

# 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
Lake Canyon Elementary School	34673480107946	05/23/23	

## 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  
Schoolwide Program- The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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.

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the Single Plan.

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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).

Lake Canyon students, parents, and staff have participated in the following surveys; District Polls, Bullying Awareness and Needs, Youth Engagement Focus Group, and CalSCHLS Survey. These surveys revealed a need for attention to the issues of bullying and its impact on student engagement and the provision of added support in meeting the social-emotional needs of students. Survey results also revealed the impact of instilling a growth mindset and a desire to persevere in our students. Results revealed that students feel safe on our campus. Poll results revealed Lake Canyon students have a strong sense of engagement and hope for their futures. Parent and staff surveys indicate a strong sense of well-being and support of school-wide systems.

Students are hopeful and engaged per the Cal Schools Survey. School Engagement and Supports Grades 5/6 results by percentage (results indicate agree/strongly agree metrics combined for 5th/6th grades:

School Connectedness (In School Only) 86/89

Academic motivation 93/85

School Boredom 43/39

Caring adults in school 83/88

High expectations-adults in school 91/94

Meaningful participation 64/65

Facilities upkeep 80/96

Parent involvement in schooling 85/84

Social and emotional learning supports 82/89

Anti-bullying climate 80/88

School Safety and Cyberbullying Grades 5/6 results by percentage:

Feel safe at school 93/90

Feel safe on way to and from school 93/96

Been hit or pushed 20/20

Mean rumors spread about you 40/37

Called bad names or target of mean jokes 43/37

Saw a weapon at school 13/25

Cyberbullying 20/14

School Disciplinary Environment Grades 5/6 results by percentage:

Rule clarity 83/94

Students well behaved 65/56

Students treated fairly when break rules 68/73

Students treated with respect 88/98

Substance Use and Physical/Mental Health Grades 5/6 results by percentage:

Alcohol or drug use 8/4

Marijuana use 0/0

Cigarette use 0/0

Vaping 0/0

Experienced sadness 18/12

Key Indicators/Percent Agree/Strongly Agree from CalSCHLS Parent Survey completed by 72 families with an overall percentage of responses indicating Agree/Strongly Agree in key areas including-

Actively seeks the input of parents before making important decisions. = 69%

Promotes academic success for all students. = 93%

Motivates students to learn. = 91%

Provides quality counseling or other ways to help students with social or emotional needs. = 66%

Has adults who really care about students. = 90%

Is a supportive and inviting place for students to learn. = 98%

Is a safe place for my child. = 94%

## Classroom Observations

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

School administrators perform formal and informal observations of employees. Certificated staff are regularly observed and provided feedback. Classified staff are observed and provided feedback. All Lake Canyon staff are performing their assigned position descriptions and are meeting or exceeding performance goals. Ongoing professional development is prioritized and offered for all employee groups. Certificated staff have access to participating in self-evaluation through self-reflection professional rubrics. Certificated staff have access to peer observations and feedback.

## 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)

Lake Canyon student achievement is measured using the District Reading Assessment (DRA), Measures of Academic Progress (MAP) assessment by NWEA, ELPAC and the CAASPP assessment. The data from these assessments informs personalized academic plans for each student.

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

Lake Canyon students are assessed using district benchmark assessments and through the MAP assessment each trimester. The data from these assessments informs personalized academic plans for each student. Changes and updates to these plans are made regularly to meet the changing needs of students.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Lake Canyon certificated staff is highly qualified.

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

100% of Lake Canyon certificated staff has access to professional development, instructional materials, training opportunities and conferences, webinars, and professional development release time which includes access to instructional materials training on SBE-adopted instructional materials including, but not limited to ELA curriculum training, SIPPS training, Benchmark ELD training.

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

All staff development is aligned to the current content standards (Common Core State Standards (CCSS), CA ELD standards and Next Generation Science Standards (NGSS)) and the assessed needs of the students of Lake Canyon. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff to implement the CCSS and NGSS. The Galt Joint Union Elementary School District (GJUESD) and site administrators (principals), and teacher leaders (academic coaches) will participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported. Teachers can utilize this access and tie it to their own personalized professional development. Additionally, teachers and administrators develop data driven goal based plans (PDSA- Plan Do Study Act protocols) (personal goal-setting) . Staff social-emotional well-being is supported by ongoing professional development and support including access to strengths training and RULER strategies including use of a mood-meter to recognize and regulate adverse emotions. Staff has access to training and support with school-wide SEL curriculum- Second Step.

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

Lake Canyon teachers have the assistance and support of instructional teachers on special assignment along with the support and guidance of district and school site administrators. All staff coaching and development is aligned to the current content standards (Common Core State Standards, CA ELD Standards and Next Generation Science Standards) and the assessed needs of the students of Lake Canyon. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff to strongly teach the CCSS and the NGSS. The GJUESD district and site administrators (principals), and teacher leaders (academic coaches) participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported. Teachers can utilize training opportunities and tie them to their own personalized professional development. Additionally, teachers and administrators have access to developing Educational Personal Pathways (personal goal-setting).

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

All Lake Canyon teachers actively participate in grade level and grade span professional learning communities (PLC). Each PLC is afforded time weekly for planning and collaboration. All staff collaboration is aligned to support the implementation of the current content standards (CCSS and NGSS) and the assessed needs of the students of Lake Canyon.

## Teaching and Learning

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

All Lake Canyon curriculum and instructional materials are aligned to the current content and performance standards. These standards include the CA Common Core State Standards and the Next Generation Science Standards.

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

Lake Canyon meets the recommended instructional minutes for all core subjects including literacy and math. Teachers collaborate with administration and district curriculum coaches to create pacing guides based on the standards that need to be taught at each grade level. Teachers are following the pacing as suggested in district adopted ELA and math curriculum.

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

The year-long schedule of Lake Canyon allows teachers the flexibility to incorporate sufficient intervention courses. Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants (IAs). Students in need of support outside of the regular classroom will have access to before and after-school programs offering strong differentiated small group intervention support, Service Learning, and the Galt Expanded Learning Program. Technology tools are incorporated purposefully to support all aspects of the regular school program. The Galt Expanded Learning is also an expansive after-school program offered at Lake Canyon.

Monthly Multi-Tiered Systems of Support (MTSS) referral meetings provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the teacher, will develop an intervention action plan to support student progress and learning. Additionally, a teacher support provider (TSP) from the MTSS referral team will communicate and support teachers to monitor the progress these students are making.

