



# 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	4/20/26	5/28/26

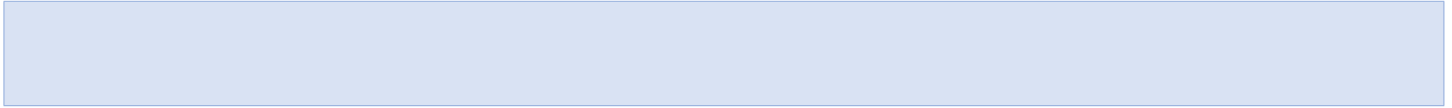
The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities .....	5
Comprehensive Needs Assessment Components .....	5
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	6
School and Student Performance Data .....	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results .....	16
Student Population.....	20
Overall Performance .....	22
Academic Performance.....	24
Academic Engagement.....	32
Conditions & Climate.....	35
Goals, Strategies, & Proposed Expenditures.....	37
Goal 1.....	37
Goal 2.....	42
Goal 3.....	49
Goal 4.....	53
Budget Summary .....	58
Budget Summary .....	58
Other Federal, State, and Local Funds .....	58
Budgeted Funds and Expenditures in this Plan.....	59
Funds Budgeted to the School by Funding Source.....	59
Expenditures by Funding Source .....	59
Expenditures by Budget Reference .....	59
Expenditures by Budget Reference and Funding Source.....	59
Expenditures by Goal.....	59
School Site Council Membership .....	60
Recommendations and Assurances .....	61

# 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:

The School Wide Plan meets the ESSA requirements through:

- A comprehensive needs assessment of the entire school that includes information on students' academic achievement 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 partners included the English Learner Advisory Committee, the School Site Council, Staff, Teachers, Students, Site Administration, and District Office Administration. The process consisted of an analysis of various data points from the California Dashboard and local site-level indicators. Partners discussed the data and provided feedback regarding 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. Strategies were identified for implementation to provide opportunities for all students to meet rigorous academic content standards through the use of methods and instructional strategies that strengthen our school's academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, programs, and activities necessary to provide a well-rounded education and strategies that address the needs of all students in the school, particularly those 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 regular weekly communication from school to home, a School and Family Engagement Policy, and 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 the 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 input from all groups and finalized/approved the SPSA on April 20, 2026.

#### PARENT/FAMILY INPUT:

Spring Lake's School Site Council (SSC) met five times in 2025-26 to monitor and review the current SPSA and make recommendations for the next SPSA. Our SSC also met regularly in the fall and winter to monitor the 2025-26 SPSA implementation and then conducted a needs assessment on February 23, 2026, to inform recommendations for goals and strategies for the 2026-27 SPSA.

Formal needs assessments were also held with Spring Lake's English Learner Advisory Council (ELAC) on March 18, 2026. ELAC reviewed the SPSA on April 15, 2026.

Additionally, parents and families were provided a survey to complete anonymously in March 2026 to identify strengths and for recommendations for improvement in the areas 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 allowed parents and family members to initiate discussion about areas of concern or need.

Through these parent group meetings and the parent survey, it was determined that there is a desire to continue our STEAM-aligned projects and work to find additional opportunities for enrichment for our students across art, music, science, and other student interest areas. Attendance strategies implemented during the 2024-25 school year continued to reduced chronic absenteeism schoolwide. However, our Asian subgroup increased by 2.2% and our African American subgroup showed a chronic absenteeism rate of almost triple the rate of our school overall. It was also identified that while our academic achievement in grades 3-6 in ELA and math continues to be high and significantly outperforming the state average overall, two of our subgroups--students with disabilities and socioeconomically disadvantaged students--have fallen below standard in both ELA and math achievement on the Smarter Balanced statewide assessments. Our educational partners, including parent groups, parent feedback, and staff leadership, have identified improving reading and writing as key focus areas for the 2025-26 and 2026-27 school years while also working to identify more effective ways to target acceleration of our students with disabilities and socioeconomically disadvantaged students in math and ELA. Strategies for these items can be found in Goals 1 and 2 of this strategic plan.

#### STUDENT INPUT:

Student input was provided through an anonymous Culture and Climate student survey to all students in grades 2-6. Students were asked to report their feelings about their school experience, environment, perceived academic success, school safety, and interactions with peers and adults on campus. Students were also provided opportunities in this survey to share suggestions for improvement openly. This survey was provided to students in March 2026 and results were reviewed and analyzed by staff and our Youth Advisory Council in April 2026.

Student input was also obtained throughout the year through ongoing discussions and analysis by the Youth Advisory Council (Principal's Parliament of Owls), which was formed selectively by school administration to ensure a diverse inclusion of students from various backgrounds, cultures, ethnicities, languages, academic achievement levels, social-emotional needs, and abilities. This group included 24 students from grades 4-6. This group met monthly with the site principal to discuss areas of concern, areas of strength, and schoolwide survey data on the fall Student Safety Survey and the spring School Culture and Climate survey. This group also took the leadership in planning changes to improve our school programming and facilities according to the data and feedback discussed.

Student input gathered from the Youth Advisory Council and student surveys expressed a continuing desire to expand clubs and extracurricular activities, increase the frequency of Owl Together Time schoolwide assemblies, improve student behavior in classrooms and on the playground, and continue doing STEAM-aligned schoolwide activities and projects. Strategies for these items can be found in Goals 1, 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) and Guiding Coalition meetings. During these meetings, site data on student achievement, social-emotional needs, and parent feedback are reviewed, discussed, and analyzed to determine needs to inform our strategies and goals throughout the year. These meetings determined a need for a stronger schoolwide focus on writing standards and the creation of common writing assessments. Staff also identified a need for more explicitly communicated education regarding bullying prevention and respectful 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.

While state and local data indicates overall strong performance across indicators, our school community has identified areas for growth in ELA and math performance for the following subgroups: students with disabilities, Hispanic students, and socioeconomically disadvantaged students. Internal data also identifies a need to address chronic absenteeism within our African American and Asian student subgroups.

# 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.53%	0.52%	%	2	2	
African American	2.41%	2.84%	2.48%	9	11	10
Asian	18.77%	19.90%	18.61%	70	77	75
Filipino	1.34%	1.81%	1.49%	5	7	6
Hispanic/Latino	27.35%	26.36%	27.30%	102	102	110
Pacific Islander	0.27%	0.26%	0.25%	1	1	1
White	37.53%	35.14%	36.23%	140	136	146
Two or More Races	7.77%	9.56%	10.17%	29	37	41
Not Reported	4.29%	4.13%	3.47%	16	16	14
<b>Total Enrollment</b>				373	387	403

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	23	20	20
Kindergarten	51	44	50
Grade 1	52	53	46
Grade 2	53	54	52
Grade3	52	53	56
Grade 4	50	57	62
Grade 5	52	54	58
Grade 6	40	49	59
<b>Total Enrollment</b>	373	387	403

#### Conclusions based on this data:

- Total enrollment rose from 346 students in 2022-23 to 387 students in 2024-25. This represents a nearly 12% increase over the three-year period. Most of this growth is concentrated in our upper elementary grades (4–6), while the primary grades (K–3) remain relatively stable, due to a contractual 26:1 enrollment ratio. Current enrollment in 2025-26 shows classes in grades 4-6 almost at capacity with class sizes of 29 to 31 students.

2. The demographic makeup of Spring Lake is shifting, most notably within the Asian student subgroup. Our Asian student population grew from 16.47% (57 students) to 19.90% (77 students) with the notable increases of students of families from India, Pakistan, and Nepal. Conversely, our White student population, while still the largest group, has seen its percentage share decline from 39.31% to 35.14%.
3. There is a significant and steady increase in students who identify with Two or More Races. This group grew from 6.94% (24 students) in 2022-23 to 9.56% (37 students) in 2024-25. This is one of the fastest-growing subgroups in our school, suggesting a trend toward a more multi-ethnic student community.

