



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
Spring Lake Elementary School	57 72710 0138180	4/28/23	May 25, 2023

Purpose and Description

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

Additional Targeted Support and Improvement
Chronic Absenteeism: Hispanic, Socio-Economically Disadvantaged, and Students with Disabilities

Briefly describe 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.

Spring Lake will hold weekly meetings with its Tier 2 Support Team (Attendance Liaison, School Counselor, Social Worker, Attendance Clerk, Community and Family Engagement Specialist, and Principal) to review student attendance and develop and implement intervention strategies to promote positive school attendance for all students.

The School Wide Plan meets the ESSA requirements through:

- A comprehensive needs assessment of the entire schools that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards. The process consisted of a comprehensive needs assessment with all community stakeholders. The stakeholders involved included English Learner Advisory Committee, School Site Council, Staff, Teachers, Students, Site Administration, and District Office Administration. The process consisted of analysis of various data points from the California Dashboard, and local site level indicators. Stakeholders held dialogue around the data and provided feedback in terms of the root causes, and next steps (action items) moving forward.
- The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:
 - strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
 - the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum
 - programs, activities, and courses necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.
- The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
 - a school and family engagement policy
 - a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

This ATSI plan meets state and ESSA requirements:

- In partnership with educational partners (including the principal and other school leaders, teachers, students, and parents) the school developed and will implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification.
- The ATSI plan was 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)
- The ATSI plan includes evidence-based interventions.

Additionally, the ATSI plan identified resource inequities, which included a review of LEA- and school-level budgeting, which is addressed through implementation of its ATSI plan .

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Spring Lake Elementary solicits input and feedback from our community to determine effectiveness of meeting prior SPSA goals, identifying areas of strength and weakness in school programming, achievement, and safety, and establishing new goals and strategies for implementation in our SPSA. The major community groups that provide this input and feedback include our staff, students, and families. We considered recommendations and feedback from all groups, and finalized/approved the SPSA on April 28, 2023.

PARENT/FAMILY INPUT:

Spring Lake's School Site Council (SSC) met 6 times in 2022-23 to monitor and review the current SPSA and make recommendations for the next SPSA. Our SSC met regularly in the fall and winter monitor implementation of the 2022-23 SPSA and then conducted a needs assessment on March 17, 2023 to inform recommendations for goals and strategies for the 2023-24 SPSA.

Formal needs assessments were also held with Spring Lake's English Learner Advisory Council (ELAC) on January 23, 2023 and February 27, 2023, and during a series of open parent/family forums held in February and March 2023 for our families of African American students, Hispanic/Latino students, and students with disabilities. ELAC reviewed the SPSA on April 17, 2023.

Additionally, parents and families were provided a survey to complete anonymously in March 2023 to identify areas of strength and weakness on the topics of school safety, academic programming, communication, and parental involvement. Informally, feedback was provided to the site principal throughout the year during monthly Coffee with the Principal meetings that provided parents and family members the opportunity to initiate discussion about areas of concern or need.

Through these forums, parent groups, and the parent survey, it was determined that a need exists to increase STEAM-aligned projects and activities at Spring Lake, consider expanding ways to incentive student behavior, attendance, and recognition, increase multicultural celebration and education, and provide academic intervention in mathematics. Strategies for these items can be found in Goals 1 and 2 of this strategic

STUDENT INPUT:

Student input was provided through an anonymous student survey that was provided to all students in grades 2-6. Students were asked to report their feelings about their school experience, environment, perceived academic success, school safety, and interactions with peers and adults on campus. Students were also provided opportunities in this survey to openly share suggestions for improvement. This survey was provided to students in March 2023.

Student input was also obtained throughout the year through on-going discussions and analysis by the Youth Advisory Council (Principal's Parliament of Owls) which was formed by teacher and staff recommendation and selection to ensure a diverse inclusion of students from various backgrounds,

cultures, ethnicities, languages, academic achievement levels, social-emotional needs, and abilities. This group met monthly with the site principal to discuss areas of concern, areas of strength, and ways they recommended the school improve. This group included 12 students from grades 4-6.

Student input gathered from the Youth Advisory Council, Student Council, and student surveys expressed a continuing desire to expand our extra-curricular and lunchtime clubs and provide more structured activities and play space during recesses. Strategies for these items can be found in Goals 2 and 4 of this strategic plan.

STAFF INPUT:

Staff and faculty of Spring Lake Elementary provide feedback and input continuously during the year through site collaboration meetings, staff surveys, and grade-level academic conferences. During these meetings, site data on student achievement, social-emotional needs, and parent feedback is reviewed, discussed, and analyzed to determine needs to inform our strategies and goals throughout the year. From these meetings, a need for math intervention curriculum and strategies, professional development in Project Based Learning and STEAM-centered instruction, and resources and materials aligned to STEAM projects and instruction were identified. Staff also suggested that providing more training for Noon Duty positions and after school program support staff would benefit student behavior during unstructured times. Strategies to address this input can be found in Goals 1 and 2 of this strategic plan.

Resource Inequities

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

We examined budget, resources, and assets to determine any inequities contributing high levels of Chronic Absenteeism. None were found. Examining resource inequities includes reviewing funding, facilities, as well as teacher experience levels and credentialing.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.1%	0.62%	0.29%	3	2	1
African American	2.2%	2.77%	2.89%	6	9	10
Asian	14.5%	14.46%	16.47%	40	47	57
Filipino	0.4%	1.23%	1.73%	1	4	6
Hispanic/Latino	30.8%	28.31%	27.75%	85	92	96
Pacific Islander	0.4%	%	0.29%	1		1
White	40.9%	41.23%	39.31%	113	134	136
Multiple/No Response	5.4%	6.77%	6.94%	15	22	24
Total Enrollment				276	325	346

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	75	78	71
Grade 1	51	51	53
Grade 2	52	49	51
Grade3	43	50	50
Grade 4	31	44	49
Grade 5	24	31	41
Grade 6		22	31
Total Enrollment	276	325	346

Conclusions based on this data:

1. Our student population is very diverse with our largest race/ethnic subgroups being White, Hispanic/Latino and Asian students.
2. This data does not reflect the current population of our school which increased by one class since 2021-22. We now have approximately 345 students with two classes of 5th grade students. In 2023-24, we will finally fill our last classroom and have an additional class of 6th graders.
3. Our diverse student population requires consideration and intentionality in supporting families of many different home languages (Spanish, Punjabi, Urdu, Chinese, Japanese, French, and Filipino).

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	21	29	33	7.60%	8.9%	9.5%
Fluent English Proficient (FEP)	17	24	26	6.20%	7.4%	7.5%
Reclassified Fluent English Proficient (RFEP)	1	4		4.8%	1.2%	

Conclusions based on this data:

1. We have approximately 31 English Learners (EL) this year demonstrating a slight, but continued, increase in this subgroup population.
2. Spring Lake's English Learner reclassification rate and progress towards English Language proficiency continues to be high, indicating that our designated and integrated English Learner instruction and supports are effective and beneficial to our students designated as EL's.
3. Our EL population is comprised mostly of Spanish and Punjabi speakers.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	43	49		0	48		0	48		0.0	98.0	
Grade 4	31	44		0	44		0	44		0.0	100.0	
Grade 5	23	29		0	29		0	29		0.0	100.0	
Grade 6		23			22			22			95.7	
All Grades	97	145		0	143		0	143		0.0	98.6	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2490.			60.42			10.42			16.67			12.50	
Grade 4		2529.			50.00			18.18			20.45			11.36	
Grade 5		2500.			20.69			37.93			13.79			27.59	
Grade 6		2535.			22.73			18.18			36.36			22.73	
All Grades	N/A	N/A	N/A		43.36			19.58			20.28			16.78	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.50			52.08			10.42	
Grade 4		40.91			59.09			0.00	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		32.87			55.94			11.19	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.58			43.75			16.67	
Grade 4		36.36			56.82			6.82	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		32.17			51.05			16.78	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.17			70.83			0.00	
Grade 4		13.64			79.55			6.82	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		18.88			76.22			4.90	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.92			43.75			8.33	
Grade 4		29.55			68.18			2.27	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		32.17			58.04			9.79	

Conclusions based on this data:

1. Data for 5th and 6th grade classes was unavailable due to small enrollment sizes.
2. Overall, ELA achievement for Spring Lake Elementary is "High" with the school population testing 39 points above average, which is more than double what it was in 2019 (16 points above standard).
3. The sub-area of Listening showed the highest number of 3rd and 4th graders approaching standard where Research and Inquiry showed the highest number of 3rd & 4th graders below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	43	49		0	48		0	48		0.0	98.0	
Grade 4	31	44		0	44		0	44		0.0	100.0	
Grade 5	23	29		0	29		0	29		0.0	100.0	
Grade 6		23			22			22			95.7	
All Grades	97	145		0	143		0	143		0.0	98.6	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2478.			41.67			33.33			12.50			12.50	
Grade 4		2520.			36.36			34.09			22.73			6.82	
Grade 5		2515.			20.69			44.83			10.34			24.14	
Grade 6		2519.			22.73			4.55			36.36			36.36	
All Grades	N/A	N/A	N/A		32.87			31.47			18.88			16.78	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		58.33			31.25			10.42	
Grade 4		45.45			43.18			11.36	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		40.56			39.86			19.58	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.42			52.08			12.50	
Grade 4		27.27			63.64			9.09	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		27.27			58.04			14.69	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		43.75			45.83			10.42	
Grade 4		31.82			61.36			6.82	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		30.77			57.34			11.89	

Conclusions based on this data:

- Overall, math achievement for Spring Lake Elementary is "High" with the school population testing 19 points above average, which is more than double what it was in 2019 (8 points above standard).
- Performance across sub-categories is pretty consistent without any one category showing significant strengths or weaknesses, however, it should be noted that performance in Concepts & Procedures in 3rd and 4th grade showed slightly worse performance than in the other two sub-categories.
- Data for 5th and 6th grade classes was unavailable due to small enrollment sizes.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1442.4		*	1448.6		*	1427.7		10	16	
1	*	*		*	*		*	*		4	*	
2	*	*		*	*		*	*		5	5	
3	*	*		*	*		*	*		4	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades										25	30	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	18.75		*	43.75		*	37.50		*	0.00		*	16	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	16.00	13.33		56.00	60.00		24.00	23.33		4.00	3.33		25	30	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	31.25		*	37.50		*	31.25		*	0.00		*	16	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	40.00	40.00		40.00	36.67		16.00	20.00		4.00	3.33		25	30	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	25.00		*	68.75		*	6.25		*	16	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	24.00	30.00		72.00	63.33		4.00	6.67		25	30	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	31.25		*	62.50		*	6.25		*	16	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	44.00	50.00		56.00	43.33		0.00	6.67		25	30	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	12.50		*	75.00		*	12.50		*	16	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	12.00	13.33		72.00	66.67		16.00	20.00		25	30	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	37.50		*	50.00		*	12.50		*	16	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	12.00	30.00		68.00	60.00		20.00	10.00		25	30	

