School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeport Unified School District	17 64030 6010631	6/1/23	6/14/23

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

LES will continue to focus on four major goals that align with our LCAP. 1. Student Growth: emotional, physical, intellectual and social wellness 2. Foster multitude communication to engage and inform all educational partners 3. Improve student achievement 4. Improve chronic absenteeism and suspension rates.

We work collaboratively in Professional Learning Communities and strive for constant improvement. We share student data and discuss research-based instructional strategies that impact student learning. Teachers discuss performance data in grade level PLC meetings and discuss effective instructional practices.Teachers also work with an Instructional coach to improve their instruction strategies as well as student achievement. Last year, (2022-2023) we created 4 committees that reflect the work of our County office of Education. These are "communities of practice" and they address three critical areas and one committee which acts as the "Leadership Team". This committee meets to make "collaborative decisions" about the direction of the school and address concerns and ideas because we value "shared decidion making". This committee also guides the other committees.

The other three committees are as follows: 1. AVID site team -we focus on college and career preparation, organization etc. 2.Culture and Climate team-focuses on social/emotioinal health of students and improving positive behavior. 3. WIN/RtI focuses on addressing students academic needs and data analysis.

Additionally, the Principal and Assisitant Principal collaborate with the Instructional coach, the County Office of Education, and educational consultants to help support teachers and provide professional development. We adopted a new ELA curriculum in 2019-2020 as well as a nationally normed-referenced assessment tool (iReady) so we are providing professional development to effectively utilze these research-based resources. In 2021-2022, we adopted a new rigorous math adoption.Previously, we were using a free curriculum which teachers had to get online and make copies. Teachers are provided early-release time, weekly, to work with colleagues to implement new curriculum and receive training from consultants on new curriculum (ELA-National Geographic), (Math-Envision) and assessment tools (iReady). Additionally, we have adopted a new reading/dyslexia curriculum (Sonday). I-ready is powerful assessment tool as well as a curriculum. Teachers monitor progress in Math and ELA and place students in intervention groups to meet individual needs. Lessons are embedded in the program that are tailored to help each individual student in their progress towards mastery.

Last year (2022-2023), we adopted a first rate, national literacy program (evidence-based) that has a track record of proven results. Our teachers are committed to two years of LETRS professional development (Language Essentials for Teachers of Reading and Spelling) as well as another powerful program, "Getting Reading RIght". Both of these programs have shown dramatic results in improving student achievement.

Our Culture and Climate team looks at Social Emotional and disciplinary data and helps implement our PBIS system. We utilzie a social emotional tool wihich monitor how students are feeling and coping with their feelings (SOWN to GROW). The team also looks at office referals (quantity and frequency) and supports positive assemblies that celebrate desired traits i.e. responsibilty, respect, safety etc. Staff is always trying to "catch students being good" and reward them with "Tiger bucks" (token economy)...students can use Tiger bucks to "purchase" things at the Tiger store or spend time with our school counselor in our "sensory room" or play basketball with the Assistant Principal or have a "pizza and dance party" with the Principal.

SSC and staff review academic achievement data to plan for improvement as well as data related to Social Emotional Learning/School Culture and Parent involvement. For the past four years, Comprehensive Support and Improvement (CSI) funds were used to improve student achievement and build capacity. LUSD will help support LES with previously CSI funded programs and initiatives. LES staff works with the county for on-going advice and support.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The SWIFT Fidelity Integrity Assessment (SWIFT-FIA), staff surveys and family surveys are used to identify needs and monitor improvement efforts.
There was a significant improvement in our scores from 2019-2020 to 2020-2021. This improvement is seen by our leadership team and our school site council as indicating that, dispite the covid pandemic and virtual learning, the efforts by all stakeholders to implement school improvement practices have helped students improve academically and social-emotionally.

Total score in 2019-2020 was a 25/66 (38%) Total score for 2021-2022 was 48/66 (73%) Total Score for 2022-2023 (86%) .
We had a 48 % improvement in our overall score, which does show that all of our school-wide efforts utlizing CSI funds have had a significeant impract.

Item 1.1 Valued Leadership (leadership team continuously uses data) score 3/ 3
Item 1.2 Empowered Decision Making (open communication and support) score 3/ 3
Item 2.1 Education Coaching and Learning (providing sufficient professional learning and instructional coaching) score 3/ 3
Item 2.2 Personnel Evaluation (personnel evaluation is supportive and useful) score 2/3
Item 3.1 Academic Support (schoolwide systems to promote academic success for all & additional support for those that do not demonstrate success) score 2/ 3
Item 3.2 Academic Instruction (personnel uses instructional strategies for reading and math to include students with various needs) 2/3
Item 3.3 Data-Based Decision Making (identifies and prioritizes instructional interventions based on analysis of multiple sources of academic data) score 3/ 3
Item 4.1 Behavior Support (schoolwide systems to promote positive behaviors for all students)3/3
Item 4.2 Behavior Instruction (provides multi-tiered interventions based on functions of behavior with fidelity) score 3/3
Item 4.3 Data-Based Decision Making (identifies and prioritizes behavioral interventions based on analysis of multiple data sources) score 2 / 3
Item 5.1 (Tier 1) Instruction for All (students participate in general education curriculum/coursework and activities of their grade peers) score 3/ 3
Item 5.2 Non-Categorical Service Delivery (embracing non-categorical service delivery to support diverse needs of students) score 3/ 3
Item 6.1 Full Access for all Students (all students, including those with IEPs have access to the general education curriculum & extracurricular learning activities with support) score 3/ 3
Item 6.2 Shared Responsibility (school personnel share responsibility to educate all students and employ culturally appropriate and sustaining practices) 3/3
Item 7.1 Family Opportunities to Participate (providing opportunities/resources to participate in school decisions) score 3/ 3
Item 7.2 Partnerships with Families (all personnel in our school understand the importance of building positive partnerships with their students and students' families) score 3/ 3
Item 8.1 Community Collaboration (we collaborate with a variety of community partners to match resources and service/services in the community with identified school needs) score 3 / 3
Item 8.2 Community Benefits (we offer various resources to benefit the surrounding community)3/3

Item 9.1 Our District actively and adequate supports our schools' implementation of equity-based MTSS score 2 /3 Needs Improvement
Item 9.2 Our District addresses and removes policy and other barriers to success score 1 / 3 Needs Improvement
Item 10.1 Our District supports equity-based MTSS by linking multiple initiatives, revising policies, and extending the practice to other schools score 2 / 3
Item 10.2 Our District uses school level information to support and ensure training regarding research-based practices score 3/ 3

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The LES Principal and Assistant Principal strive to get into classrooms frequently so they can engage in meaningful discussions about the classroom environment and instruction. The Administrators look for trends and discusses these with the Instructional coach, educational consultants and teachers. They also look for ways to support teachers to become stronger instructional leaders. The summary of our needs assessmnet findings is that all teachers are moving in a positive direction to improve their classroom environments, relationships with students and student achievement. In 2019-2010, we had a significant number of new teachers with little or no experience that needed a lot of support. These extra supports were provided by the instructional coach and Principal and all teachers were given satisfactory evaluations so they returned for the following academic year. LES has not lost teachers to other school districts due to unsatisfactory reviews or the discontent of the teacher, some teachers did move out of the district and also retired or moved on to different pursuits outside of education.

Last year (2022-2023), our county, state and nation faces teacher shortages. It has been challenging to hire teachers with experience resulting in hiring a significant number of new teachers (Additng 2 more clases (another 1st grade & another TK), a retirement, a move to another school in the district led us to hire new teachers with little or no experience). This is a challenge, but we continue to support all teachers and provide quality professional develement.

Specific instructional goals continue to be identified and monitored. Student data is brought to Professional Learning Communities and to the culture and climate/WIN teams and this data is analyzed. LES looks for improvement in student achievement as another measure of improvement and growth of teachers. We conduct informal and formal observations as well.

Last year, we reconvened our "LIT" (Lakeport Integrated Team). We meet on a weekly basis to discuss students with major disciplinary/social emotional and/or academic challenges (a pre-SST). Additionally, we brainstorm about different ways to support our new and on-going teachers with challenging students. The administrators, intervention teachers, Instructional coach, and school counselor "wrap around" a student or teacher in need and find ways to support them, i.e. release time for teachers to observe other classes, 1-1 coaching, or "informal behavior plans" for students etc.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

As an expected practice, state testing data (CAASPP) is reviewed with staff as well as Dashboard results and ELPAC data. In 2019-2020, students did not take CAASPP and we did not have a Dashboard (All California school did not have a Dashboard). In 2020-2021, our 3rd grade students did take CAASPP, but due to the inconsistencies of testing etc, the Department of Education is "holding harmless" those test scores for 2020-2021).

We will review CAASPP and ELPAC results once we receive them this year (2022-2023).

We continue to examine our iReady assessment data as well as data from other assessments (ESGI, BPST, curricululm-based assessments etc.). Our Intervention teacher facilitates our "WIN" (Whatever I Need) team and she puts together data in a comprehensive manner where the team can work on analysis and then bring this data to the entire staff. During PLC meetings, grade level teachers brainstorm, using data, to improve instructional practices.

An important expectation that has been established in 2019-2020 and continues: All teachers from TK-3 are responsible for improving state assessment scores and working together in Professional Leaning Communities (PLCs). TK-2 teachers are provided with CAASPP aligned assessments and curriculum with i-Ready so they can fully participate in helping to improve students academic achievement as measured by CAASPP. Additionally, we look at at any discrepancies between subgroups and the general population, Our analysis of ELA scores determined our focus on improving writing and this has become a focus for us in 2019-2020 and continues this year in 2020-2021. Although we are focusing our Reading with our commitment to the LETRS program and "Getting Reading Right", we continue to implement wrting strategies in TK-3.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Multiple measures are utilized at LES. We use curriculum-based assessments i.e.National Geographic (ELA) and Envision math assessment data, i-Ready assessment data, ESGI, BPST etc.. iReady and BPST data is used to create intervention groups that provide more intensive assistance, utilizing para-educators funded with Title 1 resources as well as provide data for serving our students with Individual Improvement Plans.

