



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	4/14/25	6/12/2025

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:

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

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

The School Wide Plan meets the ESSA requirements through:

-A comprehensive needs assessment of the entire 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. These include:

-strategies that the school is implementing to address the school's needs by providing opportunities for all students to meet the challenging state academic standards

-the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum

-programs, activities, and courses necessary to provide a well-rounded education and strategies that address the needs of all students in the school, 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:

School and Family Engagement Policy

A school and parent compact that addresses shared responsibility for high student academic achievement and building capacity for involvement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Spring Lake Elementary solicits input and feedback from our community to determine 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 14, 2025.

PARENT/FAMILY INPUT:

Spring Lake's School Site Council (SSC) met five times in 2024-25 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 2024-25 SPSA implementation and then conducted a needs assessment on February 24, 2025, to inform recommendations for goals and strategies for the 2025-26 SPSA.

Formal needs assessments were also held with Spring Lake's English Learner Advisory Council (ELAC) on February 12, 2025. ELAC reviewed the SPSA on April 16, 2025.

Additionally, parents and families were provided a survey to complete anonymously in March 2025 to identify areas of strength and weakness in 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 activities at Spring Lake and focus on improving the rate of English fluency development in our English Learners. Attendance strategies implemented during the 2023-24 school year effectively reduced chronic absenteeism schoolwide. However, our Hispanic/Latino subgroup still demonstrated a rate of absenteeism that was double that of the school overall. It was also noted that while our math achievement in upper grades has improved over the past two years, as evidenced by SBAC scores, ELA scores have decreased or remained the same during the same period. Our educational partners, including parent groups, parent feedback, and staff leadership, have identified improving reading and writing as key focus areas for the 2024-25 and 2025-26 school year. Strategies for these items can be found in Goals 1, 2, and 3 of this strategic plan.

STUDENT INPUT:

Student input was provided through an anonymous Culture and Climate student survey 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 2025.

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, refine our schoolwide assemblies to appeal more to the upper-grade students, and continue doing STEAM-aligned schoolwide activities and projects. Strategies for these items can be found in Goals 2 and 4 of this strategic plan.

STAFF INPUT:

Staff and faculty of Spring Lake Elementary provide feedback and input continuously during the year through site collaboration meetings, staff surveys, and grade-level Professional Learning Community (PLC) 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.

Our English Learner Performance Indicator (ELPI) score maintained at 42.1% from 2022-23 to 2023-24. This is an area to improve. Additionally, our Hispanic/Latino subgroup has a far higher rate of chronic absenteeism (11.8%) compared to the school's rate overall (6.8%).

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.62%	0.29%	0.27%	2	1	1
African American	2.77%	2.89%	2.41%	9	10	9
Asian	14.46%	16.47%	18.77%	47	57	70
Filipino	1.23%	1.73%	1.34%	4	6	5
Hispanic/Latino	28.31%	27.75%	27.35%	92	96	102
Pacific Islander	%	0.29%	0.27%	0	1	1
White	41.23%	39.31%	37.53%	134	136	140
Two or More Races	6.77%	6.94%	7.77%	22	24	29
Not Reported	4.62%	4.34%	4.29%	15	15	16
Total Enrollment				325	346	373

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	78	71	51
Grade 1	51	53	52
Grade 2	49	51	53
Grade3	50	50	52
Grade 4	44	49	50
Grade 5	31	41	52
Grade 6	22	31	40
Total Enrollment	325	346	373

Conclusions based on this data:

1. Our student population is very diverse with our largest race/ethnic subgroups being White, Hispanic/Latino and Asian students.
2. Our Asian student subgroup has grown significantly in the past three years, with the largest increase of students of families from India, Pakistan, and Nepal.

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

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	29	33	34	8.9%	9.62%	9.1%
Fluent English Proficient (FEP)	24	26	37	7.4%	7.58%	9.9%
Reclassified Fluent English Proficient (RFEP)	22	20	14	6.77%	5.83%	4.1%

Conclusions based on this data:

1. We supported approximately 28 English Learners (EL) in 2024-25 which is comparable to the average number of EL students at Spring Lake in the past 4 years. Our population of English Learners appears to be steady.
2. Spring Lake's English Learner reclassification decreased by half in 2023-24; analysis of this data showed that our EL population has shifted from initially-ELPAC'ed students scoring at Levels 2 & 3 to younger students starting at Levels 1 & 2.
3. Our EL population is comprised predominantly by Punjabi speakers this year (approximately 46%) with Spanish (29%) and Nepali (18%) comprising the next two largest groups of 5 languages represented in our EL population.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	49	51	52	48	51	52	48	51	52	98.0	100.0	100
Grade 4	44	48	49	44	47	49	44	47	49	100.0	97.9	100
Grade 5	29	41	51	29	41	51	29	41	51	100.0	100.0	100
Grade 6	23	30	39	22	30	39	22	30	39	95.7	100.0	100
All Grades	145	170	191	143	169	191	143	169	191	98.6	99.4	100

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2490.	2463.	2455.	60.42	37.25	32.69	10.42	29.41	32.69	16.67	19.61	19.23	12.50	13.73	15.38
Grade 4	2529.	2518.	2509.	50.00	42.55	48.98	18.18	27.66	16.33	20.45	21.28	12.24	11.36	8.51	22.45
Grade 5	2500.	2562.	2522.	20.69	46.34	31.37	37.93	31.71	23.53	13.79	12.20	25.49	27.59	9.76	19.61
Grade 6	2535.	2564.	2612.	22.73	33.33	43.59	18.18	33.33	46.15	36.36	23.33	10.26	22.73	10.00	0.00
All Grades	N/A	N/A	N/A	43.36	40.24	38.74	19.58	30.18	28.80	20.28	18.93	17.28	16.78	10.65	15.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37.50	21.57	26.92	52.08	62.75	61.54	10.42	15.69	11.54
Grade 4	40.91	29.79	36.73	59.09	68.09	48.98	0.00	2.13	14.29
Grade 5	*	43.90	19.61	*	48.78	62.75	*	7.32	17.65
Grade 6	*	30.00	33.33	*	60.00	64.10	*	10.00	2.56
All Grades	32.87	30.77	28.80	55.94	60.36	59.16	11.19	8.88	12.04

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39.58	25.49	19.23	43.75	54.90	53.85	16.67	19.61	26.92
Grade 4	36.36	25.53	30.61	56.82	61.70	51.02	6.82	12.77	18.37
Grade 5	*	39.02	27.45	*	53.66	58.82	*	7.32	13.73
Grade 6	*	26.67	35.90	*	60.00	64.10	*	13.33	0.00
All Grades	32.17	28.99	27.75	51.05	57.40	56.54	16.78	13.61	15.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.17	25.49	21.15	70.83	74.51	71.15	0.00	0.00	7.69
Grade 4	13.64	31.91	14.29	79.55	61.70	73.47	6.82	6.38	12.24
Grade 5	*	29.27	23.53	*	63.41	66.67	*	7.32	9.80
Grade 6	*	16.67	28.21	*	73.33	66.67	*	10.00	5.13
All Grades	18.88	26.63	21.47	76.22	68.05	69.63	4.90	5.33	8.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47.92	23.53	32.69	43.75	66.67	59.62	8.33	9.80	7.69
Grade 4	29.55	19.15	34.69	68.18	76.60	57.14	2.27	4.26	8.16
Grade 5	*	29.27	19.61	*	65.85	72.55	*	4.88	7.84
Grade 6	*	23.33	38.46	*	63.33	58.97	*	13.33	2.56
All Grades	32.17	23.67	30.89	58.04	68.64	62.30	9.79	7.69	6.81

Conclusions based on this data:

- Overall, 68.5% of students at Spring Lake in grades 3-6 scored proficient or above in ELA, with overall growth shown in the area of Research/Inquiry.
- Students in 6th grade showed the most growth in 2023-24 with an achievement of 0 students scoring "Below Standard" in ELA.

