



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Spring Lake Elementary School	57 72710 0138180	4/15/24	5/23/24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Spring Lake Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:



This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Spring Lake Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

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.

## Educational Partner Involvement

How, when, and with whom did Spring Lake Elementary 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 15, 2024.

#### PARENT/FAMILY INPUT:

Spring Lake's School Site Council (SSC) met 6 times in 2023-24 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 2023-

24 SPSA and then conducted a needs assessment on February 20, 2024 to inform recommendations for goals and strategies for the 2024-25 SPSA.

Formal needs assessments were also held with Spring Lake's English Learner Advisory Council (ELAC) on February 13, 2024, and during a series of open parent/family forums held in February and March 2023 for our families of African American students, Asian students, and students with disabilities. ELAC reviewed the SPSA on April 16, 2024.

Additionally, parents and families were provided a survey to complete anonymously in March 2024 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 there is a desire to continue our STEAM-aligned projects and activities at Spring Lake, focus on ELPI growth of our Emerging Multilingual students, continue improving attendance schoolwide, and provide academic intervention in mathematics. Strategies for these items can be found in Goals 1, 2, and 3 of this strategic plan.

#### STUDENT INPUT:

Student input was provided through an anonymous Culture and Climate student survey that was provided to all students in grades 3-6. 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 2024.

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 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 16 students from grades 3-6.

Student input gathered from the Youth Advisory Council, Student Council, and student surveys expressed a continuing desire to expand clubs and extracurricular activities, refine our schoolwide assemblies to appeal more to the upper grade students, and continue doing STEAM-aligned schoolwide activities and projects. 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 Professional Learning Community (PLC) meetings. 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 professional development was expressed, as well as professional development in Project Based Learning, GLAD, and early literacy instruction. Staff also identified a need for more explicitly communicated and posted behavior expectations for the cafeteria, playground, and field areas to promote positive student behavior. 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.

This section is required for all schools eligible for ATSI and CSI.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

None

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

None

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Our English Learner Performance Indicator (ELPI) score decreased by 28% from 2021-22 to 2022-23. This is an area to improve. We also have several subgroups in the orange for chronic absenteeism (Hispanic/Latino, Students with Disabilities, Asian, and Socioeconomically Disadvantaged student subgroups) that could be improved, particularly our Asian subgroup who had higher rates of chronic absenteeism in 2022-23 than in 2021-22.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Spring Lake Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### 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
<b>Total Enrollment</b>				276	325	346

### 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
<b>Total Enrollment</b>	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. Our Asian and Filipino student populations are steadily growing.



3. Our diverse student population requires consideration and intentionality in supporting families of many different home languages; Punjabi and Nepali are two languages that are spoken at home by the majority of our English Learners, now, not Spanish.



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	21	29	33	7.95%	8.92%	9.62%
Fluent English Proficient (FEP)	17	24	26	6.44%	7.38%	7.58%
Reclassified Fluent English Proficient (RFEP)	12	22	20	4.55%	6.77%	5.83%

### Conclusions based on this data:

1. We started with approximately 37 English Learners (EL) this year which is comparable to the small growth in this population we have been seeing over the past 3 years.
2. Spring Lake's English Learner reclassification rate 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 predominantly by Punjabi speakers this year (approximately 70%) with Nepali and Spanish making up the majority of the remaining 30%.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	43	49	51	0	48	51	0	48	51	0.0	98.0	100.0
Grade 4	31	44	48	0	44	47	0	44	47	0.0	100.0	97.9
Grade 5	23	29	41	0	29	41	0	29	41	0.0	100.0	100.0
Grade 6	0	23	30	0	22	30	0	22	30	0	95.7	100.0
All Grades	97	145	170	0	143	169	0	143	169	0.0	98.6	99.4

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2463.		60.42	37.25		10.42	29.41		16.67	19.61		12.50	13.73
Grade 4		2529.	2518.		50.00	42.55		18.18	27.66		20.45	21.28		11.36	8.51
Grade 5		2500.	2562.		20.69	46.34		37.93	31.71		13.79	12.20		27.59	9.76
Grade 6		2535.	2564.		22.73	33.33		18.18	33.33		36.36	23.33		22.73	10.00
All Grades	N/A	N/A	N/A		43.36	40.24		19.58	30.18		20.28	18.93		16.78	10.65

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		37.50	21.57		52.08	62.75		10.42	15.69
<b>Grade 4</b>		40.91	29.79		59.09	68.09		0.00	2.13
<b>Grade 5</b>		*	43.90		*	48.78		*	7.32
<b>Grade 6</b>		*	30.00		*	60.00		*	10.00
<b>All Grades</b>		32.87	30.77		55.94	60.36		11.19	8.88

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		39.58	25.49		43.75	54.90		16.67	19.61
<b>Grade 4</b>		36.36	25.53		56.82	61.70		6.82	12.77
<b>Grade 5</b>		*	39.02		*	53.66		*	7.32
<b>Grade 6</b>		*	26.67		*	60.00		*	13.33
<b>All Grades</b>		32.17	28.99		51.05	57.40		16.78	13.61

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		29.17	25.49		70.83	74.51		0.00	0.00
<b>Grade 4</b>		13.64	31.91		79.55	61.70		6.82	6.38
<b>Grade 5</b>		*	29.27		*	63.41		*	7.32
<b>Grade 6</b>		*	16.67		*	73.33		*	10.00
<b>All Grades</b>		18.88	26.63		76.22	68.05		4.90	5.33

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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	23.53		43.75	66.67		8.33	9.80
Grade 4		29.55	19.15		68.18	76.60		2.27	4.26
Grade 5		*	29.27		*	65.85		*	4.88
Grade 6		*	23.33		*	63.33		*	13.33
All Grades		32.17	23.67		58.04	68.64		9.79	7.69

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**Conclusions based on this data:**

1. Overall, ELA achievement at Spring Lake continues to be high and the percentage of students at or above proficiency increased from 2021-22 to 2022-23.
2. In 5th and 6th grade, there was an increase from 2021-22 to 2022-23 in the percentage of students who achieved "Above Standard" where the percentage decreased in 3rd and 4th grades.
3. There was a sizeable decrease in students in the lowest score band from 2021-22 to 2022-23 overall.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	43	49	51	0	48	51	0	48	51	0.0	98.0	100.0
Grade 4	31	44	48	0	44	47	0	44	47	0.0	100.0	97.9
Grade 5	23	29	41	0	29	41	0	29	41	0.0	100.0	100.0
Grade 6		23	30		22	30		22	30		95.7	100.0
All Grades	97	145	170	0	143	169	0	143	169	0.0	98.6	99.4

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2462.		41.67	31.37		33.33	35.29		12.50	19.61		12.50	13.73
Grade 4		2520.	2505.		36.36	29.79		34.09	31.91		22.73	27.66		6.82	10.64
Grade 5		2515.	2549.		20.69	34.15		44.83	24.39		10.34	26.83		24.14	14.63
Grade 6		2519.	2601.		22.73	50.00		4.55	26.67		36.36	13.33		36.36	10.00
All Grades	N/A	N/A	N/A		32.87	34.91		31.47	30.18		18.88	22.49		16.78	12.43