This data along with ELPAC data is also utilized in our English Language Developent program. Additionally, we continue to utilize writing prompts and rubrics that are aligned with the rigor of CAASPP (with the assistance of a consultant) to measure students writing performances. We work during early release Professional Learning Communities (PLCs) and after school to analyze data and student work in order to improve our instructional strategies (with the assistance of administrators, a consultant, the instructional coach, and our ELD/Intervention coordinator, our teachers adjust and improve instruction to help support student learning).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

In 2019-2020, we had a significant number of new teachers (36%) that were finishing their credentials through the county and other programs. These teachers are making great progress.We were able to retain all the new teachers that were involved with finishig up their clear credentials, intern teachers, etc.. by continuously supporting them. This year, we continue to have a significant number of new teachers (adding two more grades, a retirement, and a transfer was the cause). This a challenge because new teachers require a lot of support so we will continue to work towards having all of our teachers reach the "highly qualified" status.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Since we had a significant number (36%) of teachers that were in the process of finishing their credential through various programs including those programs sponsored by the county, we have dedicated resources to supporting these teachers and we continue to do so this year. Support is provided by administrators, instructional coaches, and mentors. All teachers have access to instructional materials on SBE-adopted instructional materials. All teachers have been provided professional development on how to utilize the ELA curriculum (National Geographic) and our new math curriculum, Envision math. In 2021-2022, we utilized a math consultant to provide teachers professional development on various math strategies and utilizing our new math curriculum effectively and ways to increase student achievement.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on needs of our teachers in areas where they need support and our assessed student performance data. PD is focused on the new ELA adoption, math adoption, and working with a consultant and instructional coach to improve effective instructional strategies, classroom management, and visiting with turn around schools. Assessment data from multiple sources is constantly and continuously analyzed in order to improve instructional practices.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Content experts in ELA and math are a focus for this year to support teachers and improve student achievement. The instructional coach meets regularly with teachers during prep times and after school and attends PLC meetings to support teachers. This year, we have added another component of "data dives" and "accelerated learning" in order to have the best understanding of how are students are progressing towards mastery of standards and what we need to adjust because of learning loss. This year. 2022-2023, we have committed a substatial amount of resources for a comprehensive Reading Professional Development Program (LETRS).

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Every Wednesday is an early release day designed for grade level collaboration (PLC meetings). Some PLC days are used for PD days and some are for grade level collaboration utilizing data and student work to improve classroom instruction. We are alsoutilzing early release days for professional development for LETRS (Language Essentials for Teachers of Reading and Spelling) training and "Getting Reading Right" training.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Grade level Professional Learning Communities begin with Common Core State Standards and the CCSS aligned curriculum to align curriculum, instruction, and assessments and plan lessons and create pacing guides. Researched based instructional strategies are coninuously adjusted.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our schedule reflects the recommended minutes in Reading/Language Arts, Mathematics, English Language Arts, and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers work in PLC meetings on lesson pacing and grouping students in appropriate intervention groups based on data.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Sufficient standards-based instructional materials are available to all students per the Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

State adopted instructional materials as well as supplementary intervention materials (some embedded in the curriculum) are used in core subject areas. Intervention is provided for students with Individual Educational Plans (IEPs), English Language Learners and students that do not meet proficiency (supported with Title 1 resources).

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are identified by using research based assessments and are given intervention through classroom instructional practices i.e. centers, i-Ready curriculum (technology based), intervention groups during Whatever I Need (WIN) universal access time, the English Language Development Program and the Special Education Program. We have increased the number of paraeducators we have in classrooms so that every two classrooms share one paraeducator that helps with reading intervention groups. Students are able to get small group instruction meet their individual needs.

Evidence-based educational practices to raise student achievement

A heavy concentration of evidence-based professional development will be provided in this academic year utilizing Comprehensive Support and Improvement (CSI) funding. PLC time and after school time is utilized to work with consultants and the instructional coach on trainers on improving instruction in order to improve student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

LES has an active PTO that raises funds to support school activities that improve student and family engagement i.e. Back to School night, STEAM/Math night, Reading night, cultural events etc.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Input is solicited using parent/family surveys and participation in School Site Council, ELAC, LCAP, and other committees such as district-wide Dashboard (Community of Practice)committees that include stakeholders from certificated and classified staff as well as parents/guardians and community members.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

District and school administrators spend categorical funds through the employment of certificated and classified staff to help support teachers and underperforming students. Additionally, parents/families and certificated staff members are involved in some decision making about categorical spending by participating in SSC, ELAC, and LCAP committees.

Fiscal support (EPC)

Fiscal support is primarily managed through the district office. Programs are reviewed and prioritized by the administrative staff with input from the Site Staff.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

LES school site council is comprised of 10 members. Five members represent the school community (Principal, three credentialed teachers and one classified staff member) and five Parents/Grandparents/members of the community. Meetings are held once a month and all members are voted into their position from the group they represent. Decisions are made in a collaborative manner and discussions are frequent and meaningful. Roberts rules of order are utilized and all members are treated equally. Our ELAC president is also included in these discussions. Additionally, one or more of our meetings attendees are community representatives, parents or guardians of the following groups: American Indian, English Language Learners, Hispanic, Homeless, socio-economically disadvantaged and students with disabilities.

Resource Inequities

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

Once again, our needs assessment did not explicitly indicate an area was under-funded, but there are subgroups that need more attention as indicated by Dashboard and CAASPP scores.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	12.9%	11.46%	10.15%	51	44	40
African American	1.3%	,78%	0%	5	3	0
Asian	2.3%	2.08%	1.78%	9	8	7
Filipino	0.3%	.26%	0.76%	1	1	3
Hispanic/Latino	30.9%	35.16%	37.56%	122	135	148
Pacific Islander	%	.26%	0.25%		1	1
White	41.8%	41.93%	40.36%	165	161	159
Multiple/No Response	6.3%	8.7%	9.14%	25	31	36
			Total Enrollment	395	384	394

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	102	118	126
Grade 1	85	80	96
Grade 2	99	86	82
Grade3	109	100	90
Total Enrollment	395	384	394

Conclusions based on this data:

1. LES has maintained approximately the same % of the "American Indian" population in the last three years, around 10-13%

2. LES has maintained the same overall population from 2020-2021 to 2022-2023

3. LES has maintained around the same % of "White" population in the last three years 41.8 % to 40.36%

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	59	51	44	14.90%	13.1%	11.2%
Fluent English Proficient (FEP)	6	7	6	1.50%	1.8%	1.5%
Reclassified Fluent English Proficient (RFEP)	2			3.4%	20%	

Conclusions based on this data:

1. Our English Learner population has not changed significantly in the last 3 years, 14.9 % to 11.2 %.

2. Our Fluent English Proficient (FEP) population has not changed significantly in the last 3 years, 1.5 % to 1.5 %.

3. In 2020-2021, 0ur Reclassified Fluent English Proficient (RFEP) population had a slight improvement in the last three year, 0 % to 3.3%. In 2021-2022, we were able to increase our reclassification rate to 20%! This is a great stride foward for our students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	108	100		100	96		100	96		92.6	96.0	
All Grades	108	100		100	96		100	96		92.6	96.0	

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2371.	2371.		9.00	16.67		17.00	9.38		26.00	23.96		48.00	50.00	
All Grades	N/A	N/A	N/A	9.00	16.67		17.00	9.38		26.00	23.96		48.00	50.00	

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.00	11.46		55.00	54.17		38.00	34.38	
All Grades	7.00	11.46		55.00	54.17		38.00	34.38	

	Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.00	7.29		45.00	46.88		52.00	45.83	
All Grades	3.00	7.29		45.00	46.88		52.00	45.83	

	Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.00	7.29		72.00	75.00		24.00	17.71	
All Grades	4.00	7.29		72.00	75.00		24.00	17.71	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	8.00	14.58		60.00	47.92		32.00	37.50	
All Grades	8.00	14.58		60.00	47.92		32.00	37.50	

Conclusions based on this data:

1. In the 2018-2019 academic year, student test scores in ELA decreased dramatically. Only 17.83 % of 3rd grade students met or exceeded proficiency (2018-2019), dropping progressively from 44.96 % (2016-2017).
Starting in 2019-2020, when we receivd CSI funding, we invested heavily in Professional Development in teaching English Language Arts. The results of utilizing our CSI funds in this areas has resulted in an increase of 31% in our overall ELA scores

2. There has been dramatic decreases in student performance in the "claim" of writing. Scores in the above standard and at/near standard decreased progressively from 75.93% (2016-2017) to % 41.09 % (2018-2019). This is why we have put CSI funding on supporting our teachers become better "writing teachers". We worked with an educational consultant in the area of writing and increased our scores by 24% from the first year we started in the status of CSI (2019-2020)

3. Only 6.2 % of 3rd grade students were at the "exceeded" range in 2018-2019. In 2021-2022, we had 16.67 % of our students qualify to be in the "exceeded" range. This is a 73% increase!

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	108	100		99	96		99	95		91.7	96.0	
All Grades	108	100		99	96		99	95		91.7	96.0	

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2361.	2373.		7.07	3.16		10.10	22.11		24.24	21.05		58.59	53.68	
All Grades	N/A	N/A	N/A	7.07	3.16		10.10	22.11		24.24	21.05		58.59	53.68	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.08	10.53		28.28	40.00		63.64	49.47	
All Grades	8.08	10.53		28.28	40.00		63.64	49.47	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.10	8.42		35.35	46.32		54.55	45.26	
All Grades	10.10	8.42		35.35	46.32		54.55	45.26	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.07	5.26		59.60	54.74		33.33	40.00	
All Grades	7.07	5.26		59.60	54.74		33.33	40.00	

Conclusions based on this data:

1. In the 2018-2019 academic year, the % of students that met or exceeded standards decreased dramatically. Only 26.16 % of third grade students met/exceeded proficiency. This is why we adopted a CCSS rigorous Math Curriculum with Professional Development and our teachers have been working with our Instructional

coach.Despite our efforts in math, our scores did not change (a slight decrease). The amount of time and resources put into ELA far exceeded what we put into mathmatics.

2. The % of students that exceeded standards has dramatically decreased progressively in a 3 year period. In 2016-2017, 4.67 % of students exceeded standards, In 2017-2018, 16.71 % of students exceeded standards This is why we adopted a CCSS rigorous Math Curriculum with Professional development for all teachers. Unfortunately, we did not make any significant gains in this area.