3. Students in 5th grade showed the most decline. This is an area for further analysis and investigation.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	49	51	52	48	51	52	48	51	52	98.0	100.0	100
Grade 4	44	48	49	44	47	49	44	47	49	100.0	97.9	100
Grade 5	29	41	51	29	41	51	29	41	51	100.0	100.0	100
Grade 6	23	30	39	22	30	39	22	30	39	95.7	100.0	100
All Grades	145	170	191	143	169	191	143	169	191	98.6	99.4	100

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2478.	2462.	2466.	41.67	31.37	36.54	33.33	35.29	30.77	12.50	19.61	15.38	12.50	13.73	17.31
Grade 4	2520.	2505.	2532.	36.36	29.79	48.98	34.09	31.91	24.49	22.73	27.66	18.37	6.82	10.64	8.16
Grade 5	2515.	2549.	2540.	20.69	34.15	43.14	44.83	24.39	15.69	10.34	26.83	19.61	24.14	14.63	21.57
Grade 6	2519.	2601.	2621.	22.73	50.00	53.85	4.55	26.67	25.64	36.36	13.33	15.38	36.36	10.00	5.13
Grade 11															
All Grades	N/A	N/A	N/A	32.87	34.91	45.03	31.47	30.18	24.08	18.88	22.49	17.28	16.78	12.43	13.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	58.33	31.37	40.38	31.25	52.94	44.23	10.42	15.69	15.38
Grade 4	45.45	31.91	48.98	43.18	48.94	42.86	11.36	19.15	8.16
Grade 5	*	36.59	41.18	*	43.90	43.14	*	19.51	15.69
Grade 6	*	46.67	58.97	*	43.33	38.46	*	10.00	2.56
Grade 11									
All Grades	40.56	35.50	46.60	39.86	47.93	42.41	19.58	16.57	10.99

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35.42	39.22	30.77	52.08	49.02	51.92	12.50	11.76	17.31
Grade 4	27.27	31.91	36.73	63.64	61.70	46.94	9.09	6.38	16.33
Grade 5	*	36.59	25.49	*	48.78	56.86	*	14.63	17.65
Grade 6	*	43.33	48.72	*	33.33	43.59	*	23.33	7.69
All Grades	27.27	37.28	34.55	58.04	49.70	50.26	14.69	13.02	15.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	43.75	31.37	40.38	45.83	56.86	44.23	10.42	11.76	15.38
Grade 4	31.82	25.53	53.06	61.36	65.96	38.78	6.82	8.51	8.16
Grade 5	*	17.07	23.53	*	75.61	58.82	*	7.32	17.65
Grade 6	*	36.67	41.03	*	56.67	51.28	*	6.67	7.69
All Grades	30.77	27.22	39.27	57.34	63.91	48.17	11.89	8.88	12.57

Conclusions based on this data:

1. Overall, math achievement for Spring Lake Elementary is "High" and the percentage of students at or above proficiency increased by 4% from the year prior. Math was our schoolwide focus in 2023-24.
2. Increases were seen in the domains of "Concepts and Procedures" and "Communicating Reasoning".
3. Student achievement in the domain of "Problem Solving & Modeling/Data Analysis" decreased slightly.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1442.4	1430.4	1450.6	1448.6	1445.9	1469.0	1427.7	1393.9	1407.6	16	14	12
1	*	*	*	*	*	*	*	*	*	*	7	9
2	*	*	*	*	*	*	*	*	*	5	*	6
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades										30	31	31

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.75	14.29	33.33	43.75	21.43	25.00	37.50	64.29	16.67	0.00	0.00	25.00	16	14	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	13.33	25.81	22.58	60.00	41.94	38.71	23.33	29.03	29.03	3.33	3.23	9.68	30	31	31

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	31.25	14.29	58.33	37.50	50.00	0.00	31.25	35.71	16.67	0.00	0.00	25.00	16	14	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	40.00	29.03	48.39	36.67	51.61	25.81	20.00	19.35	12.90	3.33	0.00	12.90	30	31	31

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	7.14	8.33	*	21.43	25.00	*	28.57	41.67	*	42.86	25.00	*	14	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	10.00	9.68	9.68	36.67	41.94	32.26	36.67	25.81	32.26	16.67	22.58	25.81	30	31	31

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	14.29	25.00	68.75	85.71	50.00	6.25	0.00	25.00	16	14	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	30.00	38.71	35.48	63.33	61.29	48.39	6.67	0.00	16.13	30	31	31

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	31.25	14.29	58.33	62.50	78.57	33.33	6.25	7.14	8.33	16	14	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	50.00	32.26	58.06	43.33	64.52	38.71	6.67	3.23	3.23	30	31	31

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	14.29	16.67	75.00	78.57	58.33	12.50	7.14	25.00	16	14	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	13.33	19.35	16.13	66.67	70.97	51.61	20.00	9.68	32.26	30	31	31

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	37.50	14.29	41.67	50.00	28.57	33.33	12.50	57.14	25.00	16	14	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	30.00	16.13	25.81	60.00	54.84	58.06	10.00	29.03	16.13	30	31	31

Conclusions based on this data:

1. Data is limited due to small group size, however, the majority of our EL's are in grades K-2 at Spring Lake Elementary. This indicates a opportunity to maximize resources to accelerate English language proficiency in this grade-span.
2. Reading appears to be an area of strength for the majority of our EL's and decline was seen in Listening scores. Writing continue to be an area for growth.

3. As our population grows, we need to be more strategic in how we provide designated ELD to support appropriately sized groups that are comprised of students with similar needs.

School and Student Performance Data

Student Population

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
373	31.1%	9.1%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	34	9.1%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	116	31.1%
Students with Disabilities	49	13.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.4%
American Indian	1	0.3%
Asian	70	18.8%
Filipino	5	1.3%
Hispanic	102	27.3%
Two or More Races	29	7.8%
Pacific Islander	1	0.3%
White	140	37.5%

Conclusions based on this data:

1. Our cultural diversity continues to grow here at Spring Lake Elementary.

2. We are not a Title I school because the percentage of socioeconomically disadvantaged students is lower than what is needed for federal guidelines. This subgroup appears to be slowly increasing when compared to data from 3 years ago.
3. Our Asian, Hispanic and White student groups are the largest groups by race/ethnicity, with our Asian population steadily growing, especially within our English Learner population.

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. As a whole, Spring Lake Elementary students are performing well on state assessments in ELA and mathematics, with overall scores 36 and 37 points above standard, respectively. Groups underperforming compared to the school average include socioeconomically disadvantaged students (ELA), English Learners (ELA & Math), and students with disabilities (ELA & Math).
2. Spring Lake Elementary suspended no students in 2022-23.