Teachers collaborate with administration and district teachers on special assignment and/or curriculum coaches to create pacing guides based on the standards that must be taught at each grade level. Teachers are following the pacing as suggested in district adopted ELA and math curriculum.

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

100% of instructional materials are available to all student groups and aligned to the current adopted CCSS and NGSS. District purchases adopted curriculum for ELA and math for all student groups. Site funds are used to purchase supplemental instructional materials and supplies.

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

All instructional material are aligned with SBE-adopted and standards aligned benchmarks. District purchases adopted curriculum for ELA and math for all student groups. Site funds are used to purchase supplemental instructional materials and supplies. Administrators monitor the implementation of district standards-aligned curriculum through frequent classroom observations and teacher evaluation processes.

## Opportunity and Equal Educational Access

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

Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a Response To Intervention (RTI) system of support and referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. Each school site has developed MTSS teams that oversee the site's RTI system of support. MTSS site teams meet on a regular basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, counselors, teachers, and specialists.

All services provided by the regular school program enable underperforming students to meet standards. For example, students not meeting standards will receive assistance in the classroom through differentiated instruction and support from IAs. Students in need of support outside of the regular classroom will have access to before and after school programs including homework help and support and over twenty interest based after school clubs and academic competition opportunities. Technology tools are incorporated purposefully to support all aspects of the regular school program. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

Evidence-based educational practices to raise student achievement

Lake Canyon utilizes research based educational practices such as the implementation of a multi tiered system of supports and lessons and units based on universal design. Response to Intervention systems are in place to support the needs of identified students. Teachers collaborate weekly and each trimester through the academic conference model to engage in analysis of student progress and growth based on formative and district assessments. Personalized Learning Plan Pathways and goal setting documents (also referred to as PLPs) for each student prescribe intervention and enrichment pathways based on the current CCSS, ELD Standards and NGSS. Student engagement is maximized through interest based project and inquiry based lessons and units across all subjects. A wide variety of interest based after school clubs and academic competition opportunities as well as guest speakers, field trips, and activities enlarge student engagement. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

## Parental Engagement

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

Lake Canyon has a full time school licensed social worker, medical assistant and school nurse, offers parenting classes and provides access to community based tutors.

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)

Lake Canyon has a full time school licensed social worker, medical assistant and school nurse, offers parent academies and classes and provides access to community based tutors. Lake Canyon provides IAs to support instruction. An annual parent-school compact outlines these resources for parents. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House/Celebration of Learning, Literacy Nights, and other school events

## Funding

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

Lake Canyon has a full time school licensed social worker and health assistant and offers parent academies and provides access to community based tutors. Lake Canyon provides instructional assistants to support instruction. Title I, II, and III funding support the goals and actions of the school and are directly linked and referenced in our Galt Joint Union Elementary School District's LCAP goals through the implementation of personalized learning growth plans for every student and staff member, adopted standards (CCSS and NGSS) taught in blended and flexible settings, the application of measures for continuous improvement, and the provision of school facilities that are safe, healthy, hazard free, clean, and equipped for 21st Century Learning. Lake Canyon staff and students participate in an innovative school-wide house system which supports school belonging and connection.

## Fiscal support (EPC)

SWP funds and state and local funding, including Supplemental and Concentration funding and state Educator Effectiveness funding, will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic standards, including students from the English Learner subgroup, Socio-economically Disadvantaged subgroup, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds including CA Supplementary and Concentration, Title I and Title III.

## 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

The school advertises for school site council members via the school website during the months of August and September. The election of the current council members followed nominations and letters of interest. Meeting dates for the school site council take place in early November, late February, and early June. The annual review takes place at the final annual meeting of the school site council. In years when there aren't more interested candidates for open SSC positions, the SSC members implement an organizational meeting in September and appoint interested individuals to open positions and roles through an SSC vote. This was the method used in the 2022-23 school year.

## Resource Inequities

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

No inequities cited at this time per needs assessment analysis and observation.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	72	79	66
Grade 1	87	68	58
Grade 2	63	89	66
Grade3	79	69	90
Grade 4	88	77	70
Grade 5	81	86	74
Grade 6	63	84	87
Total Enrollment	533	552	511

### Conclusions based on this data:

1. The percentage of Hispanic/Latino learners enrolled at Lake Canyon Elementary has continued to represent the largest demographic group of learners on our campus. White students comprise the next largest sub-group on our campus per demographic reports. Enrollment has remained somewhat stable at our campus.

# 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	89	105	78	16.70%	19.0%	15.3%
Fluent English Proficient (FEP)	10	19	15	1.9%	3.4%	2.9%
Reclassified Fluent English Proficient (RFEP)	27	16	25	5.1%	2.9%	4.9%

### Conclusions based on this data:

1. This English Learner data will inform the instructional practice undertaken by Lake Canyon educators as they develop academic pathways for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions are implemented as part of the strong intervention systems. A strong focus will be implemented in the provision of designated instruction to this student group to ensure academic growth.

# 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	75	69		0	67		0	67		0.0	97.1	
Grade 4	91	72		0	71		0	71		0.0	98.6	
Grade 5	74	85		0	85		0	85		0.0	100.0	
Grade 6	62	82		0	82		0	82		0.0	100.0	
All Grades	302	308		0	305		0	305		0.0	99.0	

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		2427.			23.88			25.37			26.87			23.88	
Grade 4		2441.			22.54			19.72			18.31			39.44	
Grade 5		2496.			21.18			32.94			20.00			25.88	
Grade 6		2511.			14.63			34.15			17.07			34.15	
All Grades	N/A	N/A	N/A		20.33			28.52			20.33			30.82	

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		29.85			56.72			13.43	
Grade 4		23.94			50.70			25.35	
Grade 5		18.82			62.35			18.82	
Grade 6		17.07			54.88			28.05	
All Grades		21.97			56.39			21.64	

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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		7.46			64.18			28.36	
Grade 4		7.04			57.75			35.21	
Grade 5		12.94			62.35			24.71	
Grade 6		14.63			53.66			31.71	
All Grades		10.82			59.34			29.84	

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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		13.43			80.60			5.97	
Grade 4		11.27			77.46			11.27	
Grade 5		11.76			77.65			10.59	
Grade 6		17.07			65.85			17.07	
All Grades		13.44			75.08			11.48	

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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		16.42			70.15			13.43	
Grade 4		15.49			59.15			25.35	
Grade 5		14.12			70.59			15.29	
Grade 6		13.41			65.85			20.73	
All Grades		14.75			66.56			18.69	

#### Conclusions based on this data:

1. This '21-'22 baseline data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop learning plans for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these PLPs. Specific attention to early reading interventions are implemented as part of the strong intervention systems.