3. In the past, our "claim" of Problem solving had gone down dramatically (% of students that exceeded/met target). In 2021-2022, our percentage increased 23 % from 2018-2019 to 2021-2022

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	1409.3	1428.1	1421.5	1442.1	1381.1	1395.6	16	16
Grade 1	1428.4	1451.6	1452.8	1465.4	1403.7	1437.3	12	13
Grade 2	1454.5	*	1456.1	*	1452.5	*	13	8
Grade 3	1475.7	1485.7	1485.8	1487.3	1465.4	1483.8	11	11
All Grades							52	48

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	12.50	25.00	12.50	18.75	43.75	37.50	31.25	18.75	16	16
1	0.00	15.38	33.33	30.77	50.00	30.77	16.67	23.08	12	13
2	0.00	*	46.15	*	30.77	*	23.08	*	13	*
3	0.00	9.09	36.36	36.36	36.36	54.55	27.27	0.00	11	11
All Grades	3.85	17.02	30.77	27.66	40.38	38.30	25.00	17.02	52	47

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	18.75	18.75	18.75	37.50	37.50	25.00	25.00	18.75	16	16
1	33.33	30.77	16.67	15.38	41.67	53.85	8.33	0.00	12	13
2	7.69	*	61.54	*	7.69	*	23.08	*	13	*
3	27.27	18.18	54.55	54.55	9.09	27.27	9.09	0.00	11	11
All Grades	21.15	21.28	36.54	34.04	25.00	38.30	17.31	6.38	52	47

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22

Grade Level										
K	6.25	6.25	12.50	25.00	31.25	50.00	50.00	18.75	16	16
1	0.00	23.08	16.67	7.69	41.67	0.00	41.67	69.23	12	13
2	0.00	*	30.77	*	23.08	*	46.15	*	13	*
3	0.00	9.09	9.09	9.09	45.45	63.64	45.45	18.18	11	11
All Grades	1.92	10.64	17.31	17.02	34.62	36.17	46.15	36.17	52	47

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	25.00	37.50	68.75	50.00	6.25	12.50	16	16
1	25.00	30.77	58.33	69.23	16.67	0.00	12	13
2	7.69	*	76.92	*	15.38	*	13	*
3	18.18	63.64	81.82	36.36	0.00	0.00	11	11
All Grades	19.23	38.30	71.15	57.45	9.62	4.26	52	47

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	6.25	12.50	50.00	75.00	43.75	12.50	16	16
1	25.00	16.67	58.33	58.33	16.67	25.00	12	12
2	23.08	*	61.54	*	15.38	*	13	*
3	36.36	18.18	54.55	63.64	9.09	18.18	11	11
All Grades	21.15	15.22	55.77	69.57	23.08	15.22	52	46

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	6.25	6.25	75.00	81.25	18.75	12.50	16	16
1	0.00	23.08	58.33	7.69	41.67	69.23	12	13
2	7.69	*	53.85	*	38.46	*	13	*
3	0.00	9.09	36.36	36.36	63.64	54.55	11	11
All Grades	3.85	10.64	57.69	46.81	38.46	42.55	52	47

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	25.00		18.75		56.25		16	0
1	0.00		41.67		58.33		12	0
2	0.00	*	66.67	*	33.33	*	12	*
3	9.09	9.09	54.55	81.82	36.36	9.09	11	11
All Grades	9.80	9.09	43.14	81.82	47.06	9.09	51	11

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. Overall mean scale scores increased from 2018-2019 to 2021-2022 in grades K & 1 and overall scores decreased in grade 3.We did not have scores for grade 2 in 2021-2022.

2. In 2019-2020, students scoring at the highest level (level 4) increased progressively in each grade level from grades K-3 (as students move through grade levels, more students increase proficiency at level 4).In 2021-2022, we have a lot of data missing and it is not possible to do a sufficient analysis with incomplete data.

3. In 2091-2020, K students had the highest % of performance in the Level 4 range (writing domain).In 2021-2022, we have a lot of data missing and it is not possible to do a sufficient analysis with incomplete data.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
390	**70.0**	**13.1**	**0.8**
Total Number of Students enrolled in Lakeport Unified School District.	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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	51	13.1
Foster Youth	3	0.8
Homeless	9	2.3
Socioeconomically Disadvantaged	273	70.0
Students with Disabilities	27	6.9

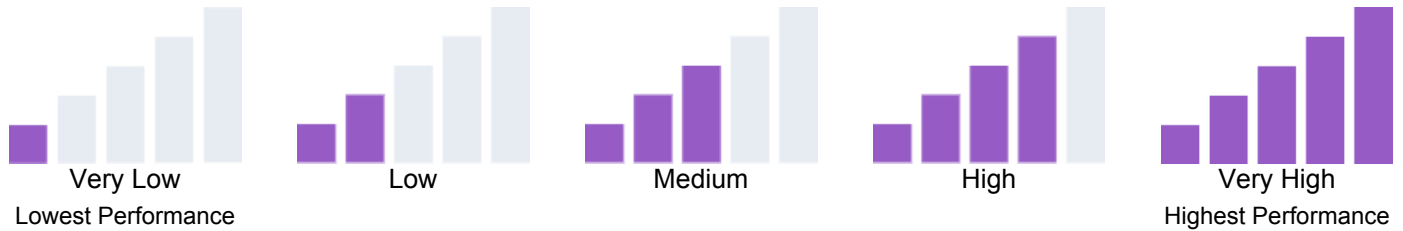| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.8
American Indian	46	11.8
Asian	7	1.8
Filipino	1	0.3
Hispanic	138	35.4
Two or More Races	33	8.5
Pacific Islander		
White	162	41.5

Conclusions based on this data:

1. LES has a significantly high socio-disadvantaged population 79.5% .

2. LES has an equal/slightly higher % of non-white students than white students. American Indian/Native American, Hispanic, African-American, Asian, and two-or more races make up 54 % .

3. LES has a significant % English Language learners (14.9 % of the overall population).
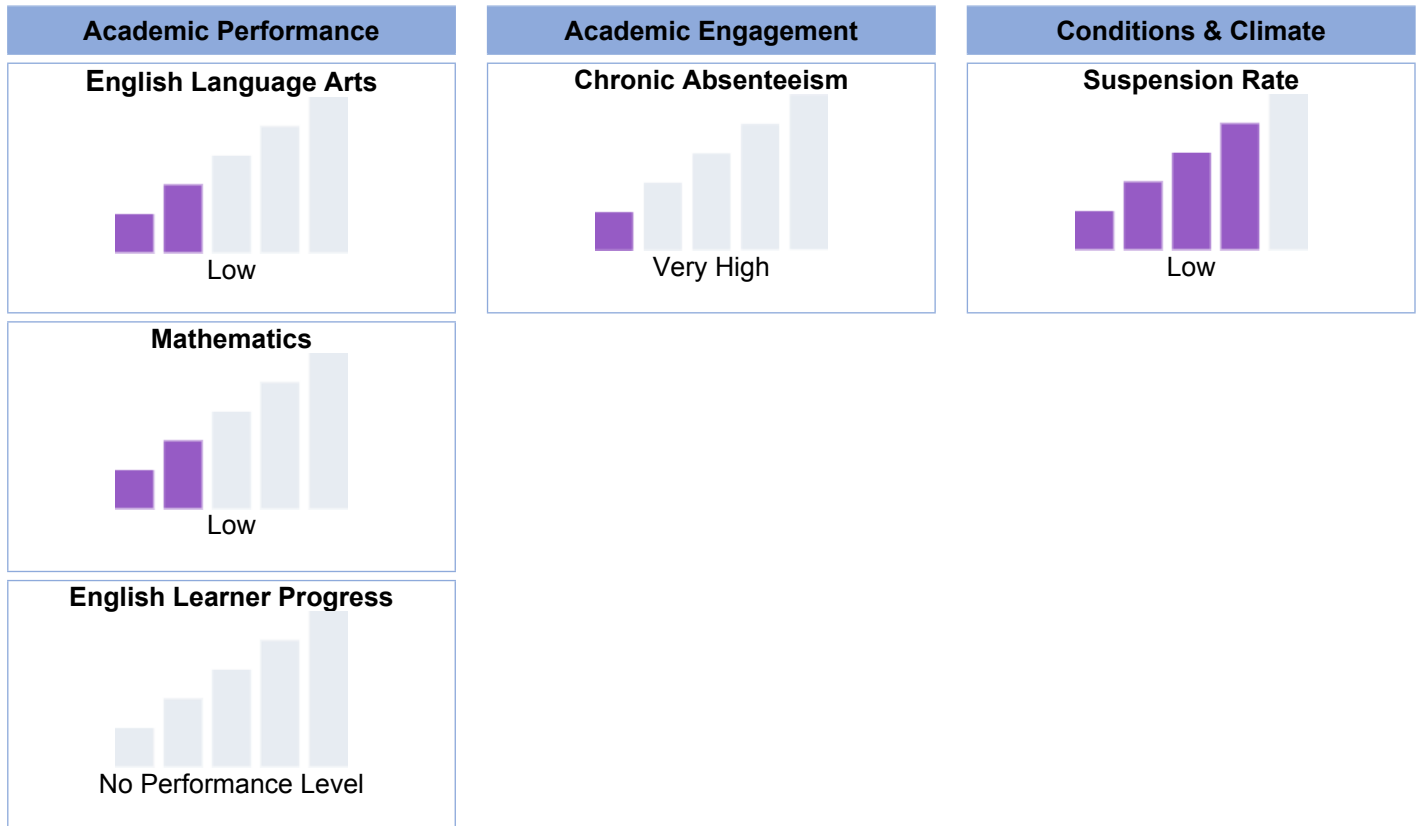
School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	**Chronic Absenteeism** Very High	**Suspension Rate** Low
Mathematics Low		
English Learner Progress No Performance Level		

Conclusions based on this data:

1. English Language performance scores, overall, are in Red. Students are performing significantly below standard.We do not have dashboard data for 2021-2022.