3. Chronic absenteeism was decreased by almost 7% schoolwide which much more significant decreases in most subgroups. However, our Hispanic/Latino students continue to show approximately twice the rate of Chronic Absenteeism (11%) compared to our schoolwide rate.

School and Student Performance Data

Academic Performance English Language Arts

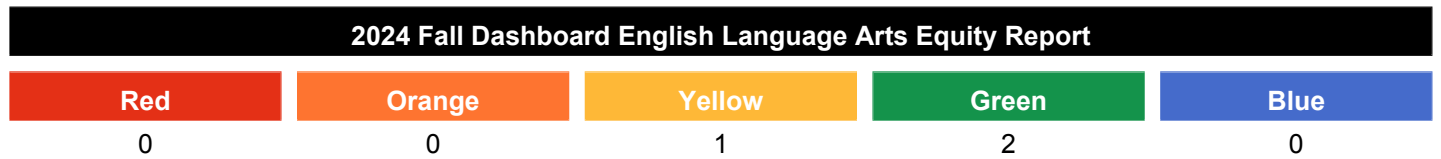
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 36.5 points above standard Declined 6.3 points 188 Students	English Learners  No Performance Color 5.5 points above standard Declined 19.6 points 16 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 5.5 points above standard Maintained 1.3 points 59 Students

Students with Disabilities  No Performance Color 7.0 points below standard Maintained 1.6 points 33 Students	African American  No Performance Color Less than 11 Students 7 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 33.6 points above standard Maintained 0.4 points 28 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 24.2 points above standard Maintained 0.0 points 53 Students
Two or More Races  No Performance Color 79.4 points above standard Increased 5.2 points 13 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 48.5 points above standard Declined 12.7 points 78 Students

Conclusions based on this data:

1. Spring Lake has overall high achievement on academically assessed areas in grades 3-6.
2. We need to focus attention and resources on our Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities and their proficiency in ELA, as these three subgroups are underperforming compared to their white, multiracial, and Asian peers and the school as a whole.
3. Schoolwide, while still 36 points above standard, our ELA scores have maintained or decreased in the past 2 years. This is an area to monitor and focus professional development and resources on.

School and Student Performance Data

Academic Performance Mathematics

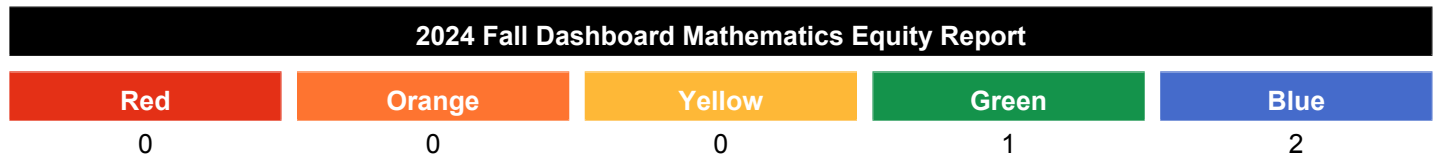
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 37.3 points above standard Increased 9.6 points 188 Students	English Learners  No Performance Color 14.5 points above standard Maintained 0.4 points 16 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 6.9 points above standard Increased 15.6 points 59 Students

Students with Disabilities  No Performance Color 20.3 points below standard Increased 3.2 points 33 Students	African American  No Performance Color Less than 11 Students 7 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 42.6 points above standard Increased 13.0 points 28 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 16.9 points above standard Increased 11.4 points 53 Students
Two or More Races  No Performance Color 79.9 points above standard Increased 6.6 points 13 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Blue 54.1 points above standard Increased 9.9 points 78 Students

Conclusions based on this data:

1. Spring Lake has high achievement in the area of mathematics; our socioeconomically disadvantaged students and Asian students grew significantly in this metric.
2. We need to focus attention and resources on our students with disabilities who decreased significantly in this metric in 2023-24.
3. Math was an area of focus for our teachers and staff in 2022-23 and 2023-24 and this focus appeared to have yielded strong growth across these past two years.

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 42.1% making progress. Number Students: 19 Students	 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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.8%	42.1%	0%	42.1%

Conclusions based on this data:

1. The percentage of students who decreased an ELPI band decreased compared to 2022-23.
2. The majority of students who maintained or decreased in ELPI were in grades 1 and 2. It would be prudent to analyze how designated- and integrated-ELD instruction and strategies are being implemented in these grade levels.
3. There are very few English Learners in grades 4-6 indicating a strong reclassification rate, despite maintaining ELPI levels.

School and Student Performance Data

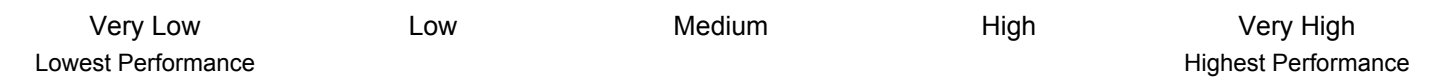
Academic Performance College/Career Report

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

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Green 6.2% Chronically Absent Declined 6.8 373 Students	English Learners  Green 8.1% Chronically Absent Declined 3.7 37 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 9.4% Chronically Absent Declined 10.8 117 Students

Students with Disabilities  Green 7.8% Chronically Absent Declined 9.2 64 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Green 2.9% Chronically Absent Declined 11.2 70 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Hispanic  Yellow 11.8% Chronically Absent Declined 10.7 102 Students
Two or More Races  Green 4.4% Chronically Absent Declined 8.4 45 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Green 4.3% Chronically Absent Declined 2.3 140 Students

Conclusions based on this data:

1. Schoolwide, our Chronic Absenteeism rates dropped significantly for the third year in a row demonstrating that our efforts at educating and communicating with parents about their children's attendance rates is a successful strategy.
2. Our students with disabilities, Asian students, and Hispanic students showed a more significant decrease in chronic absenteeism than other sub groups.
3. Our Hispanic subgroup continues to have the highest rate of Chronic Absenteeism, though it did decrease by 10% for the second year in a row.

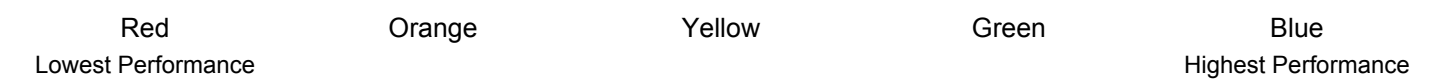
School and Student Performance Data

Academic Engagement Graduation Rate

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

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



This section provides number of student groups in each level.



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

2024 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

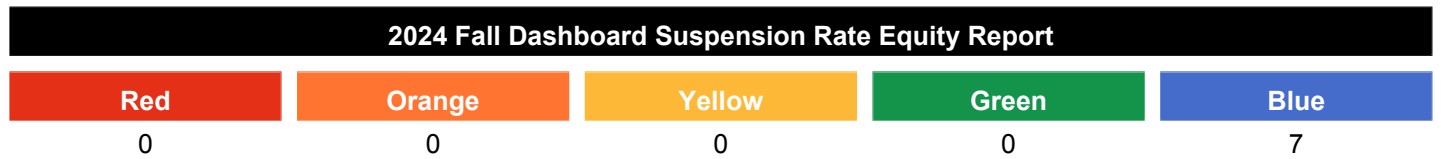
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Maintained 0% 374 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 37 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0% 118 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 64 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Blue 0% suspended at least one day Maintained 0% 70 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 102 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 46 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Blue 0% suspended at least one day Maintained 0% 140 Students

Conclusions based on this data:

1. Spring Lake Elementary continues to find alternatives to suspension to address student behavior needs and concerns.
2. No students were suspended in 2023-24.