# 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	34	28	34	9.1%	7.2%	8.4%
Fluent English Proficient (FEP)	37	40	41	9.9%	10.3%	10.2%
Reclassified Fluent English Proficient (RFEP)	31	32		8.3%	8.3%	

### Conclusions based on this data:

1. The data shows a strong positive trend in Reclassified Fluent English Proficient (RFEP) students indicating that our instructional program and EL enrichment opportunities are effectively moving students out of the "English Learner" status and into "Reclassified" status at an increasing rate.
2. While our EL population was stable between 2022 and 2024, there was a noticeable drop in 2024-25. Because the percentage of the total student body also dropped (from 9.1% to 7.2%), this suggests the decrease is likely due to the high reclassification rates (as noted in #1) successfully "moving" students out of the EL category faster than new EL students are enrolling.
3. There is a clear and consistent increase in the number of students identified as Fluent English Proficient. This indicates that a larger portion of the student body is entering or being identified as having professional-level English fluency and a primary language other than English providing greater opportunity for achieving multilingualism.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	52	54	51	52	53	51	52	53	100.0	100	98.1
Grade 4	48	49	57	47	49	57	47	49	57	97.9	100	100
Grade 5	41	51	55	41	51	55	41	51	55	100.0	100	100
Grade 6	30	39	50	30	39	50	30	39	50	100.0	100	100
All Grades	170	191	216	169	191	215	169	191	215	99.4	100	99.5

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2463.	2455.	2446.	37.25	32.69	37.74	29.41	32.69	22.64	19.61	19.23	20.75	13.73	15.38	18.87
Grade 4	2518.	2509.	2506.	42.55	48.98	40.35	27.66	16.33	26.32	21.28	12.24	14.04	8.51	22.45	19.30
Grade 5	2562.	2522.	2535.	46.34	31.37	27.27	31.71	23.53	38.18	12.20	25.49	18.18	9.76	19.61	16.36
Grade 6	2564.	2612.	2586.	33.33	43.59	36.00	33.33	46.15	44.00	23.33	10.26	12.00	10.00	0.00	8.00
All Grades	N/A	N/A	N/A	40.24	38.74	35.35	30.18	28.80	32.56	18.93	17.28	16.28	10.65	15.18	15.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.57	26.92	18.87	62.75	61.54	60.38	15.69	11.54	20.75
Grade 4	29.79	36.73	31.58	68.09	48.98	57.89	2.13	14.29	10.53
Grade 5	43.90	19.61	25.45	48.78	62.75	61.82	7.32	17.65	12.73
Grade 6	30.00	33.33	30.00	60.00	64.10	60.00	10.00	2.56	10.00
All Grades	30.77	28.80	26.51	60.36	59.16	60.00	8.88	12.04	13.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.49	19.23	30.19	54.90	53.85	52.83	19.61	26.92	16.98
Grade 4	25.53	30.61	21.05	61.70	51.02	63.16	12.77	18.37	15.79
Grade 5	39.02	27.45	20.00	53.66	58.82	67.27	7.32	13.73	12.73
Grade 6	26.67	35.90	44.00	60.00	64.10	48.00	13.33	0.00	8.00
All Grades	28.99	27.75	28.37	57.40	56.54	58.14	13.61	15.71	13.49

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.49	21.15	16.98	74.51	71.15	66.04	0.00	7.69	16.98
Grade 4	31.91	14.29	17.54	61.70	73.47	68.42	6.38	12.24	14.04
Grade 5	29.27	23.53	21.82	63.41	66.67	72.73	7.32	9.80	5.45
Grade 6	16.67	28.21	28.00	73.33	66.67	70.00	10.00	5.13	2.00
All Grades	26.63	21.47	20.93	68.05	69.63	69.30	5.33	8.90	9.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.53	32.69	20.75	66.67	59.62	60.38	9.80	7.69	18.87
Grade 4	19.15	34.69	26.32	76.60	57.14	68.42	4.26	8.16	5.26
Grade 5	29.27	19.61	16.36	65.85	72.55	69.09	4.88	7.84	14.55
Grade 6	23.33	38.46	24.00	63.33	58.97	72.00	13.33	2.56	4.00
All Grades	23.67	30.89	21.86	68.64	62.30	67.44	7.69	6.81	10.70

**Conclusions based on this data:**

1. Spring Lake continues to maintain a high level of proficiency in ELA across all grade levels. Combined "Standard Met" and "Standard Exceeded" rates have consistently remained between 67% and 70% over the last three years with 6th grade standing out as the highest-performing cohort; in the 2023-24 school year, 0% of 6th-grade students fell into the "Standard Not Met" category, and by 2024-25, only 8% were scored "Standard Not Met".

2. There is clear evidence that the school's two-year focus on writing (started in 2024-25 and continuing this year in 2025-26) is producing results, particularly in younger cohorts. Grade 3 showed a significant rebound in writing performance in 2024-25, with 30.19% of students scoring "Above Standard," up from 19.23% the previous year. The percentage of 3rd graders "Below Standard" in writing dropped from 26.92% to 16.98% in the same period, suggesting that the vertical alignment of the writing instructional practices is beginning to take hold.
3. When following cohorts into the 5th grade, there is a consistent drop-off in the "Standard Exceeded" (highest tier) category, regardless of the year. Cohort A (2022-23) moved from 37.25% Exceeded (3rd) to 48.98% (4th) then dropped to 27.27% (5th). Cohort B (2023-24) moved from 42.55% Exceeded (4th) and dropped to 31.37% (5th). This data suggests that 5th grade may be a critical point where high-achieving students often slide back into the "Standard Met" or "Nearly Met" categories, and recommending the need for specific engagement interventions in 5th grade.

# 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.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	52	54	51	52	53	51	52	53	100.0	100	98.1
Grade 4	48	49	57	47	49	57	47	49	57	97.9	100	100
Grade 5	41	51	55	41	51	54	41	51	54	100.0	100	98.2
Grade 6	30	39	50	30	39	50	30	39	50	100.0	100	100
All Grades	170	191	216	169	191	214	169	191	214	99.4	100	99.1

\* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2462.	2466.	2463.	31.37	36.54	32.08	35.29	30.77	30.19	19.61	15.38	18.87	13.73	17.31	18.87
Grade 4	2505.	2532.	2511.	29.79	48.98	35.09	31.91	24.49	26.32	27.66	18.37	26.32	10.64	8.16	12.28
Grade 5	2549.	2540.	2542.	34.15	43.14	42.59	24.39	15.69	20.37	26.83	19.61	20.37	14.63	21.57	16.67
Grade 6	2601.	2621.	2590.	50.00	53.85	44.00	26.67	25.64	26.00	13.33	15.38	16.00	10.00	5.13	14.00
Grade 11															
All Grades	N/A	N/A	N/A	34.91	45.03	38.32	30.18	24.08	25.70	22.49	17.28	20.56	12.43	13.61	15.42

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.37	40.38	37.74	52.94	44.23	47.17	15.69	15.38	15.09
Grade 4	31.91	48.98	43.86	48.94	42.86	36.84	19.15	8.16	19.30
Grade 5	36.59	41.18	38.89	43.90	43.14	44.44	19.51	15.69	16.67
Grade 6	46.67	58.97	44.00	43.33	38.46	42.00	10.00	2.56	14.00
Grade 11									
All Grades	35.50	46.60	41.12	47.93	42.41	42.52	16.57	10.99	16.36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39.22	30.77	33.96	49.02	51.92	49.06	11.76	17.31	16.98
Grade 4	31.91	36.73	35.09	61.70	46.94	47.37	6.38	16.33	17.54
Grade 5	36.59	25.49	22.22	48.78	56.86	62.96	14.63	17.65	14.81
Grade 6	43.33	48.72	42.00	33.33	43.59	38.00	23.33	7.69	20.00
All Grades	37.28	34.55	33.18	49.70	50.26	49.53	13.02	15.18	17.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.37	40.38	28.30	56.86	44.23	49.06	11.76	15.38	22.64
Grade 4	25.53	53.06	31.58	65.96	38.78	50.88	8.51	8.16	17.54
Grade 5	17.07	23.53	29.63	75.61	58.82	51.85	7.32	17.65	18.52
Grade 6	36.67	41.03	36.00	56.67	51.28	52.00	6.67	7.69	12.00
All Grades	27.22	39.27	31.31	63.91	48.17	50.93	8.88	12.57	17.76

**Conclusions based on this data:**

- Over the last three years, Spring Lake Elementary has seen a substantial increase in the percentage of students meeting or exceeding standards in math. In 2022-23, 65.09% of students were at or above standard. This rose to 69.11% in 2023-24 and settled at 64.02% in 2024-25. Despite the slight dip in the most recent year, our students continue to perform well above state averages, with 6th grade leading the school at a 70% proficiency rate.
- The data shows that the performance gap between different grade levels is closing, suggesting better instructional alignment across the school. In 2023-24, there was a wide 16.4% variance between the highest and lowest performing grades. In 2024-25, that variance dropped to just 6.5%. This suggests that the mathematical curriculum and teaching strategies are becoming more consistent as students move from 3rd through 6th grade, reducing the "performance spikes" seen in previous years.
- While overall scores are strong, there is a clear downward trend in the specific domain of Problem Solving & Modeling/Data Analysis. The overall percentage of students scoring "Above Standard" in this area across all grades has dropped from 37.28% in 2022-23 to 33.18% in 2024-25. Consequently, the number of students scoring "Below Standard" in this domain has increased from 13.02% to 17.29%. Students in 4th grade, however, demonstrate an opposite trend of improving the percentage of students "Above Standard" in this domain. This trend suggests that we should evaluate the rigor of mathematical tasks and modeling tools being utilized in daily

math instruction and seek to identify what effective strategies 4th grade is utilizing to spur positive growth across all four domains.