Conclusions based on this data:

1. Data is limited due to small group size, however, Kindergarten continues to host the largest EL student population at Spring Lake Elementary. This indicates a opportunity to maximize resources to accelerate English language proficiency in grades TK, K, and 1st.
2. Our EL population is slowly growing with each successive year, though it is still small which prevents reportable data in all grades.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
325	33.2	8.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Spring Lake 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	29	8.9
Foster Youth		
Homeless	2	0.6
Socioeconomically Disadvantaged	108	33.2
Students with Disabilities	34	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.8
American Indian	2	0.6
Asian	47	14.5
Filipino	4	1.2
Hispanic	92	28.3
Two or More Races	22	6.8
Pacific Islander		
White	134	41.2

Conclusions based on this data:

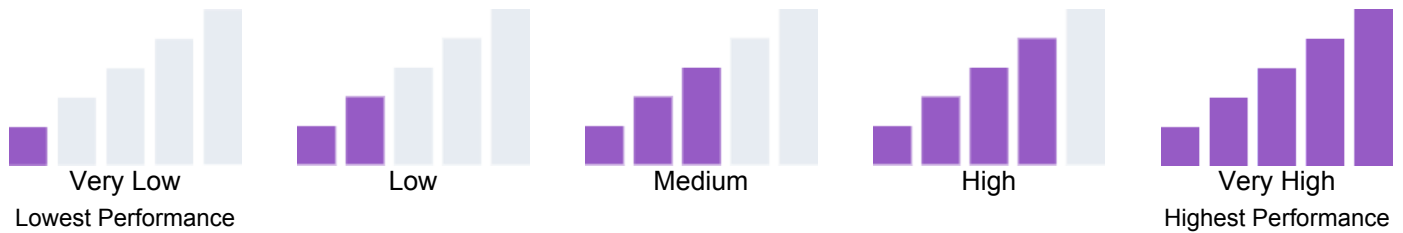
1. Our cultural diversity continues to grow here at Spring Lake Elementary
2. We are not a Title I school because the percentage of socioeconomically disadvantaged students is lower than what is needed for federal guidelines.
3. Our Asian, Hispanic and White student groups are the largest groups by race/ethnicity and are growing each year, as is our English Learner population.

School and Student Performance Data

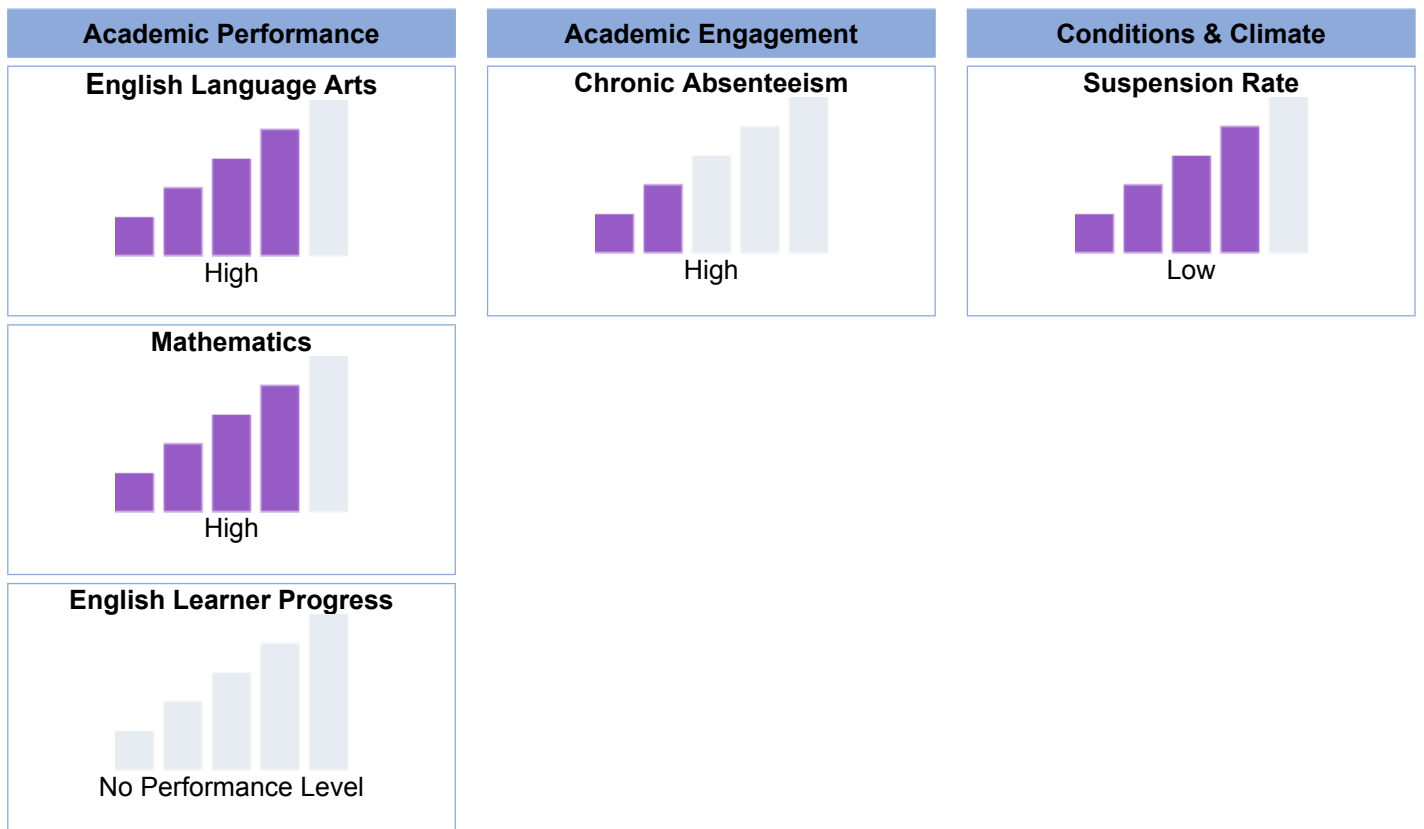
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- As a whole, Spring Lake Elementary students are performing well on state assessments in ELA and mathematics. This data was encouraging after a year and a half of interrupted and less-than-ideal instruction due to COVID-19 complications.
- Spring Lake Elementary suspended very few students in 2021-22.

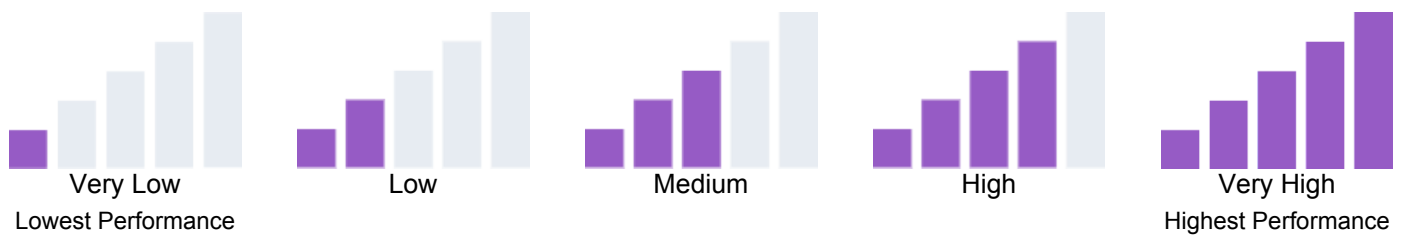
3. Despite evidence of positive student behavior and strong academic achievement, Spring Lake Elementary had a significant rise in Chronic Absenteeism. This wasn't unexpected, however, due to the impact of COVID-19 and regulations requiring quarantining, more lengthy illness, and cautious parents who were concerned about exposing their children to the virus.

School and Student Performance Data

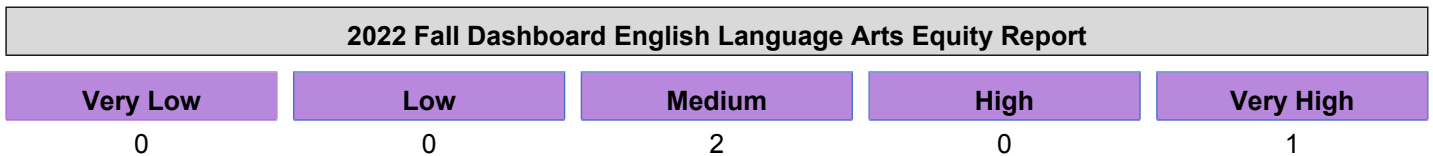
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