# 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	75	69		0	67		0	67		0.0	97.1	
Grade 4	91	72		0	71		0	71		0.0	98.6	
Grade 5	74	85		0	85		0	85		0.0	100.0	
Grade 6	62	82		0	82		0	82		0.0	100.0	
All Grades	302	308		0	305		0	305		0.0	99.0	

\* 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		2439.			20.90			28.36			28.36			22.39	
Grade 4		2453.			12.68			32.39			22.54			32.39	
Grade 5		2483.			7.06			23.53			34.12			35.29	
Grade 6		2501.			13.41			23.17			29.27			34.15	
All Grades	N/A	N/A	N/A		13.11			26.56			28.85			31.48	

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		28.36			44.78			26.87	
Grade 4		22.54			40.85			36.62	
Grade 5		10.59			57.65			31.76	
Grade 6		13.41			54.88			31.71	
All Grades		18.03			50.16			31.80	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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		23.88			55.22			20.90	
Grade 4		16.90			46.48			36.62	
Grade 5		9.41			57.65			32.94	
Grade 6		8.54			59.76			31.71	
All Grades		14.10			55.08			30.82	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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		28.36			61.19			10.45	
Grade 4		18.31			57.75			23.94	
Grade 5		8.24			71.76			20.00	
Grade 6		13.41			60.98			25.61	
All Grades		16.39			63.28			20.33	

#### Conclusions based on this data:

1. This baseline data '21-'22 data will normally inform the instructional practice undertaken by Lake Canyon educators as they develop personalized plans for every student in the implementation of the adopted Common Core Mathematics Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these personalized learning plans. Specific attention to intervention in the area of math fluency is addressed through all intervention systems and practice is afforded learners in meeting their personal learning goals.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1439.9	1393.4		1454.2	1411.5		1406.6	1351.2		13	12	
<b>1</b>	*	1428.1		*	1424.3		*	1431.2		8	12	
<b>2</b>	*	*		*	*		*	*		10	9	
<b>3</b>	1471.0	*		1459.9	*		1481.8	*		21	9	
<b>4</b>	1522.4	1522.0		1504.7	1530.5		1539.9	1513.2		21	20	
<b>5</b>	1525.2	1532.0		1518.1	1540.8		1531.8	1522.6		13	13	
<b>6</b>	*	1519.8		*	1518.4		*	1520.9		10	13	
<b>All Grades</b>										96	88	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	7.69	0.00		76.92	25.00		15.38	33.33		0.00	41.67		13	12	
<b>1</b>	*	0.00		*	8.33		*	83.33		*	8.33		*	12	
<b>2</b>	*	*		*	*		*	*		*	*		*	*	
<b>3</b>	5.00	*		30.00	*		30.00	*		35.00	*		20	*	
<b>4</b>	30.00	25.00		40.00	25.00		20.00	45.00		10.00	5.00		20	20	
<b>5</b>	15.38	23.08		46.15	46.15		23.08	23.08		15.38	7.69		13	13	
<b>6</b>	*	0.00		*	46.15		*	46.15		*	7.69		*	13	
<b>All Grades</b>	18.28	10.23		45.16	34.09		22.58	42.05		13.98	13.64		93	88	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	16.67		76.92	33.33		7.69	16.67		0.00	33.33		13	12	
1	*	0.00		*	8.33		*	83.33		*	8.33		*	12	
2	*	*		*	*		*	*		*	*		*	*	
3	5.00	*		40.00	*		30.00	*		25.00	*		20	*	
4	35.00	40.00		40.00	35.00		15.00	15.00		10.00	10.00		20	20	
5	38.46	61.54		38.46	30.77		7.69	0.00		15.38	7.69		13	13	
6	*	46.15		*	38.46		*	7.69		*	7.69		*	13	
All Grades	26.88	28.41		45.16	37.50		17.20	19.32		10.75	14.77		93	88	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	0.00		38.46	8.33		53.85	50.00		0.00	41.67		13	12	
1	*	0.00		*	8.33		*	66.67		*	25.00		*	12	
2	*	*		*	*		*	*		*	*		*	*	
3	5.00	*		30.00	*		20.00	*		45.00	*		20	*	
4	35.00	15.00		30.00	20.00		15.00	35.00		20.00	30.00		20	20	
5	15.38	7.69		7.69	30.77		53.85	30.77		23.08	30.77		13	13	
6	*	0.00		*	30.77		*	30.77		*	38.46		*	13	
All Grades	16.13	6.82		32.26	20.45		31.18	45.45		20.43	27.27		93	88	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	16.67		92.31	66.67		0.00	16.67		13	12	
1	*	8.33		*	91.67		*	0.00		*	12	
2	*	*		*	*		*	*		*	*	
3	20.00	*		65.00	*		15.00	*		20	*	
4	60.00	35.00		40.00	55.00		0.00	10.00		20	20	
5	15.38	15.38		69.23	84.62		15.38	0.00		13	13	
6	*	7.69		*	69.23		*	23.08		*	13	
All Grades	31.18	27.27		62.37	63.64		6.45	9.09		93	88	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	46.15	8.33		46.15	50.00		7.69	41.67		13	12	
1	*	0.00		*	50.00		*	50.00		*	12	
2	*	*		*	*		*	*		*	*	
3	0.00	*		70.00	*		30.00	*		20	*	
4	25.00	70.00		60.00	20.00		15.00	10.00		20	20	
5	76.92	69.23		15.38	23.08		7.69	7.69		13	13	
6	*	76.92		*	15.38		*	7.69		*	13	
All Grades	33.70	40.91		51.09	37.50		15.22	21.59		92	88	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		100.00	58.33		0.00	41.67		13	12	
1	*	0.00		*	75.00		*	25.00		*	12	
2	*	*		*	*		*	*		*	*	
3	15.00	*		35.00	*		50.00	*		20	*	
4	30.00	10.00		55.00	45.00		15.00	45.00		20	20	
5	23.08	7.69		53.85	61.54		23.08	30.77		13	13	
6	*	0.00		*	38.46		*	61.54		*	13	
All Grades	17.20	5.68		59.14	59.09		23.66	35.23		93	88	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	53.85	8.33		38.46	58.33		7.69	33.33		13	12	
1	*	0.00		*	91.67		*	8.33		*	12	
2	*	*		*	*		*	*		*	*	
3	15.00	*		55.00	*		30.00	*		20	*	
4	25.00	30.00		65.00	55.00		10.00	15.00		20	20	
5	0.00	7.69		84.62	76.92		15.38	15.38		13	13	
6	*	7.69		*	92.31		*	0.00		*	13	
All Grades	19.78	12.50		65.93	73.86		14.29	13.64		91	88	

**Conclusions based on this data:**

1. This '21-'22 data will inform the instruction and learning pathways for our English Learners. Conclusions drawn from this data include the fact that the majority of our Lake Canyon English Learners are in the somewhat/moderately developed levels. Teachers will provide support and instruction based on best practices per the California English Language Development and English Language Arts Framework recommendations. Curriculum and technology tools, as well as professional development opportunities for educators, will support and inform instructional practices for both integrated and designated ELD instruction. All Lake Canyon EL students have a known ELD goal.