# 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	1430.4	1450.6	*	1445.9	1469.0	*	1393.9	1407.6	*	14	12	6
<b>1</b>	*	*	*	*	*	*	*	*	*	7	9	4
<b>2</b>	*	*	*	*	*	*	*	*	*	*	6	10
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	4
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*		*	*		*	*		*	*		*
<b>6</b>	*		*	*		*	*		*	*		*
<b>All Grades</b>										31	31	29

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	14.29	33.33	*	21.43	25.00	*	64.29	16.67	*	0.00	25.00	*	14	12	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*		*	*		*	*		*	*		*	*		*
<b>6</b>	*		*	*		*	*		*	*		*	*		*
<b>All Grades</b>	25.81	22.58	37.93	41.94	38.71	37.93	29.03	29.03	24.14	3.23	9.68	0.00	31	31	29

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	58.33	*	50.00	0.00	*	35.71	16.67	*	0.00	25.00	*	14	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*		*	*		*	*		*	*		*	*		*
All Grades	29.03	48.39	44.83	51.61	25.81	41.38	19.35	12.90	10.34	0.00	12.90	3.45	31	31	29

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	8.33	*	*	25.00	*	*	41.67	*	*	25.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*		*	*		*	*		*	*		*	*		*
All Grades	9.68	9.68	20.69	41.94	32.26	37.93	25.81	32.26	34.48	22.58	25.81	6.90	31	31	29

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	25.00	*	85.71	50.00	*	0.00	25.00	*	14	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*		*	*		*	*		*	*		*
All Grades	38.71	35.48	31.03	61.29	48.39	55.17	0.00	16.13	13.79	31	31	29

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	58.33	*	78.57	33.33	*	7.14	8.33	*	14	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.26	58.06	55.17	64.52	38.71	44.83	3.23	3.23	0.00	31	31	29

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	16.67	*	78.57	58.33	*	7.14	25.00	*	14	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.35	16.13	20.69	70.97	51.61	62.07	9.68	32.26	17.24	31	31	29

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	41.67	*	28.57	33.33	*	57.14	25.00	*	14	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.13	25.81	37.93	54.84	58.06	58.62	29.03	16.13	3.45	31	31	29

**Conclusions based on this data:**

1. Our school-wide focus on writing instruction since 2024-25 has yielded measurable success among English Learners. Across all grades, the percentage of students at the "Beginning" level in the Writing Domain dropped

from 29.03% in 2022-23 to just 3.45% in 2024-25. Simultaneously, the percentage of students scoring "Well Developed" in writing more than doubled, rising from 16.13% to 37.93% over the same period. This trend validates our decision to create and implement vertically aligned writing assessments, as our students are moving out of the lowest performance tiers at a rapid rate.

2. Our EL students continue to consistently demonstrate higher proficiency in the speaking and listening domains than in reading and writing. In 2024-25, 44.83% of our EL students achieved Level 4 (Well Developed) in Oral Language. In contrast, only 20.69% reached Level 4 in Written Language during the same year. While oral fluency is a strength for our English Learners, the data supports the assertion that writing skills and performance typically remain the primary barrier to reclassification justifying our schoolwide focus on writing instruction.

# School and Student Performance Data

## Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
387	34.6%	7.2%	0.3%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	7.2%
Foster Youth	1	0.3%
Homeless	0	0.0%
Socioeconomically Disadvantaged	134	34.6%
Students with Disabilities	56	14.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.8%
American Indian	0	0.0%
Asian	77	19.9%
Filipino	7	1.8%
Hispanic	102	26.4%
Two or More Races	37	9.6%
Pacific Islander	1	0.3%
White	136	35.1%

### Conclusions based on this data:

1. Spring Lake exhibits a high level of ethnic diversity, with no single racial group forming a majority (over 50%). The three largest groups are White (35.1%), Hispanic (26.4%), and Asian (19.9%). Additionally, nearly 1 in 10 students

(9.6%) identifies as being of Two or More Races. This demographic spread suggests a need for culturally responsive teaching practices and communication strategies that cater to a wide variety of cultural backgrounds and languages.

2. Spring Lake serves a population of Students with Disabilities totaling 14.5% (56 students) of our enrollment which is slightly higher than the state average of 13% but slightly less than the national average of 15%. This suggests a strong need for robust Special Education support services and inclusive classroom strategies to ensure these students meet the same academic growth targets as their peers.
3. While the overall percentage of English Learners is 7.2% (28 students), this group remains a primary focus for school-wide proficiency goals. Combined with the 34.6% of students who are socioeconomically disadvantaged, there is likely a crossover between these groups that requires integrated English Language Development (ELD) and academic support.



services in grades 3-6, it bears consideration if we can provide more early intervention through strategic instructional practices and enrichment opportunities and if we are delaying assessment too late for students who could benefit from earlier identification and services.

2. Chronic absenteeism has been significantly reduced over the past three years from 12.9% to 6.2% to 3.9%. This indicates that our weekly case-management and proactive communication with parents is yielding a positive effect on reducing chronic absenteeism rates. However, as a result, we are also seeing an increase students enrolling in longer and multiple independent study programs throughout the year. This may have an unintended negative outcome on student achievement.
3. The English Learner Progress Indicator (ELPI) metric published by the state shows no color due to the number of students in grades 3-6 who are English Learners being too small to report. It should be noted, though, that our ELPI metric was 68.2%, the highest it has been since 2022, and would have been "Blue" on the California School Dashboard due to performance and improvement from last year's ELPI of 42%. This indicates that providing English Learner Enrichment throughout the school year through strategic use of our 0.5 FTE English Learner Specialist (ELS) was beneficial in helping our students make progress on the ELPAC exam in Spring 2025. This also leads to concerns regarding how we will sustain such continued growth and performance as our ELS position was cut from 50% to 25% to a proposed 20% in 2026-27. Staff and administration will have to think strategically to identify other methods of maintaining enrichment and acceleration opportunities for our small population of English Learners in 2026-27 in spite of staff reductions and minimal funding to provide such supports.

# School and Student Performance Data

## Academic Performance English Language Arts

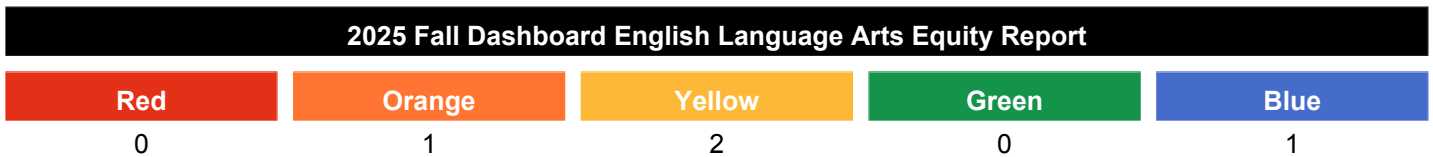
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>34.3 points above standard</p> <p>Maintained -2.2 points</p> <p>212 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>14.4 points above standard</p> <p>Increased 8.9 points</p> <p>24 Students</p>	<p><b>Long-Term English Learners</b></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>Yellow</p> <p>2.1 points below standard</p> <p>Declined 7.5 points</p> <p>79 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>40.7 points below standard</p> <p>Declined 33.7 points</p> <p>40 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>30.1 points above standard</p> <p>Declined 3.5 points</p> <p>37 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>6.1 points above standard</p> <p>Declined 18.1 points</p> <p>54 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>40.3 points above standard</p> <p>Declined 39.1 points</p> <p>18 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Blue</p> <p>53 points above standard</p> <p>Increased 4.5 points</p> <p>82 Students</p>

**Conclusions based on this data:**

1. As a whole, Spring Lake Elementary remains in the "Green" performance category, maintaining a high level of academic proficiency in the English Language Arts. Overall, our students averaged 34.3 points above the standard, however, there was a slight decline of 2.2 points compared to the previous year. While Spring Lake is still performing well above state benchmarks, the minor drop suggests a plateau in growth, indicating a need to refresh instructional strategies to maintain upward momentum.
2. The dashboard data reveals a significant disparity between our general student body and specific high-needs subgroups. Our Students with Disabilities subgroup fell to the "Orange" (low) category, performing 40.7 points below standard with a sharp decline of 33.7 points. Our Socioeconomically Disadvantaged student subgroup fell to the "Yellow" category, performing 2.1 points below standard with a 7.5-point decline. There is a critical need to reallocate resources and professional development toward intervention for these subgroups to prevent them from falling further behind their peers.
3. In contrast to other subgroups, our English Learner population is showing strong positive growth. Although they do not yet have a performance color (due to the small sample size of 24 students), they scored 14.4 points above standard, increasing their performance from the prior year by 8.9 points. This indicates that the ELD (English Language Development) supports implemented in 2024-25 appear to be highly effective, as this is one of the only groups showing significant point gains rather than maintenance or decline.