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 students participating in Visual and Performing Arts (VAPA).	2022-23: All students had the opportunity to participate in the Winter Sing concert and engaged in monthly art activities aligned with the content standards for their grade level. All 4th graders participated in weekly strings classes, and 44 5th & 6th graders participated in band/strings. 2023-24: All students had the opportunity to participate in the Winter Sing concert and engaged in monthly art activities aligned to the content standards for their grade level. All 4th graders participated in weekly strings classes, and 49 5th & 6th graders participated in band/strings. 2024-25: All students had the opportunity to participate in the Winter Sing concert and engaged in monthly art activities aligned to the content standards for their grade level; all 4th graders participated in weekly strings classes; 64 5th & 6th graders participated in band/strings.	2025-26: All students will have the opportunity to participate in at least one performing arts performance during the year. Students in grades K-4 will receive weekly music instruction from a credentialed music teacher, and students in grades 5 and 6 will have the opportunity to continue their music education through band or strings. Classroom teachers will continue to embed art, music, and theater opportunities in cross-curricular projects aligned to content standards and schoolwide events.
Parent feedback on academic instruction and programming from annual Parent School Culture & Climate survey.	2022-23 Parent School Culture & Climate survey responses showed: • 96% strongly agreed/agreed that Spring Lake has high standards for achievement. • 98% strongly agreed/agreed that their child is provided instructional opportunities that are relevant and engaging. • 98% strongly agreed/agreed that their child receives the support needed to be successful • 96% strongly agreed/agreed that they saw evidence of a STEAM-focus in their child's instructional activities. 2023-24 Parent School Culture & Climate survey responses showed: • 96% strongly agreed/agreed that Spring Lake has high standards for achievement. • 98% strongly agreed/agreed that their child is provided instructional opportunities that are relevant and engaging. • 88% strongly agreed/agreed that their child receives the	2025-26: Maintain percentages in the "Academic Instruction" sections of the Parent School Culture & Climate Survey responses to be within +/- 5%.

	support needed to be successful. 96% strongly agreed/agreed that they saw evidence of a STEAM-focus in their child's instructional activities. 2024-25 Parent School Culture & Climate survey responses showed: 93% strongly agreed/agreed that Spring Lake has high standards for achievement. 93% strongly agreed/agreed that their child is provided instructional opportunities that are relevant and engaging. 92% strongly agreed/agreed that their child receives the support needed to be successful. 95% strongly agreed/agreed that they saw evidence of a STEAM-focus in their child's instructional activities.	
Number of schoolwide STEAM-aligned projects or events that incorporate opportunities to develop students' critical thinking and communication skills.	2022-23: Students participated in 0 school-wide STEAM projects. K-3 grades held a mini-science day in October, and 5th-6th grades participated in a rocket project in February. 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. 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.	2025-26: 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.
Implementation of multicultural and race & ethnic studies instruction throughout the year, with a special focus on on cultures represented within our school community.	2022-23: Parent feedback expressed a stronger focus on Hispanic Heritage Month and Black History Month. The school participated for the first time in the Ruby Bridges Walk to School Day; several teachers shared literature by Black authors in January and focused on Black inventors and engineers. However, there was no systematic, schoolwide approach to these highlighted months or activities.	2025-26: All grade levels will refine and implement 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.

	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. 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).	
Implementation of college and career awareness activities and instruction in all grades.	2022-23: Spring Lake held a school-wide Career Day, allowing all students to learn about 3-4 career fields. In grades K-1, community workers were invited to present in class as part of different units of study (Firefighters, police officers, sanitation workers, dentists, etc.). 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. 2024-25: College Awareness Week and Career Day were refined and repeated. 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.	2025-26: 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.

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 information about post-high school educational programs, career opportunities, and STEAM disciplines to students and families to support college and career readiness.	All students	1000 Supplemental/Concentration 1250 Site Discretionary
1.2	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	150 Site Discretionary
1.3	Provide weekly VAPA/Music instruction with a credentialed music teacher in grades K-3.	K-3rd grade students.	46312 Arts and Music in Schools 500 Site Discretionary

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be 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 2024-25. 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 continues to receive significantly positive feedback from both families and students. All outcomes were met.

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.

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.

One significant change to this goal is increasing our VAPA instruction to include grades K-3 by hiring a music teacher with the Arts and Music in Schools funding. This will increase student access to the visual and performing arts in more grades in our school, with higher levels of rigor and consistency, and complement our academic goal of increasing student literacy.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention in a safe, 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) English Learners, students with disabilities, and socioeconomically disadvantaged (SED) students underperform their peers in English Language Arts and math.
- 3) Hispanic/Latino students demonstrate higher levels of chronic absenteeism compared to the school average and other subgroups.

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
Performance level on ELA (English Language Arts) and Math Academic Indicator Source: California School Dashboard	2021-22: On the California School Dashboard, students scored 39.1 points above standard in ELA (High) and 19.6 points above standard in math (High) overall. Subgroup data included: White students = Very High (ELA & Math) SED students = Medium (ELA & Math) Hispanic students = Medium (ELA) and High (Math) 2022-23: On the California School Dashboard, students scored 42.8 points above standard in ELA (High/Green) and 27.7 points above standard in math (High/Green). This was an increase of 3.7 points from the prior year in ELA and an increase of 8.1 points in math. Subgroup data included: White students = High/Green (ELA) and Very High/Blue (Math) Hispanic students = High/Green (ELA & Math) SED students = Medium/Yellow (ELA) and High/Green (Math) 2023-24: On the California School Dashboard, students scored 36.5 points above standard in ELA (High/Green) and 37.3 points above standard in Math (Very High/Blue). This was a decrease of 6.3 points from the prior year in ELA and an increase of 9.6 points in math. Subgroup data included: White students = High/Green (ELA) and Very High/Blue (Math) Hispanic students = High/Green (ELA & Math) SED students = Medium/Yellow (ELA) and Very High/Blue (Math)	Year 1 Goal (2024-25): Achieve 40 points above standard in ELA and 41 points above standard for math on 2024-25 SBAC assessments, with all subgroups in green or blue. Year 2 Goal (2025-26): Achieve 43 points above standard in ELA and 44 points above standard for math on 2025-26 SBAC assessments, with all subgroups in green or blue.
Percentage of Students that meet or exceed standards in Smarter Balanced ELA. Source: WJUSD Data Dashboard	2021-22: 43% of students Exceeded Standard and 20% Met Standard on the SBAC English Language Arts assessment, resulting in 63% meeting or exceeding standard overall. 2022-23: 40% of students Exceeded Standard and 30% Met Standard on the SBAC English Language Arts	Year 1 Goal (2024-25): Improve the percentage of students who meet and exceed the standard to 70%. Year 2 Goal (2025-26): Improve the percentage of students who meet and exceed the standard to 72%.