# 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
552	47.6	19.0	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Lake Canyon Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	105	19.0
Foster Youth		
Homeless	19	3.4
Socioeconomically Disadvantaged	263	47.6
Students with Disabilities	85	15.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.8
American Indian	1	0.2
Asian	18	3.3
Filipino	8	1.4
Hispanic	292	52.9
Two or More Races	23	4.2
Pacific Islander	2	0.4
White	195	35.3

**Conclusions based on this data:**

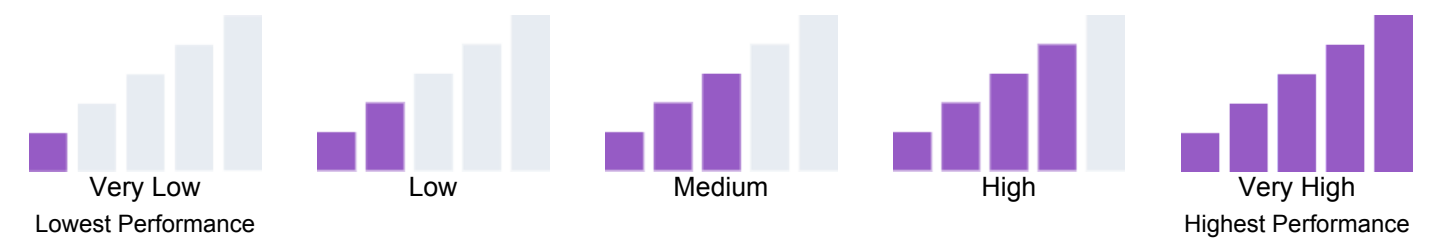
1. The percentage of Hispanic/Latino learners enrolled at Lake Canyon Elementary has continued to represent the largest demographic group of learners on our campus. White students comprise the next largest sub-group per demographic reports. Most of our learners are socioeconomically disadvantaged.

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Very Low</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>Medium</div>		

#### Conclusions based on this data:

1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized plans for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions, math interventions, and strategies that support attendance are implemented as part of the

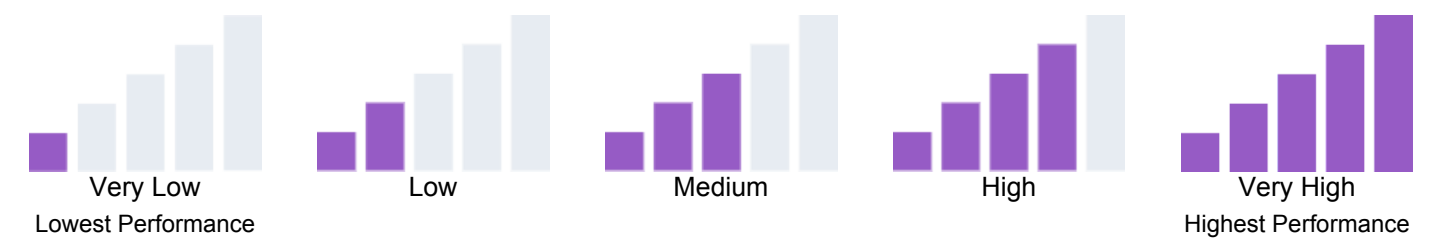
strong intervention systems. School site goal is to continue movement to the proficient dashboard domain for all areas.

# School and Student Performance Data

## Academic Performance English Language Arts

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

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



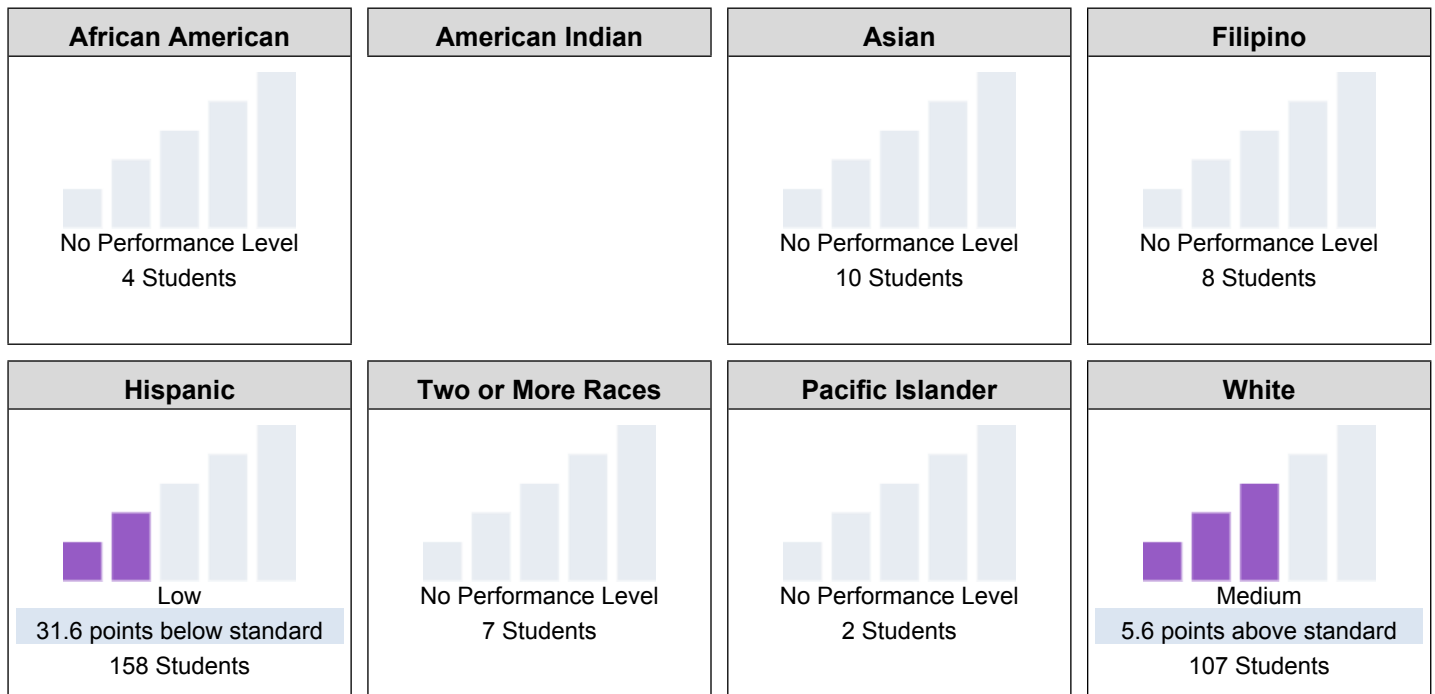
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	1	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	English Learners	Foster Youth
<p>Low</p> <p>13.1 points below standard</p> <p>296 Students</p>	<p>Low</p> <p>46.3 points below standard</p> <p>79 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>9 Students</p>	<p>Low</p> <p>38.2 points below standard</p> <p>134 Students</p>	<p>Very Low</p> <p>97.9 points below standard</p> <p>51 Students</p>

### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
90.4 points below standard 49 Students	25.8 points above standard 30 Students	3.4 points below standard 210 Students

#### Conclusions based on this data:

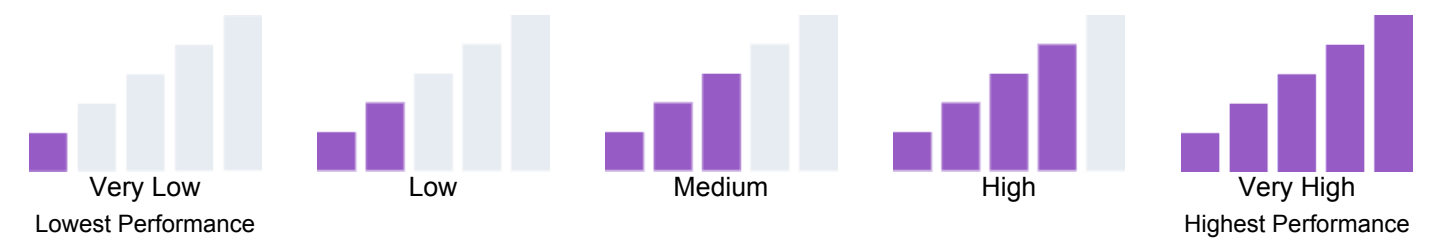
- This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized plans for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions are implemented as part of the strong intervention systems. School site goal is to continue movement to the proficient dashboard domain for all areas. English Learners and Socially Disadvantaged students will increase with results moving from 46 and 38 points below standard respectively toward scores at standard.
- Add conclusion

# School and Student Performance Data

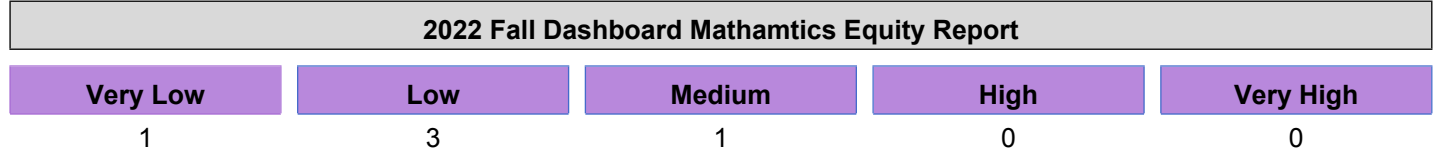
## Academic Performance Mathematics

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](#).

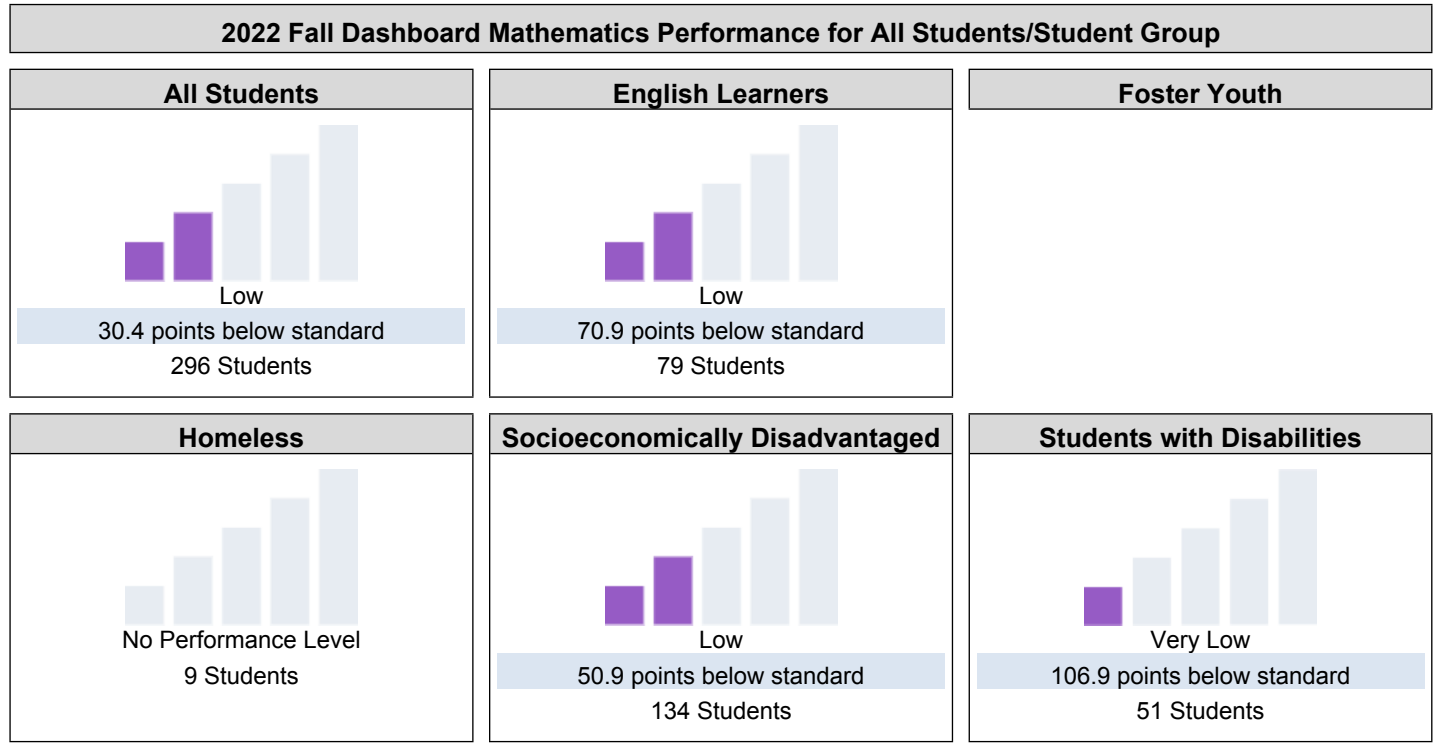
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