# School and Student Performance Data

## Academic Performance Mathematics

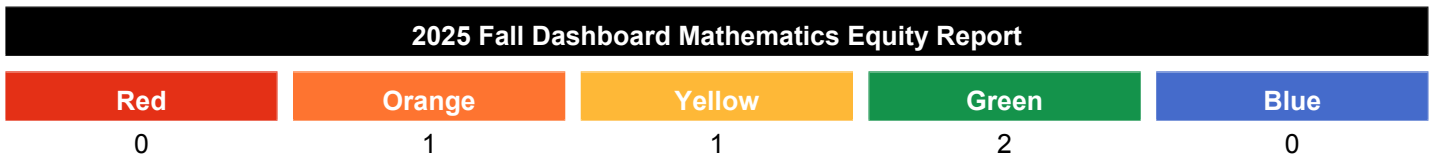
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>26 points above standard</p> <p>Declined 11.3 points</p> <p>211 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>10.4 points above standard</p> <p>Declined 4.1 points</p> <p>24 Students</p>	<p><b>Long-Term English Learners</b></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>Yellow</p> <p>9.3 points below standard</p> <p>Declined 16.1 points</p> <p>78 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>45.3 points below standard</p> <p>Declined 25 points</p> <p>39 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>32.2 points above standard</p> <p>Declined 10.3 points</p> <p>37 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>0.1 points above standard</p> <p>Declined 16.8 points</p> <p>54 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>40.7 points above standard</p> <p>Declined 39.3 points</p> <p>18 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>34.1 points above standard</p> <p>Declined 19.9 points</p> <p>82 Students</p>

### Conclusions based on this data:

1. While Spring Lake remains in the "Green" category overall, there has been a significant across-the-board decline in scores. Overall, students averaged 26 points above the standard, but this represents a 11.3-point decline from the previous year. Every subgroup with reported data (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Asian, Hispanic, and White) showed a "Declined" status. This is a stark difference compared to student performance three years ago when our schoolwide instructional focus was on math and decreasing the gap in achievement between math and ELA scores. This downward trend across all demographic groups suggests that the previous years' growth has plateaued as our focus has shifted to writing instruction.
2. Our Students with Disabilities subgroup scored in the "Orange" category, performing 45.3 points below standard with a 25-point drop from 2023-24. The size of this subgroup has also steadily risen with increased enrollment over the past three years, resulting in a need for additional case-management and special education staff. This increase in population has also yielded challenges with limited facilities providing less than ideal instructional environments for this vulnerable subgroup. In 2025-26, facility changes were made to provide the Resource Specialist Program and teachers a full classroom improve instruction and provide better access to instructional tools and resources to support this growing population of students.
3. Our Socioeconomically Disadvantaged Students subgroup fell to the "Yellow" category and dropped to 9.3 points below standard after a 16.1-point decline. This subgroup has also increased by 10% over the past three years and is one of the most challenging groups to provide targeted intervention for as they are a subgroup that remains confidential from site staff.

# School and Student Performance Data

## Academic Performance Science

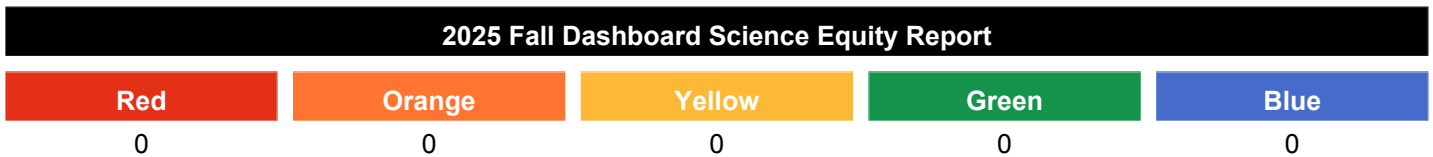
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>65.3 science points</p> <p>Increased 3.2 points</p> <p>53 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 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>No Performance Color</p> <p>58.2 science points</p> <p>Increased 2.7 points</p> <p>20 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 9 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color 59.1 science points 11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 10 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 7 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color 67.7 science points Maintained 0.2 points 21 Students</p>

**Conclusions based on this data:**

1. Spring Lake is performing at the highest level in Science, significantly outperforming our results in ELA and Mathematics. Overall, our 5th grade students reached the "Blue" (highest) category, scoring 65.3 science points above the standard showing consistent year-over-year growth and high overall mastery. This represents an improvement of 3.2 points over the prior year. This is an indicator that science is currently the strongest academic area for our school and students providing evidence of a STEAM-focus.
2. Our Socioeconomically Disadvantaged subgroup is showing strong positive momentum in Science, contrasting with their recent declines in Math and ELA. This group scored 58.2 science points above the standard, which is nearly as high as the schoolwide average, and they achieved a growth of 2.7 points. This indicates that our science curriculum and instructional methods appear to be highly equitable and effective for this subgroup, successfully closing the achievement gap that exists in other core subjects.

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  No Performance Color 68.2 making progress. Number Students: 22 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 22.7%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 9.1%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 68.2%

### Conclusions based on this data:

1. The majority of our English Learners (EL) are making significant progress in their English language development. 68.2% of EL students (15 out of 22) progressed at least one ELPI (English Learner Progress Indicator) level. This high rate of progress suggests that our ELD (English Language Development) instruction and integrated classroom supports are highly effective at moving students toward English proficiency.
2. There are 0 students identified as Long-Term English Learners, indicating a highly positive outcome regarding the duration students remain in our English Learner program. This data suggests that our school is successfully reclassifying students in a timely manner and preventing them from stalling in EL status for six or more years.
3. Despite the overall success, 22.7% of our EL students decreased by one ELPI level. Combined with the 9.1% who maintained at lower level (Levels 1–3), roughly 31.8% of the EL population is not currently meeting the growth targets. This identifies a small group of about 7 students who likely require more intensive, individualized interventions.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p style="background-color: #e0e0e0; padding: 2px;">3.6% Chronically Absent</p> <p>Declined 2.6</p> <p>392 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p style="background-color: #e0e0e0; padding: 2px;">6.7% Chronically Absent</p> <p>Declined 1.4</p> <p>30 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p style="background-color: #e0e0e0; padding: 2px;">7.4% Chronically Absent</p> <p>Declined 2</p> <p>136 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>5.8% Chronically Absent</p> <p>Declined 2</p> <p>69 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>9.1% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>5.1% Chronically Absent</p> <p>Increased 2.2</p> <p>79 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>6.7% Chronically Absent</p> <p>Declined 5.1</p> <p>105 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>3.9% Chronically Absent</p> <p>Declined 0.5</p> <p>51 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% Chronically Absent</p> <p>Declined 4.3</p> <p>138 Students</p>

### Conclusions based on this data:

1. Spring Lake has made significant schoolwide improvement in attendance, reducing chronic absenteeism across nearly all student populations. Our overall chronic absenteeism rate is just 3.6% and showed a 2.6% decline from the previous year where chronic absenteeism had already been reduced by 6%. This indicates that our effort in providing personalized, frequent, and early communication of attendance targets and expectations to families is working effectively promote positive attendance rates.
2. Our White student subgroup (the largest at 138 students) achieved a 0% Chronic Absenteeism rate in 2024-25, reflecting a 4.3% decline from the previous year and moving them into the "Blue" (highest) performance category. This is a significant accomplishment and shows that it is possible to eliminate chronic absenteeism within a large student demographic.
3. While most groups saw declines in absenteeism, our Asian student subgroup was the only major group to show a negative trend. Chronic absenteeism for our Asian students increased by 2.2%, reaching a rate of 5.1%. This moved the subgroup into the "Orange" (low) performance category. Staff input and internal data suggests that there are communication barriers affecting our families within this subgroup who speak Punjabi, Nepali, and Hindi. Our school staff does not include any support staff fluent in these languages and translation/interpretation services are limited. As a result, families may not receive effective communication regarding attendance expectations, targets, and strategies for improvement. Additionally, we have found that families within this subgroup tend to travel farther and in longer durations for personal needs throughout the year and do not always request or complete Independent Study programs, impacting chronic absenteeism rates. Our staff should work to identify ways to eliminate these barriers.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