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		58.33	31.37		31.25	52.94		10.42	15.69
<b>Grade 4</b>		45.45	31.91		43.18	48.94		11.36	19.15
<b>Grade 5</b>		*	36.59		*	43.90		*	19.51
<b>Grade 6</b>		*	46.67		*	43.33		*	10.00
<b>All Grades</b>		40.56	35.50		39.86	47.93		19.58	16.57

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		35.42	39.22		52.08	49.02		12.50	11.76
<b>Grade 4</b>		27.27	31.91		63.64	61.70		9.09	6.38
<b>Grade 5</b>		*	36.59		*	48.78		*	14.63
<b>Grade 6</b>		*	43.33		*	33.33		*	23.33
<b>All Grades</b>		27.27	37.28		58.04	49.70		14.69	13.02

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		43.75	31.37		45.83	56.86		10.42	11.76
<b>Grade 4</b>		31.82	25.53		61.36	65.96		6.82	8.51
<b>Grade 5</b>		*	17.07		*	75.61		*	7.32
<b>Grade 6</b>		*	36.67		*	56.67		*	6.67
<b>All Grades</b>		30.77	27.22		57.34	63.91		11.89	8.88

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**Conclusions based on this data:**

1. Overall, math achievement for Spring Lake Elementary is "High" and the percentage of students at or above proficiency increase slightly from the previous year.
2. A significant increase was seen in the Problem-Solving domain
3. "Communicating Reasoning" and "Concepts and Procedures" were two domains in which the percentage of students "Below Standard" increased.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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
<b>K</b>	*	1442.4	1430.4	*	1448.6	1445.9	*	1427.7	1393.9	10	16	14
<b>1</b>	*	*	*	*	*	*	*	*	*	4	*	7
<b>2</b>	*	*	*	*	*	*	*	*	*	5	5	*
<b>3</b>	*	*	*	*	*	*	*	*	*	4	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>										25	30	31

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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
<b>K</b>	*	18.75	14.29	*	43.75	21.43	*	37.50	64.29	*	0.00	0.00	*	16	14
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	16.00	13.33	25.81	56.00	60.00	41.94	24.00	23.33	29.03	4.00	3.33	3.23	25	30	31

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



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	14.29	*	37.50	50.00	*	31.25	35.71	*	0.00	0.00	*	16	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.00	40.00	29.03	40.00	36.67	51.61	16.00	20.00	19.35	4.00	3.33	0.00	25	30	31

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Written 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		12.50	7.14		25.00	21.43		50.00	28.57		12.50	42.86		16	14
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades		10.00	9.68		36.67	41.94		36.67	25.81		16.67	22.58		30	31

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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	14.29	*	68.75	85.71	*	6.25	0.00	*	16	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.00	30.00	38.71	72.00	63.33	61.29	4.00	6.67	0.00	25	30	31

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	*	31.25	14.29	*	62.50	78.57	*	6.25	7.14	*	16	14
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	44.00	50.00	32.26	56.00	43.33	64.52	0.00	6.67	3.23	25	30	31

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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
<b>K</b>	*	12.50	14.29	*	75.00	78.57	*	12.50	7.14	*	16	14
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	12.00	13.33	19.35	72.00	66.67	70.97	16.00	20.00	9.68	25	30	31

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	*	37.50	14.29	*	50.00	28.57	*	12.50	57.14	*	16	14
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	12.00	30.00	16.13	68.00	60.00	54.84	20.00	10.00	29.03	25	30	31

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Data is limited due to small group size, however, the majority of our EL's are in K-2 grades at Spring Lake Elementary. This indicates a opportunity to maximize resources to accelerate English language proficiency in this grade-span.
2. Our EL population is slowly growing with each successive year, though it is still small which prevents reportable data in all grades.
3. As our population grows, we need to be more strategic in how we provide designated ELD to support appropriately sized groups that are comprised of students with similar needs.

# School and Student Performance Data

## California School Dashboard Student Population

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

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.

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>346</b>	<b>30.3</b>	<b>9.5</b>	<b>0.3</b>
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	9.5
Foster Youth	1	0.3
Homeless		
Socioeconomically Disadvantaged	105	30.3
Students with Disabilities	40	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.9
American Indian	1	0.3
Asian	57	16.5
Filipino	6	1.7
Hispanic	96	27.7
Two or More Races	24	6.9
Pacific Islander	1	0.3
White	136	39.3

**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. This subgroup appears to be decreasing.
3. Our Asian, Hispanic and White student groups are the largest groups by race/ethnicity, with our Asian population steadily growing along with our English Learner population.

# 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.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		

### Conclusions based on this data:

1. As a whole, Spring Lake Elementary students are performing well on state assessments in ELA and mathematics. Groups underperforming compared to the school average include socioeconomically disadvantaged students (ELA), English Learners (ELA & Math), and students with disabilities (ELA).
2. Spring Lake Elementary suspended no students in 2022-23.

3. Chronic absenteeism was decreased by 4% schoolwide which much more significant decreases in most subgroups. However, our students identified as 2 or more Races increased significantly in this metric and our Asian students did not show improvement.



# School and Student Performance Data

## Academic Performance English Language Arts

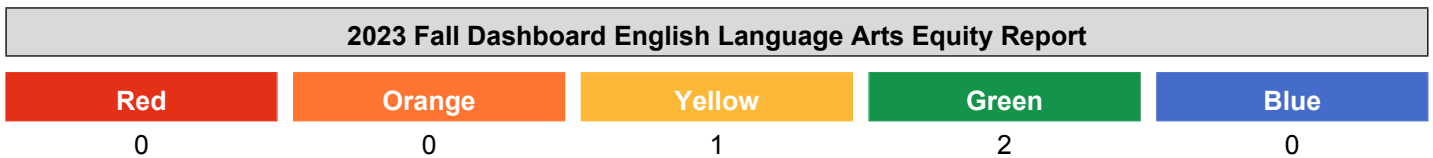
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides 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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 42.8 points above standard Increased +3.7 points 168 Students	<b>English Learners</b> 25.1 points above standard Increased +10.6 points 17 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 4.2 points above standard Maintained 0 points 52 Students	<b>Students with Disabilities</b> 5.4 points below standard Increased Significantly +31.8 points 29 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  7 Students	 No Performance Color 0 Students	33.2 points above standard Decreased -3.1 points  28 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Green 24.1 points above standard Increased +14.9 points  50 Students	74.2 points above standard 11 Students	 No Performance Color 0 Students	 Green 61.2 points above standard Decreased -10.8 points  65 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students  4 Students	55.9 points above standard Increased +13.7 points  13 Students	42.8 points above standard Increased +3.1 points  139 Students

**Conclusions based on this data:**

- Spring Lake has overall high achievement on academically assessed areas in grades 3-6.
- We need to focus attention and resources on our Socioeconomically Disadvantaged students, English Learners, Students with Disabilities, and Hispanic students and their proficiency in ELA, as these three subgroups are underperforming compared to their white, multiracial, and Asian peers and the school as a whole.
- 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