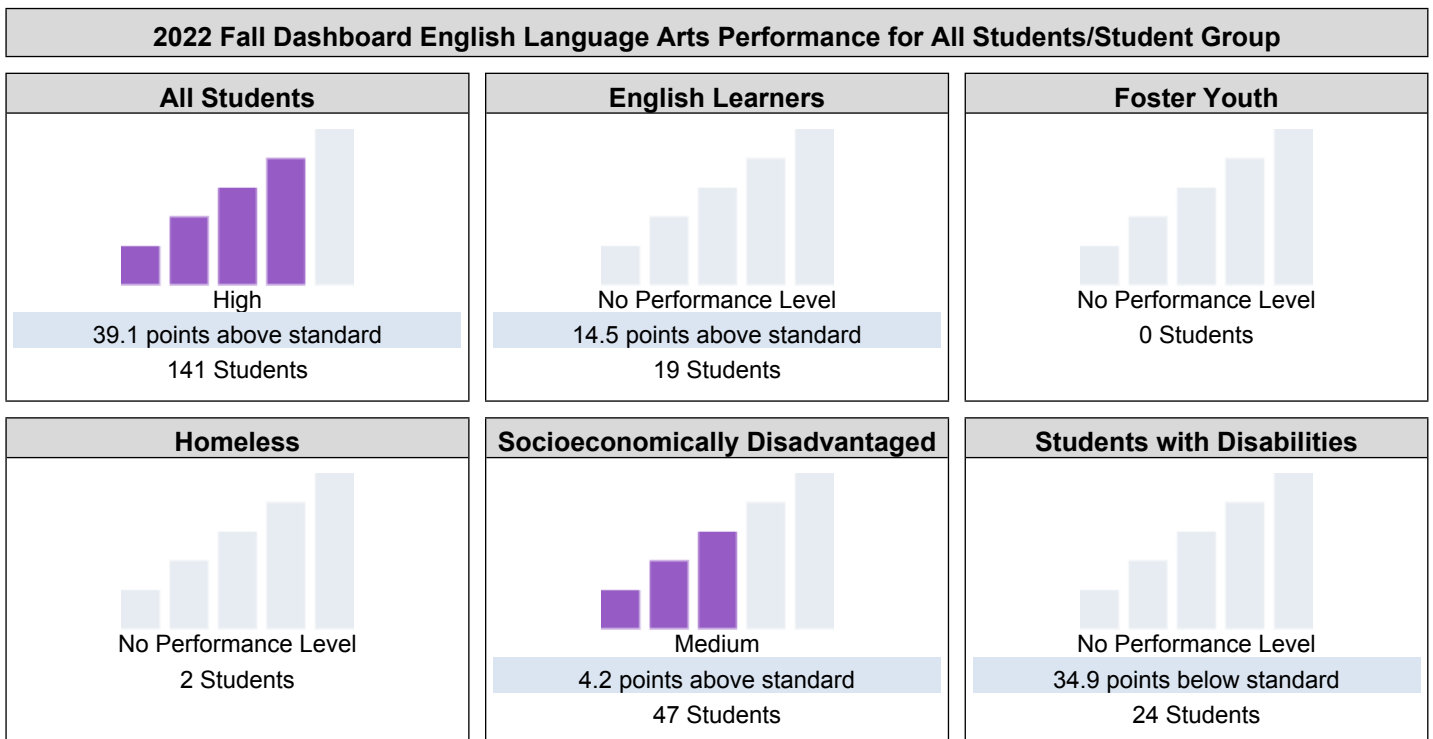
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



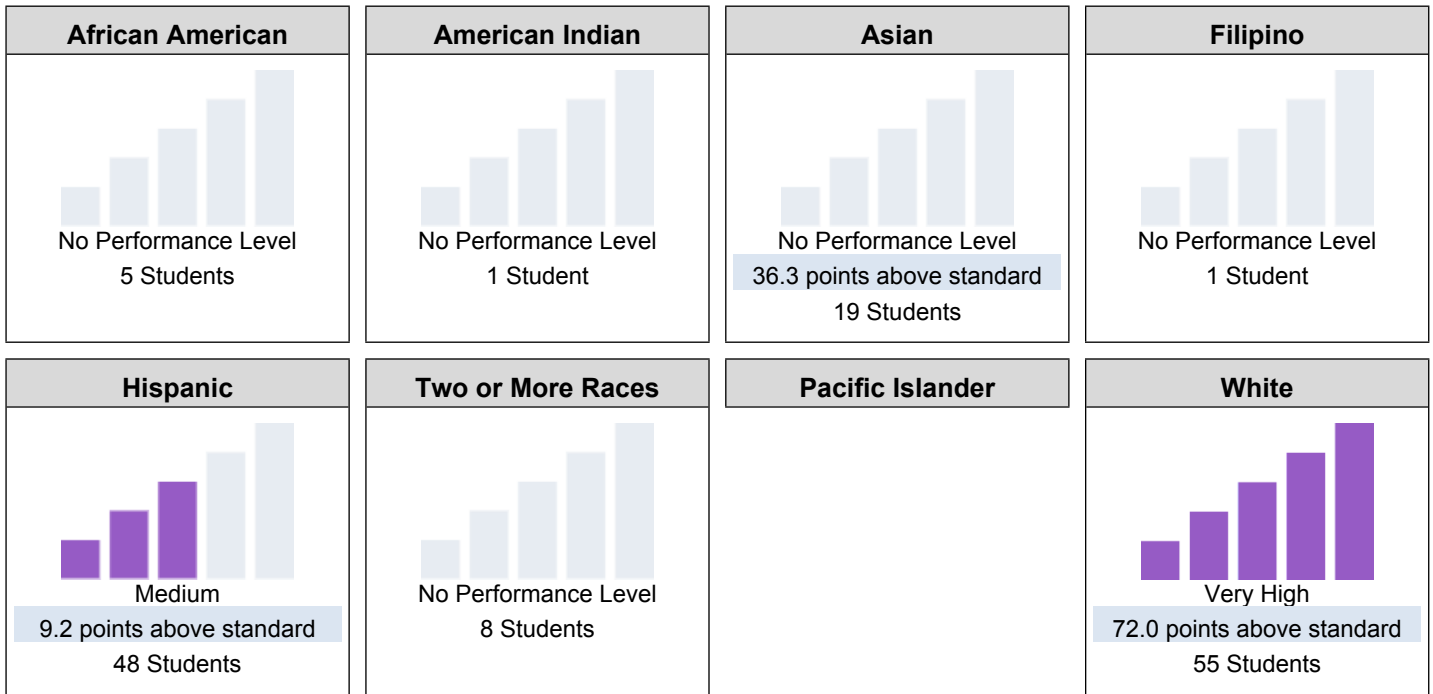
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
5 Students	42.2 points above standard 14 Students	39.7 points above standard 116 Students

Conclusions based on this data:

1. Spring Lake has overall high achievement on academically assessed areas in grades 3-6.
2. We need to focus attention and resources on our Hispanic students and Socio-economically Disadvantaged students and their proficiency in ELA, as these two subgroups are underperforming compared to their white peers and the school as a whole.
3. Our African American and Asian subgroups are too small in grades 3-6 to have metric performance levels, thus we need to rely on internal data and other means of assessment to ensure equity and commensurate performance of these subgroups in this area.

School and Student Performance Data

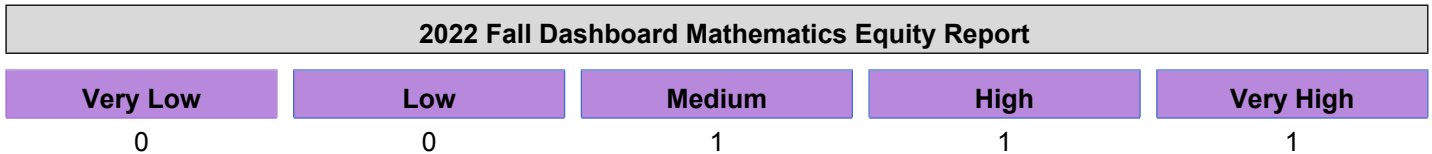
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

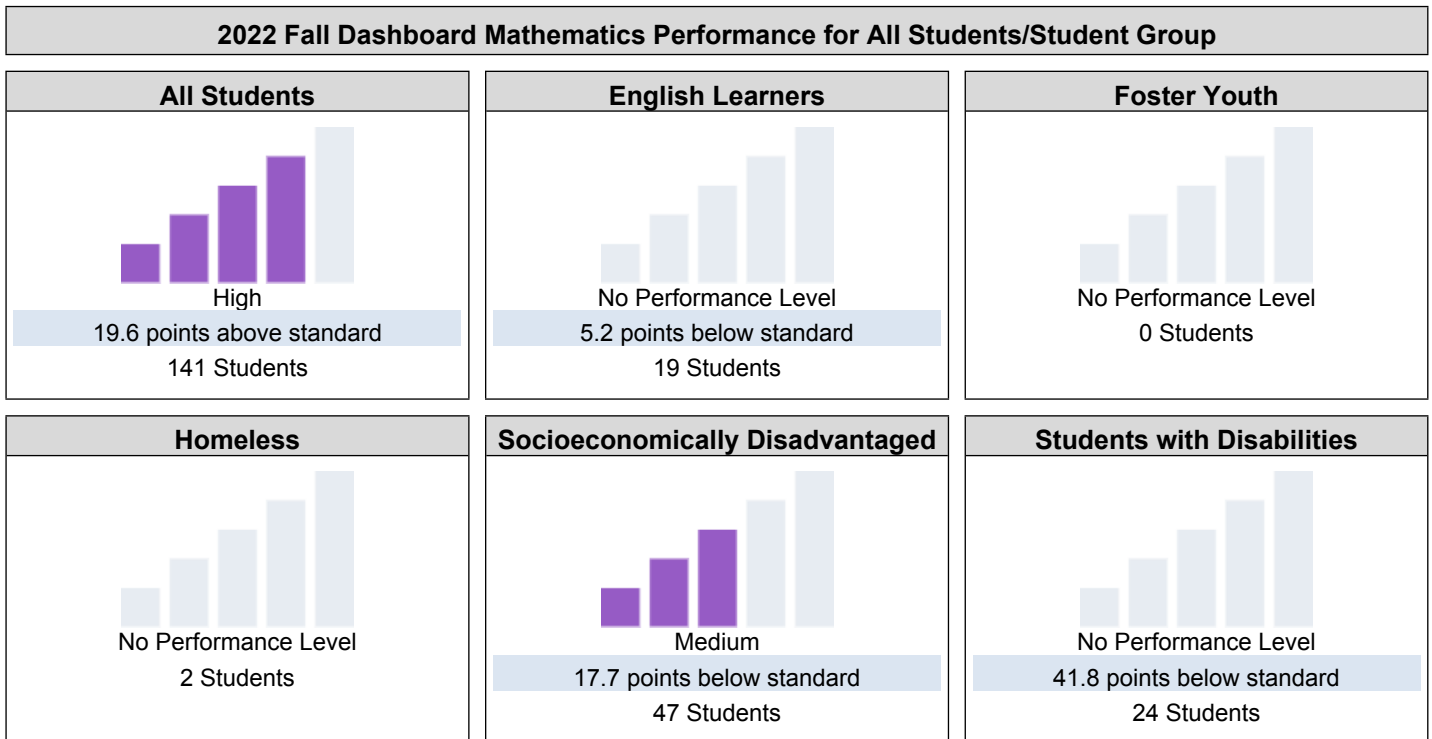
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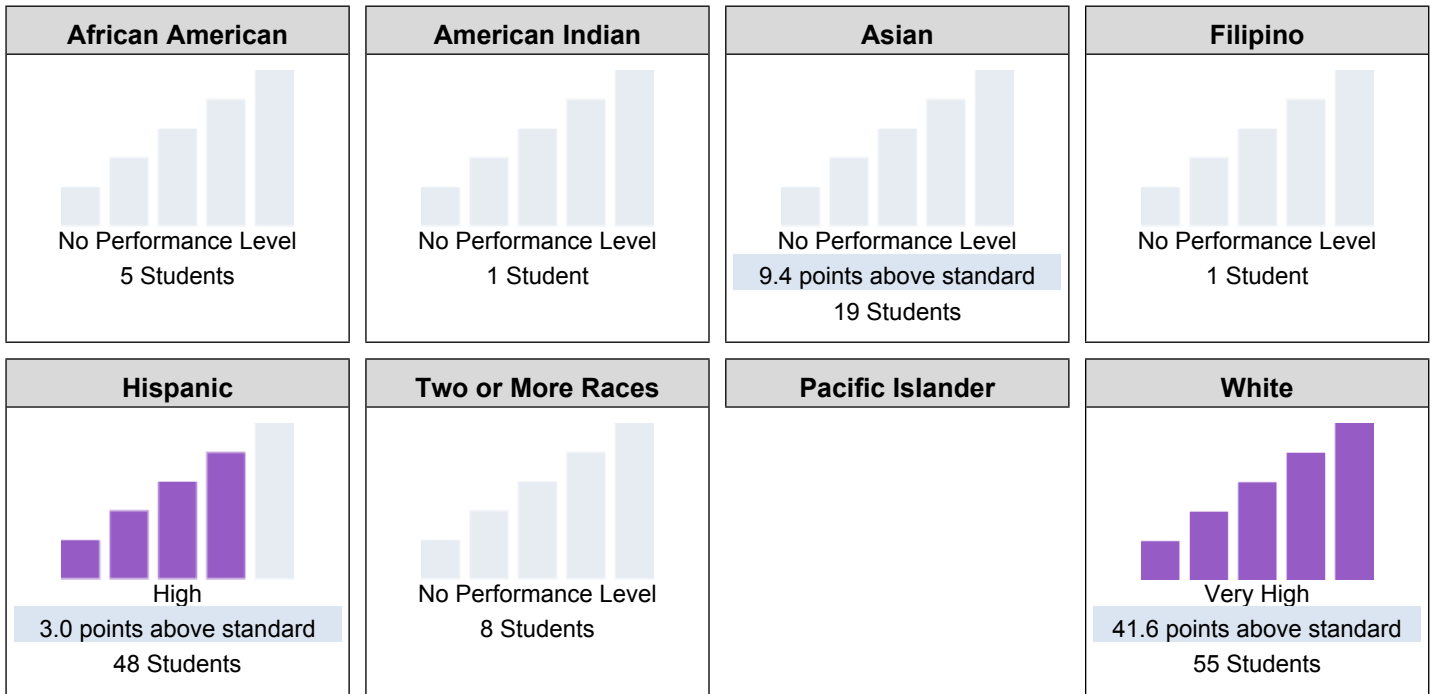
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
5 Students	17.6 points above standard 14 Students	18.4 points above standard 116 Students