	assessment, resulting in 70% meeting or exceeding standard overall. 2023-24: 39% of students Exceeded Standard and 28% Met Standard on the SBAC English Language Arts assessment, resulting in 67% meeting or exceeding standard overall.	
Percentage of Students that meet or exceed standards in Smarter Balanced Math Source: WJUSD Data Dashboard	2021-22: 33% of students Exceeded Standard and 31% Met Standard on the SBAC Mathematics assessment, resulting in 64% meeting or exceeding standard overall. 2022-23: 35% of students Exceeded Standard and 30% Met Standard on the SBAC Mathematics assessment, resulting in 65% meeting or exceeding standard overall. 2023-24: 45% of students Exceeded Standard and 24% Met Standard on the SBAC Mathematics assessment, resulting in 69% meeting or exceeding standard overall.	Year 1 Goal (2024-25): Improve the percentage of students who meet and exceed the standard to 70%. Year 2 Goal (2025-26): Improve the percentage of students who meet and exceed the standard to 72%.
Performance level on English Learner Progress Indicator (ELPI) Dashboard	2021-22: Spring Lake Elementary's ELPI score was 69.2%. 2022-23: Spring Lake Elementary's ELPI score was 41.2%. 2023-24: Spring Lake Elementary's ELPI score was 42.1%.	Year 1 Goal (2024-25): Raise ELPI to 45%. Year 2 Goal (2025-26): Raise ELPI to 48%.
Number of chronically absent students. Source: California School Dashboard	2021-22: Chronic Absenteeism rate was 17.3% with the following subgroup breakdown: Red/Very High: Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities Orange/High: Asian, White, and English Learner students. Green/Low: Multiracial students 2022-23: Chronic Absenteeism rate was 12.9% with the following subgroup breakdown: Orange/High: Asian, Hispanic, Multiracial, and Socioeconomically Disadvantaged students Yellow/Medium: English Learners and Students with Disabilities Green/Low: White students 2023-24: Chronic Absenteeism rate was 6.2% with the following subgroup breakdown: Yellow/Medium: Hispanic students Green/Low: All other subgroups	Year 1 Goal (2024-25): Achieve a 5% or less chronic absenteeism rate and have all subgroups under 8%. Year 2 Goal (2025-26): Achieve a 3% or less chronic absenteeism rate and have all subgroups under 6%. Year 3 Goal (2026-27): Achieve a 3% or less chronic absenteeism rate and have all subgroups under 5%.

	Current WJUSD Dashboard data as of April 2025 shows a schoolwide chronic absenteeism rate of 4-5%.	
Percentage of students at or above grade-level on i-Ready Diagnostic #3 (Spring) in Reading and Math.	Spring 2023: The percentage of students at or above grade-level on i-Ready Diagnostic #3 was 72% in reading and 69% in math. Spring 2024: The percentage of students at or above grade-level on i-Ready Diagnostic #3 was 76% in reading and 68% in math. Spring 2025: The percentage of students at or above grade-level on i-Ready Diagnostic #3 was 74% in reading and 70% in math. 6% of all students demonstrated performance two or more grade levels below in math and 8% in reading, meeting our prior goal for less than 10% of students in the red bands.	Year 1 Goal (2025-26): By Diagnostic #3 in Spring 2026, 76% of students K-6 will be at/above grade-level proficiency in reading and 74% in math, with less than 8% of all students scoring 2 or more grade levels below grade level (red bands). Year 2 Goal (2026-27): By Diagnostic #3 in Spring 2027, 78% of students K-6 will be at/above grade-level proficiency in reading and 76% in math, with less than 8% of all students scoring 2 or more grade levels below grade level (red bands).
Suspension rate.	2021-22: 2 students were suspended; 0.6% 2022-23: 0 students were suspended; 0% 2023-24: 0 students were suspended; 0% As of April 2025, 2 students out of 391 were suspended during the 2024-25 school year, resulting in 0.5% of students being suspended at Spring Lake.	Maintain a suspension rate of less than 0.5% of the total student population.
Student sense of safety and school connectedness. California Healthy Kids Survey SAEBRS Social Emotional Screener Spring Lake School Culture & Climate Student Survey.	SAEBRS Risk Assessment Data: Spring 2023: 92% of students were identified as "Low Risk", 7% as "Some Risk", and less than 1% as "High Risk". Spring 2024: 96% of students were identified as "Low Risk", 4% as "Some Risk", and less than 1% as "High Risk". Spring 2025: 91% of students were identified as "Low Risk", 9% as "Some Risk", and less than 1% as "High Risk". California Healthy Kids Survey (CHKS): 2022-23: Survey data indicated that 78% of 5th graders feel connected to	Maintain a percentage of "High Risk" students of less than 3% and "Some Risk" students of less than 5% on the SAEBSR Social-Emotional Risk Assessment Screener results by Spring 2026. Improve the "School Connectedness" key indicator on the CHKS to 80% or higher in 2025-26. Improve student Culture & Climate survey results to at least 80% or higher "always" or "most of the time" responses for all questions on Student School Culture & Climate Survey results (Grades 2-6)

	our school. 2023-24: Survey data indicated that 80% of 5th graders feel connected to our school. 2024-25: Survey data indicates that 74% of 5th graders feel connected to our school. School Culture & Climate Student Survey results (Students in Grades 2-6): Spring 2023 results showed the following percentages of students who responded "Always" or "Most of the Time" to the following prompts: • "I like school." (83%) • "I feel like I do well in school." (80%) • "I believe my school wants me to do well." (91%) • "Adults at Spring Lake treat me with respect." (85%) • "There is an adult at my school who will help me if I need it." (93%) • "I feel like I am an important part of my school." (73%) • "I feel included at recess." (77%) • "I know the rules I am supposed to follow at school." (95%) • "Students treat each other with kindness and respect." (85%) • "Students in my class behave so that teachers can teach." (82%) • "I get along with other students." (90%) • "I feel safe at school." (91%) Spring 2024 results showed the following percentages of students who responded "Always" or "Most of the Time" to the following prompts: • "I like school." (75%) • "I feel like I do well in school." (77%) • "I believe my school wants me to do well." (90%) • "Adults at Spring Lake treat me with respect." (85%) • "There is an adult at my school who will help me if I need it." (86%) • "I feel like I am an important part of my school." (61%)	
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	• "I feel included at recess." (79%) • "I know the rules I am supposed to follow at school." (91%) • "Students treat each other with kindness and respect." (66%) • "Students in my class behave so that teachers can teach." (54%) • "I get along with other students." (80%) • "I feel safe at school." (81%) Spring 2025 results showed the following percentages of students who responded "Always" or "Most of the Time" to the following prompts: • "I like school." (80%) • "I feel like I do well in school." (78%) • "I believe my school wants me to do well." (87%) • "I know the rules I am supposed to follow at school." (93%) • "Adults at Spring Lake treat me with respect." (83%) • "I get along with other students." (79%) • "I feel safe at school." (81%) • "Students treat each other with kindness and respect." (66%) • "There is an adult at my school who will help me if I need it." (81%) • "Students in my class behave so that teachers can teach." (66%) • "I feel like I am an important part of my school." (66%) • "I feel included at recess." (79%)	
Parent/family sense of school connectedness and safety. Source: California Healthy Kids Survey parent data & Spring Lake School Culture & Climate Parent Survey and	Parent School Culture & Climate 2022-23 survey responses showed: Interpersonal Relationships: • 95% strongly agreed/agreed that their child feels successful at school. • 91% strongly agreed/agreed that their child is recognized for good behavior.	Maintain/increase percentages in "Interpersonal Relationships/Connectedness" and "School Safety" sections of the Parent School Culture & Climate Survey responses to remain above 85%.

