentivize and celebrate attendance improvement and decreased chronic absenteeism.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Other		School year 2026-2027

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: 2025-26

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 our Cougar Caught Ya system for rewarding positive behavior and good character, and piloted a new SEL curriculum. We also continued our Coffee & Conversations with the principal - a regular opportunity for families to provide input, feedback, or ask questions/voice concerns about school safety, policies, practices, culture, et, as well as our monthly awards assemblies in which we celebrate students for their academic, behavioral, attendance, and character development and improvement.

2025-26

Identified Need

While our school demonstrates a strong foundation in school climate and conditions, inconsistencies in implementation and disparities among student groups highlight the need for a more cohesive, equity-centered approach. Strengthening relationships, ensuring inclusive practices, and increasing meaningful family engagement will be essential to improving student outcomes and fostering a safe, supportive, and connected school environment for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	0.5% 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	0% suspended at least one day	
	Two or More Races	1.8% suspended at least one day	
	Pacific Islander		
	White	0.3% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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 2026-2027

	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	11,838 1709	School year 2026-2027
3.3	Purchase school license for SEL curriculum online platform in an effort to create a sense of belonging,	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with disabilities	LCFF Supplemental Site Allocation 5800: Professional/ Consulting	3500	School year 2026-2027

		increase feelings of connectedness.		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 X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with disabilities	Other			School year 2026-2027
3.5		Increase opportunities for parents to serve in leadership roles on campus, including but not limited to SPAC, SSC, PTA, Art Docents, Coffee & Conversations, parent book studies, etc.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with disabilities				School year 2026-2027

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 aquisition 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**

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	35,000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	35,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,000.00
2000-2999: Classified Personnel Salaries	11,838.00
3000-3999: Employee Benefits	3,208.00
4000-4999: Books And Supplies	5,454.00
5800: Professional/Consulting Services And Operating Expenditures	8,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	6,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	11,838.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	3,208.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,454.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	8,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,453.00
Goal 3	17,547.00

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
Melanie Dillie	Classroom Teacher
Diana Nordin	Classroom Teacher
Stacy Costas	Classroom Teacher
Erin Frye	Other School Staff
Sarah Shakked	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 8, 2026.

Attested:

	Principal, Teresa Rowan on 5/8/2026
	SSC Chairperson, Randie Zeiter-Smith on 5/8/2026

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Twin Lakes Elementary School

Funding Source: LCFF Supplemental Site Allocation **$35,000.00 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	$4,300.00	Connected School Communities	
Provide software applications to support academic achievement, language acquisition, intervention, and acceleration including but not limited to ESGI, Heggerty.	5800: Professional/Consulting Services And Operating Expenditures	$5,000.00	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	$300.00	Connected School Communities	
Provide resources to support language acquisition including but not limited to: curriculum, materials, books, and manipulatives.	4000-4999: Books And Supplies	$354.00	Connected School Communities	
Provide certificated substitutes to support students in classrooms during articulation, collaboration, and data days.	1000-1999: Certificated Personnel Salaries	$6,000.00	Connected School Communities	
	3000-3999: Employee Benefits	$1,499.00	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	

Twin Lakes Elementary School

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	$11,838.00	Engaging Academic Programs
Purchase school license for SEL curriculum online platform in an effort to create a sense of belonging, increase feelings of connectedness.	5800: Professional/Consulting Services And Operating Expenditures	$3,500.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$1,709.00	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:	$35,500.00	
	LCFF Supplemental Site Allocation Allocation Balance:	$0.00	
	Twin Lakes Elementary School Total Expenditures:	$35,500.00	