Conclusions based on this data:

1. Spring Lake has high achievement in the area of mathematics and our Hispanic students are performing better in this area than English Language Arts (ELA).
2. As with ELA, our Socio-economically Disadvantaged students are underperforming compared to their white and Hispanic peers, and our school as a whole.
3. Our African American and Asian subgroups are too small in grades 3-6 to have metric performance levels, thus we need to rely on internal data and other means of assessment to ensure equity and commensurate performance of these subgroups in this area.

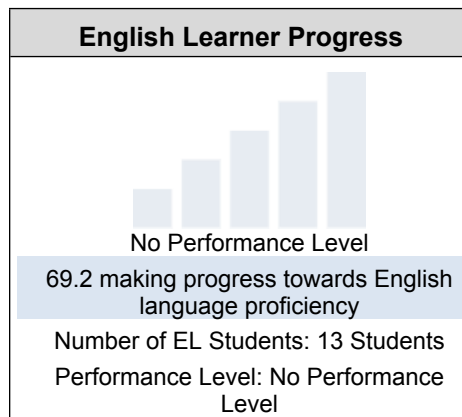
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
23.1%	7.7%	0.0%	69.2%

Conclusions based on this data:

- Majority of EL-designated students are making adequate progress towards proficiency. This indicates that our designated and integrated ELD instruction is effective and students are supported with enrichment after school.
- A minimal number of students decreased or maintained ELPI Level. This data requires us to investigate further into what additional contributing factors might be affecting these students, such as poverty, disabilities, and/or attendance.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

- 1.

School and Student Performance Data

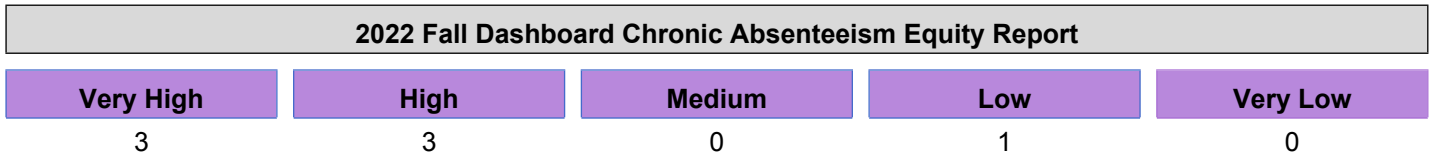
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

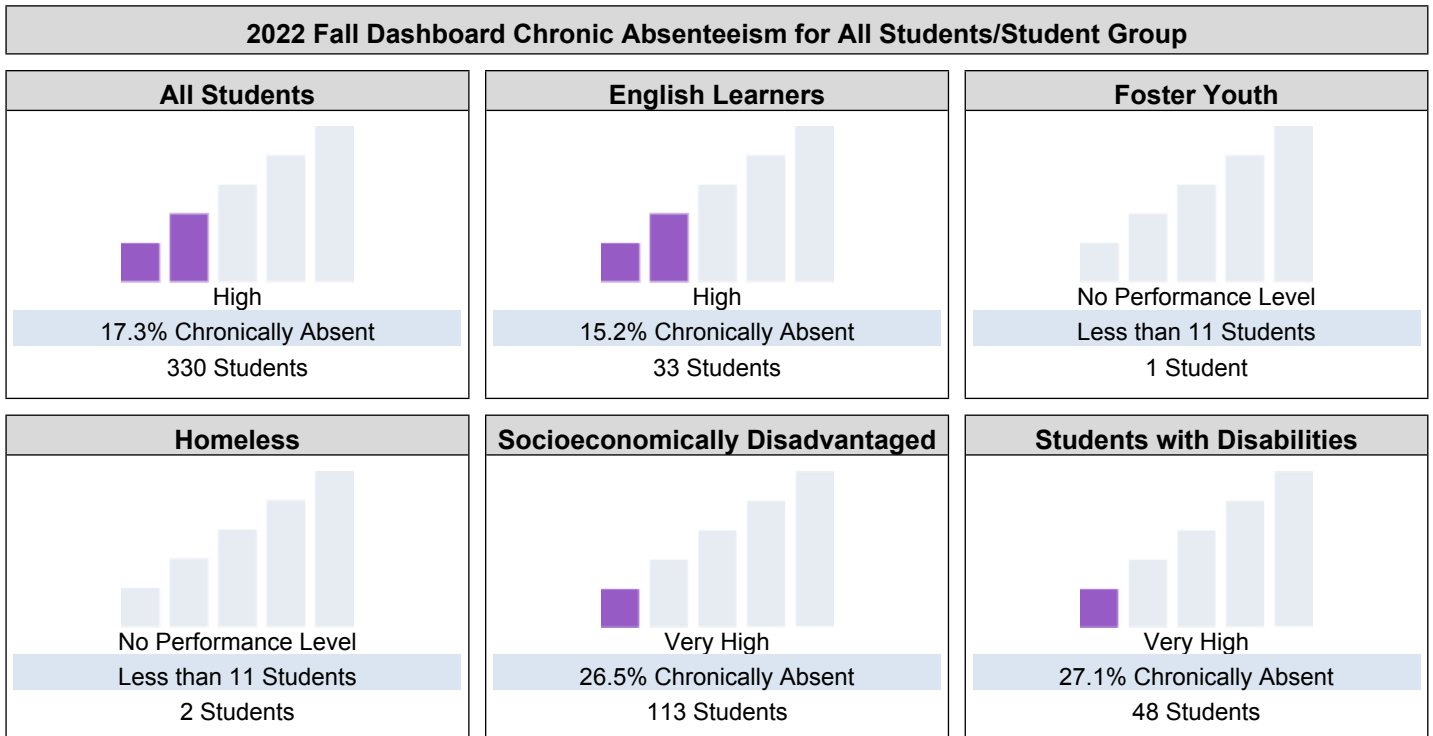
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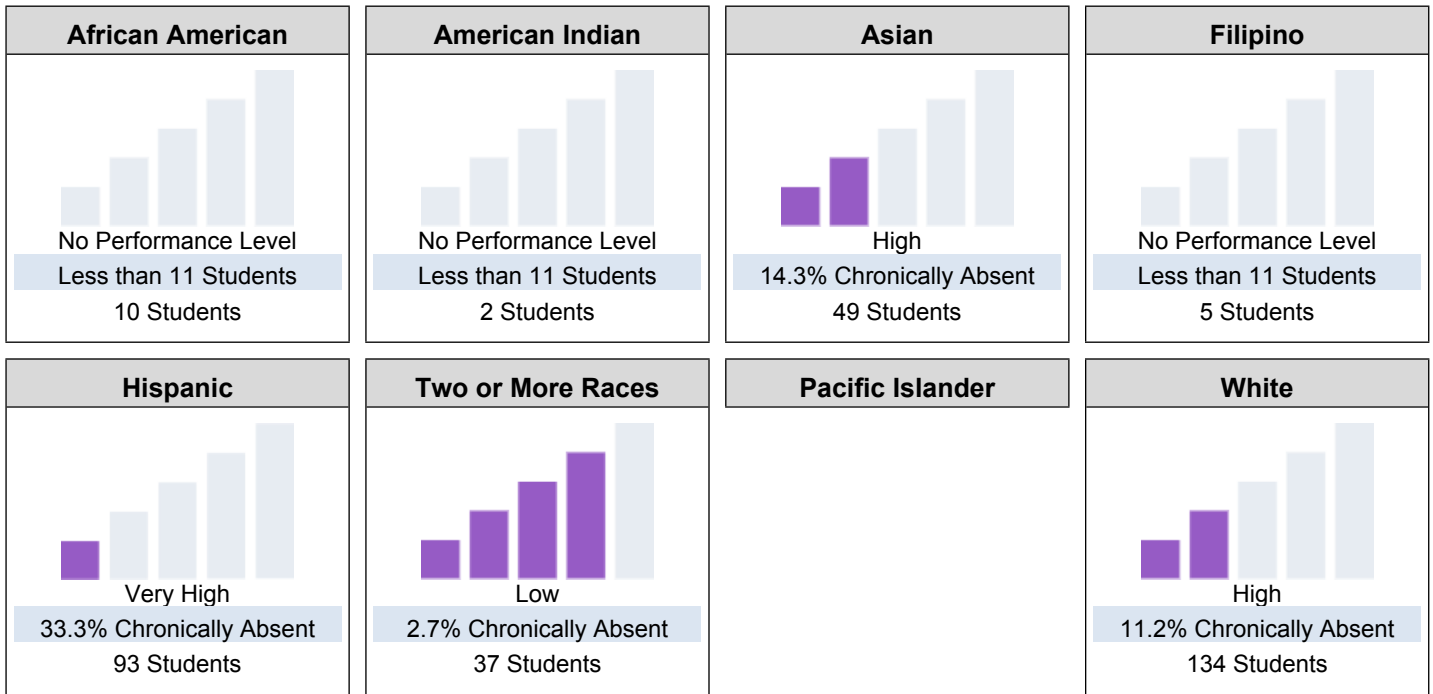
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Chronic Absenteeism increased hugely in 2021-22. A significant cause were COVID-19 protocols requiring infected students to quarantine. Out of an abundance of caution, families elected to keep their students home when exposed, as well. This may explain the disproportionately high rate of chronic absenteeism in our students with disabilities subgroup who may have additional health risks and concerns.
2. Hispanic/Latino students also demonstrated a disproportionately high rate of chronic absenteeism, nearly triple the rate for White students.
3. Students who are socioeconomically disadvantaged also saw higher rates of chronic absenteeism than other peer groups and our school as a whole.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Low Medium High Very High
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