2. Math performance scores. overall, are in orange. Students are performing significantly below standard.We do not have dashboard data for 2021-2022.
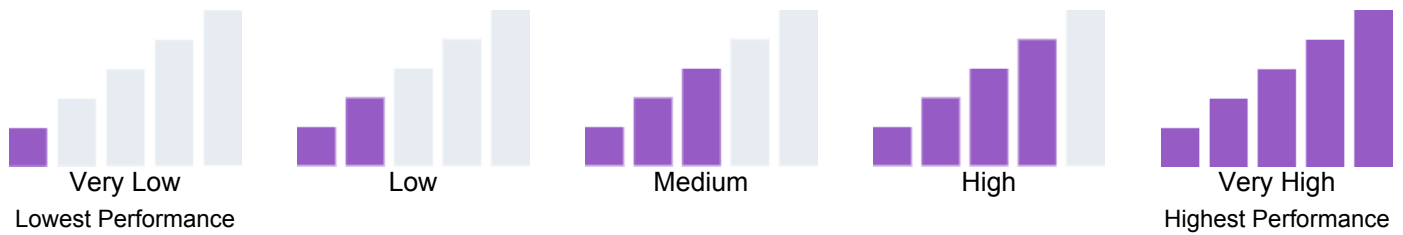
3. Chronic Absenteeism is at the lowest performance level of red. Students are significantly chronically absent .We do not have dashboard data for 2021-2022.
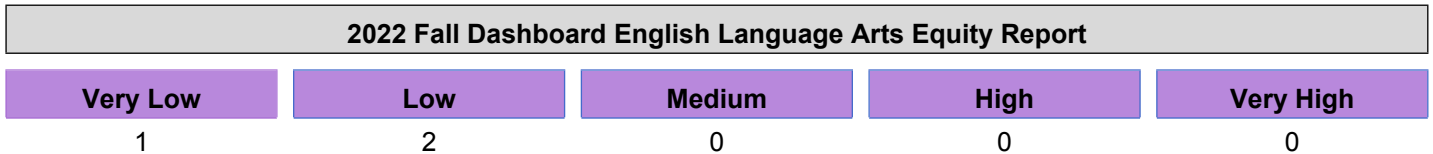
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
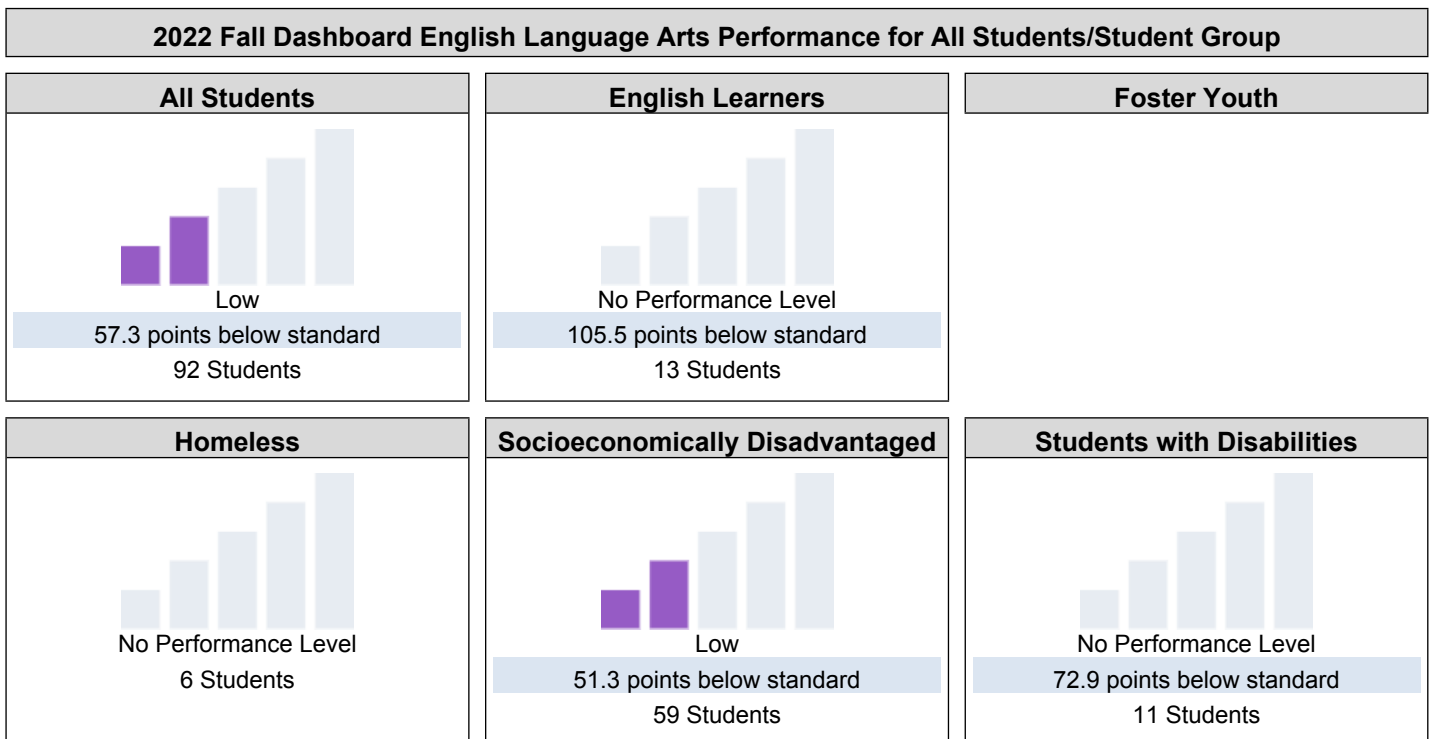
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students
Low
57.3 points below standard
92 Students

English Learners
No Performance Level
105.5 points below standard
13 Students

Foster Youth

Homeless
No Performance Level
6 Students

Socioeconomically Disadvantaged
Low
51.3 points below standard
59 Students

Students with Disabilities
No Performance Level
72.9 points below standard
11 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level
3 Students

American Indian

No Performance Level
65.1 points below standard
16 Students

Asian

No Performance Level
1 Student

Filipino

Hispanic

Very Low
93.7 points below standard
30 Students

Two or More Races

No Performance Level
6 Students

Pacific Islander

White

Low
38.3 points below standard
39 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

124.7 points below standard

12 Students

Reclassified English Learners

1 Student

English Only

50.2 points below standard

77 Students

Conclusions based on this data:

1. Student overall performance declined dramatically by 48.5 points.We do not have the data for 2021-2022.

2. Students overall performance is 74.5 points below standard (red).We do not have the data for 2021-2022.

3. Students in the "socio-disadvantaged" category dropped dramatically by 44 points. They are 81.1 points below standard.We do not have the data for 2021-2022.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please 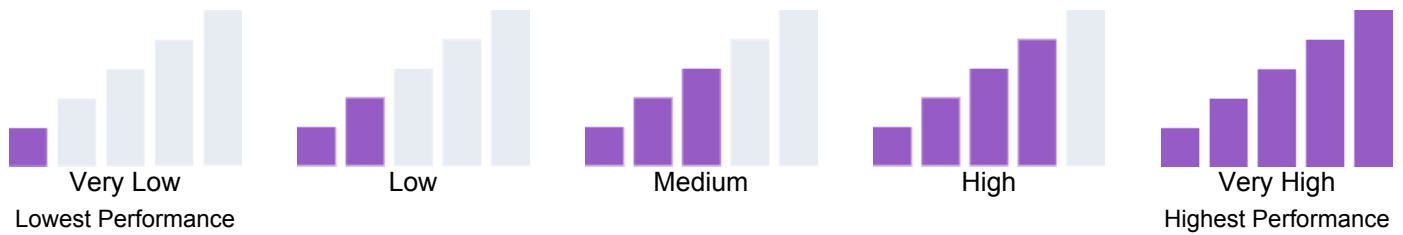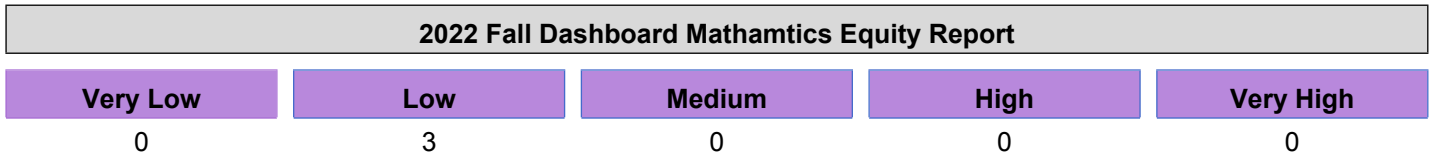note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
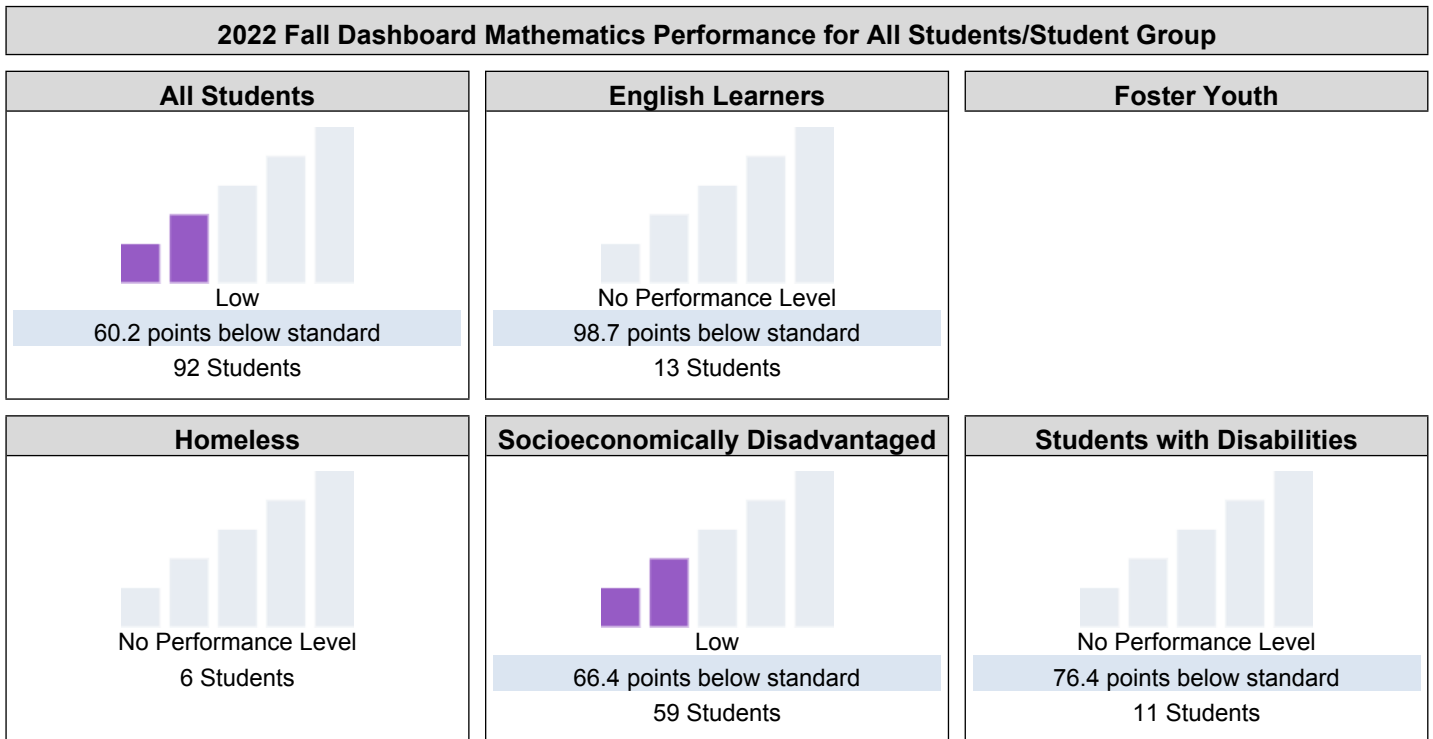
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
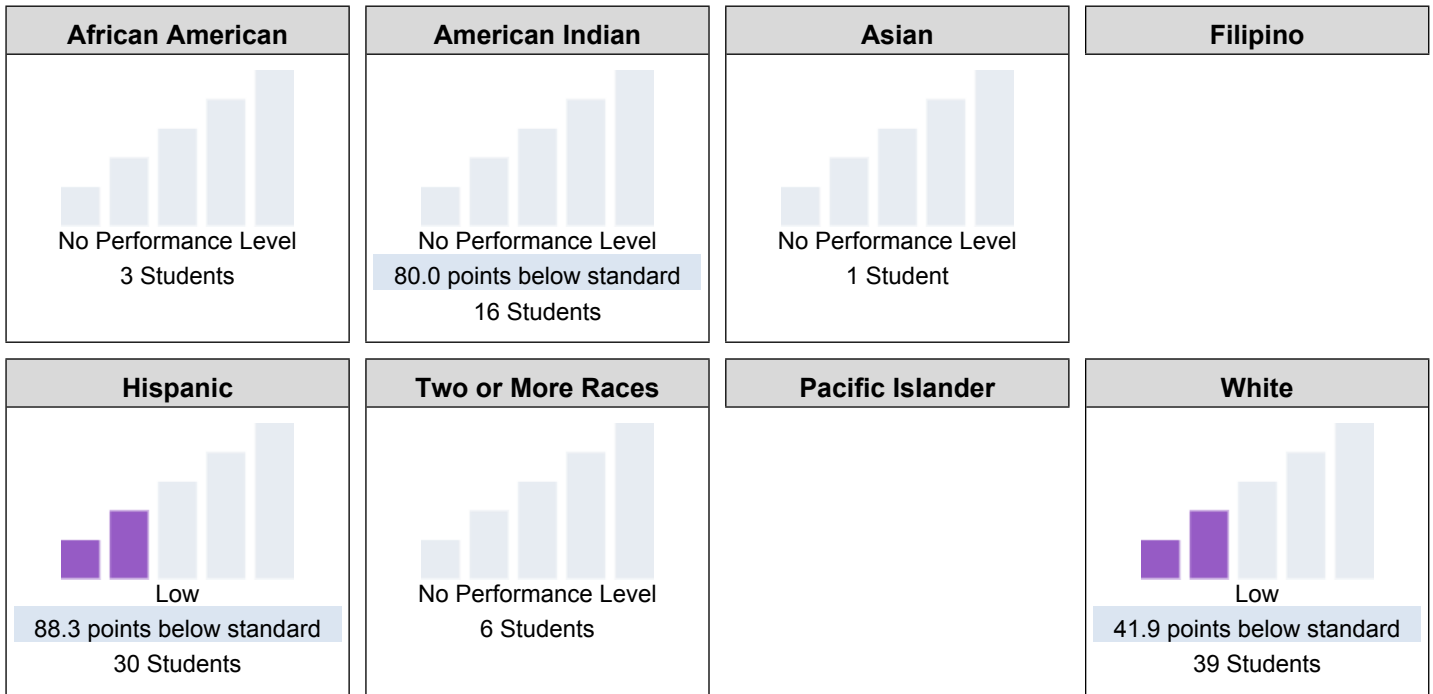
Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	No Performance Level	
60.2 points below standard	98.7 points below standard	
92 Students	13 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
6 Students	66.4 points below standard	76.4 points below standard
	59 Students	11 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
3 Students	80.0 points below standard	1 Student	
	16 Students		