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

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

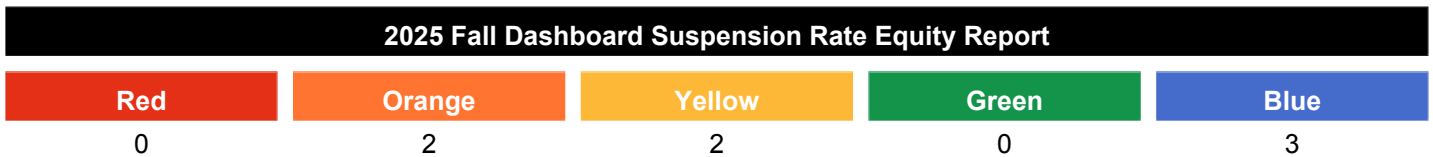
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>0.5% suspended at least one day</p> <p>Increased 0.5%</p> <p>392 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>30 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>0.7% suspended at least one day</p> <p>Increased 0.7%</p> <p>136 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 2.9%</p> <p>69 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>79 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>105 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 2%</p> <p>51 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Yellow</p> <p>0.7% suspended at least one day</p> <p>Increased 0.7%</p> <p>138 Students</p>

**Conclusions based on this data:**

1. Spring Lake maintains an exceptionally low suspension rate, keeping this indicator in the "Green" performance category. Only 0.5% of the 392 students were suspended for at least one day, representing only 2 students during the 2024-25 school year compared to 0 in 2023-24.
2. While our schoolwide rate remains low, the data reveals a disparity for specific student groups, particularly those with disabilities. This group is in the "Orange" category with a suspension rate of 2.9% (an increase of 2.9%). This identifies a need for our school to evaluate its behavior intervention plans and ensure that staff are equipped with de-escalation strategies specifically tailored for students with special needs to avoid exclusionary discipline.

# 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 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 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
Number of Pathway Awards for Music Program	2024-25: 74 students enrolled in 5th or 6th grade band or strings classes (70% of all 5th/6th graders).  2025-26: 78 students enrolled in 5th or 6th grade band or strings classes (68% of all 5th/6th graders).	2026-27: Enroll 70% of 5th and 6th grade students in band or strings classes to be on track for a Pathway Award for Music.
Parent feedback on academic instruction and programming from annual Parent School Culture & Climate survey.	2023-24 Parent School Culture & Climate survey responses showed: <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>87% 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</li> </ul>	2026-27: Maintain positive response percentages in the "Academic Instruction" sections of the Parent School Culture & Climate Survey responses to be within +/- 5% and at least 85% or higher.

	<p>STEAM-focus in their child's instructional activities.</p> <p>2024-25 Parent School Culture &amp; Climate survey responses showed:</p> <ul style="list-style-type: none"> <li>• 93% strongly agreed/agreed that Spring Lake has high standards for achievement.</li> <li>• 93% strongly agreed/agreed that their child is provided instructional opportunities that are relevant and engaging.</li> <li>• 92% strongly agreed/agreed that their child receives the support needed to be successful.</li> <li>• 95% strongly agreed/agreed that they saw evidence of a STEAM-focus in their child's instructional activities.</li> </ul> <p>2025-26 Parent School Culture &amp; Climate survey responses showed:</p> <ul style="list-style-type: none"> <li>• 95% 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>• 85% strongly agreed/agreed that their child receives the support needed to be successful.</li> <li>• 94% strongly agreed/agreed that they saw evidence of a STEAM-focus in their child's instructional activities.</li> </ul>	
<p>Number of schoolwide STEAM-aligned projects or events that incorporate opportunities to develop students' critical thinking and communication skills.</p>	<p>2023-24: Students participated in 3 schoolwide STEAM engineering challenges, a Science Showcase/Open House, and Family STEM Night, which over 200 students and family members attended.</p> <p>2024-25: Students participated in 3 schoolwide STEAM engineering challenges, a Science Showcase/Open House, and Family STEM Night, which over 250 students and family members attended.</p> <p>2025-26: Students participated in 3 schoolwide STEAM engineering challenges, a Science Showcase/Open House, and Family STEM Night, which over 280 students and family members attended. Students in grades 2-4 also</p>	<p>2026-27: All students in TK-6 will continue participation in at least 3 school-wide STEAM-aligned projects with varying parameters/requirements that require elements of critical thinking, design, and communication.</p>

	<p>engaged in LEGO robotics activities as part of their science instruction.</p>	
<p>Implementation of multicultural and race &amp; ethnic studies instruction throughout the year, with a special focus on on cultures represented within our school community.</p>	<p>2023-24: We increased intentionality and focused 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>2024-25: We continued to implement and refine activities focused on four culturally-themed months (Latino Heritage Month, Indigenous Peoples Month, Black History Month, and Asian American and Pacific Islander Month) and other cultural holidays, traditions, and events pertinent to our diverse population (Diwali, Ruby Bridges Walk to School Day, Lunar New Year, Holi).</p> <p>2025-26: We continued to implement and refine activities focused on four culturally-themed months (Latino Heritage Month, Indigenous Peoples Month, Black History Month, and Asian American and Pacific Islander Month) and other cultural holidays, traditions, and events pertinent to our diverse population (Diwali, Ruby Bridges Walk to School Day, Lunar New Year, Holi).</p> <p>2025-26 Parent School Culture &amp; Climate survey responses showed:</p> <ul style="list-style-type: none"> <li>• 92% strongly agreed/agreed with "My family feels valued and appreciated as members of the school community."</li> </ul>	<p>2026-27: All grade levels will continue refining and implementing instructional activities for Latino Heritage Month, Indigenous Peoples Month, Black History Month, and Asian American and Pacific Islander Heritage Month to provide multicultural education and race/ethnic studies instruction.</p> <p>Maintain a positive response percentage of at least 90% on Parent School Culture &amp; Climate survey question regarding families feeling valued and appreciated within our school community.</p>
<p>Implementation of college and career awareness activities and instruction in all grades.</p>	<p>2023-24: We refined the implementation of College Awareness Week (October) and repeated 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 the greater community.</p> <p>2024-25: College Awareness Week and Career Day were refined and repeated. Additional presentations by community members about their educational backgrounds and careers</p>	<p>2026-27: All students will learn about at least three different careers and the college system and engage in activities, projects, and events emphasizing college awareness and readiness, such as college research projects, in-person/virtual college tours, and college-themed spirit days.</p>

	<p>were provided TK-6 through Read Across America Day, and visits by Woodland Fire Department and Woodland Police Department staff to grades TK-2.</p> <p>2025-26: College Awareness Week and Career Day were refined and repeated; TK and Kindergarten improved the level of student engagement during these presentations and embedded hands-on activities. Additional presentations by community members about their educational backgrounds and careers were provided TK-6 through Read Across America Day, and visits by Woodland Fire Department and Woodland Police Department staff to grades TK-2.</p>	
--	---	--

## 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	Provide weekly VAPA/Music instruction with a credentialed music teacher in grades K-4.	K-4th grade students.	48509.00 Arts and Music in Schools
1.2	Provide information about post-high school educational programs, career opportunities, and STEAM disciplines to students and families to support college and career readiness.	All students	0
1.3	Further develop the cultural competency of students, staff and our community through celebration of and instruction about different cultures represented within our school population.	All students	0

## Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be 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 2025-26. Parent feedback was overwhelmingly positive regarding the incorporation of STEAM-aligned projects and activities at the classroom and school level and teachers were able to refine their projects across grade-levels to build rigor and require greater levels of creativity and critical thinking. Career Day and Winter/Spring Sing continue to receive significantly positive feedback from both families and students. Our addition of general music instruction in grades TK-3 was implemented as intended, however staff feedback regarding the quality and cohesion of instruction was mixed.

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 expended and accomplished as intended, however the expense of our VAPA teacher was greater than what was originally communicated. This was further exacerbated by negotiated salary increases during the school year that resulted in higher levels of expense than planned. More strategic planning needs to be implemented next year to consider how negotiated salary increases mid-year may affect the cost of staffing and supplies to avoid overages.

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.

In 2025-26, our site VAPA Task Force will be evaluating our VAPA program and providing recommendations for improvement. Given the limited staffing and budget, students are only able to access one VAPA discipline (general music). Our VAPA Task Force will be seeking alternative programming or scheduling that might include more variety in VAPA instruction and a more content- and grade-level aligned instructional program.

# 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.

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention in a safe, supportive, and inclusive 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, supportive, and inclusive 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, attendance, and social-emotional well-being. However, specific student subgroups within our school community perform below or far below the school's composite scores in many areas. Through careful analysis of demographic data, we've identified the following needs:

- 1) Students with disabilities and socioeconomically disadvantaged (SED) students underperform their peers in English Language Arts and math.
- 2) Asian students demonstrate higher levels of chronic absenteeism compared to the school average and other subgroups.

Additionally, as a STEAM-focused school in WJUSD, Spring Lake Elementary has an additional need to continue engaging all students in high-quality instruction through interdisciplinary, Science, Technology, Engineering, Art, and Math (STEAM)-centered projects and investigations.