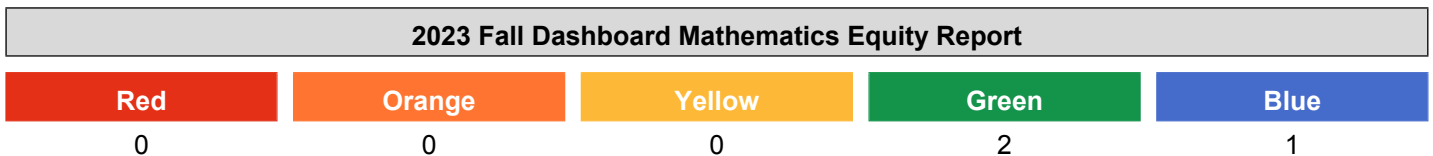
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>27.7 points above standard</p> <p>Increased +8.1 points</p> <p>168 Students</p>	<p><b>English Learners</b></p> <p>14.9 points above standard</p> <p>Increased Significantly +20.2 points</p> <p>17 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>8.7 points below standard</p> <p>Increased +9.1 points</p> <p>52 Students</p>	<p><b>Students with Disabilities</b></p> <p>23.5 points below standard</p> <p>Increased Significantly +22.6 points</p> <p>29 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  7 Students	 No Performance Color 0 Students	29.6 points above standard Increased Significantly +20.2 points 28 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.5 points above standard Maintained +2.5 points 50 Students	73.4 points above standard 11 Students	 No Performance Color 0 Students	 Blue 44.1 points above standard Maintained +2.5 points 65 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students  4 Students	40.1 points above standard Increased Significantly +22.5 points 13 Students	26.4 points above standard Increased +8 points 139 Students

#### Conclusions based on this data:

1. Spring Lake has high achievement in the area of mathematics; our students with disabilities grew significantly in this metric, as did our English Learners.
2. We need to focus attention and resources on our Socioeconomically Disadvantaged students, English Learners, and Hispanic students and their proficiency in math, as these three subgroups are underperforming compared to their white, multiracial, and Asian 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 English Learner Progress

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
41.2 points above standard making progress towards English language proficiency
Number of EL Students: 17 Students
Performance Level: No Performance Level

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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	6	0	7

#### Conclusions based on this data:

1. More than half of students with prior ELPAC scores either decreased or maintained their 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.
2. Of the 9 students who did not show growth in their ELPI Levels, 8 are performing at ELPAC Level 3. We need to analyze the ELD standards for this level more deeply to ensure we are providing sufficient instruction and rigor to help these students progress.
3. The number of students who decreased in ELPI bands was the same as the prior year while more students maintained.

# School and Student Performance Data

## Academic Performance College/Career Report

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

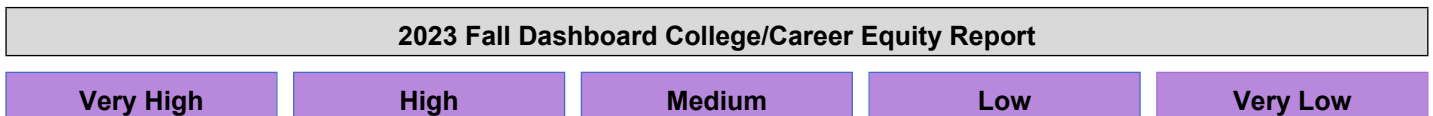
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

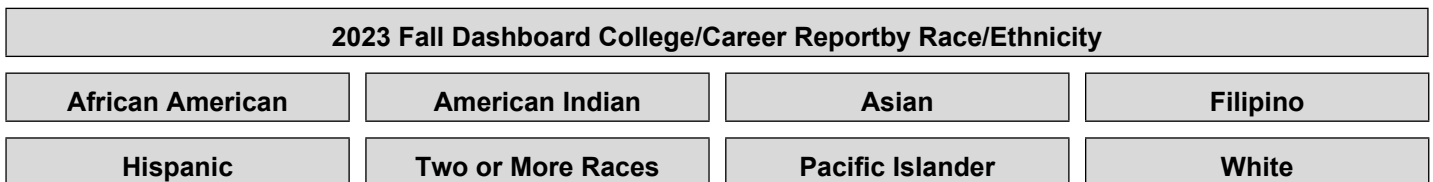
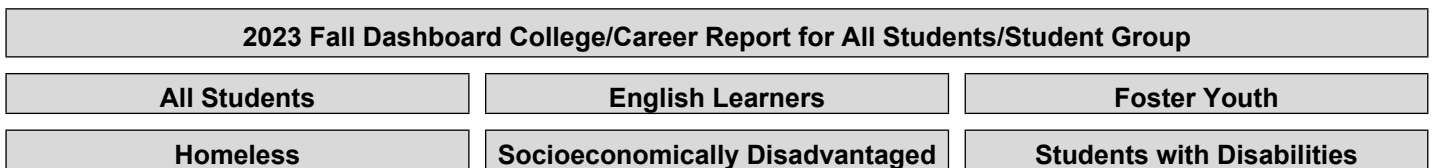
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low                      Low                      Medium                      High                      Very High  
 Lowest Performance                      Highest Performance

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.



### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.

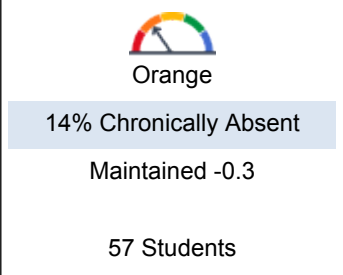
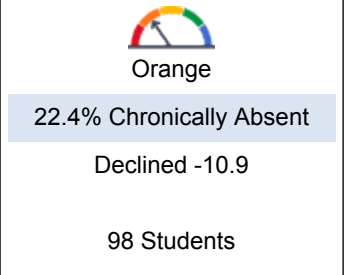
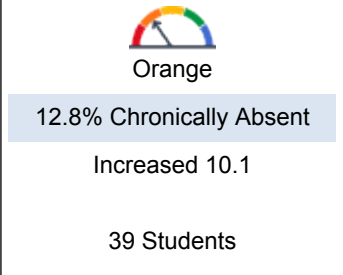
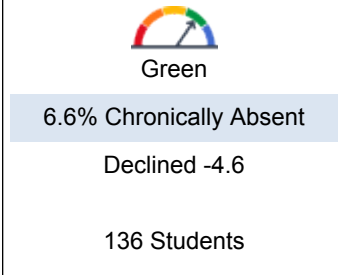


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 12.9% Chronically Absent Declined Significantly -4.3 348 Students	<b>English Learners</b>  Yellow 11.8% Chronically Absent Declined -3.4 34 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Orange 20.2% Chronically Absent Declined -6.4 104 Students	<b>Students with Disabilities</b>  Yellow 17% Chronically Absent Declined -10.1 53 Students



**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  10 Students	Less than 11 Students  1 Student	 <p align="center">Orange</p> <p align="center">14% Chronically Absent</p> <p align="center">Maintained -0.3</p> <p align="center">57 Students</p>	Less than 11 Students  6 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 <p align="center">Orange</p> <p align="center">22.4% Chronically Absent</p> <p align="center">Declined -10.9</p> <p align="center">98 Students</p>	 <p align="center">Orange</p> <p align="center">12.8% Chronically Absent</p> <p align="center">Increased 10.1</p> <p align="center">39 Students</p>	Less than 11 Students  1 Student	 <p align="center">Green</p> <p align="center">6.6% Chronically Absent</p> <p align="center">Declined -4.6</p> <p align="center">136 Students</p>

**Conclusions based on this data:**

1. Schoolwide, our Chronic Absenteeism rates dropped significantly, and most notably in our Socioeconomically Disadvantaged, Hispanic, and Students With Disabilities subgroups.
2. Our Asian student subgroup did not change in this metric and has a rate twice as high as our white students and 5% higher than the school average.
3. Our Hispanic subgroup continues to have the highest rate of Chronic Absenteeism, though it did decrease by 10%. This is likely due to targeted parent focus groups to discuss attendance and how this metric is measured.