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level		Low
88.3 points below standard	6 Students		41.9 points below standard
30 Students			39 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
108.8 points below standard	1 Student	54.0 points below standard
12 Students		77 Students

Conclusions based on this data:

1. Overall student performance in Math declined dramatically by 23.6 points (Orange).We do not have the data for 2021-2022.

2. Overall math scores are 50.5 points below standard.We do not have the data for 2021-2022.

3. Students identified as "socio-economically disadvantaged" performed 58.6 points below standard, a 23.4 point decline.We do not have the data for 2021-2022.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
41.4 making progress towards English language proficiency
Number of EL Students: 29 Students
Performance Level: No Performance Level
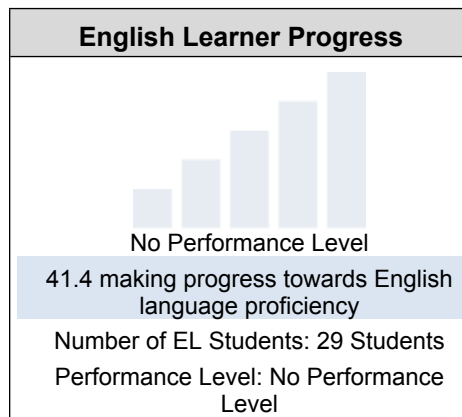
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
34.5%	24.1%	3.4%	37.9%

Conclusions based on this data:

1. Only 20.3% of our students scored in the well-developed/Level 4 range We do not have the data for 2021-2022.

2. The highest % of our student scores were in this category of Level 3/Moderately developed.(37.3%).We do not have the data for 2021-2022.

3. The lowest % of our student scores were in this category of Level 2/Beginning Stage.We do not have the data for 2021-2022.

School and Student Performance Data

Academic Performance
College/Career Report

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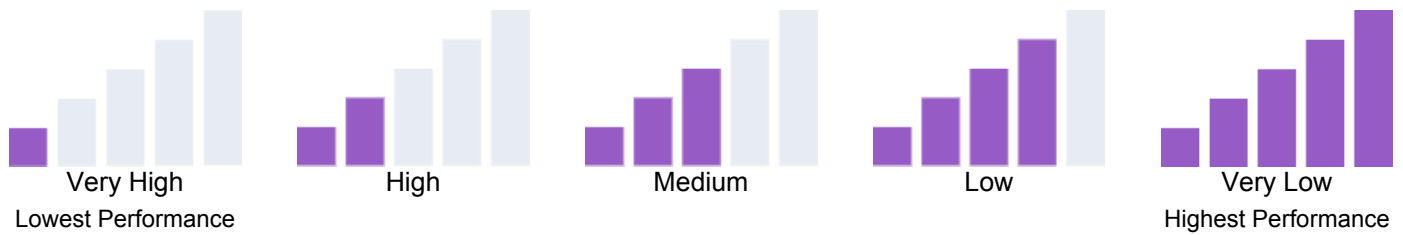
Conclusions based on this data:

1. This portion of the dashboard does not pertain to an elementary school (TK-3)
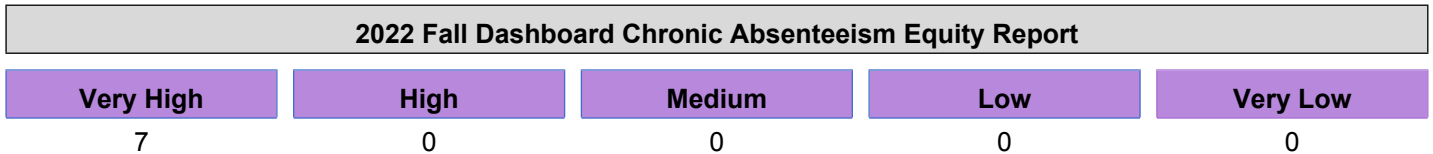
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
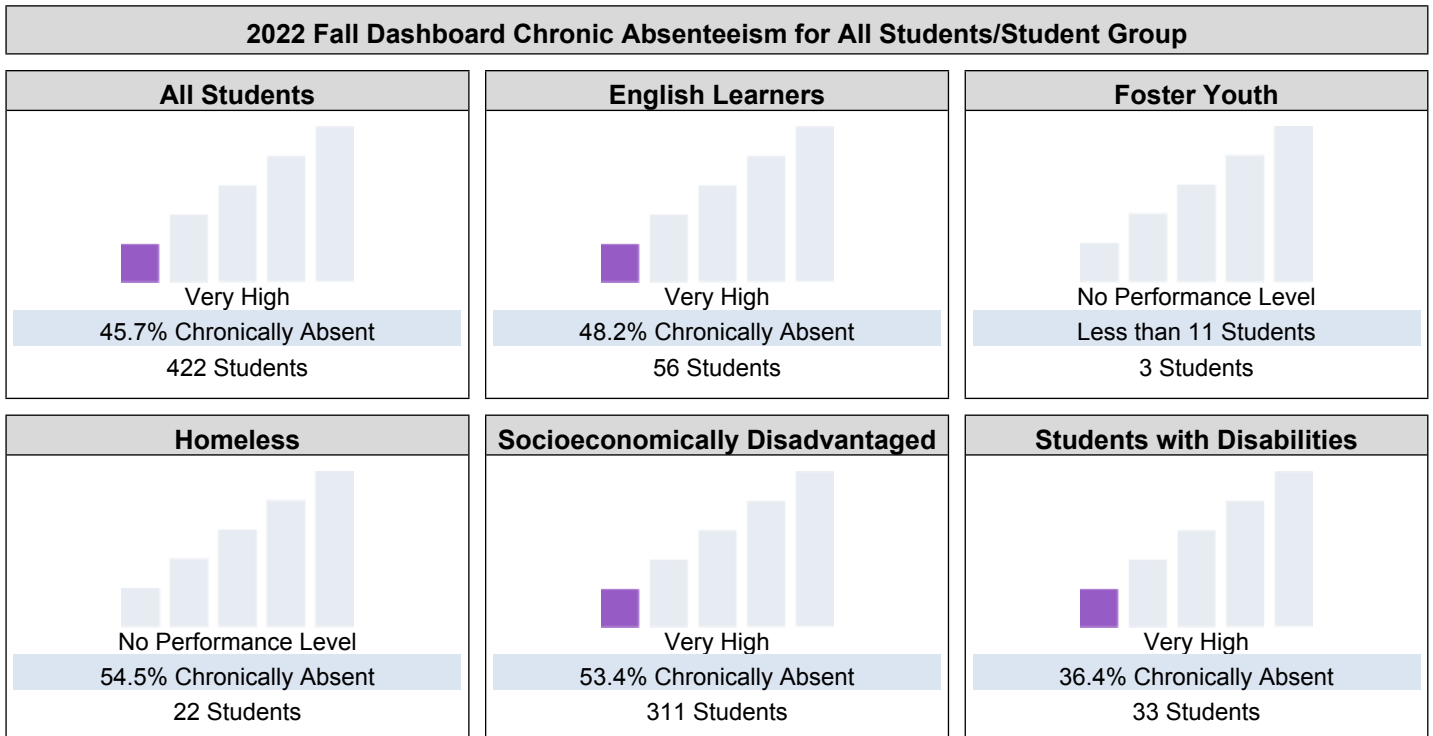
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
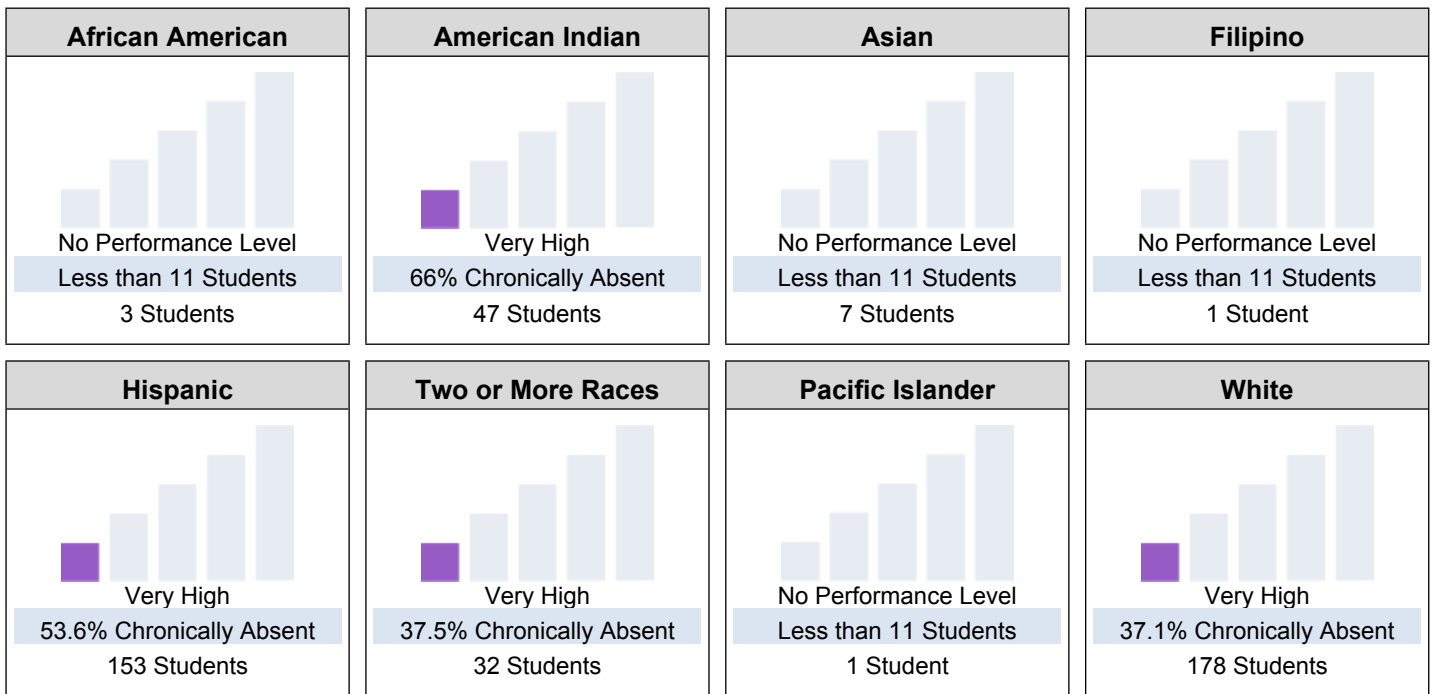
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
7	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
45.7% Chronically Absent	48.2% Chronically Absent	Less than 11 Students
422 Students	56 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
54.5% Chronically Absent	53.4% Chronically Absent	36.4% Chronically Absent
22 Students	311 Students	33 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	Very High	No Performance Level	No Performance Level
Less than 11 Students	66% Chronically Absent	Less than 11 Students	Less than 11 Students
3 Students	47 Students	7 Students	1 Student