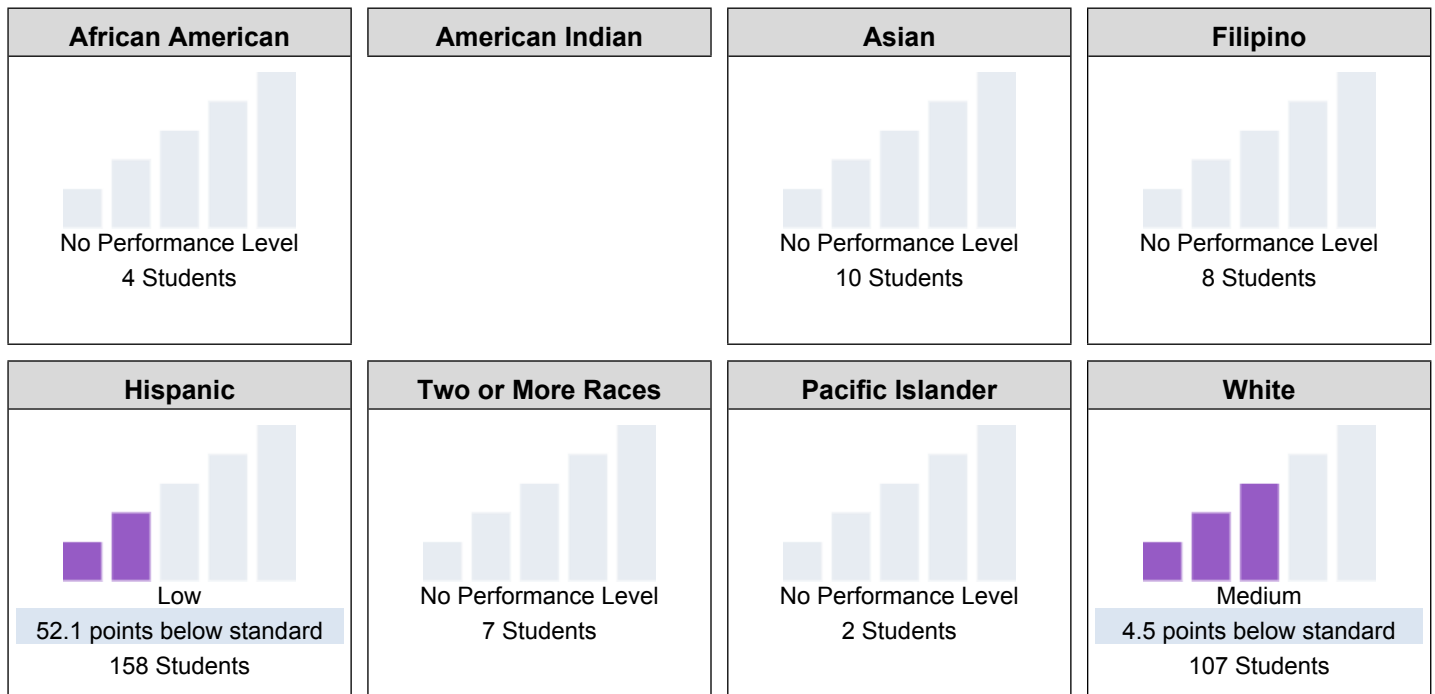
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
118.9 points below standard 49 Students	7.4 points above standard 30 Students	18.7 points below standard 210 Students

#### Conclusions based on this data:

- This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized learning plans for every student in the implementation of the adopted Common Core Mathematics Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these personalized learning plans. Specific attention to intervention in the area of math fluency is addressed through all intervention systems and practice is afforded learners in meeting their personal learning goals. School site goal is to continue movement to proficiency on the dashboard domain for all areas. English Learners and Socially Disadvantaged students will increase moving from 70 and 50 points below standard respectively toward scores at standard.
- Add conclusion

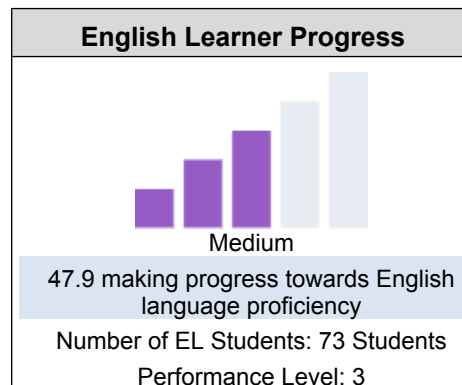
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.2%	32.9%	0.0%	47.9%

#### Conclusions based on this data:

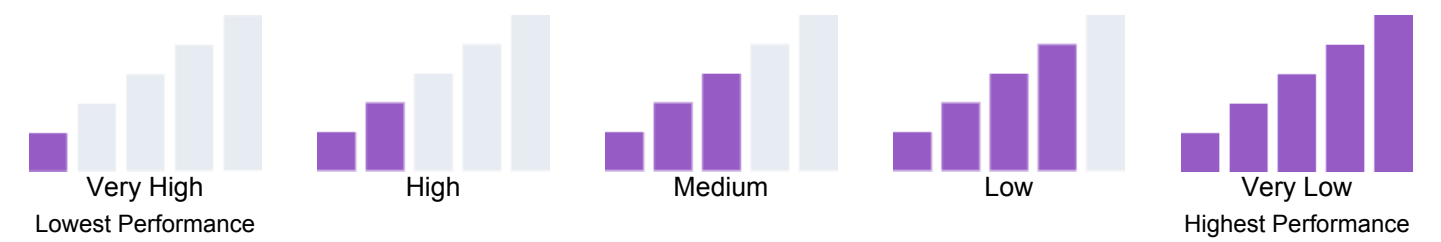
1. This dashboard English Learner data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop pathways for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions are implemented as part of the strong intervention systems. A strong focus will be implemented in the provision of designated instruction to this student group. School site goal is to continue movement to the higher level dashboard domain for all areas.