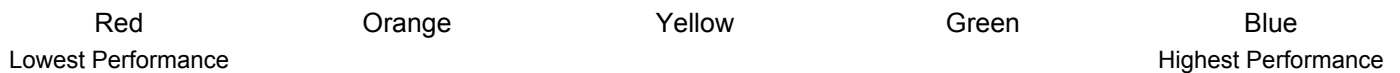
# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

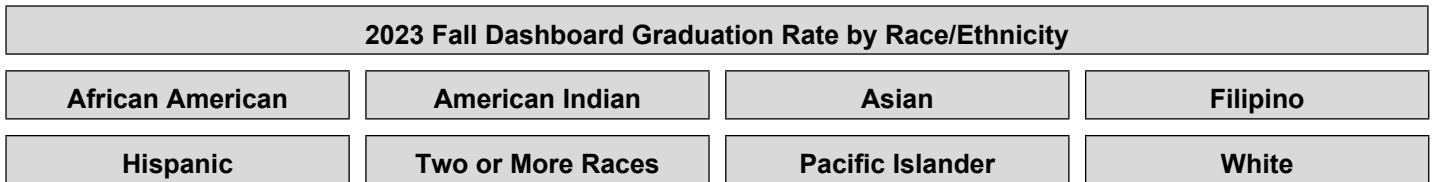
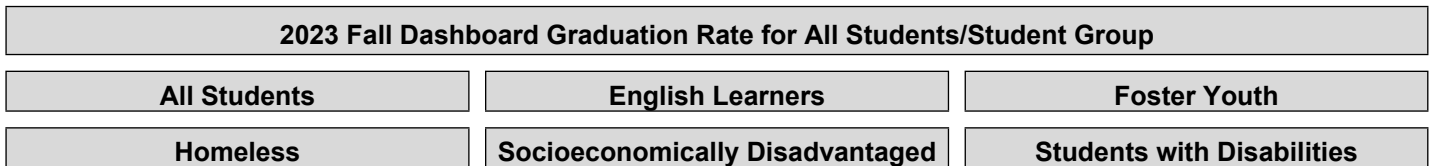
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

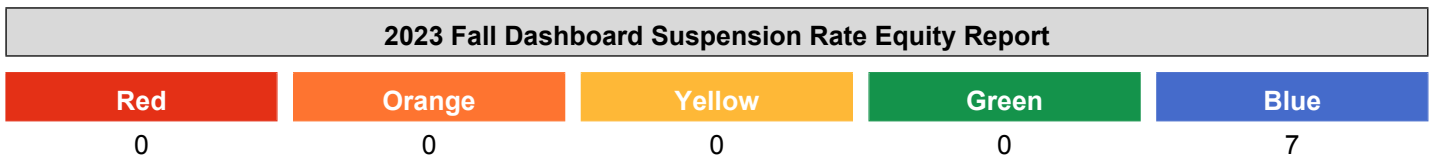
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides 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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Declined -0.6 349 Students</td> </tr> </tbody> </table>	All Students	 Blue	0% suspended at least one day	Declined -0.6 349 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Declined -2.8 34 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Declined -2.8 34 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student	
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Homeless	 No Performance Color	0 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Declined -0.9 104 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Blue	0% suspended at least one day	Declined -0.9 104 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 53 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Blue	0% suspended at least one day	Maintained 0 53 Students
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Maintained 0 53 Students													

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center">                       Blue                      0% suspended at least one day                      Maintained 0                      57 Students                 </p>	<p>Less than 11 Students 6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">                       Blue                      0% suspended at least one day                      Declined -2.1                      98 Students                 </p>	<p align="center">                       Blue                      0% suspended at least one day                      Maintained 0                      39 Students                 </p>	<p>Less than 11 Students 1 Student</p>	<p align="center">                       Blue                      0% suspended at least one day                      Maintained 0                      137 Students                 </p>

**Conclusions based on this data:**

1. Suspension rate is low and doesn't demonstrate disproportionality by race/ethnicity or subgroup.
2. Spring Lake Elementary continues to find alternatives to suspension to address student behavior needs and concerns.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Analysis of available data indicated that students at Spring Lake could improve in critical thinking, communication, and writing skills to be 21st Century ready. Therefore, we will continue developing students' critical thinking, communication, and collaboration skills through STEAM-focused projects, the Visual and Performing Arts (VAPA), college and career exploration, and multicultural education.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain a minimum of 3 schoolwide STEAM-aligned projects that incorporate opportunities to develop critical thinking and communication skills.	In 2022-23, Spring Lake had zero school-wide STEAM projects. K-3 held a miniscience day in October and 5th-6th grade participated in a rocket project in February.  In 2023-24, we had 3 schoolwide STEAM engineering challenges (November, March, May) and a Science Showcase (April). We also themed Open House as a Science Showcase to provide another opportunity for engaging in the STEAM-disciplines using an inquiry or design-method and held a Family STEM Night in the fall.	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 2024-25.
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	Each grade-level will develop and implement a project/activity for Latino Heritage Month, Indigenous Peoples Month, Black History Month, and Asian American and Pacific Islander month to provide multicultural education and race/ethnic studies instruction in 2023-24.

	<p>January and focused on Black inventors and engineers, however there was not a systematic, school-wide approach to these highlighted months or activities.</p> <p>In 2023-24, we increased intentionality and focus on four culturally-themed months (Latino Heritage Month, Indigenous Peoples Month, Black History Month, and Asian American and Pacific Islander Month) with schoolwide and classroom based activities and lessons. We also participated in the Ruby Bridges Walk to School Day for the second time in November.</p>	
<p>Provide annual college and career awareness activities and instruction in all grades.</p>	<p>2021-2022: College &amp; Career Day - 100% of students participate in classroom presentations from parent and community members.</p> <p>In 2022-23, Spring Lake held a school-wide Career Day in April, providing an opportunity for all students to learn about 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>In 2023-24, we held a College Awareness Week (October) and Career Day (February). During these events, students were exposed to virtual college tours and presentations by school staff and 3-4 career presentations by members of our school and Woodland community.</p>	<p>In 2024-25, all students will learn about a minimum of 3 different careers, the college system, and 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 participating in Visual and Performing Arts (VAPA).</p>	<p>2021-22: All students engaged in monthly art activities aligned to the content standards for their grade level; all 4th graders participated in weekly strings classes; 31 5th &amp; 6th graders participated in band/strings.</p> <p>2022-23: All students had the opportunity to participate in our Winter Sing concert and engaged in monthly art activities aligned to the content standards for their grade level; all 4th graders participated in weekly strings classes; 44 5th &amp; 6th graders participated in band/strings.</p> <p>2023-24: All students had the opportunity to participate in our Winter</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>