### 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 level on ELA (English Language Arts) and Math Academic Indicators.</p> <p>Source: California School Dashboard</p>	<p>2022-23: All students averaged 42.8 points above standard in ELA (High/Green) and 27.7 points above standard in math (High/Green).</p> <p>2023-24: All students averaged 36.5 points above standard in ELA (High/Green) and 37.3 points above standard in Math (Very High/Blue).</p> <p>2024-25: All students averaged 34.3 points above standard in ELA (High/Green) and 26 points above standard in Math (High/Green).</p>	<p>Year 1 Goal (2025-26): Achieve 40 points above standard in ELA and 30 points above standard for math on 2024-25 SBAC assessments, with all subgroups in green or blue.</p> <p>Year 2 Goal (2026-27): Achieve 43 points above standard in ELA and 35 points above standard for math on 2025-26 SBAC assessments, with all subgroups in green or blue.</p>
<p>Percentage of chronically absent students.</p> <p>Source: California School Dashboard</p>	<p>2022-23: Spring Lake's chronic absenteeism rate was 12.9% (yellow/medium level). Asian, Hispanic, Multiracial, and Socioeconomically Disadvantaged students were in the orange/high level, English Learners and Students with Disabilities were in the yellow/medium level, and white students in the green/low level.</p> <p>2023-24: Spring Lake's chronic absenteeism rate was 6.2% (green/low level). All subgroups were in the green/low level except Hispanic students who were in the yellow/medium level.</p> <p>2024-25: Spring Lake's chronic absenteeism rate was 3.6% (green/low level). Asian students were in the orange/high level, white students were in the very low/blue level, and all other subgroups subgroups were in the green/low level.</p>	<p>Achieve a chronic absenteeism rate of 3% or less and have all subgroups under 6%.</p>
<p>SEL Screener: The difference between the percentage of students identified as having a concerning level of internalized behavior in Fall vs Spring.</p> <p>Source: Elementary Teacher rating</p>	<p>2025-26: The percentage of students demonstrating internalizing emotional behaviors at the concerning level fell from 6.33% in Fall 2025 to 5.85% in Spring 2026 (decrease of 0.48%). 86.17% of students fell in the "No Concern" level in Spring 2026.</p>	<p>Maintain a percentage of students at the "No Concern" level of 85% or higher and decrease the percentage of students at the "Concerning" level by 1% between fall and spring administrations.</p>
<p>Student sense of safety and school connectedness.</p> <p>Source: California Healthy Kids Survey</p>	<p>California Healthy Kids Survey (CHKS):</p> <p>2023-24: Survey data indicated that</p>	<p>Improve the "School Connectedness" key indicator on the CHKS to 85% or higher in 2026-27.</p>

	<p>80% of 5th graders feel connected to our school.  2024-25: Survey data indicates that 74% of 5th graders feel connected to our school.  2025-26: Survey data indicates that 82% of 5th graders feel connected to our school (met goal).</p> <p>School Culture &amp; Climate Student Survey results (Students in Grades 2-6):</p> <p>Spring 2024 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 believe my school wants me to do well." (90%)</li> <li>• "Adults at Spring Lake treat me with respect." (85%)</li> <li>• "There is an adult at my school who will help me if I need it." (86%)</li> <li>• "I feel like I am an important part of my school." (61%)</li> <li>• "I feel included at recess." (79%)</li> <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>Spring 2025 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." (80%)</li> <li>• "I feel like I do well in school." (78%)</li> <li>• "I believe my school wants me to do well." (87%)</li> <li>• "I know the rules I am supposed to follow at school." (93%)</li> <li>• "Adults at Spring Lake treat me with respect." (83%)</li> <li>• "I get along with other students." (79%)</li> </ul>	<p>Improve student Culture &amp; Climate 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>
--	---	--

	<ul style="list-style-type: none"> <li>• "I feel safe at school." (81%)</li> <li>• "Students treat each other with kindness and respect." (66%)</li> <li>• "There is an adult at my school who will help me if I need it." (81%)</li> <li>• "Students in my class behave so that teachers can teach." (66%)</li> <li>• "I feel like I am an important part of my school." (66%)</li> <li>• "I feel included at recess." (79%)</li> </ul> <p>Spring 2026 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." (81%)</li> <li>• "I feel like I do well in school." (82%)</li> <li>• "I believe my school wants me to do well." (91%)</li> <li>• "I know the rules I am supposed to follow at school." (94%)</li> <li>• "Adults at Spring Lake treat me with respect." (85%)</li> <li>• "I get along with other students." (85%)</li> <li>• "I feel safe at school." (86%)</li> <li>• "Students treat each other with kindness and respect." (75%)</li> <li>• "There is an adult at my school who will help me if I need it." (79%)</li> <li>• "Students in my class behave so that teachers can teach." (63%)</li> <li>• "I feel like I am an important part of my school." (66%)</li> <li>• "I feel included at recess." (87%)</li> </ul>	
<p>Suspension rate</p> <p>Source: California School Dashboard</p>	<p>2022-23: 0 students (0%) were suspended.</p> <p>2023-24: 0 students (0%) were suspended.</p> <p>2024-25: 2 students (0.5%) were suspended.</p>	<p>Maintain a suspension rate of 0.5% or less.</p>
<p>Percent of parents who strongly agree that (a) the school encourages me to be an active partner; (b) the school promotes parent involvement; and (c)</p>	<p>2023-2024:</p> <p>(a) The school encourages me to be an active partner: 67%</p> <p>(b) The school promotes parent involvement: 62%</p>	<p>Improve metric (a) to 75%, metric (b) to 65%, and metric (c) to 65%.</p>

<p>parents feel welcome to participate at this school.</p> <p>Source: California Healthy Kids Survey</p>	<p>(c) Parents feel welcome to participate in this school: 59%</p> <p>2024-2025:  (a) The school encourages me to be an active partner: 57%  (b) The school promotes parent involvement: 55%  (c) Parents feel welcome to participate in this school: 53%</p> <p>2025-2026  (a) The school encourages me to be an active partner: 73%  (b) The school promotes parent involvement: 60%  (c) Parents feel welcome to participate in this school: 63%</p>	
<p>Percentage of students who reach growth targets on iReady in Reading and Math</p> <p>Source: Diagnostic Growth Report (iReady) - Mid-Year</p>	<p>2025-26: 53.4% of students met their annual typical growth target in reading, and 40.7% in math, on Diagnostic #3 in March 2026.</p>	<p>2026-27: 58% of students will meet their annual typical growth target in reading and 45% in math on Diagnostic #3 in March 2027.</p>
<p>Percentage of students at or above grade-level on i-Ready Diagnostic #3 (Spring) in Reading and Math.</p>	<p>Spring 2024: The percentage of students at or above grade-level on i-Ready Diagnostic #3 was 76% in reading and 68% in math.</p> <p>Spring 2025: The percentage of students at or above grade-level on i-Ready Diagnostic #3 was 74% in reading and 70% in math.</p> <p>Spring 2026: The percentage of students at or above grade-level on i-Ready Diagnostic #3 was 70% in reading and 64% in math.</p>	<p>The percentage of students at or above grade-level on i-Ready Diagnostic #3 will be 74% in reading and 68% in math.</p>
<p>Self Evaluation for Professional Learning Community (PLC) Implementation</p> <p>Implementation with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation (Average Score)</p>	<p>Spring 2024: Spring Lake teachers rated our PLC implementation at 8.3 out of 10.</p> <p>Spring 2025: Spring Lake teachers rated our PLC implementation at 8.3 out of 10.</p> <p>Spring 2026: Spring Lake teachers rated our implementation at 8.5 out of 10.</p>	<p>Maintain an overall average rating of 8 or higher with a 0.1 increase.</p>

## 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
2.1	Provide engaging and differentiated instruction grounded in the STEAM disciplines through best teaching practices that are multidisciplinary and responsive to student needs.	All students; particular emphasis on English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino students.	10,677.00 Supplemental/Concentration  10,882.68 Site Discretionary
2.2	Maintain a safe and engaging learning environment through implementation of PBIS and Restorative Practices strategies and programs, professional development for staff and collaboration with families.	All students	500.00 Supplemental/Concentration  500.00 Site Discretionary
2.3	Support best instructional practices and differentiated instruction by student, by need, through regular staff collaboration, data analysis, and instructional planning time.	All students; particular emphasis on English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino students.	5,628.00 Supplemental/Concentration  1,705.00 Site Discretionary
2.4	Support improved literacy development across grade-levels by maintaining a culturally rich and relevant library collection and weekly library instructional classes for all students.	All students	4,000  Funded by donations

## Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be 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 schoolwide academic focus in 2025-26 has been writing, a continuation from 2024-25. Evidence of growth in this area is reflected in the performance of our EL students in the writing domain of ELPAC and overall ELPI metric growth as well as improvement in the writing domain in SBAC scores across grade-levels. Students also reported on the annual student survey increased positive ratings regarding their success in school, their perception of our school's academic rigor and expectations, and overall school safety and interpersonal relationships with peers and staff.