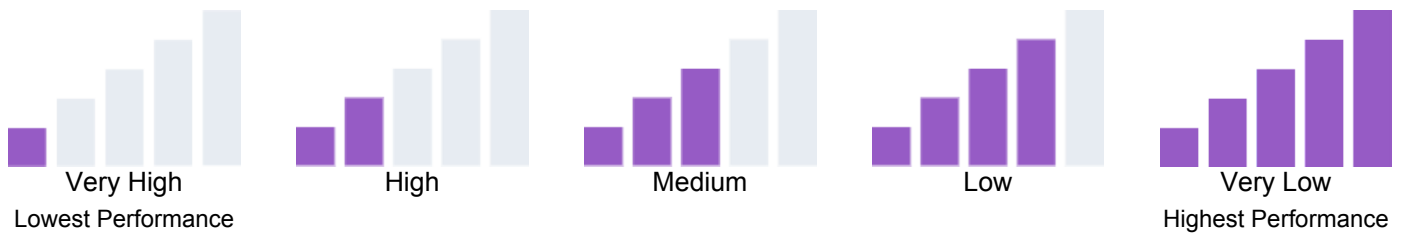
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School and Student Performance Data

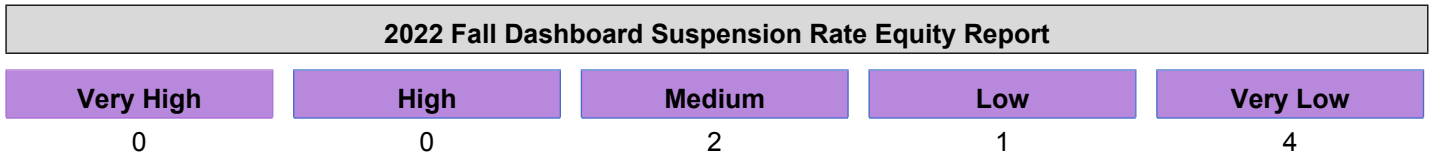
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

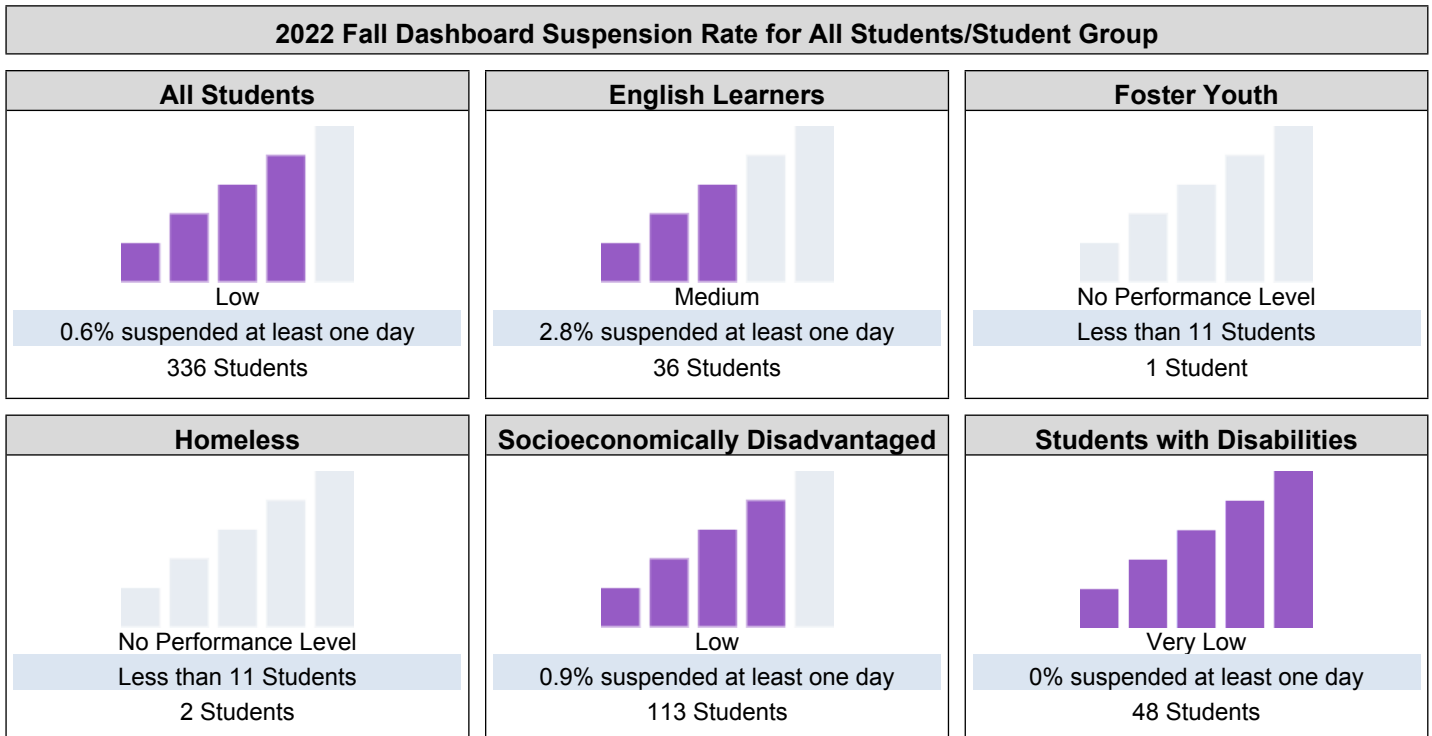
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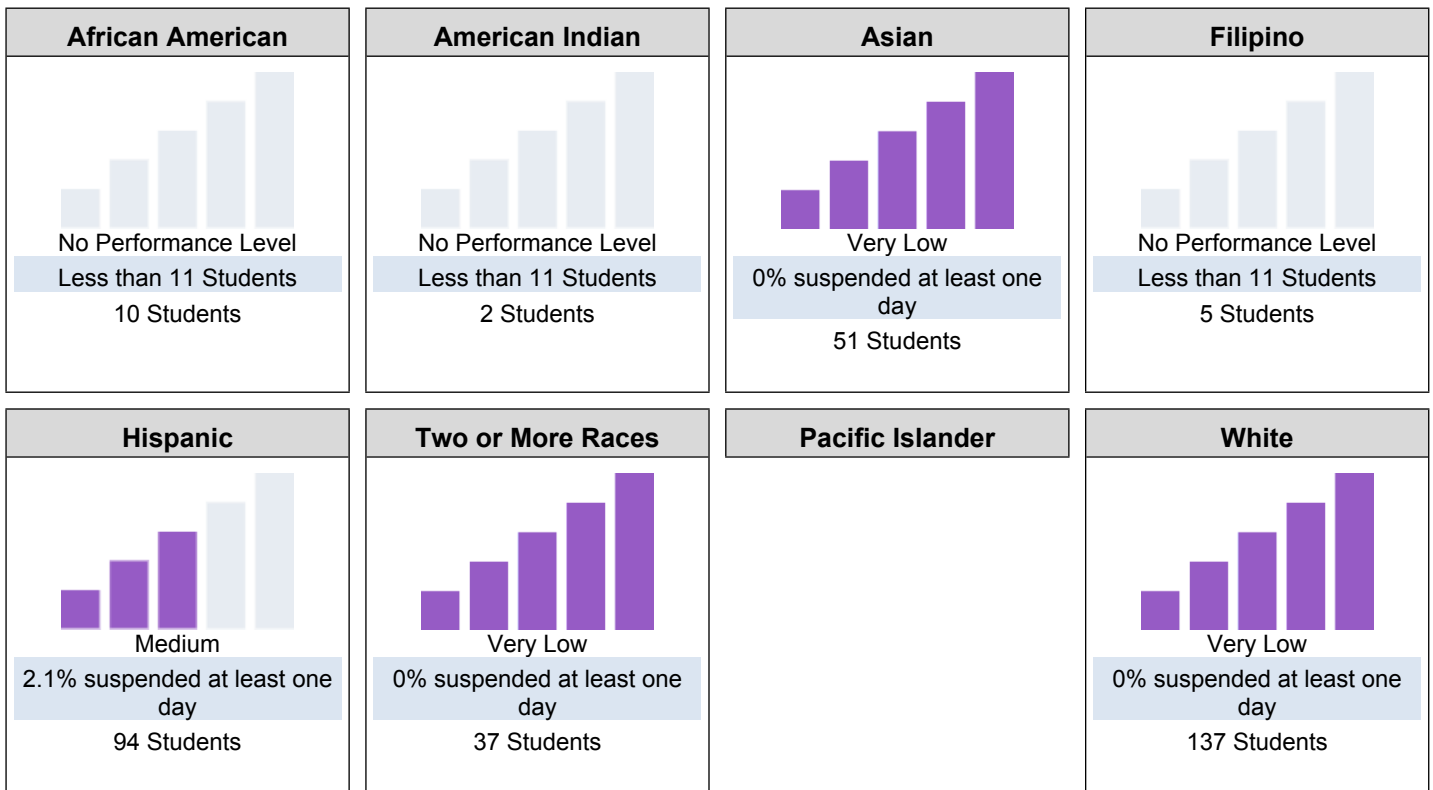
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rate is low and doesn't demonstrate disproportionality by race/ethnicity or subgroup.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