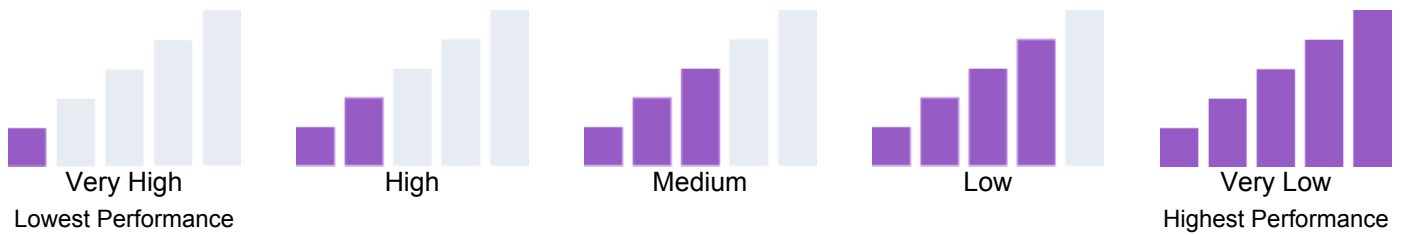| Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High	No Performance Level	Very High
53.6% Chronically Absent	37.5% Chronically Absent	Less than 11 Students	37.1% Chronically Absent
153 Students	32 Students	1 Student	178 Students

Conclusions based on this data:

1. Chronic absenteeism for all students has increased by 19% (orange on the dashboard/lowest performance level).We do not have the data for 2021-2022.

2. The subgroups of English Learners, Socioeconomically disadvantaged, and students with disabilities have an even higher rate of chronically absent than the general population. We do not have the data for 2021-2022.

3. American Indian/Native American students have a significantly higher rate of chronically absent than the general population.We do not have the data for 2021-2022.
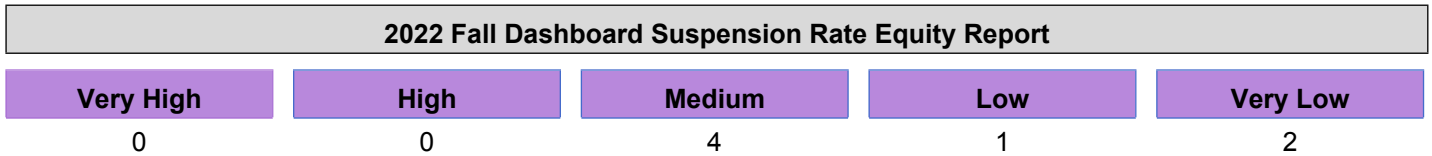
School and Student Performance Data

Academic Engagement
Graduation Rate

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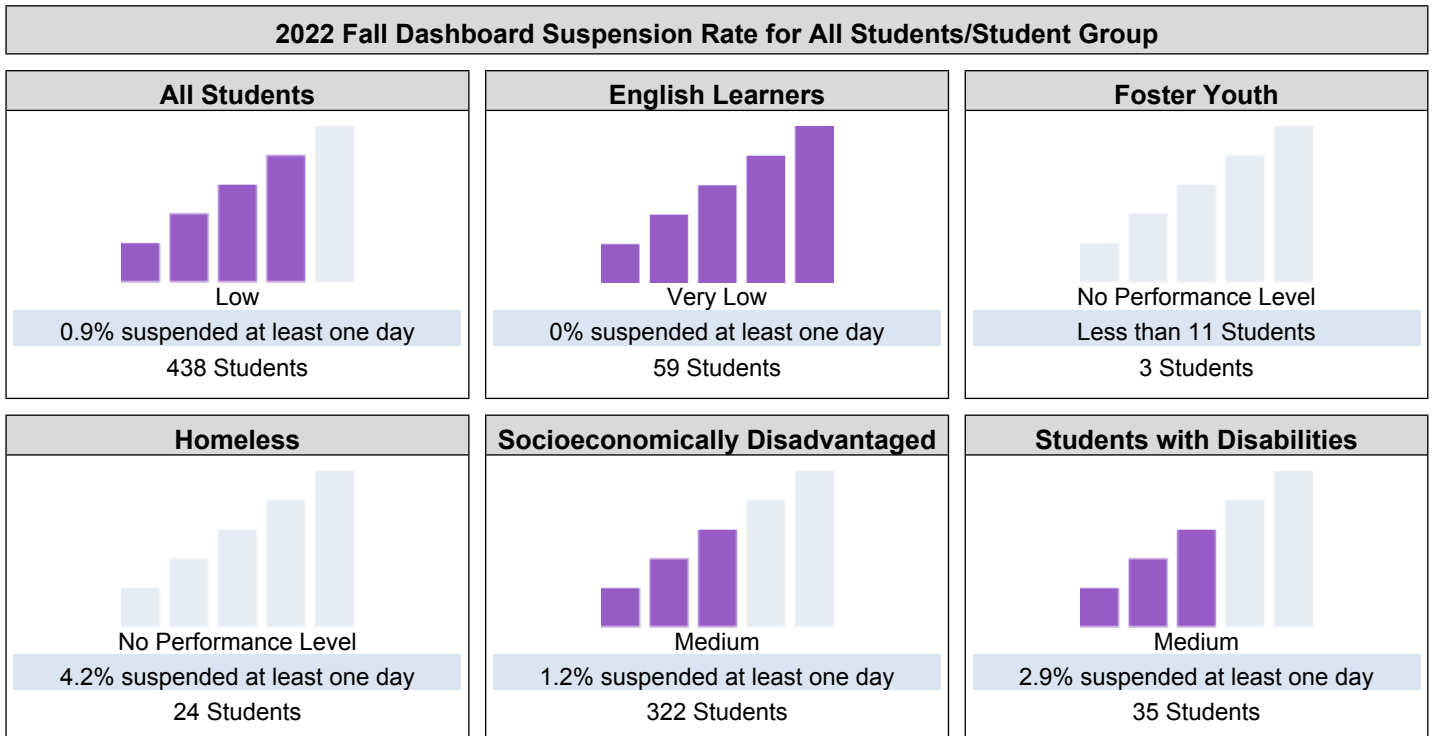
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

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

Conclusions based on this data:

1. This Dashboard category does not pertain to an elementary school (TK-3)

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	4	1	2

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
0.9% suspended at least one day	0% suspended at least one day	Less than 11 Students
438 Students	59 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
4.2% suspended at least one day	1.2% suspended at least one day	2.9% suspended at least one day
24 Students	322 Students	35 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	Very Low	No Performance Level	No Performance Level
Less than 11 Students	0% suspended at least one day	Less than 11 Students	Less than 11 Students
3 Students	48 Students	9 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Low	Medium	No Performance Level	Medium
0.6% suspended at least one day	2.9% suspended at least one day	Less than 11 Students	1.1% suspended at least one day
157 Students	35 Students	1 Student	184 Students

Conclusions based on this data:

1. The overall suspension rate has increased slightly (.5%) from 2017-2018, but has decreased from 2016.We do not have the data for 2021-2022.

2. The subgroups of American Indian/Native American and socio-economically disadvantage students have increased at a higher rate compared to the the general population.We do not have the data for 2021-2022.

3. The subgroups of Hispanic, two or more races, English Language Learners, and students with disabilities have a rate has been either maintained or decreased at a rate compared to the general population.We do not have the data for 2021-2022.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Growth: emotional, physical, intellectual and social wellness

LEA/LCAP Goal

Lakeport Unified School District prioritizes growth as an organization. We strive to maximize student and staff growth on a daily basis. Growth will be measured through a holistic approach grounded in an equitable, diverse and inclusive environment that includes, but is not limited to, emotional and physical wellness, intellectual wellness, and social wellness.

Goal 1

Lakeport Elementary School prioritizes growth as an organization. We strive to maximize student and staff growth on a daily basis. Growth will be measured through a holistic approach grounded in an equitable, diverse and inclusive environment that includes, but is not limited to, emotional and physical wellness, intellectual wellness, and social wellness.