Overall, student feedback was more positive this year across all survey questions but a few. Slight decreases were seen in student perception of peer behavior in class, resulting in a negative impact on their ability to learn, and students feeling there is a trusted adult available to help them if they need it. Discussion with youth advisory students shared insights into these two areas including reports that noon duty supervisors and classroom teachers are not as vigilant or responsive to safety concerns and conflicts during recesses, reducing student perception of safety, and that their principal seems to be away from campus often. Students also expressed dissatisfaction over the change in counselors and behavioral support staff over the past three years, noting that Spring Lake has had 4 different school counselors and

3 different behavior specialists since 2022-23. Staff and administration have noted this inconsistency in staffing as a likely contributing factor to minimal progress in social-emotional and behavioral improvements over the past three years and found it surprising that students had also observed it and felt impacted.

Staff self-evaluation for Professional Learning Community (PLC) Implementation continued to be high at 8.5 out of 10 on the rating scale. Some analysis of teacher responses and feedback included perceptions of success in the areas of writing and phonics, meeting more regularly to analyze common assessments and student performance data, and more success with flexible grouping to provide targeted intervention and enrichment across most grades. Areas identified for growth and improvement continue to be more frequent collaboration time to plan instruction, finding solutions around shared staffing and VAPA, band/strings, and PE scheduling to create more consistent and effective blocks of instruction for general education classroom teachers, and more strategic alignment of the timing of compliance tasks (EL and RFEP progress monitoring tasks, district assessments) and support to accomplish these tasks, such as teacher release days to complete 1:1 assessments.

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

Additional funds were allocated to Goal 2 mid-year to provide funding for data analysis task forces to evaluate and improve our literacy assessment practices, math assessment practices, and VAPA integration across grade-levels. As we were unable to find additional instructors for more after school intervention for EL students, and due to our reclassification rate and ELPI metric data being so high, those funds were reallocated to create three task forces to address the topics above to improve instructional practices for all students.

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.

In 2026-27, we will continue focusing on writing instruction with a targeted goal of establishing consistent, vertically aligned rubrics across grade-levels and establishing frames and writing scaffolds for our students with disabilities and English Learners. We will broaden our focus on literacy by additionally looking at vocabulary instruction as a domain to improve both in ELA and also math. This work will be completed during PLC meetings funding through this goal as district funding will no longer be provided. These PLC meetings will also include noon duties to provide on-going training and collaboration opportunities to address student perceptions of safety during recesses.

# 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.

Our English Learner subgroup performed only 20 points below our total school on the SBAC ELA assessment and achieved 14 points above standard. On the SBAC Math assessment, the subgroup still performed 10 points above standard, but did decline by 8 points from the previous year. On iReady Diagnostic data for Diagnostic #3 administered in March 2026, our English Learners mostly scored in the "approaching" grade-level band in reading with a handful of students scoring in the "below grade-level" band in grades 2-4. All EL students in grades 5-6 were reclassified during the year after meeting eligibility criteria, including scores of "approaching grade-level" on iReady Diagnostics and providing a satisfactory writing sample. This data indicates that our EL students are making steady and appropriate progress towards reclassification as English Fluent and that we should maintain services and practices at this time.

### 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>Reclassification rate for all English Learners (EL)</p> <p>Source: EL specialist</p>	<p>2023-24: 8 students, or approximately 25% of our EL student subgroup, were reclassified.</p> <p>2024-25: 7 students, or approximately 20% of our EL student subgroup, were reclassified.</p> <p>2025-26: 12 students, or approximately 20% of our EL student subgroup, were reclassified (goal met).</p>	<p>By April 2027, reclassify at least 50% of our current ELPAC Level 3 students</p>
<p>Reclassification of Long-Term English Learner (LTEL) Students.</p> <p>Source: EL specialist</p>	<p>2023-24: 2 English Learners were designated "At Risk of becoming LTELs" and 0 students were designated LTEL students.</p> <p>2024-25: 0 English Learners are considered "At Risk of becoming LTELs" at the and 0 are designated as LTEL students.</p>	<p>Reclassify 100% of LTEL students who have an ELPAC level of 4.</p>

	2025-26: 2 English Learners were initially designated "At Risk of becoming LTELs" and were reclassified in April 2026.	
<p>Reclassification rate for Dually-Identified SPED/EL students who have an Alternate Summative ELPAC Level 3.</p> <p>Reclassification rate Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions</p> <p>Source: EL specialist</p>	<p>2023-24: Not applicable this year.</p> <p>2024-25: Not applicable this year.</p> <p>2025-26: Not applicable this year.</p>	By April 2027, reclassify 20% of Dually-Identified SPED/EL students who have an Alternate Summative ELPAC Level 3 and 70% of dually-identified SPED/EL students ELPAC Level 4 who were assigned Domain Exemptions.
<p>Performance Level on the English Learner Performance Indicator (ELPI)</p> <p>Source: California School Dashboard</p>	<p>2022-23: 41.2% of EL students made adequate progress towards English language proficiency.</p> <p>2023-24: 42.1% of EL students made adequate progress towards English language proficiency.</p> <p>2024-25: 68.2% of EL students made adequate progress towards English language proficiency, which is an improvement of 26.1% (goal met).</p>	<p>Year 1 Goal (2025-26): Maintain an ELPI rate of 65% or higher.</p> <p>Year 2 Goal (2026-27): Maintain an ELPI rate of 65% or higher.</p>
<p>School rating of EL (English Learner) Roadmap Principle 2 (Self-assessment should be conducted with staff and ELAC, and averaged).</p> <p>Source: EL Specialist</p>	<p>2023-24: Principle 1 was not rated this year; instead, EL Roadmap Principle 2 was rated at a 3.5.</p> <p>2024-25: Schoolwide average rating for EL Roadmap Principle 1 was 3.75, with all elements rated by parents and staff as 3 or 4.</p> <p>2025-26: Schoolwide average rating for EL Roadmap Principle 2 was 3.7 with all elements rated by parents and staff as a 3 or 4. Schoolwide average rating for Principle 1 was 3.8.</p>	Maintain an overall score of 3.5 on the self-assessment of English Learner Roadmap Principles 1 & 2, with no elements rated below a 3.
<p>Percentage of English Learner students who meet or exceed Annual Typical Growth on i-Ready in Reading and Math.</p> <p>Source: Diagnostic Growth Report (iReady)</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. 20% of EL-designated students had met their Annual Typical Growth goal in math compared to 40% of the school population.</p> <p>2024-25: By April 2025, 29% of EL-designated students had met their Annual Typical Growth goal in reading compared to 52% of the school population. 43% of EL-designated students had met their Annual Typical</p>	By April 2027, 42% of EL-designated students will Annual Typical Growth goal in i-Ready in reading and math.

	<p>Growth goal in math compared to 45% of the school population.</p> <p>2025-26: By April 2026, 41% of EL-designated students had met their Annual Typical Growth goal in reading compared to 52% of the school population (met goal). 38% of EL-designated students had met their Annual Typical Growth goal in math compared to 40% of the school population (did not meet goal).</p>	
--	---	--

**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	Provide release time for teachers to analyze student achievement data and plan instruction and intervention for English Learning students.	English Learners	877.00 Supplemental/Concentration  1,876.00 Site Discretionary

**Annual Review**

**SPSA Year Reviewed: 2025-26**

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

This year, our English Learner Specialist was decreased by half. We were reduced to a 0.25 FTE position from a 0.5 FTE position in 2024-25. This impacted the number of students we were able to provide intervention and enrichment to outside of the regular instructional day. Despite this, we were able to monitor and implement effective instructional practices for our English Learners through small group instruction in the regular day instructional program. Planning for these instructional blocks and activities was done during site collaboration time, teacher prep time, and during grade-level PLC meetings throughout the year. Our schoolwide focus on writing instruction was also very beneficial for our EL students who saw significant gains in ELPAC scores, ELPI growth, and writing assessment scores over time. We were also still able to provide a round of EL Enrichment in February and March 2026 to support our 2nd and 3rd graders with ELPAC scores of 3 from 2024-25. Through these efforts, we were able to reclassify our two at-risk EL students plus an additional 10 students overall.

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

The \$1000 that had been budgeted to provide EL Enrichment was reallocated to PLC grade-level meetings in the Spring of 2026 through approval of our School Site Council as we were unable to find extra staff available to provide additional enrichment to our EL students after school and our EL performance data no longer identified extra-curricular intervention as a significant need. The supplemental budget provided by district leadership provided sufficient funds to pay for one round of EL Enrichment for our EL students in grades and the allocated site funds was used identifying needs and planning individual intervention plans for our EL students by grade-level team.