	Sing concert and engaged in monthly art activities aligned to the content standards for their grade level; all 4th graders participated in weekly strings classes; 49 5th & 6th graders participated in band/strings.	
Parent feedback on academic instruction and programming.	<p>2021-22 No data available, first survey administered in 2022-23</p> <p>2022-23 Parent School Culture &amp; Climate survey responses showed:</p> <ul style="list-style-type: none"> <li>• 96% strongly agreed/agreed that Spring Lake has high standards for achievement.</li> <li>• 98% strongly agreed/agreed that their child is provided instructional opportunities that are relevant and engaging.</li> <li>• 98% strongly agreed/agreed that their child receives the support needed to be successful</li> <li>• 96% strongly agreed/agreed that they saw evidence of a STEAM-focus in their child's instructional activities.</li> </ul> <p>2023-24 Parent School Culture &amp; Climate survey responses showed:</p> <ul style="list-style-type: none"> <li>• 96% strongly agreed/agreed that Spring Lake has high standards for achievement.</li> <li>• 98% strongly agreed/agreed that their child is provided instructional opportunities that are relevant and engaging.</li> <li>• 88% strongly agreed/agreed that their child receives the support needed to be successful.</li> <li>• 96% strongly agreed/agreed that they saw evidence of a STEAM-focus in their child's instructional activities.</li> </ul>	Maintain percentages in the "Academic Instruction" sections of the Parent School Culture & Climate Survey responses to be within +/- 5%.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Continue developing students' critical thinking, communication, and collaboration skills through STEAM-focused projects, the Visual and Performing Arts (VAPA), college and career	All students	0



	<p>exploration, and multicultural education by:</p> <ul style="list-style-type: none"> <li>• Providing hands-on, project-based, and standards aligned instruction grounded in the STEAM disciplines with emphases on communicating and critical thinking tasks.</li> <li>• Providing lessons and activities throughout the year to expose students to the concepts of career and higher education (college, trade schools, military service)</li> <li>• Providing professional development to teachers in the areas of Project Based Learning, math, and writing to advance students' college and career readiness skills.</li> <li>• Providing VAPA opportunities to all students on a monthly basis.</li> <li>• Providing multicultural education and ethnic studies lessons and activities to promote cultural competency and an appreciation for our diverse school community.</li> </ul>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Implementation was highly successful and effective in 2023-24. Parent feedback was overwhelmingly positive regarding the incorporation of STEAM-aligned projects and activities at the classroom and school level. Career Day also received a lot of positive feedback from both families and students.

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

Funds and strategies in this goal were accomplished as intended, with the exception of professional development in STEAM-instruction. Some professional development was provided to teachers in August surrounding implementing one STEAM-aligned project by grade-level, but we encountered challenges with some of the projects and the partnership with Project Lead the Way. Additionally, we discovered this was not the type of STEAM-training that would most benefit our teachers.

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.

We will refine our strategy for professional development for teachers to focus on Project Based Learning, math instructional strategies, and writing instructional strategies to better meet our goals for students to be strong critical thinkers, communicators, and collaborators.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**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.**

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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, English Learners, students with disabilities 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 are under-performing compared to their peers in mathematics.
- 2) Students with disabilities, Hispanic/Latino students, and socioeconomically disadvantaged students demonstrate higher levels of chronic absenteeism.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Performance levels in ELA and Math Academic Indicators on the California School Dashboard</p>	<p>2020-21: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p> <p>2021-22: Students overall scored 39.1 points above standard in ELA (High) and 19.6 points above standard in math (High) on the California School Dashboard.</p> <p>Subgroup data included: White students = Very High (ELA &amp; Math) SED students = Medium (ELA &amp; Math) Hispanic students = Medium (ELA) and High (Math)</p> <p>2022-23: Students overall scored 42.8 points above standard in ELA (High/Green) and 27.7 points above standard in math (High/Green) on the California School Dashboard. This was an increase of 3.7 points from prior year in ELA and an increase of 8.1 points in math.</p> <p>Subgroup data included: White students = High/Green (ELA) and Very High/Blue (Math) Hispanic students = High/Green (ELA &amp; Math) SED students = Medium/Yellow (ELA) and High/Green (Math)</p>	<p>Year 1 Goal (2023-24): Achieve 46 points above standard in ELA and 32 points above standard for math on 2023-24 SBAC assessments, with no subgroups in orange or red.</p> <p>Year 2 Goal (2024-25): Achieve 50 points above standard in ELA and 36 points above standard for math on 2023-24 SBAC assessments, with no subgroups in orange or red.</p>
<p>Percentage of students at or above grade-level on iReady Diagnostic #3 (Spring) in Reading and Math</p>	<p>2021-22: On the iReady Diagnostic #3, 65% of students K-6 were at or above grade level proficiency in reading and 60% in math as of April 2022.</p> <p>2022-23: On the iReady Diagnostic #3, 72% of students K-6 were at or above grade level proficiency in reading and 69% in math as of April 2023.</p> <p>2023-24: Current iReady Diagnostic #3 data shows that 76% of students K-6 are at or above grade level proficiency in reading and 68% in math as of April 2024.</p>	<p>By Diagnostic #3 in Spring 2025, 80% of students K-6 will be at/above grade-level proficiency in reading and 72% in math with less than 10% of all students scoring 2 or more grade levels below grade-level (red bands).</p>
<p>Number and percentage of students who are chronically absent in WJUSD Dashboard.</p>	<p>2020-21: Chronic Absenteeism rate was 6.41% on the WJUSD Data Dashboard; Due to the COVID-19</p>	<p>Year 1 Goal (2023-24): Achieve a Chronic Absenteeism rate of 9.5% or</p>