Increase opportunities for developing critical thinking and communication skills and access to STEAM-focused projects, the Visual and Performing Arts (VAPA), college and career exploration, and multicultural education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of STEAM-focused school wide projects that incorporate critical thinking and communication skills.	In 2022-23, Spring Lake had zero school-wide STEAM projects. K-3 held a mini-science day in October and 5th-6th grade participated in a rocket project in February.	All students in TK-6 will participate in at least 3 school-wide STEAM projects with varying parameters/requirements that require elements of critical thinking, design, and communication in 2023-24.
Provide intentional and vertically-aligned multicultural and race/ethnic studies instruction during the year, with a special focus on on cultures represented within our school community.	In 2022-23, parent feedback expressed a stronger focus on Hispanic Heritage Month and Black History Month. The school participated for the first time in the Ruby Bridges Walk to School Day, several teachers shared literature by Black authors in January and focused on Black inventors and engineers, however there was not a systematic, school-wide approach to these highlighted months or activities.	Each grade-level will develop and implement a project/activity for Hispanic Heritage month, Indigenous People month, Black History month, and Asian American and Pacific Islander month to provide multicultural education and race/ethnic studies instruction in 2023-24.
Increase college and career awareness in all grades.	In 2022-23, Spring Lake held a school-wide Career Day in April, providing an opportunity for all students to learn about	In 2023-24, all students will learn about 3-4 different careers. Students will learn about the college system and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3-4 different career fields. In grades K-1, community workers were invited to present in class as part of different units of study (Firefighters, police officers, sanitation workers, dentists, etc.).</p>	<p>engage in activities, projects, and events that emphasize college and college readiness, such as college research projects, in-person/virtual college tours, and college-themed spirit days and school-wide events.</p>
<p>Number of students who participate in Visual and Performing Arts.</p>	<p>In 2022-23, Spring Lake held its first school-wide VAPA performance that included all students in grades TK-6. Teachers regularly and consistently provided in-class visual art activities aligned to units of study. In some classes, students had the opportunity to explore graphic design and digital art. Additionally, 7 of 14 classes performed a song or presentation at Owl-Together Time during the year and 5th grade classes saw a VAPA performance at the Mondavi Art Center.</p>	<p>All students will have the opportunity to participate in at least one performing arts performance (theater, dance, music) during the year and monthly VAPA opportunities in class that are aligned to units of study and/or the STEM-disciplines.</p>
<p>Parent feedback on academic instruction and programming.</p>	<p>2022-23 Parent School Culture & Climate survey responses showed:</p> <p>Academic Instruction:</p> <ul style="list-style-type: none"> • 96% strongly agreed/agreed that Spring Lake has high standards for achievement. • 98% strongly agreed/agreed that their child is provided instructional opportunities that are relevant and engaging. • 98% strongly agreed/agreed that their child receives the support needed to be successful. 	<p>Maintain percentages in the "Academic Instruction" sections of the Parent School Culture & Climate Survey responses to be within +/- 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> 96% strongly agreed/agreed that they saw evidence of a STEAM-focus in their child's instructional activities. 	

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase opportunities for developing critical thinking and communication skills and access to Science, Technology, Engineering, Art, and Math (STEAM)-focused projects, the Visual and Performing Arts (VAPA), college and career exploration, and multicultural education.

- 1) Facilitate STEAM-focused school-wide and classroom-based projects and activities that provide opportunities for students to practice critical-thinking and communication skills.
- 2) Provide opportunities for STEM training and collaboration for teachers and resources/materials needed to implement STEM-focused instructional activities.
- 3) Incorporate college and career awareness into classroom and school-wide activities and projects, such as Career Day, College Spirit days, college tours/visits (virtual or in-person), and college and career representation on campus (visits and visuals).
- 4) Provide VAPA opportunities to all students monthly, such as a school-wide Winter Performance, viewing VAPA performances/exhibits through school assemblies or field trips, facilitated art activities in the classroom, and class performances at Owl-Together Time.
- 5) Provide multicultural and race/ethnic studies educational activities throughout the year as aligned with curriculum and recognition months in partnership with our school community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

150

Source(s)

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

In 2022-23, Spring Lake increased VAPA opportunities for students, including a school-wide musical performance. Students participated in art, STEAM, and multicultural education activities in their classes and as a school, we promoted awareness of Ruby Bridges and civil rights through the Ruby Bridges Walk to School Day in November. Some parent feedback indicated that we could have done a better job implementing multicultural education activities and projects during Black History month and Hispanic Heritage month. Parent survey data indicated that a majority of parents were satisfied or very satisfied with the number and quality of STEM-projects and instruction provided to their students. We were not able to do a school-wide Big Science Friday, as desired, however, due to the challenge of a growing school population and lunch/recess schedule obstacles. There was not as heavy a focus on college awareness as there was of career awareness.

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

Money allocated in 2022-23 for this goal was spent on the VAPA Winter Concert, STEAM room supplies and professional development, and STEAM professional development for teachers (STEM-Con & Super Science in the River City), and a school weather station which were in alignment with the intent of this goal.

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

This year's SPSA was revised to include metrics and annual outcomes that can be more easily quantified and measured to support implementation. They can be found in the Annual Measurable Outcomes. Additional suggestions for accomplishing improved college awareness were included in strategies and the strategy was revised to include a multicultural education focus.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

Spring Lake demonstrates overall high achievement in English Language Arts (ELA), mathematics, English Language Development (ELD), and social-emotional well-being. However, specific student subgroups within our school community are performing below or far below the school's composite scores in many of these areas. Through careful analysis of demographical data, we've identified the following needs:

- 1) Hispanic/Latino students, African American students, and Socioeconomically Disadvantaged students are under-performing compared to their peers in mathematics.
- 2) Hispanic/Latino students and Socioeconomically Disadvantaged students are under-performing compared to their peers in English Language Arts.
- 2) Students with disabilities, Hispanic/Latino students, and Socioeconomically Disadvantaged students demonstrated higher levels of chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve Performance level on ELA and Math Academic Indicator Dashboard 2022.	In 2021-22, Spring Lake Elementary scored 39.1 points above standard in ELA, earning a score of "High" achievement on the California School Dashboard. Of our reportable subgroups, our White subgroup scored "Very High" and our Socioeconomically Disadvantaged subgroup and Hispanic/Latino subgroup both scored "Medium" (4.2 and 9.2 points above standard respectively). Internal data shows that our African American subgroup showed significantly lower performance compared to the school's	<p>Year 1 Goal (2022-23): Achieve 45 points above standard in ELA and 30 points above standard for math on 2022-23 SBAC assessments.</p> <p>Year 2 Goal (2023-24): Achieve 50 points above standard in ELA and 40 points above standard for math on 2023-24 SBAC assessments.</p> <p>Year 3 Goal (2024-25): Achieve 55 points above standard in ELA and 50 points above standard for math on 2023-24 SBAC assessments.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>composite score in this area, as well.</p> <p>In 2021-22, Spring Lake Elementary scored 19.6 points above standard in Math on the statewide Smarter Balance assessments (SBAC). Of our reportable subgroups, our White subgroup scored "Very High" (41.6 points above standard), our Hispanic subgroup scored "High" (3 points above standard), and our Socioeconomically Disadvantaged subgroup scored "Medium" (17.7 points below standard). Internal data shows that our African American subgroup showed significantly lower performance compared to the school's composite score in this area, as well.</p>	
<p>Percentage of students at or above grade-level on iReady Diagnostic #3 (Spring) in Reading and Math</p>	<p>2022-23 iReady Diagnostic #3 Data shows that 70% of students K-6 are at or above grade level proficiency in reading and 65% in math as of April 2023. Our African American students show far less rates of proficiency in math, however.</p>	<p>By Diagnostic #3 in Spring 2024, 75% of students K-6 will be at/above grade-level proficiency in reading and 70% in math with no subgroups scoring more than 10% less than the school average performance in either content area.</p>
<p>Number and percentage of students who are chronically absent in WJUSD Dashboard.</p>	<p>2022-23 data showed a Chronic Absenteeism rate of 17% with three student subgroups in the "Very High" range (socioeconomically disadvantaged students, Hispanic students, and students with disabilities).</p>	<p>Year 1 Goal (2022-23): Achieve a Chronic Absenteeism rate of 10% or less and have no student subgroups in the "Very High" range for Chronic Absenteeism on the California School Dashboard.</p> <p>Year 2 Goal (2023-24): Achieve a Chronic Absenteeism rate of 5% or less and have no student subgroups in the "Very High" or</p>