# 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).



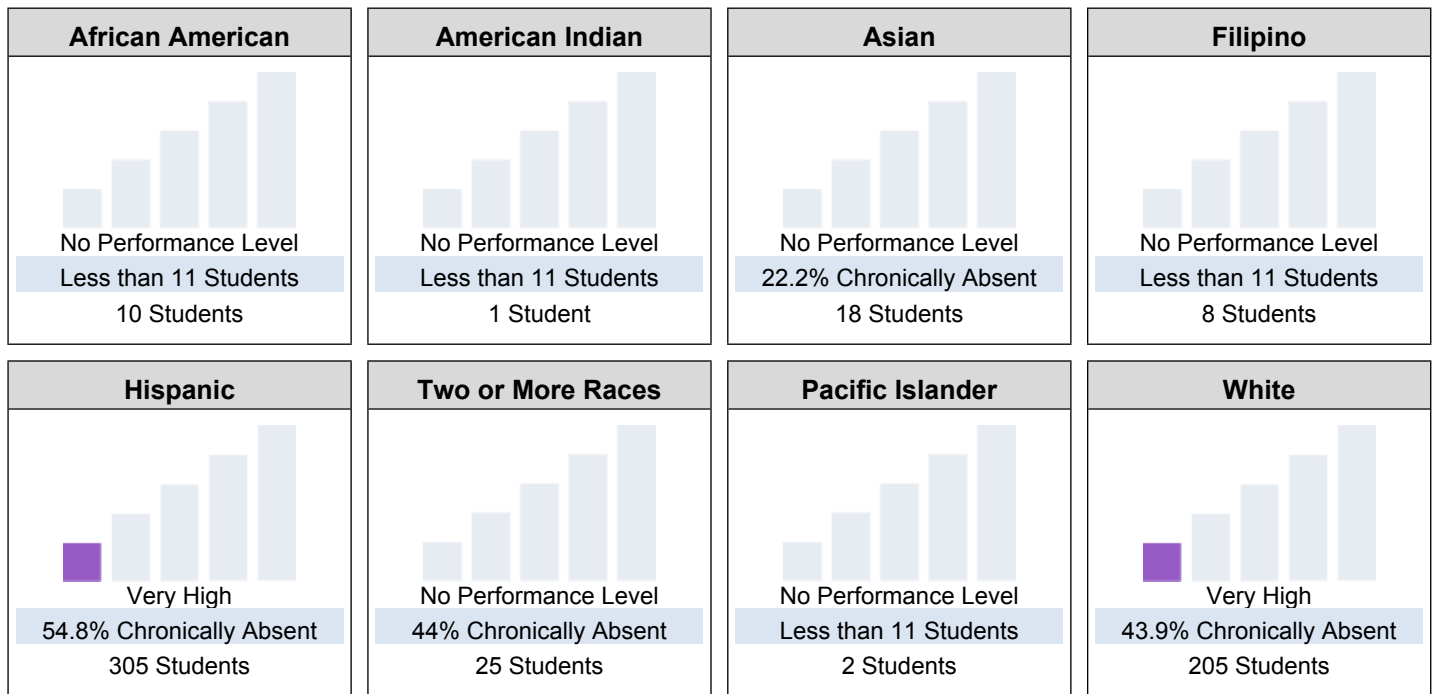
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	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
<p>Very High</p> <p>48.4% Chronically Absent</p> <p>574 Students</p>	<p>Very High</p> <p>50.9% Chronically Absent</p> <p>110 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>66.7% Chronically Absent</p> <p>21 Students</p>	<p>Very High</p> <p>55.9% Chronically Absent</p> <p>279 Students</p>	<p>Very High</p> <p>64.7% Chronically Absent</p> <p>102 Students</p>

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

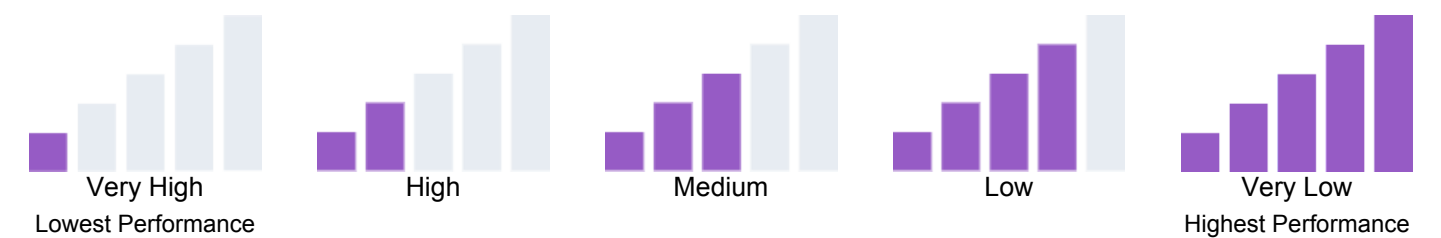
1. This dashboard data normally will inform the instructional practice undertaken by Lake Canyon educators as they develop personalized pathway plans for every student in the implementation of the adopted Common Core Literacy Standards. Response to Intervention, Multiple Tiered Support Systems, enrichment opportunities, and access to flexible and blended learning environments will be employed as part of these plans. Specific attention to early reading interventions, math interventions, and strategies which support attendance are implemented as part of the strong intervention systems. A vibrant and caring inclusive school culture supports growth in this dashboard area. School site goal is to continue promoting positive school attendance through engaging opportunities.
2. Add conclusion