	<p>pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p> <p>2021-22: Chronic Absenteeism rate was 17.3% with the following subgroup breakdown:  Red/Very High: Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities  Orange/High: Asian, White, and English Learner students.  Green/Low: Multiracial students</p> <p>2022-23: Chronic Absenteeism rate was 12.9% with the following subgroup breakdown:  Orange/High: Asian, Hispanic, Multiracial, and Socioeconomically Disadvantaged students  Yellow/Medium: English Learners and Students with Disabilities  Green/Low: White students</p> <p>Schoolwide, we improved chronic absenteeism by 4.3% and several subgroups improved by 10-20%. However, our Asian students were unchanged at 14% and our multiracial students increase in chronic absenteeism by 10%.</p> <p>Current WJUSD Dashboard data as of March 2024 shows a schoolwide chronic absenteeism rate of 7-8% with a year-end goal of being 9.5% or less</p>	<p>less and have all subgroups under 16%.</p> <p>Year 1 Goal (2024-25): Achieve a Chronic Absenteeism rate of 7% or less and have all subgroups under 14%.</p> <p>Year 2 Goal (2025-26): Achieve a Chronic Absenteeism rate of 5% or less and have all subgroups under 10%.</p>
<p>Suspension rate.</p>	<p>2020-21: 0 students were suspended; 0%</p> <p>2021-22: 2 students were suspended; 0.6%</p> <p>2022-23: 0 students were suspended; 0%</p> <p>As of April 2024, 0 students have been suspended out of school during the 2023-24 school year.</p>	<p>Maintain a suspension rate of less than 1% of the total student population.</p>
<p>Student sense of safety and school connectedness.</p>	<p>SAEBRS Risk Assessment Data:  2021-22 (Spring): 92% of students were identified as "Low Risk", 7% as "Some Risk", and less than 1% as "High Risk".  2022-23 (Spring): 92% of students were identified as "Low Risk", 7% as "Some Risk", and less than 1% as "High Risk".  2023-24 (Spring): 96% of students were identified as "Low Risk", 4% as "Some Risk", and less than 1% as "High Risk".</p>	<p>Maintain a percentage of "High Risk" students that is less than 3% and a percentage of "Some Risk" students of less than 5% 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 &amp; Climate Survey results (Grades 2-6)</p>

2022-2023 School Culture & Climate Student Survey results (Grades 1-6) showed the following percentages of students who responded "Always" or "Most of the Time" to the following prompts:

- "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%)
- "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%)

2023-24 School Culture & Climate Student Survey results (Grades 2-6) showed the following percentages of students who responded "Always" or "Most of the Time" to the following prompts:

- "I like school." (75%)
- "I feel like I do well in school." (77%)
- "I believe my school wants me to do well." (90%)
- "Adults at Spring Lake treat me with respect." (85%)
- "There is an adult at my school who will help me if I need it." (86%)
- "I feel like I am an important part of my school." (61%)
- "I feel included at recess." (79%)
- "Good behavior is recognized and praised at Spring Lake." (74%)

	<ul style="list-style-type: none"> <li>• "I know the rules I am supposed to follow at school." (91%)</li> <li>• "Students treat each other with kindness and respect." (66%)</li> <li>• "Students in my class behave so that teachers can teach." (54%)</li> <li>• "I get along with other students." (80%)</li> <li>• "I feel safe at school." (81%)</li> </ul>	
<p>Parent sense of safety and school connectedness.</p>	<p>2021-22 No Data, first survey administered in 2022-23</p> <p>2022-23 Parent School Culture &amp; Climate survey responses showed:</p> <p>Interpersonal Relationships:</p> <ul style="list-style-type: none"> <li>• 95% strongly agreed/agreed that their child feels successful at school.</li> <li>• 91% strongly agreed/agreed that their child is recognized for good behavior.</li> <li>• 95% strongly agreed/agreed that they feel comfortable talking to teachers at SLE.</li> <li>• 95% strongly agreed/agreed that the Principal communicates well with parents, 91% that the office staff at SLE communicate well with parents, and 95% that teachers communicate well with families.</li> <li>• 96% strongly agreed/agreed that their family feels valued and appreciated by the school community.</li> <li>• 94% strongly agreed/agreed that their child feels successful at school.</li> <li>• 94% strongly agreed/agreed that Spring Lake sets clear rules for behavior.</li> <li>• 88% strongly agreed/agreed that school rules are fair and consistently enforced.</li> <li>• 89% strongly agreed/agreed that disciplinary consequences are fair and appropriate.</li> </ul> <p>School Safety:</p> <ul style="list-style-type: none"> <li>• 95% strongly agreed/agreed that teachers and staff treat their child with respect.</li> </ul>	<p>Maintain/increase percentages in "Interpersonal Relationships/Connectedness" and "School Safety" sections of the Parent School Culture &amp; Climate Survey responses to remain above 85%.</p>

- 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 and equipment are safe.

2023-24 Parent School Culture & Climate survey responses showed:

Interpersonal

Relationships/Connectedness:

- 92% strongly agreed/agreed that their child feels successful at school.
- 96% strongly agreed/agreed that positive behavior is recognized at Spring Lake.
- 94% strongly agreed/agreed that their family feels valued and appreciated by the school community.
- 98% strongly agreed/agreed that they feel comfortable talking to teachers at SLE.
- 94% strongly agreed/agreed that the Principal communicates effectively and respectfully with parents, and that 90% that the office staff and 96% that teachers do the same.
- 98% strongly agreed/agreed that teachers and staff treat their child with respect.

School Safety (Physical & Emotional):

- 94% strongly agreed/agreed that Spring Lake sets clear rules for behavior.
- 90% strongly agreed/agreed that school rules are fair and enforced equitably.
- 90% strongly agreed/agreed that classroom disciplinary practices are fair and appropriate.
- 94% strongly agreed/agreed that administrative disciplinary practices are fair and equitable.
- 90% strongly agreed/agreed that their child feels safe at school



	<ul style="list-style-type: none"> <li>• 97% strongly agreed/agreed that the school's facilities are well-maintained.</li> <li>• 94% strongly agreed/agreed that the school's facilities and equipment are safe.</li> <li>• 85% of respondents said they knew how to report bullying or a parent concern.</li> </ul>	
Percentage of students in both the Meets and Exceeds Standards level on SBAC English Language Arts	<p>2020-21: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p> <p>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> <p>2022-23: 40% of Spring Lake students Exceeded Standard and 30% Met Standard on the SBAC English Language Arts assessment, resulting in 70% meeting or exceeding standard overall.</p>	<p>Year 1 Goal (2023-24): Improve percentage of students who meet and exceeds standard to 73%.</p> <p>Year 2 Goal (2024-25): Improve percentage of students who meet and exceeds standard from to 75%.</p>
Percentage of students in both the Meets and Exceeds Standards level on SBAC Math.	<p>2020-21: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p> <p>2021-22: 33% of Spring Lake students Exceeded Standard and 31% Met Standard on the SBAC Math assessment, resulting in 64% meeting or exceeding standard overall.</p> <p>2022-23: 35% of Spring Lake students Exceeded Standard and 30% Met Standard on the SBAC Math assessment, resulting in 65% meeting or exceeding standard overall.</p>	<p>Year 1 Goal (2023-24): Improve percentage of students who meet and exceeds standard to 68%.</p> <p>Year 2 Goal (2024-25): Improve percentage of students who meet and exceeds standard to 70%.</p>
Performance level on English Learner Progress Indicator (ELPI) Dashboard	<p>2020-21: 2020-21: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p> <p>2021-22: Spring Lake Elementary's ELPI score was 69.2%.</p> <p>2022-23: Spring Lake Elementary's ELPI score was 41.2%.</p>	<p>Year 1 Goal (2023-24): Raise ELPI to 45%.</p> <p>Year 2 Goal (2024-25): Raise ELPI to 50%.</p>
Self Evaluation for Professional Learning Community (PLC)	2023-24: Staff completed a "Critical Issues for Team Collaboration" self-	Year 1 Goal (2024-25): Improve/maintain overall score of at