Identified Need

Student attendance needs to improve as well as suspension rate. When students are engaged in school and feel safe, physically and emotionally, they attend school more and have fewer disciplinary incidents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of students, staff and parents who feel positive about the school environment will increase by 5% as measured in the annual surveys.	Baseline will be established for survey this year and we will increase 5% by the end of the 2023-24 academic year.	5% improvement in overall score about school environment.
SWIFT-FIA needs assessment score will improve by 20% by 10/23	SWIFT-FIA needs assessment score will improve by 20% by 10/22	Swift-FIA needs assessment score will improve by 20% by 10/23
The overall suspension rate for all students and all subgroups will decrease by 5%.	Overall suspension rate will decrease by 5% from the 2018-2019 rate as reported on Dashboard (all subgroups will also decrease rate). No Dashboard in 2019-2020.	Suspension rate will decrease by 5% by May 2023
The overall number of office referrals will decrease by 5% (baseline 2022-2023)	Overall number of office referrals will decrease by 5%	Office referrals will decrease by 5%
The overall chronic absenteeism rate for all students and all subgroups will	Overall chronic absenteeism rate for all students will decrease by 10% from 2018-2019 rate as reported on the	Chronic absenteeism will decrease 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
decrease by 10% (baseline 2022-2023)	Dashboard (all subgroups will also decrease rate) by May 2024	
School climate surveys will be issued in November 2022(Baseline). Surveys will look at how safe the staff feels at school (emotionally and physically). We will demonstrate 10% improvement by 5/23	School climate survey will demonstrate a 10% improvement rate from 11/22-5/23	10% improvement will be demonstrated on surveys from 11/22-5/23
We will receive an overall rating of "examplary"	Exemplary on Facilities Inspection Tool (2022-2023 academic year)	Exemplary on Facilities Inspection Tool (2022-2023 academic year)

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Pupils

Strategy/Activity

LES will continue to fully implement the California Department of Education's recommended Positive Behavior Interventions and Supports (PBIS) system. Although the last few years have been challanging because of the pandemic and distance learning, we continued to do our best to provide all components of PBIS whether "live" with students at school or "virtually". PBIS helps to create a safe environment for learning (students feel emotionally safe because they understand behavioral expectations and are recognized and rewarded for meeting those expectations)

Actions/Dates
a) LES staff provides Tier 1 training (modeling and coaching expected behaviors in each area of school)
b) Monthly assemblies to celebrate students who exemplify the "word of the month", focusing on school motto of "Respectful", "Responsible", "Safe" and "Kind"
c). LES weekly newsletter includes PBIS tips and lessons for staff to use in class
d) Utilize a token economy with "Tiger bucks" to recognize and reward students that demonstrate expected school behavior of acting respectfully, responsibly, safely, and kindly
e) Students can purchase "activities" i.e. jumping rope with the Principal, frozen yogurt with the Assistant Principal and prizes in the students store (using Tiger Bucks)
f) Staff utilizes restorative circles, calming corners, and sensory room
g) Behaviorist works with Tier II and Tier III students and run the Tiger student store and implement activities during recess time
h) Sown to Grow: Social emotional screening tool

Person(s)

Task/Date
Principal
Instructional coach
School Counselor
Behavior paraeducator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified
	Other
	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Pupils

Strategy/Activity

Provide for all grade spans to increase awareness of higher education within our community (college and career readiness). Provide skills that will help prepare elementary students for the opportunity to attend college (especially students that are the first to attend college in their families as well as English language learners, Native American students and students classified as homeless and in the foster care system.

Actions/Date
a) Staff/Community members will be encouraged to come and share their higher-education experiences as well as career experiences (we will include a profile of a staff member, highlighting their college experience) at our monthly PBIS assembly
b) Staff will highlight their college in which they graduated through a door-decorating contest and the room will not be room number but the name of their college (community college/vocational school will also be highlighted)
c) Field-trips to local colleges and speakers from colleges in the area will speak in classrooms and assemblies
d) College Spirit days will be included in monthly PBIS assemblies
e) Students will be provided training in AVID (Advancement Via Individual Determination)
f.) Culture Club and Peace Club will be established and continue in 2023-2024

Person(s) Responsible
Administrator
Counselor
AVID Site team
PTO

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified

	None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Facilities Inspection Tool (FIT) needs to be an 'exemplary" rating so LES can assure and safe and clean school Action/Date Custodians and Maintenance & Operations work constantly and continuously to maintain Buildings and Grounds In 2022-2023, LES has an official Williams Auditand we scored an "exemplary" Person responsible Custodians Maintenance/Operations Administrators

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	None Specified
	None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Pupils

Strategy/Activity

LES will create an environment that is welcoming to all cultures and celebrates the diversity of our students and families. Students will be given opportunities to participate in music and the arts.

Actions/Date
LES will continue enrichment classes of music, Library and school garden
LES will bring back a STEAM Lab/mobile STEAM lab
Local artists and writers will support arts in the classroom by reading books they have written, and teaching art and poetry as well as providing professional development for teachers and staff to carry on/teach projects in the classroom (emphasis on Native American and spanish-speaking artists/instructors and content)
After-school workshops about the arts will be offered at no-charge i.e. poetry, painting, basket-making etc. (focus on native american and spanish speaking cultures)
3rd grade teachers with previous arts integration training (art grant)
will continue to implement arts integration in lessons

Person(s) responsible:
Administrators
Teachers
Music teacher
Library technician
PTO
ELAC president
Retired teachers/volunteers
Task/Date
Music/Library/Garden are ongoing and run from August-May
Art/Poetry and afterschool enrichment run Jay-May

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Restorative justice practices, friendship groups and counseling support for students will be provided, updated district progressive discipline plan will be implemented and systems for tracking student behaviors and interventions will be implemented

Actions/date
Staff and administrators will utilize restorative justice practices (classroom sharing circles, structured days etc.)
Teachers will develop positive classroom behavior management places that include expectations, parent communication, classroom recognition etc.
Climate and Culture team will continue to plan and implement pbis assemblies, analyze student discipline data, come up with suggestions to improve student behavior
Infractions are documented and shared with Climate and Culture team
Student Success Team meetings are held regularly for students with academic and behavioral challenges, SST notes are passed on to teachers to help prepare them for incoming students
A "wrap around" team was created and we will continue with the Lakeport Integrated Team (LIT). We meet every week to discuss how to better support teachers and students. We monitor Tier II and III students and brainstorm additional interventions. LIT is composed of Administrators, school counselor, Instructional coach, Intervention teacher, ELD teacher, and district behaviorist.
Re-introudce research based SEL curriculum and provide training Mind Up and monitor data using Sown to Grow
District training provided from consultant, "Conscious Classroom Teaching"
(trauma informed PD)
District Behaviorists and ERMS counselors provide extra support for Tier III students

Person(s) responsible
Administrators
School Counselor
District Behaviorists and ERMS counselors
District Psychologists

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified
	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	None Specified
	Other
	None Specified
	None Specified
	None Specified

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Pupils

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified
	No extra cost
	None Specified
	no extra cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	Other
	None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified
	None Specified

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

No major differences

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

No major changes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Fostering multimode communication to engage and inform educational partners.

LEA/LCAP Goal

Lakeport Unified School District recognizes the importance of students, staff, families and community members. The District shall foster multimode communication to engage and inform all educational partners, and develop critical learning pathways that actively engage students in their learning experiences.

Goal 2

Lakeport Elementary School recognizes the importance of students, staff, families and community members. The District shall foster multimode communication to engage and inform all educational partners, and develop critical learning pathways that actively engage students in their learning experiences.

Identified Need

Parents and community members need more communication from LES to help foster more student engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of students, staff and parents who feel positive about the school environment will increase by 5% as measured in the annual surveys.	Baseline will be established for survey this year and we will increase 5% by the end of the 2022-2023 academic year.	5% improvement in overall score about school environment.
SWIFT-FIA needs assessment score will improve by 20% by 10/23	SWIFT-FIA needs assessment score will improve by 20% by 10/23	Swift-FIA needs assessment score will improve by 20% by 10/23
The overall suspension rate for all students and all subgroups will decrease by 5% (Baseline 2022-2023)	Overall suspension rate will decrease by 5% from the 2018-2019 rate as reported on Dashboard (all subgroups will also decrease rate). No Dashboard in 2019-2020. When students return on campus, we will implement steps to decrease suspension.	Suspension rate will decrease by 5% by May 2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The overall number of office referrals will decrease by 5% (Baseline 2022-2023)	Overall number of office referrals will decrease by 5%	Office referrals will decrease by 5%
The overall chronic absenteeism rate for all students and all subgroups will decrease by 10% (Baseline 2022-2023)	Overall chronic absenteeism rate for all students will decrease by 10% from 2018-2019 rate as reported on the Dashboard (all subgroups will also decrease rate) by May 2024	Chronic absenteeism will decrease 10%
School climate surveys will be issued in November 2023(Baseline). Surveys will look at how safe the staff feels at school (emotionally and physically). We will demonstrate 10% improvement by 5/24	School climate survey will demonstrate a 10% improvement rate from 11/23-5/24	10% improvement will be demonstrated on surveys from 11/23-5/24
We will receive an overall rating of "examplary"	Exemplary on Facilities Inspection Tool (2022-2023 academic year)	Exemplary on FIT

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All pupils

Strategy/Activity

LES is invested in our community and we are an essential part of our community.
LES will invite community groups like Healthy Start, Easter Seals, First Five and other community groups to participate in events like TK/Kinder registration/Kinderpalooza.
LES will continue to reach out to community members by utilizing newspaper and radio ads. We continue to reach out to our families using Facebook, websites, Group messengers, teacher class dojo etc. We will continue to have family nights as well as start a biweekly "LES happenings" newsletter and quarterly "Coffee with the Principal".

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Pupils

Strategy/Activity

Strong healthy schools need the participation of parents and the community to help maintain an overall positive environment, parents/families need to be included at every level and LES needs to demonstrate improvement in parents involvement. In 2019-2020, LES was faced with Covid-19 Pandemic and like most schools in California, we educated our students virtually. This obviously presented many challenges when we are trying to increase parent involvement. Since parents and community were not allowed back on campus, we continued to try to reach our "virtually" with "Virtual Back to School Night" etc.

In 2020-2021, the district started a new tradition of a "Back to School BBQ". This was a very successful event for LES (we post our class lists and parents can visit teachers). All district parents also get to have a nice BBQ dinner provided by the district and served at the Middle School. In 2022-2023, we will start a new tradition. In an effort to increase participation of Native-American parents and parents of 2nd language learners, we will be holding a "Multicultural Fair" in the Winter of 2023.

In 2023-2024, we will continue our new tradition of hosting a "Back to School BBQ" (LUSD) as well as our annual "Multicultural Fair" in January. We will also continue to have a family "STEAM night and family "Reading/Literacy Night"

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	None Specified
	None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Pupils

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified
	None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified
	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Pupils

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified
	None Specified
	None Specified

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

American Indian/Native American students

Strategy/Activity

Administrators

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Other

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	None Specified

	No additional cost

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

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

This goal will be implemented through the coordination of school administrators, the counselor, PTO/PTA, teachers and para-educators.

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

No major differences

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

No major differences

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve student achievement

LEA/LCAP Goal

Lakeport Unified School District identifies the need to improve student achievement in English / Language Arts and Mathematics for the following student groups: American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. LUSD will improve all student group achievement levels in English / Language Arts and Mathematics.

Goal 3

Lakeport Elementary School dentifies the need to improve student achievement in English / Language Arts and Mathematics for the following student groups: American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. LUSD will improve all student group achievement levels in English / Language Arts and Mathematics.