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.

In 2026-27, our ELS position has been reduced again, now to a 0.2 FTE position which will provide only enough staffing to complete mandatory monitoring and compliance tasks, not instruction. Additionally, with further budget cuts to our supplemental/concentration funds, we plan to eliminate the after school enrichment and focus instead on working with grade-level teams to implement more effective designated and integrated ELD instruction into the regular day instructional program. During these meetings, teachers will work with site administration to analyze instructional efficacy for EL students and plan intervention and enrichment opportunities for these students individually.

# 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 in 2025-26 indicates that only 66% of our 2nd-6th graders feel that they are an important part of our school and that they appreciate the increased-focus on more club and structured activities available during lunch. Student desire more of these lunchtime and after-school club activities aligned to their hobbies and interests.

### 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
Percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys.  Source: Site Information	2023-24: 221 of 367 students (60% schoolwide, 94% of 2nd-6th graders) provided input to the SPSA through an annual School Culture & Climate survey in Spring 2024.  2024-25: 241 of 391 students (62% schoolwide, 90% of 2nd-6th graders) provided input to the SPSA through an annual School Culture & Climate survey in Spring 2025.  2025-26: 256 of 398 students (64% schoolwide, 90% of 2nd-6th graders) provided input to the SPSA through an annual School Culture & Climate survey in Spring 2026.	Maintain a survey participation rate of at least 60% schoolwide and at least 90% of students in grades 2-6.
Percent of students, reflective of school demographics, providing input to the SPSA through focus groups  Source: Site information	2023-24: 16 students in grades 3-6 were selected to participate in the Principal's Youth Advisory Council (Principal's Parliament) to provide input and feedback on the SPSA, school needs assessment, School Safety Plan, and other student-driven topics of interests.	Maintain a percentage of 10-15% of students in grades 4-6 in the Youth Advisory Council annually.

Membership of this group included:

- English learners: 13%
- Reclassified/Initially English-fluent students: 6%
- Students with disabilities: 19%
- Gifted Students: 13%
- White Students: 38%
- Hispanic/Latino students: 19%
- Asian students: 13%
- Black students: 25%
- Native American students: 6%

2024-25: 24 students in grades 4-6 were selected to participate in the Principal's Youth Advisory Council (Principal's Parliament) to provide input and feedback on the SPSA, school needs assessment, School Safety Plan, and other student-driven topics of interest.

Membership of this group included:

- English learners: 10%
- Reclassified or initially-fluent students: 13%
- Students with disabilities: 21%
- Gifted Students: 13%
- White Students: 29%
- Hispanic/Latino students: 17%
- Asian students: 29%
- Black students: 17%

2024-25: 24 students in grades 4-6 were selected to participate in the Principal's Youth Advisory Council (Principal's Parliament) to provide input and feedback on the SPSA, school needs assessment, School Safety Plan, and other student-driven topics of interest. This equals 6% of the total student body and 14% of students enrolled in grades 4-6.

Membership of this group included:

- English learners: 8%
- Reclassified or initially-fluent students: 25%
- Students with disabilities: 21%
- Gifted Students: 25%
- White Students: 46%
- Hispanic/Latino students: 9%
- Asian students: 25%

	<ul style="list-style-type: none"> <li>• Black students: 8%</li> <li>• Multiracial students: 12%</li> </ul>	
Number of student led clubs offered.	<p>2023-24: Students in various grades had the opportunity to participate in 7 extra-/co-curricular activities: Cross Country Club (TK-6th), Book Clubs (3rd-6th), Sports Club (4th-6th), and Robotics Clubs (K-6). Our school also added a garden this year, and students could participate in planting/harvesting our garden during two Community Garden Days. Parent and staff volunteers supported recess games and activities, including tetherball, four-square, a 3-on-3 basketball tournament, and jumping rope for our younger grade students (K-3).</p> <p>2024-25: Students across grade levels had the opportunity to participate in 6 extra-/co-curricular activities: Cross Country (TK-6th), co-curricular Book Clubs (5th-6th), and Gardening Club (5th-6th). Parent volunteers supported instruction of recess games and activities (tetherball, four-square, and jumping rope). With PTO support, soccer goals were added to our field and recess intramural tournaments were held for tetherball.</p> <p>2025-26: Students across grade levels had the opportunity to participate in 8 student-requested or selected extra-/co-curricular activities: Cross Country (TK-6th), co-curricular Book Clubs (5th-6th), Student Leadership Club, Student Talent Show, and Gardening Club (5th-6th). Parent volunteers supported instruction of recess games and activities (tetherball and four-square). Recess intramural tournaments were held for tetherball, basketball, and kickball.</p>	Provide at least 5 extra-/co-curricular activities of student interest for students to participate in.
Number of student led initiatives.	<p>2023-24: The Student Council ran one fundraiser activity (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> <p>2024-25: Our student Leadership advisor unexpectedly remained absent for a long time, so the Student Leadership Club did not occur this school year.</p>	Increase the number of student led initiatives from baseline.

	<p>2025-26: The Student Leadership Club ran one fundraiser activity (Candy-Cane Grams) and then implemented a schoolwide student and staff appreciation activity in February for Valentine's Day. They also identified and facilitated spirit days and student-led games/competitions during our Owl Together Time monthly schoolwide assemblies. Two small groups of students applied for and were granted funding from the district for projects focusing on creating a special section of books in our library highlighting disabilities and neurodiversity and creating menstruation kits to be available to students at school.</p>	
<p>Student ratings on the annual School Culture &amp; Climate Student survey.</p>	<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 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>2024-25: 90% 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." (80%)</li> <li>• "I feel like I am an important part of my school." (66%)</li> <li>• "There are things for me to do during recess and lunch recess that I enjoy." (82%)</li> <li>• "I feel included at recess." (79%)</li> </ul> <p>2025-26: 90% 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." (81%)</li> <li>• "I feel like I am an important part of my school." (66%)</li> </ul>	<p>Maintain participation in the 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>

	<ul style="list-style-type: none"> <li>• "There are things for me to do during recess and lunch recess that I enjoy." (89%)</li> <li>• "I feel included at recess." (86%)</li> </ul>	
--	--	--

### 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	Increase student leadership capacity and engagement by continuing the Youth Advisory Council and Student Leadership Club, implementing a student conflict manager program (with an emphasis on positive sportsmanship and problem solving during recess sports), and embedding more student leadership opportunities in the planning and facilitation of school events.	All students	525.00 Site Discretionary
4.2	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	200.00 Site Discretionary

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

Student feedback on the activities available during recess and the availability of peers to play with increased significantly this year with commentary highlighting appreciation for intramural sport tournaments and book clubs. Youth Advisory Committee members identified appreciation for additional leadership and involvement opportunities during Winter Sing (working back stage, introducing each act, creating the art/decorations) and requested more opportunities like those in other events. A team of certificated and classified staff attended Youth Development Institute and returned with new ideas for improving student facilitation and ownership over Owl Together Time assemblies, lunchtime activities, and leadership roles within the classroom. While there were not significant funds allocated to this goal, we were able to rely on staff and parent volunteers to support improvement in these areas.

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

Some discretionary funding was provided towards this goal to pay for additional noon duty supervisors during lunch recesses during intramural competition events.

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

No major changes are being recommended for this goal, metrics, or strategies/activities in 2026-27. Staff and administration will continue to work collaboratively with our students, PTO, and community agencies to enhance and increase current clubs, activities, and student-driven initiatives.

# 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	\$85,879.68
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 (\$)
	\$4,000.00
Arts and Music in Schools	\$48,509.00
Site Discretionary	\$15,688.68
Supplemental/Concentration	\$17,682.00

Subtotal of state or local funds included for this school: **\$85,879.68**

Total of federal, state, and/or local funds for this school: **\$85,879.68**

# 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
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
	4,000.00
Arts and Music in Schools	48,509.00
Site Discretionary	15,688.68
Supplemental/Concentration	17,682.00

## Expenditures by Budget Reference

Budget Reference	Amount
	83,126.68

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		4,000.00
	Arts and Music in Schools	48,509.00
	Site Discretionary	15,688.68
	Supplemental/Concentration	17,682.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,509.00
Goal 2	33,892.68
Goal 3	2,753.00
Goal 4	725.00

# 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
Jarold Wong	Parent or Community Member
Brittney Freer	Parent or Community Member
Amy Dietz	Parent or Community Member
Jyothi Soto	Classroom Teacher
Aimee Daniels	Classroom Teacher
Catie Sullivan	Classroom Teacher
Michelle Montoya	Other School Staff
Stacey Falconer	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Youth Advisory Council Student Representative

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 4/20/26.

Attested:

	Principal, Stacey Falconer on 4/20/26
	SSC Chairperson, Christopher Ogata on 4/20/26