<p>Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation</p>	<p>assessment survey in April 2024. Across 18 identified critical elements for effective team collaboration, Spring Lake teachers rated our implementation at an 8.3 out of 10.</p> <p>5 questions of the 18 were rated much lower than the overall score, which included:</p> <ul style="list-style-type: none"> <li>• "We've identified course content and topics we can eliminate to devote more time to the essential curriculum." (6.8)</li> <li>• "We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learning." (7.1)</li> <li>• "We have developed frequent common formative assessments that help us determine each student's mastery of essential learning." (7.5)</li> <li>• "We have taught students the criteria we will use in judging the quality of their work and provided them with examples." (7.7)</li> <li>• "We formally evaluate our adherence to team norms and the effectiveness of our team at least twice each year." (5)</li> </ul>	<p>least 7.5 or higher and improve scores in specific questions (5, 6, 10, 15, 18) by 1 point.</p> <p>Year 2 Goal (2025-26): Score an average of 8 across all questions.</p>
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<p><b>2.1</b></p>	<ul style="list-style-type: none"> <li>• Continue implementation PBIS and MTSS strategies to incentivize positive behavior, explicitly teach and reinforce expectations, and build positive relationships between students, families, and staff.</li> <li>• Provide high-quality instruction that is differentiated and engaging using district-adopted curriculum, instructional technology, project-based learning, and STEAM-centered activities and events</li> <li>• Provide relevant professional development and release/collaboration time for teachers and staff to analyze</li> </ul>	<p>All students, with a focus on:</p> <ol style="list-style-type: none"> <li>1) Students with disabilities, African American students, Hispanic/Latino students, and socioeconomically disadvantaged students who are under-performing compared to their peers in mathematics.</li> <li>2) Hispanic/Latino students, African</li> </ol>	<p>17885.00 Supplemental/Concentration</p>

	<p>student data, design collaborative lessons and assessments, and implement interventions and supports to accelerate student learning and positive behavior.</p> <ul style="list-style-type: none"> <li>• Provide small group, flexible instruction during the instructional day to differentiate by student need in upper grades (4-6).</li> <li>• Engage parents and families in schoolwide and classroom activities and events</li> <li>• Improve student attendance by continuing positive classroom and school community-building practices and through case-management through our Wellness Team to proactively monitor and support students/families that are trending truant/chronically absent.</li> </ul>	<p>American students, English Learners, students with disabilities and socioeconomically disadvantaged students who are under-performing compared to their peers in English Language Arts. 3) Students with disabilities, Hispanic/Latino students, and socioeconomically disadvantaged students demonstrated higher levels of chronic absenteeism.</p>	
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# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Our implementation of strategies/activities from 2022-23 were very successful and demonstrated a positive effect on student achievement, behavior, and school attendance.

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

Several thousand dollars was allocated to providing math intervention/enrichment with the intention of doing so through an extra-curricular model; however, due to not being able to recruit qualified teachers to provide after-school intervention in this year, we applied these funds to the instructional day by providing grades 4 and 5 paraprofessional support to allow for more differentiated and strategic math small group instruction.

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.

As a result of a strong increase in math achievement scores on iReady Diagnostic #3, we intend to continue supporting small group instruction/intervention/enrichment during the school day in our upper grade classes through the use of paraprofessional staffing and a common intervention/enrichment hour. We are also allocating more funds towards parent education to build a stronger home-school partnership to increase academic and behavioral goals and outcomes.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We saw a decrease in our ELPI metric from 2021-22 to 2022-23 of 28.1%, particularly for our students who had prior ELPAC scores of 3. While we are reclassifying students expeditiously and our reclassified students continue to outperform their English-only and initially English-fluent peers, we need to find strategies to support our ELPAC Level 3 students with timely progression to an ELPAC Level 4.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	2021-22: 4 students or approximately 4% of our EL student subgroup were reclassified. 2022-23: 5 students or approximately 16% of our EL student subgroup were reclassified. 2023-24: To date, 11 or approximately 30% of our EL student subgroup have been reclassified.	We expect to reclassify at least 10 students who have ELPAC scores of 3 or iReady reading scores at or above grade-level during the 2023-24 school year and approximately 8 students in the 2024-25 academic year pending ELPAC 2024 results.
English Learner Progress Indicator (ELPI)	2020-21: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.  2021-22: 69.2% of EL-designated students at Spring Lake Elementary were identified as making adequate progress towards English language proficiency.  2022-23: 41.2% of EL-designated students at Spring Lake Elementary were identified as making adequate	Year 1 Goal (2023-24): Increase ELPI to at least 45% Year 2 Goal (2024-25): Increase ELPI to at least 50%

	progress towards English language proficiency.	
Maintain an overall score of 3+ on the self-assessment of English Learner Roadmap Principle 2.	<p>2021-22 Parent Assessment Ratings for EL Roadmap Principle 1: Overall rating of 3.2 with strengths in elements A-D and room for improvement in element E.</p> <p>2022-23 Parent Assessment Ratings for EL Roadmap Principle 2: Overall rating of 2.6 with strengths in elements A-D and room for improvement in elements E-G. The primary reason for lower scores in these elements came from a desire from our parents to have a bilingual education program at Spring Lake, not the English-Immersion program that we currently provide.</p> <p>2023-24 Parent Assessment Ratings for EL Roadmap Principle 2: Overall rating increased to a 3.5. Parents expressed satisfaction with the progress and instructional programming provided to their students and our reclassification rates. They shared that more parent workshops surrounding supporting early literacy and English fluency at home were desired as well as more information about the types of tools and resources available to supplement academic instruction at home.</p>	Maintain an overall score of 3+ on the self-assessment of English Learner Roadmap Principle 2, with no elements below a 3.
Percentage of English Learner students who meet or exceed Annual Typical Growth on iReady in Reading and Math	<p>2021-22: No Data available, metric added in 2022-23</p> <p>2022-23: By April 2023, 46% of EL-designated students had met their Annual Typical Growth goal in reading compared to 55% of the school population as a whole. 38% of EL-designated students had met their Annual Typical Growth goal in math compared to 45% of the school population as a whole.</p> <p>2023-24: By April 2024, 38% of EL-designated students had met their Annual Typical Growth goal in reading compared to 53% of the school population as a whole. 20% of EL-designated students had met their Annual Typical Growth goal in math compared to 40% of the school population as a whole.</p>	By April 2025, increase the percentage of EL-designated students meeting or exceeding their Annual Typical Growth goal in iReady to 45% in both reading and 30% in math.
"At Risk" and Long-Term English Learners (LTEL) report	2021-22: 55% of EL students had been English Learners for 0-3 years, 8.9%	Year 1 Goal (2023-24): Reduce our At-Risk EL population to 5% or less.