Identified Need

LES was identified as a school that needed to improve their student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores from 2018-2019 will serve as baseline data for students in 3rd grade.	Students will increase ELA proficiency by 20% in one academic year (we did not have CAASPP testing due to the coronavirus pandemic) CAASPP scores in ELA will be raised from 17.83 % (met or exceeded) by 20% or higher	20% increase in ELA CAASPP scores from 2018-2019
CAASPP scores from 2018-2019 will serve as baseline data for students in 3rd grade.	Students will increase math proficiency by 20% in one academic year (no testing in 2019-2020) CAASPP scores in Math will be raised from 26.16% (met or exceeded)by at 20% or higher.	20% increase in Math CAASPP scores from 2018-2019
I-Ready scores for Fall of 2020 will serve as a baseline for all Grades K-3 students in ELA and math (I-Ready	Students will increase performance by 80% by Spring of 2023 on I-Ready assessments in ELA and Math	Students will increase performance by 80% by Spring of 2023 on I-Ready assessments in ELA and Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessments are aligned with (CCSS/CAASPP) .		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will be provided with high-qualiity Professional Development to help increase student achievement. Dashboard scores/CAASPP scores have significantly decreased for the last few years before 2019-2020 and LES must reverse this immediately. Unfortunately, the tremendous positive momentum that we were starting to build during the 2019-2020 academic year was halted in March 2020 with the onslaught of the Covid 19 pandamic. Like everyone else, we had to learn how to deal with students attending school "virutally". Also, like everyone else , the 2021-2022 and 2022-2023 academic years are challenging since we were dealing with Learning Loss. We have been workign on adjusting our pacing guides and improve our instructional practices.

Pacing guides, "power standards" and curriculum maps was achieved and all continuing and new teachers are working collaboratively to implement these pacing guides, maps and "power standards"

Actions/Dates

a. All teachers TK-3 will be provided Professional Development to improve student achievement in Math and ELA. PD will be focused on improving our core instructional program and best practices for mathematical instruction, pacing guides, collaboration, brain research, reading strtegies, technology integration, supporting stduents with social-emotional learning as well as English Language Arts emphasizing reading comprehension strategies, best practices in instruction, academic conversations, and a focus on improving Literacy (Reading and writing).
b) LES has made a two-year commitment to focus on literacy by providing Professional development for teachers in an evidence-based program LANGUAGE ESSENTIALS FOR TEACHERS OF READING AND SPELLING (LETRS). The focus and commitment to Literacy is a major aspect of our CSI PLAN
c) In the past, LES Math Dashboard Committee focused on improving math practices and ELA Dashboard committee focused on improving student writing across the district. Instructional Coach and educational consultants provided support as well as the Administrators. Math and ELA consultants worked with teachers during early release PLC days, district-wide PD days, and after school. Teachers were provided release days to collaborate, plan, write pacing guides and lesson plans.
d))Teachers were be given time to travel, observe, and collaborate with turn-around schools and work with teachers, and administrators, and consultants and appropriate materials will be purchased to support this effort for "turn-around".
e)) LES will offer summer school for students to help support intervention and enrichment
f) Travel and conference for professional development for teachers

g). Offer After School Homework Help and provide materials/software
h) Librarian works with teachers to help "enrich" experiences, library was updated with more updated materials that support the core program

Person(s) responsible
Administrator
Teachers
Instructional coach
County specialist
Dashboard/community of practice committee members
ELD teacher
Intervention Coordinator
Library Tech

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Pupils

Strategy/Activity

Provide for all grade spans to increase awareness of higher education within our community (college and career readiness). Provide skills that will help prepare elementary students for the opportunity to attend college (especially students that are the first to attend college in their families as well as English language learners, and Native American and foster care students).

Actions/Date
a) Staff/Community members will be encouraged to come and share their higher-education experiences as well as career experiences (we will include a profile of a staff member, highlighting their college experience) at our monthly PBIS assembly
b) Staff will highlight their college in which they graduated through a door-decorating contest and the room will not be room number but the name of their college (community college/vocational school will also be highlighted)
c) Field-trips to local colleges and speakers from colleges in the area will speak in classrooms and assemblies
d) College Spirit days will be included in monthly PBIS assemblies
e) Teacherswill be provided training in AVID (Advancement Via Individual Determination) and they will "train" students in various AVID strategies i.e.e SLANT, WICOR etc. AVID focuses on teaching students organizational skills that will help prepare them for College and Career
f.) Culture Club and Peace Club were established and will continue to operate

Person(s) Responsible
Administrator
Counselor
AVID Site team
PTO

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified
	No cost

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Pupils

Strategy/Activity

We will continue to focus on writing to improve our overall ELA scores.

Actions/Date
a) ELA dashboard has determined that students across the district must improve skills in writing. The performance task in the ELA portion of CAASPP accounts for 50% of the score. By improving students writing scores, the overall ELA scores will also increase.Early release days and PLC days as well as release time will be utilized for PD in writing i.e. using rigorous rubrics TK-3, calibration of scoring, and research-based instructional strategies to teach students to write.

Person(s) Responsible
Principal
Assistant Principal
Intervention Coordinator
ELD teacher
Instructional Coach

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

| | None Specified |
| | None Specified |

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Collaboration time during early release days to analyze data and plan for improved student progress. Work with student work samples, curriculum-based assessments (National Geo & EnVision math), and I-Ready assessments. Grade level teachers work with each other in Professional Learning Communities as well as consultants, teachers from other schools within the district the instructional coach, ELD teacher, teachers from committees (Leadership, WIN/RtI etc.), Technology/Computer assistant, and administrators.

Actions/Date
a) Two Wednesdays, each month, the teachers meet within their PLC teams to discuss the data points of their grade level, target upcoming standards, instructional strategies, and student behavior
b) One Wednesday, each month, targeted for PD for our specific sites needs

Person(s) Responsible
Teachers (Leadership Team)
WIN/RtI
Intervention coordinator
Administrators
Instructional coach

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

We will provide small group targeted instruction to strategic learners through Title 1 services during Universal Access Time. Additionally, for students that meet the criteria as determined by norm-referenced and criterion referenced assessments will be provided more intensive intervention coordinated by our Intervention Coordinator, ELD teacher and our intervention paras.

Actions/Date
a) After assessing students every 8 weeks/each grade level, Grade level teachers will look at assessments and adjust groups as needed Students needs are targeted and students with the greatest needs get support from Title 1 paras
b). Para-educators need to be provide PD to improve the quality of services they provide
c. Para-ecucators can also provide extra tutoring for students that need support
d) In 2022-2023, we were able to increase our Intervention cooordinator by .5 FTE (in the past, this person did two jobs). This year, she is dedicated fully to being an Intervention program and we have another person who is our ELD teacher (.5 FTE). This has immensely increased the quality of our Intervention program.
e) We have addeded an additional 6 paraeducators to our Intervention program. This also has immensley increased the quality of our Intervention program and how we are able to support students.
e) Last year we were not able to provide as much intervention support in mathmatics as we wanted. We will make an effort to provide more Math PD for teachers as well as specific math intevention with para-profressionals.LES will participate in Math from LCOE "Do the Math" (math intervention training).

Person(s) Responsible:
Administrators
ELD/Intervention specialist/coordinator
Teachers
Intervention paras

Task/Date
Every 6-8 weeks

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students must be provided with more enrichment opportunities that support their creativity and this will support their academic growth in ELA and Math

Actions/Date:
Students need to be exposed to all sorts of arts,including visual and performing arts. Local ceramics teacher will work with students to create holiday ceramics. Grades 2nd and 3rd grade teachers will teach arts and crafts classes at the end of the day and "rotate" students. K and 1st grade will integrate art into ELA lessons. LES will set up a garden program and provide one garden bed per classroom. Standards-based lessons will be taught in ELA, Math, and NGSS by utilizing the garden and teaching students responsibility and good nutrition and health. LES will set up a STEAM lab and provide STEAM classes for our TK-3 students. Third grade teachers participated in an arts-integration grant and will continue to do so in their classrooms and share their experiences and ideas with the rest of the staff.

Person(s) Responsible:
Administrators
Instructional coach
local artists
Volunteer Garden Coordinator

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

No major changes

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

No major changes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve chronic absenteeism and suspension rate.

LEA/LCAP Goal

Lakeport Unified School District identifies the need to improve the chronic absenteeism and suspension rate for the following student groups: American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White. LUSD will implement strategies to improve our Chronic Absenteeism and Suspension rate for all students.

Goal 4

Lakeport Elementary School identifies the need to improve the chronic absenteeism and suspension rate for the following student groups: American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White. LUSD will implement strategies to improve our Chronic Absenteeism and Suspension rate for all students.

Identified Need

LUSD struggles with having a poor attendance rate

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
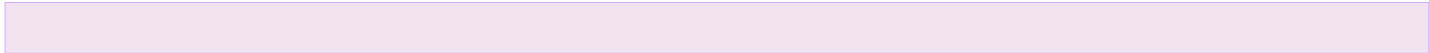**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Action/Date
a)Provide social-emotional support and support PBIS, friendship groups, 1-1 students support, Sown to Grow monitoring, district behaviorist and district ERMS counselor
b). Attendance Secretary and Attendance Administrator will work LUSD family advocate to monitor student attendance through home visits, phone calls, letters etc. The attendance secretary and Attendance secretary meet weekly to determine potential truancy problems and plan action steps. These actions go to the LIT team to provide support.

c) Attendance secretary will make daily phone calls to parents to determine cause of the absence
d) Assistant Principal will make calls home for students that are excessively truant.
e) Offer prizes and positive recognition for perfect attendance and improvement i.e. Pizza parties for classes, certificates for perfect attendance at monthly assemblies
f) Recognize perfect attendance at monthly assemblies of greatest % of improvement
g). Hold classroom competitions for improved attendance
h)Classes will display green flags for each day they have perfect attendance
i) Bulletin in front office will monitor and display improvement in student attendance
j) Weekly meetings with AP and attendance clerk and then move on to Lakeport Integrated Team (LIT)

Person(s) responsible:
Director of student services
Assistant Principal
Attendance secretart
Counselor
LIT

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Native American/American Indian students

Strategy/Activity

Native American students have higher rates of chronic absentism. There is a need to better connect with Native American students so they feel more engaged in school and will come to school more often.
Native American mentors will come to school and work in classrooms and at recess. Native American Elders will come to the Peace Club and the Culture Club to share information about Native American culture to native and non-native students. Native American speakers will come to assemblies to speak to the whole school. We meet on a regular basis with Native American advocates and the Education Director of Big Valley Rancheria and also attend the Native American Advisory Committee to exchange ideas about supporting Native American students with social/emotional and academic challenges. We recognize and honor Indigenous Peoples Day. We excuse Native American students to attend cultural events. We will continue to hold an annual Multicultural Fair and include Native American dancers and also celebrate cultures from around the world.

Person responsible
Administrators
Climate and Culture Committee

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$227,047
Total Federal Funds Provided to the School from the LEA for CSI	$195,738
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

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 ($)
None Specified	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $0.00

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

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	0.00
Goal 3	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Liz Johnson	Classroom Teacher
Christina Sherick (Chairperson)	Classroom Teacher
Jessica Schott	Classroom Teacher
Talin Tamzarian	Principal
Elizabeth Gossett	Other School Staff
Maria Maravilla	Parent or Community Member
Valnetina Scheidemann	Parent or Community Member
Miranda Bartko	Parent or Community Member
Carlos Aguilar	Parent or Community Member
Shochana Robinson	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Marjo Maravilla	English Learner Advisory Committee

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 6/1/23.

Attested:

Talin Tamzarian	Principal, Talin Tamzarian on 6/1/23
C Sherick	SSC Chairperson, Christine Sherick on 6/1/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

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

[This section meets the requirements for CSI.]

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

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

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

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

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

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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