	• 95% strongly agreed/agreed that they feel comfortable talking to teachers at SLE. • 95% strongly agreed/agreed that the Principal communicates well with parents, 91% that the office staff at SLE communicate well with parents, and 95% that teachers communicate well with families. • 96% strongly agreed/agreed that their family feels valued and appreciated by the school community. • 94% strongly agreed/agreed that their child feels successful at school. • 94% strongly agreed/agreed that Spring Lake sets clear rules for behavior. • 88% strongly agreed/agreed that school rules are fair and consistently enforced. • 89% strongly agreed/agreed that disciplinary consequences are fair and appropriate. School Safety: • 95% strongly agreed/agreed that teachers and staff treat their child with respect. • 98% strongly agreed/agreed that their child feels safe at school • 95% strongly agreed/agreed that the school's facilities are well-maintained. • 90% strongly agreed/agreed that the school's facilities and equipment are safe. 2023-24 responses showed: Interpersonal Relationships/Connectedness: • 92% strongly agreed/agreed that their child feels successful at school. • 96% strongly agreed/agreed that positive behavior is recognized at Spring Lake. • 94% strongly agreed/agreed that their family feels valued and appreciated by the school community. • 98% strongly agreed/agreed that they feel comfortable talking to teachers at SLE.	
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	• 94% strongly agreed/agreed that the Principal communicates effectively and respectfully with parents, and that 90% that the office staff and 96% that teachers do the same. • 98% strongly agreed/agreed that teachers and staff treat their child with respect. School Safety (Physical & Emotional): • 94% strongly agreed/agreed that Spring Lake sets clear rules for behavior. • 90% strongly agreed/agreed that school rules are fair and enforced equitably. • 90% strongly agreed/agreed that classroom disciplinary practices are fair and appropriate. • 94% strongly agreed/agreed that administrative disciplinary practices are fair and equitable. • 90% strongly agreed/agreed that their child feels safe at school • 97% strongly agreed/agreed that the school's facilities are well-maintained. • 96% strongly agreed/agreed that the school's facilities and equipment are safe. 2024-25 Parent School Culture & Climate survey responses showed: Interpersonal Relationships/Connectedness: • 94% strongly agreed/agreed that their child feels successful at school. • 98% strongly agreed/agreed that they feel comfortable talking to teachers at SLE. • A high percentage of respondents strongly agreed/agreed that identified school staff communicates effectively and respectfully with parents (Principal: 95%, office staff: 96%, and teachers: 96%). • 96% strongly agreed/agreed that teachers and staff treat their child with respect. • 98% strongly agreed/agreed that their family feels valued	
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	and appreciated by the school community. • 98% of respondents report attending parent teacher conferences. • 93% of respondents strongly agreed/agreed that they are able to participate effectively in their child's school. • 96% of respondents strongly agreed/agreed that they have satisfactory opportunity to provide input and feedback on the needs of their child and activities at their school. School Safety (Physical & Emotional): • 93% strongly agreed/agreed that Spring Lake sets clear rules for behavior. • 85% strongly agreed/agreed that school rules are fair and enforced equitably. • 92% strongly agreed/agreed that classroom disciplinary practices are fair and appropriate. • 90% strongly agreed/agreed that administrative disciplinary practices are fair and equitable. • 95% strongly agreed/agreed that their child feels safe at school. • 98% strongly agreed/agreed that the school's facilities are well-maintained. • 97% strongly agreed/agreed that the school's facilities and equipment are safe.	
Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation	Spring 2024: Staff completed a "Critical Issues for Team Collaboration" self-assessment survey in April 2024. Across 18 identified critical elements for effective team collaboration, Spring Lake teachers rated our implementation at 8.3 out of 10. 5 questions of the 18 were rated much lower than the overall score, which included: • "We've identified course content and topics we can eliminate to devote more time to the essential curriculum." (6.8)	Improve scores to at least an 8 across all questions.

	• "We have agreed on how to sequence the content of the course best and have established pacing guides to help students achieve the intended essential learning." (7.1) • "We have developed frequent common formative assessments that help us determine each student's mastery of essential learning." (7.5) • "We have taught students the criteria we will use in judging the quality of their work and provided them with examples." (7.7) • "We formally evaluate our adherence to team norms and the effectiveness of our team at least twice each year." (5) Spring 2025: Staff completed a "Critical Issues for Team Collaboration" self-assessment survey in April 2025. Across 18 identified critical elements for effective team collaboration, Spring Lake teachers rated our implementation at 8.3 out of 10. 3 questions of the 18 were rated somewhat lower than the overall score, which included: • "We've identified course content and topics we can eliminate to devote more time to the essential curriculum." (7.4) • "We have taught students the criteria we will use in judging the quality of their work and provided them with examples." (7.4) • "We formally evaluate our adherence to team norms and the effectiveness of our team at least twice each year." (7.6)	
Student and family perception of bullying and mean behavior. Sources: Student Culture & Climate survey, Parent Culture & Climate Survey, California Healthy Kids Survey, and WJUSD Bullying Report	Parent School Culture & Climate survey: 2023-24 parent responses: • 85% of respondents said they knew how to report bullying or a parent concern.	Increase parents' knowledge of identifying and reporting suspected bullying incidents by 90%. Decrease student Culture & Climate survey responses for "I have been a victim of bullying" to 25% or less and increase the response to "students

	90% strongly agreed/agreed that their child feels safe at school. 2024-25 parent responses: 83% of respondents said they knew how to report bullying or a parent concern. 94% strongly agreed/agreed that their child feels safe at school. School Culture & Climate Student Survey results (Students in Grades 2-6): 2023-24 student responses: 92% of students responded always/most of the time to "I know the rules I am supposed to follow at school." 80% of students responded always/most of the time to "I get along with other students." 66% of students responded always/most of the time to "Students treat each other with kindness and respect." 29% of students responded "a lot of times/a few times" to "I have been a victim of bullying." 2024-25 student responses: 93% of students responded always/most of the time to "I know the rules I am supposed to follow at school." 79% of students responded always/most of the time to "I get along with other students." 66% of students responded always/most of the time to "Students treat each other with kindness and respect." 31% of students responded "a lot of times/a few times" to "I have been a victim of bullying." California Healthy Kids Survey (Parent Data): 2024: 5% of parents reported harassment or bullying of students to be a "large problem".	treat each other with kindness and respect" to 70% or higher in 2025-26. Increase student perception of an anti-bullying campus from 69% to 75% and maintain parent perception of student bullying as a large problem of 5% or lower. Provide explicit anti-bullying training to staff and students in September/October each year through staff meetings and whole-class lessons.
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	2025: 0% of parents reported harassment or bullying of students to be a "large problem". California Healthy Kids Survey (Student Data): 2023: 69% of students reported 'Yes, most of the time/Yes, all of the time' to questions indicating Spring Lake provides an anti-bullying climate. 2024: 76% of students reported 'Yes, most of the time/Yes, all of the time' to questions indicating Spring Lake provides an anti-bullying climate. 2025: 69% of students reported 'Yes, most of the time/Yes, all of the time' to questions indicating Spring Lake provides an anti-bullying climate. WJUSD Bullying Report • 83% of staff rated "staff commitment and leadership to address students engaging in bullying behavior, students being bullied, and bystanders" as "good or excellent". • 75% of staff rated "implementation of policies and programs to prevent bullying" as "good or excellent". • 67% of staff rated "promoting positive youth development and cultural competency" as "good or excellent". • 42% of staff rated "training for teachers and staff to address issues related to bullying prevention and intervention" as "good or excellent".	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue implementation of Professional Learning Communities to analyze student performance, develop academic unit plans and unit plans and assessments, plan interventions and enrichment opportunities and align grading practices and expectations.	All students; particular emphasis on English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino students.	6695 Supplemental/Concentration 620 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	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.	10870 Supplemental/Concentration 8011 Site Discretionary
2.3	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	2237 Supplemental/Concentration 354 Site Discretionary