	<p>were considered "At Risk" English Learners for 4-5 years, and 0 students were LTELS (6+ years).</p> <p>2022-23: 79% of EL students had been English Learners for 0-3 years, 9% were considered "At Risk" English Learners for 4-5 years, and 0 students were LTELS (6+ years).</p> <p>2023-24: We currently have 2 students who are "At Risk" and 0 LTEL's (6.5%).</p>	Year 2 Goal (2024-25): Reduce our At-Risk EL population to 4% or less.
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**Strategies/Activities**

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Provide strong designated and integrated ELD instruction to our students by providing professional development and coaching to teachers supporting Emerging Multilingual students and offering extracurricular instruction to our Emerging Multilingual students to accelerate English fluency (prioritizing ELPAC Level 3 students first).</p> <p>* Provide professional development, coaching, and feedback to teachers on designated- and integrated-English Language Development instruction.</p> <p>* Monitor academic progress of Emerging Multilingual students through common formative assessments and data analysis protocols.</p> <p>* Provide extracurricular ELD instruction to accelerate progress towards fluency, prioritizing ELPAC Level 3's first.</p>	English Learners	0
3.2	<p>Provide targeted support and instruction to parents of Emerging Multilingual students through workshops/presentations in requested areas and topics and by increasing parent attendance at ELAC meetings of non-Spanish speaking families.</p>	English Learners	

**Annual Review**

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

**Analysis**

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

We decreased our "At-Risk" EL student population from 9% to 6.5% from 2022-23 to 2023-24. This provides supportive evidence that our extra-curricular ELD Enrichment and ELD instruction during the school day is having a positive benefit on students' language fluency growth.

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

None.

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, we are shifting our focus from providing tangible resources to families at home to providing education and information during ELAC meetings and through parent workshops to support academic and language fluency growth throughout the 2024-25 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Student feedback received throughout 2023-24 continues to indicate student desire for more lunchtime and after school club activities aligned 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 opportunity to support students in implementing these enrichment opportunities. We must also reflect on the effectiveness of our Student Leadership/Student Council program to find more ways for students to engage in this student group and increase involvement in school activities and events.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of extra-curricular and co-curricular programs offered	<p>2021-22: Students had the opportunity to participate in Robotics Club (K-6).</p> <p>2022-23: Students in various grades had the opportunity to participate in Cross Country Club (TK-6th), Book Clubs (4th-6th), Sports Club (4th-6th), and Robotics Clubs (K-6).</p> <p>2023-24: Students in various grades had the opportunity to participate in Cross Country Club (TK-6th), Book Clubs (3rd-6th), Sports Club (4th-6th), and Robotics Clubs (K-6). Our school added a garden this year, as well, and students were able to participate in planting/harvesting our garden during two Community Garden Days. Parent volunteers supported recess games and activities including tetherball, four-square, and jumping rope for our younger grade students (K-3).</p>	Maintain the extra-curricular and co-curricular clubs currently offered and look for opportunities to support more student club activities as interest is expressed.
Number and quality of Student Council innovated and facilitated activities.	<p>2021-22: 0 activities; student council had not fully formed at this time due to the school still growing into the upper grades.</p> <p>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.</p> <p>2023-24: Student Council ran one fundraiser-activities (Candy-Cane Grams) and then implemented a schoolwide student and staff appreciation activity in February for Valentine's Day. They also supported with a handful of activities and games at Owl-Together Time.</p>	Continue having Student Leadership facilitate one Owl-Together Time each month and set a goal of 6 lunchtime/school wide activities created and facilitated by Student Leadership to support PBIS goals and student interests.
Number and percent of students providing on-going feedback to site administration during the school year.	<p>2021-22: Student Advisory Committee consisted of 22 students from grades 4-6.</p> <p>2022-23: 12 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.</p> <p>2023-24: 16 students in grades 3-6 were selected to participate in the</p>	Continue the Principal's Youth Advisory Council and maintain participation of 16 students from grades 3-6 to meet at least 9 times a year.



	<p>Principal's Youth Advisory Council (Student Parliament). These students provided input and feedback on the SPSA, school needs assessment, and School Safety Plan.</p>	
<p>Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys.</p>	<p>2020-21: No survey was provided to students.</p> <p>2021-22: 144 students at Spring Lake Elementary participated in the Student School Culture &amp; Climate Survey (43% of student population), primarily in grades 3rd-6th.</p> <p>2022-23: 62.5% of students in grade 1-6 participated in the Student School Culture &amp; Climate Survey. Results 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"> <li>• "I like school." (83%)</li> <li>• "I feel like I am an important part of my school." (73%)</li> <li>• "I feel included at recess." (77%)</li> </ul> <p>2023-24: 91% of students in grades 2-6 completed the annual Student School Culture &amp; Climate Survey. Results 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"> <li>• "I like school." (75%)</li> <li>• "I feel like I do well in school." (77%)</li> <li>• "I feel like I am an important part of my school." (60%)</li> <li>• "There are things for me to do during recess and lunch recess that I enjoy." (81%)</li> <li>• "I feel included at recess." (79%)</li> </ul>	<p>Maintain participation on student survey to include at least 90% of all students in grades 2-6.</p> <p>Improve/maintain scores on targeted questions to 80% or higher.</p>
<p>Number of community partnerships established to provide enrichment opportunities and support student engagement</p>	<p>2021-22: Spring Lake enjoyed partnerships with Woodland Police Department and YMCA.</p> <p>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>2023-24: Spring Lake continued partnerships with Woodland Police Department, YMCA, and the Yolo</p>	<p>Continue offering the GREAT program through Woodland Police Department and afterschool program through YMCA. Seek 2-3 additional programs/partnerships to support student interests in athletics, music, and the STEAM-disciplines.</p>

	EmpowHER Conference at UC Davis. We started a partnership with Yolo Farm to Fork to support our new garden.	
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Continue and solicit additional partnerships with community agencies and our parent community to provide extra-curricular and co-curricular clubs and activities centered around student interests and the STEAM-disciplines.	All students	0
4.2	Increase student leadership capacity and engagement by continuing the Youth Advisory Council, expanding buddy classrooms, implementing a student conflict manager program (with an emphasis on supporting positive sportsmanship and problem solving during recess sports), and refining our Student Council organization to a Student Leadership model and provide support/facilitation for those leaders to become more visible and active in our school community.	All students	

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We maintained several programs and partnerships that were of educational and social-emotional benefit to our students from 2022-23 to 2023-24, however, students continue to express a desire for even more extra- and co-curricular activities during lunch and before/after school.

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

None.

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.

Rather than identify a pre-determined number of clubs/activities that we wish to provide to students, we will refine our focus to include supporting student leaders with the skills and knowledge needed to initiate and facilitate clubs and activities that are of interest to them.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

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

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
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

# 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
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## Expenditures by Funding Source

Funding Source	Amount
	0.00
Supplemental/Concentration	17,885.00

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Supplemental/Concentration	17,885.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	17,885.00
Goal 3	0.00
Goal 4	0.00

# 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
Christopher Ogata	Parent or Community Member
Jenn Roush	Parent or Community Member
Robert White	Parent or Community Member
Brittney Freer	Parent or Community Member
Meredith Bartles	Parent or Community Member
Marlene Hernandez	Classroom Teacher
Abigail Sais	Classroom Teacher
Carlo Gomez	Classroom Teacher
Joyce Campbell	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: Hareem, Khuram 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 4/15/24.

Attested:

Principal, Stacey Falconer on 4/15/24

SSC Chairperson, Christopher Ogata on 4/15/24