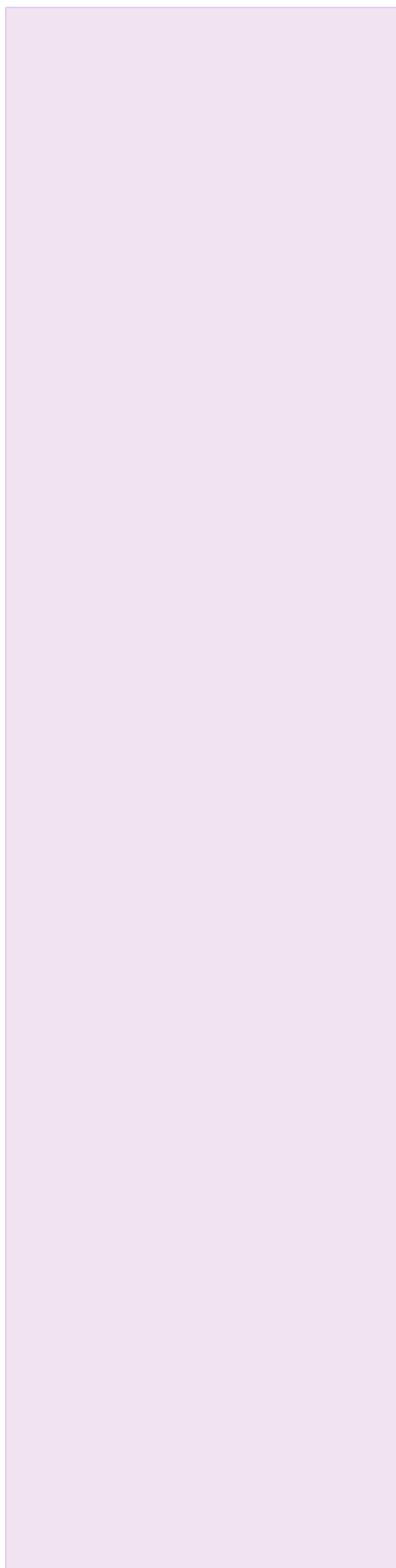
Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>"High" range for Chronic Absenteeism on the California School Dashboard.</p> <p>Year 3 Goal (2024-25): Achieve a Chronic Absenteeism rate of 2.5% or less and have no student subgroups in the "Very High", "High", or "Medium" range for Chronic Absenteeism on the California School Dashboard.</p>
Suspension rate.	<p>In 2021-22, less than 1% of the student population was suspended. It is expected that will be the case for 2022-23, as well, based on data available as of April 2023.</p>	<p>Maintain a suspension rate of less than 2% of the total student population.</p>
Student sense of safety and school connectedness.	<p>In Spring 2023, assessment data on SAEBRS Social Emotional Risk Assessment Screener identified 93% of students as "Low Risk", 6% as "Some Risk", and 1% as "High Risk".</p> <p>Student School Culture & Climate Survey results (Grades 1-6) showed the following percentages of students who responded "Always" or "Most of the Time" to the following prompts:</p> <ul style="list-style-type: none"> • "I like school." (83%) • "I feel like I do well in school." (80%) • "I believe my school wants me to do well." (91%) • "Adults at Spring Lake treat me with respect." (85%) • "There is an adult at my school who will help me if I need it." (93%) 	<p>Maintain a percentage of "High Risk" students that is less than 5% and a percentage of "Some Risk" students of less than 10% on the SAEBRS Social-Emotional Risk Assessment Screener results.</p> <p>Improve student survey results to at least 80% or higher "always" or "most of the time" responses for all questions on Student School Culture & Climate Survey results (Grades 1-6)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • "I feel like I am an important part of my school." (73%) • "I feel included at recess." (77%) • "Good behavior is recognized and praised at Spring Lake." (85%) • "I know the rules I am supposed to follow at school." (95%) • "Students treat each other with kindness and respect." (85%) • "Students in my class behave so that teachers can teach." (82%) • "I get along with other students." (90%) • "I feel safe at school." (91%) 	
<p>Parent sense of safety and school connectedness.</p>	<p>2022-23 Parent School Culture & Climate survey responses showed:</p> <p>Interpersonal Relationships:</p> <ul style="list-style-type: none"> • 95% strongly agreed/agreed that their child feels successful at school. • 91% strongly agreed/agreed that their child is recognized for good behavior. • 95% strongly agreed/agreed that they feel comfortable talking to teachers at SLE. • 95% strongly agreed/agreed that the Principal communicates well 	<p>Develop and distribute a Spring Lake Parent/Student Handbook for 2023-24 that clearly identifies school policies, behavior expectations, descriptions of disciplinary consequences.</p> <p>Maintain percentages in "Interpersonal Relationships" and "School Safety" sections of the Parent School Culture & Climate Survey responses to be within +/- 3%.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

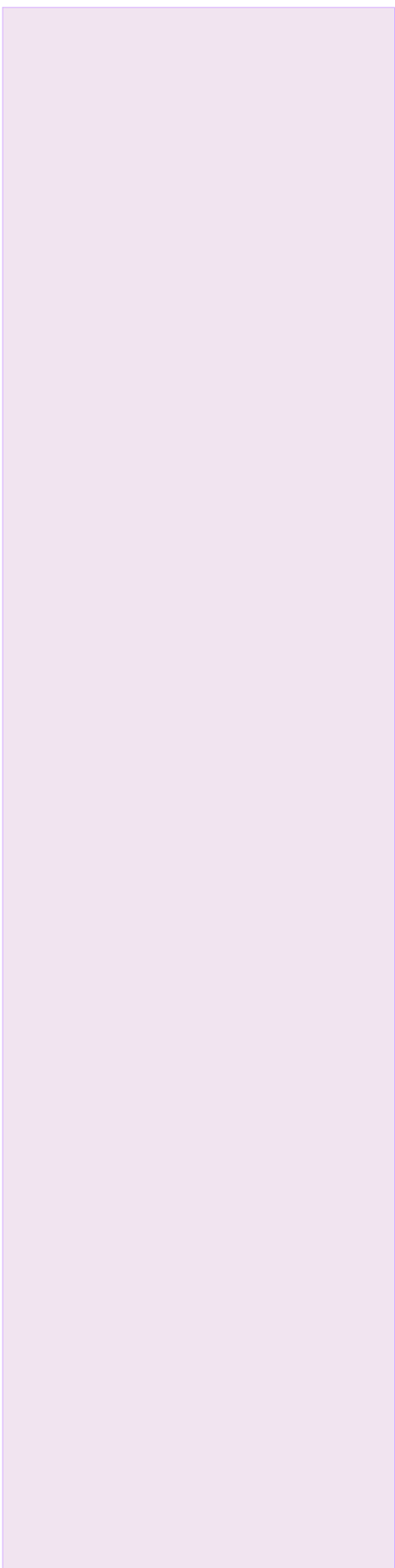


with parents, 91% that the office staff at SLE communicate well with parents, and 95% that teachers communicate well with families.

- 96% strongly agreed/agreed that their family feels valued and appreciated by the school community.
- 94% strongly agreed/agreed that their child feels successful at school.
- 94% strongly agreed/agreed that Spring Lake sets clear rules for behavior.
- 88% strongly agreed/agreed that school rules are fair and consistently enforced.
- 89% strongly agreed/agreed that disciplinary consequences are fair and appropriate.

School Safety:

- 95% strongly agreed/agreed that teachers and staff treat their child with respect.
- 98% strongly agreed/agreed that their child feels safe at school
- 95% strongly agreed/agreed that the school's facilities are well-maintained.
- 90% strongly agreed/agreed that the school's facilities



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	and equipment are safe.	
Percentage of students in both the Meets and Exceeds Standards level on SBAC English Language Arts	In 2021-22, 43% of Spring Lake students Exceeded Standard and 19% Met Standard on the SBAC English Language Arts assessment, resulting in 62% meeting or exceeding standard overall.	<p>Year 1 Goal (2022-23): Improve percentage of students who meet and exceeds standard from 62% to 67%.</p> <p>Year 2 Goal (2023-24): Improve percentage of students who meet and exceeds standard from 67% to 72%.</p> <p>Year 3 Goal (2024-25): Improve percentage of students who meet and exceeds standard from 72% to 75%.</p>
Percentage of students in both the Meets and Exceeds Standards level on SBAC Math.	In 2021-22, 32% of Spring Lake students Exceeded Standard and 31% Met Standard on the SBAC English Language Arts assessment, resulting in 63% meeting or exceeding standard overall.	<p>Year 1 Goal (2022-23): Improve percentage of students who meet and exceeds standard from 63% to 67%.</p> <p>Year 2 Goal (2023-24): Improve percentage of students who meet and exceeds standard from 67% to 72%.</p> <p>Year 3 Goal (2024-25): Improve percentage of students who meet and exceeds standard from 72% to 75%.</p>
Performance level on English Learner Progress Indicator (ELPI) Dashboard 2022.	In 2021-22. Spring Lake Elementary's ELPI score was 69.2%.	<p>Year 1 Goal (2022-23): Raise ELPI to 73%.</p> <p>Year 2 Goal (2023-24): Raise ELPI to 75%.</p> <p>Year 3 Goal (2024-25): Raise ELPI to 78%.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on:

- 1) Hispanic/Latino students, African American students, and Socioeconomically Disadvantaged students are under-performing compared to their peers in mathematics.
- 2) Hispanic/Latino students and Socioeconomically Disadvantaged students are under-performing compared to their peers in English Language Arts.
- 2) Students with disabilities, Hispanic/Latino students, and Socioeconomically Disadvantaged students demonstrated higher levels of chronic absenteeism.

Strategy/Activity

All students will engage in high-quality instruction through Science, Technology, Engineering, Art, and Math (STEAM)-centered Project Based Learning, intervention, and enrichment in a safe and supportive school environment.

- Continue and refine implementation of Positive Behavior Incentives & Supports systems and programs to explicitly teach, reinforce, and more widely recognize positive student behavior and attendance (Hoots, Hoot Store, Owl-Together Time, student recognition for positive behavior and effort)
- Provide high-quality instruction that is differentiated and engaging using district-adopted curriculum, instructional technology, project-based learning, and STEAM-centered activities and events
- Provide relevant professional development to teachers (STEAM, Project Based Learning, Step-Up to Writing, math instruction) and dedicated collaboration time to analyze data and plan lessons/units of study.
- Provide professional development and training to Noon Duty Supervisors to enhance student safety and build stronger relationships with students.
- Provide opportunities for intervention and enrichment for students' areas of need (math, English fluency, writing) and their personal interests.
- Continue and refine implementation of Multi-tiered Systems of Success (MTSS) to strategically coordinate student support services and personnel to improve student attendance, social-emotional outcomes, behavior, and academic performance
- Engage parents, families, and community members to enhance and enrich learning opportunities and school-wide events through volunteer opportunities, parent forums, parent committees, and parent workshops
- Develop a Spring Lake Parent/Student Handbook for 2023-24 that clearly identifies school policies, behavior expectations, descriptions of disciplinary consequences.
- Improve student attendance by: 1) continuing positive classroom and school community-building practices (morning meetings, student check-in's, frequent parent communication) Owl-Together Time gatherings, etc.), 2) providing incentives to students on a weekly basis for positive attendance and improved attendance, and 3) establishing Attendance Liaisons from our Wellness Team to proactively monitor and support students/families that are trending truant/chronically absent.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
17735.00	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

In 2022-23, we were unable to provide many of the strategies/activities that were intended. We provided ELD intervention for grades 3-6 and a brief math homework club for 4th grade, but we were unsuccessful in finding and hiring staff to provide systematic and intentional math or ELA intervention for all grades. We provided access to some STEAM professional development (STEM-Con and Big Science in the River City Conference), but a minimal number of teachers elected to attend due to the conferences being offered over weekends or Spring Break. STEAM-certification training proved too expensive for our budget and continued shortages, providing release time to visit other schools was also challenging. The bulk of money allocated to this goal was spent on classroom supplies, copier leases/supplies, and school wide behavior incentives for our Hoot Store.