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be 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 2023-24 was increasing math proficiency and reducing chronic absenteeism through the development of Professional Learning Communities to plan instruction and assessments and analyze student performance data, continuing PBIS and student incentive strategies and programs to increase student engagement, and monitoring student attendance and growing outreach to parents regarding attendance concerns. Through these efforts, we cut Chronic Absenteeism rates in half and demonstrated another substantial increase in math scores on the SBAC Math exam. There was also a significant increase in math proficiency within the Socioeconomically Disadvantaged subgroup, from yellow to blue, with a growth of 15 points.

During the 2024-25 school year, we switched our focus from Math to ELA/writing. Preliminary data on the Spring 2025 i-Ready Diagnostic #3 in Reading indicates that 74% of students are at or above grade-level, and less than 10% are two or more grade-levels below. This data indicates progress compared to our Diagnostic #3 data in reading in the Spring of 2024. Additionally, despite having changes in three grade-level Professional Learning Teams (PLTs), our teachers continued to rate our implementation of practices and development as a Professional Learning Community (PLC) at a high rate, with improvement in many of the questions on the PLC Implementation survey as compared to 2023-24.

Current attendance rate data on the WJUSD Data Dashboard for the 2024-25 school year indicate yet another decrease in Chronic Absenteeism from approximately 6.2% to 4.35%.

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

With new staffing and a flexible work schedule, we were able to provide more intervention for our English Learners this year than expected and were able to serve double the numbers we planned. We did not implement paraprofessional support in Grade 5 for the length of time planned due to an unplanned teacher absence that impacted readiness to implement this structured intervention/enrichment.

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, we will continue to focus on ELA and writing as an academic area for growth, with an extra emphasis on the needs of our English Learners (reflected in Goal 3). Coaching and professional development in reading instruction and GLAD strategies will be implemented to increase proficiency of all students and English Learners in these areas.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

We maintained English Learner progress on the ELPI in 2023-24 with 42.1%. This is an area for growth. Additionally, while our English Learners are performing 5.5 points above standard in ELA, they declined in this area by almost 20 points, and our recently reclassified students declined by 22 points. This indicates that we could improve how we support our English Learners during integrated and designated ELD instruction. We did see improvement in Chronic Absenteeism in this group, likely due to our efforts in communicating with families about attendance targets, tagging, and the benefits and requirements for independent studies.

In 2024-25, we increased the quantity of ELD enrichment provided to our students after school, servicing students in grades 2-6 for longer durations of the school year. We also focused more heavily as a staff on the areas of ELA, mainly writing, which is an identified weakness for our English Learners.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	2021-22: 4 students, or approximately 14% of our EL student subgroup, were reclassified. 2022-23: 5 students, or approximately 16% of our EL student subgroup, were reclassified. 2023-24: 7 students, or approximately 20% of our EL student subgroup, were reclassified.	Reclassify at least 40% of our current ELPAC Level 3 students which would be 5 students.
English Learner Progress Indicator (ELPI)	2021-22: 69.2% of EL students made adequate progress towards English language proficiency. 2022-23: 41.2% of EL students made adequate progress towards English language proficiency.	Year 1 Goal (2024-25): Increase ELPI to at least 45% Year 2 Goal (2025-26): Increase ELPI to at least 50%

	2023-24: 42.1% of EL students made adequate progress towards English language proficiency.	
School rating of EL (English Learner) Roadmap Principle 1.	2021-2022: Schoolwide average rating for EL Roadmap Principle 1 was 3.2. Element E was rated a 2. 2023-24: Principle 1 was not rated this year; instead, EL Roadmap Principle 2 was rated at a 3.5. 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.	Maintain an overall score of 3+ on the self-assessment of English Learner Roadmap Principle 1, with no elements below a 3.
Percentage of English Learner students who meet or exceed Annual Typical Growth on i-Ready in Reading and Math.	2022-23: By April 2023, 46% of EL-designated students had met their Annual Typical Growth goal in reading compared to 55% of the school population. 38% of EL-designated students had met their Annual Typical Growth goal in math compared to 45% of the school population. 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. 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 Growth goal in math compared to 45% of the school population.	By April 2026, increase the percentage of EL-designated students meeting or exceeding their Annual Typical Growth goal in i-Ready to 40% in reading and 45% in math.
Reclassification of Long-Term English Learner (LTEL) Students.	2022-23: 3 English Learners were designated "At Risk of becoming LTELs" and 0 students were designated LTEL students. 2023-24: 2 English Learners were designated "At Risk of becoming LTELs" and 0 students were designated LTEL students. 2024-25: Currently, 3 English Learners are considered "At Risk of becoming LTELs" and 0 are designated as LTEL students.	Reclassify 100% of LTEL students who have an ELPAC level of 4.

Reclassification of dually-identified English learners (English Learner with a disability) taking Alternate Summative ELPAC or Summative ELPAC with domain exemptions.	2023-24: Not applicable this year. 2023-24: Not applicable this year. 2024-25: Not applicable this year.	Not applicable this year.
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide enrichment and intervention opportunities for English Learners to accelerate English-fluency and reclassification.	English Learners	1000 Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2024-25

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

Through after-school enrichment for our English Learners, we reclassified many of our Level 3 EL students in grades 2-6 during the 2023-24 and 2024-25 school years. Coaching was provided to select ELD teachers in grades K-3 to improve designated ELD instruction. Given the number of students reclassified, this enrichment opportunity was effective.

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

None.

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

This year, we are shifting our focus from providing tangible resources to families at home to providing education and information during ELAC meetings and through parent workshops to support academic and language fluency growth throughout the 2024-25 school year. With the reduction in our English Learner Specialist (ELS) position in 2025-26, we will need to focus more on the quality of designated and integrated ELD strategies in the classroom rather than relying on additional learning time outside of the instructional day. Our goal will be to utilize our ELS to provide weekly observation and coaching for ELD instruction as part of our PLC implementation and data analysis.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Student feedback received throughout 2024-25 continues to indicate student desire for more lunchtime and after-school club activities aligned to their hobbies and interests. With limited staff and funding, it is imperative to solicit the support and participation of parent volunteers and community agencies/partners to provide programming and opportunities to support students in implementing these enrichment opportunities. We must also reflect on the effectiveness of our Student Leadership/Student Council program to find more ways for students to engage in this student group and increase involvement in school activities and events, as data provided by students this year indicated that fewer felt they were an important part of our school community.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of extra- and co-curricular opportunities offered to students.	2022-23: Students in various grades had the opportunity to participate in 4 extra-/co-curricular activities: Cross Country Club (TK-6th), Book Clubs (4th-6th), Sports Club (4th-6th), and Robotics Clubs (K-6). 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). 2024-25: Students across grade levels had the opportunity to participate in 7 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 soccer, tetherball, basketball, and kickball.	Provide at least 5 extra-/co-curricular activities of student interest for students to participate in.
Number and quality of Student Council innovated and facilitated activities.	2022-23: The Student Council ran two fundraiser activities (Candy-Cane Grams and Candy Grams) and supported the event with a handful of activities and games at Owl-Together Time. 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. 2024-25: Our student Leadership advisor unexpectedly remained absent for a long time, so the Student Leadership Club did not occur this school year.	Reestablish Student Leadership in 2025-26 and have them facilitate one activity (lunch, afterschool, or Owl Together Time) each month.

Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through the annual School Culture & Climate Student survey.	2022-23: 170 of 343 students (50% schoolwide, 88% of 3rd-6th graders) provided input to the SPSA through an annual School Culture & Climate survey in Spring 2024. 2023-24: 221 of 367 students (60% schoolwide, 94% of 3rd-6th graders) provided input to the SPSA through an annual School Culture & Climate survey in Spring 2024. 2024-25: 241 of 391 students (83% schoolwide, 90% of 3rd-6th graders) provided input to the SPSA through an annual School Culture & Climate survey in Spring 2025.	Maintain a survey participation rate of at least 80% schoolwide and at least 90% of students in grades 3-6.
Number and percent of students by representative demographic providing input to the SPSA through focus groups (Youth Advisory Council).	2023-24: Students provided in-person, regular input to the SPSA through the Principal's Parliament (Youth Advisory Council). This council was comprised of 16 total 3rd-6th grade students that represented the following demographics: • 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: Students provided in-person, regular input to the SPSA through the Principal's Parliament (Youth Advisory Council). This council was comprised of 24 total 4th-6th grade students that represented the following demographics: • 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%	Maintain a Youth Advisory Council of at least 24 student that provides representation as many subgroups as possible.

Student ratings on the annual School Culture & Climate Student survey.	2022-23: 62.5% of students in grades 1-6 participated in the Student School Culture & Climate Survey. Results showed the following percentages of students who responded "Always" or "Most of the Time" to the following prompts: • "I like school." (83%) • "I feel like I am an important part of my school." (73%) • "I feel included at recess." (77%) 2023-24: 91% of students in grades 2-6 completed the annual Student School Culture & Climate Survey. Results showed the following percentages of students who responded "Always" or "Most of the Time" to the following prompts: • "I like school." (75%) • "I feel like I do well in school." (77%) • "I feel like I am an important part of my school." (60%) • "There are things for me to do during recess and lunch recess that I enjoy." (81%) • "I feel included at recess." (79%) 2024-25: 90% of students in grades 2-6 completed the annual Student School Culture & Climate Survey. Results showed the following percentages of students who responded "Always" or "Most of the Time" to the following prompts: • "I like school." (80%) • "I feel like I do well in school." (78%) • "I feel like I am an important part of my school." (66%) • "There are things for me to do during recess and lunch recess that I enjoy." (82%) • "I feel included at recess." (79%)	Maintain participation in the student survey to include at least 90% of all students in grades 2-6. Improve/maintain scores on targeted questions to 80% or higher. Add survey questions in 2025-26 to assess interest in currently offered activities to prioritize for 2026-27.
Number and percent of students providing on-going feedback to site administration during the school year.	2022-23: Twelve students from grades 4-6 participated in this council, which included students from various ethnic/cultural backgrounds, language fluency, academic achievement, social-emotional needs, and abilities. Feedback/input was compiled monthly during meetings. 2023-24: 16 students in grades 3-6 were selected to participate in the Principal's Youth Advisory Council	Continue the Principal's Youth Advisory Council and maintain participation of at least 20 students from grades 4-6 to meet at least 9 times a year.

	(Student Parliament). These students provided input and feedback on the SPSA, school needs assessment, and School Safety Plan. 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. They worked to improve sustainability practices in the cafeteria and obtain soccer goals for our playfield.	
Number of community partnerships established to provide enrichment opportunities and support student engagement	2022-23: Spring Lake enjoyed partnerships with the Woodland Police Department through the GREAT Program in 4th grade, UC Davis Eclipse Rocketry Club, and the YMCA. Two students attended the Yolo EmpowHER Conference at UC Davis. 2023-24: Spring Lake continued partnerships with the Woodland Police Department, YMCA, and the Yolo EmpowHER Conference at UC Davis. We partnered with Yolo Farm to Fork to support our new garden, Sierra Nevada Journeys to provide a Family STEM Night, and Woodland Rec2Go for our Field Day. 2024-25: Spring Lake continued partnerships with the Woodland Police Department, the YMCA, Sierra Nevada Journeys, and the PHS Women in STEM Club. PTO continues to be the primary sponsor for schoolwide community engagement activities throughout the year (Fall Bingo Night, 2 Family Movie Nights, Color Run, Spring Festival, Annual Golf Tournament).	Continue established partnerships from 2024-25. Maintain an active and effective PTO to continue providing families with engagement opportunities and funding for student-driven activities and equipment.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Continue and solicit additional partnerships with community agencies and our parent community to provide extra-curricular and co-curricular clubs and activities centered around student interests and the STEAM-disciplines.	All students	
4.2	Increase student leadership capacity and engagement by continuing the Youth Advisory	All students	4115 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Council, expanding buddy classrooms, implementing a student conflict manager program (with an emphasis on supporting positive sportsmanship and problem solving during recess sports), and refining our Student Council organization to a Student Leadership model and provide support/facilitation for those leaders to become more visible and active in our school community.		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We maintained several programs and partnerships that were of educational and social-emotional benefit to our students from 2023-24 into 2024-25. Student ratings on liking school and having things to do during recess improved slightly, however, students continue to express a desire for even more extra- and co-curricular activities during lunch and before/after school.

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

None.

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

More emphasis will be placed on supporting our school's PTO as the primary community partner in providing co-/extra-curricular activities for our families and students. Given our school's small number of staff, leaning onto our parent community to help find and establish resources to provide enrichment programs and activities for our students seems the most sustainable (Strategy 4.1); this will require continued collaboration between school staff and PTO officers. We will also shift our focus in Youth Advisory and Student Leadership towards empowering students to proactively implement change in our school (Strategy 4.2).

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	\$83,114.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
Arts and Music in Schools	\$46,312.00
Site Discretionary	15,000.00
Supplemental/Concentration	\$21,802.00

Subtotal of state or local funds included for this school: \$83,114.00

Total of federal, state, and/or local funds for this school: \$83,114.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	46,312.00
Site Discretionary	15,000.00
Supplemental/Concentration	21,802.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	46,312.00
	Site Discretionary	15,000.00
	Supplemental/Concentration	21,802.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,212.00
Goal 2	28,787.00
Goal 3	1,000.00
Goal 4	4,115.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Christopher Ogata	Parent or Community Member
Jenn Roush	Parent or Community Member
Robert White	Parent or Community Member
Brittney Freer	Parent or Community Member
Meredith Bartles	Parent or Community Member
Jyothi Soto	Classroom Teacher
Aimee Daniels	Classroom Teacher
Carlo Gomez	Classroom Teacher
Joyce Campbell	Other School Staff
Stacey Falconer	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: 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 4/14/25.

Attested:



Principal, Stacey Falconer on 4/14/25



SSC Chairperson, Christopher Ogata on 4/14/25