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

We expected to spend significant money for after school intervention and enrichment, however, we were unable to solicit staff to provide that instruction or enrichment. ELD after school intervention and a 4th grade math homework club were provided. A budget was also provided to our school counselor to purchase supplies and resources for Social-Emotional Learning and counseling activities. We had money budgeted to send staff to professional development conferences and sent some teachers to STEM-Con and Super Science in the River City; money was also spent this year to send staff to the CUE Technology conference in the fall as early registration in spring provided significant savings. Money was reallocated to the purchase of STEAM-related supplies and materials, improving the AV equipment in the MPR to support more student and family engagement opportunities. We also paid for 6th grade science camp transportation which was a substantial expense.

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

Based on student feedback, incentives for our PBIS Hoot Store system will shift slightly. We will also be looking at purchasing a math intervention program to support teachers and parents with accelerating students who are demonstrating below grade-level proficiency. As we anticipate District-provided training for our teacher in STEM, we will be allocating money to support those STEM-aligned units and projects.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Accelerate the academic achievement and English proficiency of each English Learner through an assets-oriented approach, and standards-based instruction.

Goal 3

Accelerate the academic achievement and English proficiency of each English Learner (EL) through an assets-oriented approach and standards-based instruction.

Identified Need

When compared to 23 other schools with similar enrollment and unduplicated student percentage, Spring Lake showed a 1st place ranking for English Learner progress. We have seen steady gains in students achieving higher levels on the summative ELPAC from 52% in 2018-19, to 72% in 2020-21, to 73% in 2021-22 of our EL students scoring a Level 3 or 4. However, across grade-levels, we do see lower performance scores in the domain of writing for our EL-designated students on ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	In 2020-21, Spring Lake reclassified 1 student (4.2% of EL student subgroup) In 2021-22, Spring Lake reclassified 4 students (13.8% of EL student subgroup)	Increase reclassification rate to 18% (approximately 7 of 15 EL student who scored Level 3 on ELPAC in March 2022).
English Learner Progress Indicator (ELPI)	2022-23: 69.2% of EL-designated students at Spring Lake Elementary were identified as making adequate progress towards English language proficiency.	Year 1 Goal (2022-23): Increase ELPI to 75% Year 2 Goal (2023-24): Increase ELPI to 80%
Improve the school's rating of the English Learner Roadmap Principle 2 on the self-assessment.	2022-23 Parent Assessment Ratings for EL Roadmap Principle 2 (November 2022 & February 2023): Element A: Score 3 Element B: Score 3 Element C: Score 4 Element D: Score 4 Element E: Score 2 Element F: Score 1 Element G: Score 1	Improve parent assessment ratings in Elements E, F, & G by at least 1; improve overall rating from 2.57 to a 3.0.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Parents expressed satisfaction with the rigor and access our EL students have in regards to academic content and instruction, however, critical feedback included a recurring theme that parents desire more opportunities for their children to develop high levels of literacy in their primary language. This may be a result of the new language in the EL Roadmap principles that includes "providing opportunities for bilingual/biliterate development".</p>	
<p>Percentage of English Learner students who meet or exceed Annual Typical Growth on iReady in Reading and Math</p>	<p>By April 2023, 33% of EL-designated students had met their Annual Typical Growth goal in reading compared to 98% of the school population as a whole. 38% of EL-designated students had met their Annual Typical Growth goal in math compared to 81% of the school population as a whole.</p>	<p>By April 2024, increase the percentage of EL-designated students meeting or exceeding their Annual Typical Growth goal in iReady to 50% in both reading and math.</p>
<p>"At Risk" and Long-Term English Learners (LTEL) report</p>	<p>2020-21: 60% of EL students had been English Learners for 0-3 years, 3.3% were considered "At Risk" English Learners (4-5 years), 6.7% were "Not at Risk" English Learned (4+ years), and 0 students were LTELS (6+ years).</p> <p>2021-22: 55% of EL students had been English Learners for 0-3 years, 8.9% were considered "At Risk" English Learners for 4-5 years, and 0 students were LTELS (6+ years).</p>	<p>Year 1 Goal (2022-23): Decrease "At-Risk" English Learner percentage by 5%</p> <p>Year 2 Goal (2023-24): Reduce "At-Risk" English Learner percentage to 0%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

- Provide professional development, coaching, and feedback to teachers on designated- and integrated-ELD instructional strategies
- Provide bilingual books (Punjabi, Nepali, and Spanish) and resources to teachers and parents to support parent participation in their child's English proficiency development
- Provide extracurricular English Language instruction and support in all grade levels
- Provide workshops and presentations to parents/families of EL-designated students to help them support ELA, math, and ELD instruction at home

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

0

Source(s)

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

English Learner Advisory Council (ELAC) participation and attendance increased this year with approximately 5-8 parents consistently attending monthly meetings. Instructional support was offered to all EL-designated students in grades 3-6 with a focus on writing and reading comprehension to accelerate English language development and prepare students for the Summative ELPAC assessment in March 2023. Due to our English Language Specialist being part-time (0.2 FTE = 1 day a week), most of her time was spent completing required documentation, supporting ELAC, and assessing students; thus we were unable to utilize her expertise to provide coaching or professional development to teachers. However, teachers did receive professional development through EL Rise training that was offered district-wide during District Collaboration Wednesdays.

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

Money allocated to this goal was spent as intended.

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

No significant changes will be made.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

Throughout 2022-23, in a variety of formats, students have expressed a desire for more lunchtime and after school club activities that align to their hobbies and interests. With limited staff and funding, it is imperative to solicit the support and participation of parent volunteers and community agencies and partners to provide supervision, programming, and time to support students in implementing these enrichment opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of extra-curricular and co-curricular programs offered	2022-23: Students in various grades had the opportunity to participate in Cross Country Club (TK-6th), Book Clubs (4th-6th), and Sports Club (4th-6th).	Increase quantity of student clubs offered to 6 throughout the year.
Number and quality of Student Council activities	2022-23: Student Council ran two fundraiser-activities (Candy-Cane Grams and Candy Grams). They also supported with a handful of activities and games at Owl-Together Time.	Increase Student Council activities to one a month (Owl-Together Time, lunchtime games/activities, etc.)
Number and percent of students providing on-going feedback to site administration during the school year.	11 students participated in this council from grades 4-6 inclusive of students from various ethnic/cultural backgrounds, language fluency, academic achievement, social-emotional needs, and abilities. Feedback/input was compiled monthly during meetings.	Increase the council to include students in grades 3-6 and increase size to 20 students (5 per grade level). Generate a list of priorities to improve student engagement and satisfaction at Spring Lake and monitor progress of implementation during the year.
Number and percent of students providing input to the	2022-23 results on the Student School Culture & Climate Survey (Grades 1-6) showed	Increase participation on student survey to include 95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SPSA (School Plan for Student Achievement) through surveys.	<p>the following percentages of students who responded "Always" or "Most of the Time" to the following prompts:</p> <ul style="list-style-type: none"> • "I like school." (83%) • "I feel like I am an important part of my school." (73%) • "I feel included at recess." (77%) <p>170 of 340 students at Spring Lake Elementary participated in the survey in 2021-22 (50% of student population), primarily in grades 3rd-6th.</p>	<p>of all students in grades 1-6 in 2023-24.</p> <p>Increase student survey results to at least 85% or higher "always" or "most of the time" responses for all questions in 2023-24.</p>
Number of community partnerships established to provide enrichment opportunities and support student engagement	<p>In 2022-23, Spring Lake enjoyed partnerships with Woodland Police Department through the GREAT Program in 4th grade, UC Davis Eclipse Rocketry Club, and YMCA. Two students attended the Yolo EmpowHER Conference at UC Davis.</p>	<p>Maintain prior partnerships and add at least two more, preferably in STEAM-related disciplines.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- Provide students opportunities to establish and participate in extracurricular and lunch-time clubs that are of interest to them by soliciting parent and community volunteers to provide supervision and instruction.
- Continue developing our Student Council organization and leaders to become more visible and active in our school community
- Continue developing the Youth Advisory Council (Principal's Parliament of Owls) and its members' leadership and communication skills to provide feedback and input on school goals, needs, and student interests to site administration, staff, and families.

- Expand buddy classrooms to include more classes and grade-levels and provide more systematic opportunities for them to engage in school wide activities and events.
- Continue refining and expanding the Conflict Mediator Program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
0	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

In 2022-23, Student Council began coordinating fundraising events (Candy Cane Grams for December and Candy Grams in February) and taking a more active role in determining activities and games for Owl-Together Time. A Youth Advisory Council was established in September that met monthly to inform the site principal about culture and climate concerns, school safety, and to brainstorm ways we could enhance current practices to engage more students. Our school librarian facilitate several rounds of Book Clubs in the upper grades during lunch recess and two athletic clubs were made available to students (Cross Country, all grades, in the Fall and Sports Club for upper grades in the Spring). Our Conflict Mediator program expanded and Buddy Classrooms were established for a few classes, but not most.

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

We did not implement a classroom Ambassador Program, buddy classes, and cross-grade level student collaboration did not take place much this year.

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

A stronger focus will be made on soliciting community partnerships, agencies, and parent volunteers to support programming and supervision for club and enrichment activities aligned to students' interests.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$17,885
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$17,885.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
Supplemental/Concentration	\$17,885.00

Subtotal of state or local funds included for this school: \$17,885.00

Total of federal, state, and/or local funds for this school: \$17,885.00

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
Eric Garber	Parent or Community Member
Christopher Ogata	Parent or Community Member
Jen Roush	Parent or Community Member
Brian Coward	Parent or Community Member
Shanna Durr	Parent or Community Member
Brenda Hansen	Classroom Teacher
Marlene Hernandez	Classroom Teacher
Abigail Sais	Classroom Teacher
Andrea Gonzalez Jimenez	Other School Staff
Stacey Falconer	Principal

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.

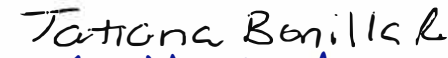

Recommendations and Assurances

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
 	English Learner Advisory Committee
	Other: Youth Advisory Council

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 4/28/23.

Attested:

	Principal, Stacey Falconer on 4/28/23
	SSC Chairperson, Eric Garber on 4/28/23