# 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).



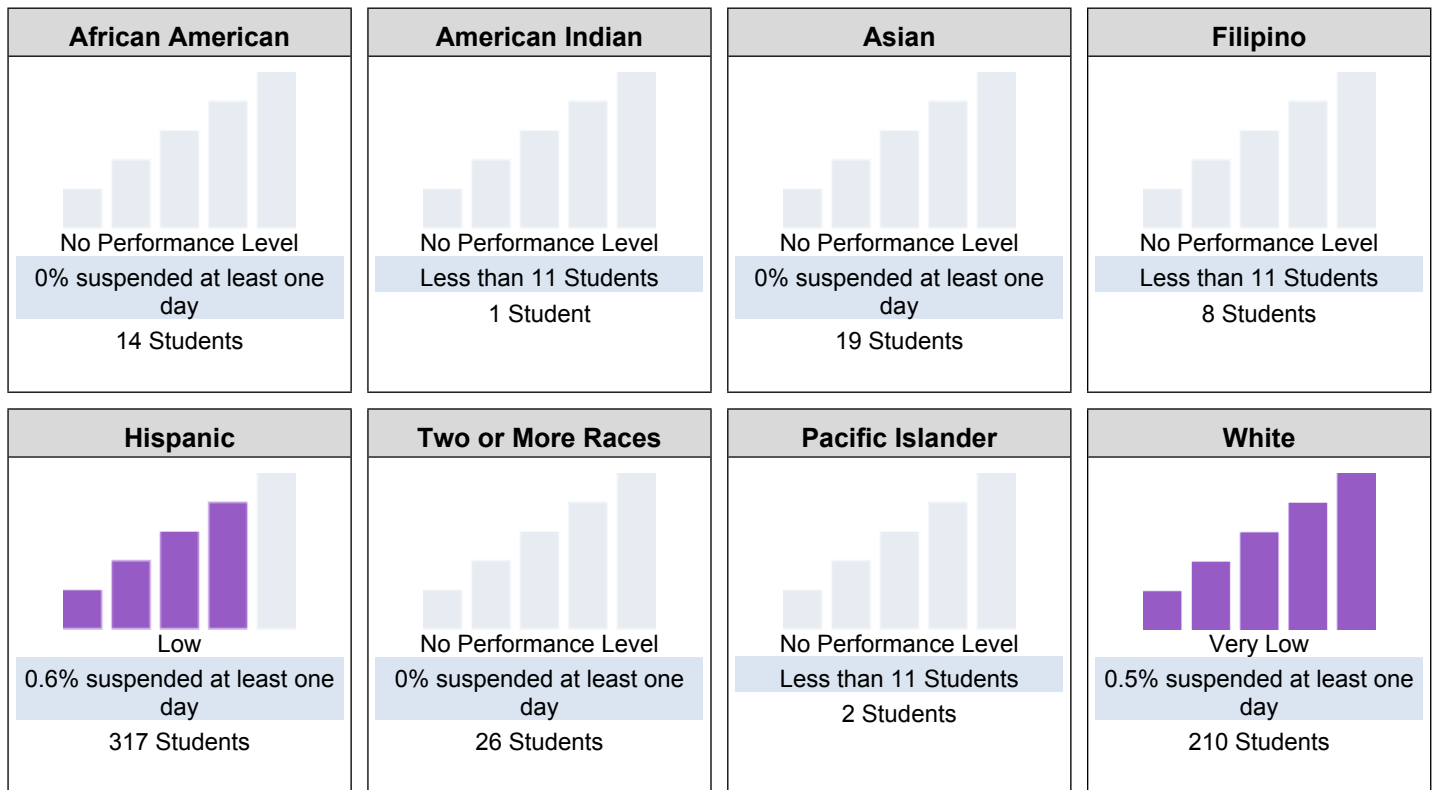
This section provides number of student groups in each level.

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

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
<p>Very Low</p> <p>0.5% suspended at least one day</p> <p>597 Students</p>	<p>Low</p> <p>0.9% suspended at least one day</p> <p>114 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>0% suspended at least one day</p> <p>21 Students</p>	<p>Low</p> <p>1% suspended at least one day</p> <p>293 Students</p>	<p>Low</p> <p>0.9% suspended at least one day</p> <p>106 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. The strong behavior support systems of Lake Canyon Elementary are effective and will be sustained. Students are more engaged and ready to participate with improved choices to support learning.

# 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

Learner Engagement

## LEA/LCAP Goal

Engaging the PreK-grade 8 learner through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments.

## Goal 1

Engaging the K-grade 6 learner through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments.

## Identified Need

Meeting the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Based on the data listed below,

Winter to Winter DRA data metrics increased. A need has been identified as increasing student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development.

Winter to Winter MAP data in the area of mathematics indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and both Eureka pacing guides are needed at all grade levels.

Winter to Winter MAP in the area of reading is similar to the identified needs already stated based on DRA data, cycles of coaching/improvement need to take place at all grade levels. Additionally, release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies is also needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Misassignments of teachers will remain at 0.	Baseline: 2021-22 Misassignments of teachers are 0	Expected misassignments of teachers will be 0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students in the 60th percentile and higher for Math on NWEA MAP will increase 5% winter to winter.	<p>Baseline: 2021-22: Students in the 60th percentile and higher for Math on NWEA MAP have increased 4% from 34% in the fall to 37% in the winter .</p> <p>Actual Outcome: Winter '22 to Winter '23 was a 1% increase 37% to 38%.</p>	Students expected to be in the 60th percentile and higher for math on NWEA MAP will increase to 43%.
Students in the 60th percentile and higher for reading on NWEA MAP will increase 5% winter to winter.	<p>Baseline: 2021-22: Students in the 60th percentile and higher for Reading on NWEA MAP increased 4% from 35% in the fall to 39% in the winter.</p> <p>Actual Outcome: Winter '22 to Winter '23 was a 1% increase 39% to 40%.</p>	Students expected to be in the 60th percentile and higher for reading on NWEA MAP will increase to 45%.
All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	<p>Baseline: 2021 All students Medium 23 points below standard White: Medium 1.2 points below standard Hispanic: Low 36.3 points below standard Socioeconomically Disadvantaged: Low, 37.2 points below standard Students with Disabilities: Low 32.4 points below standard All English Learners: Low, 54.9 points below standard</p> <p>Actual Outcome 2022: All students Low 30.4 points below standard White Medium 4.5 points below standard Hispanic: Low 52.1 points below standard Socioeconomically Disadvantaged: Low 50.9 points below the standard</p>	<p>Expected- All students: 20.4 points below the standard White Medium 5 points above standard Hispanic: Low 42.1 points below standard Socioeconomically Disadvantaged: Low 50.9 points below the standard Students with Disabilities- Very Low 96.9 points below the standard All English Learners: Low 60.9 points below the standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Students with Disabilities- Very Low 106.9 points below the standard</p> <p>All English Learners: Low 70.9 points below the standard</p>	
<p>All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in ELA.</p>	<p>Baseline:</p> <p>2019 CA Dashboard</p> <p>All students: GREEN, 10.2 points above standard</p> <p>White: GREEN, 36 points above standard</p> <p>Hispanic: ORANGE, 8.7 points below standard</p> <p>Socioeconomically Disadvantaged: ORANGE, 17.7 points below standard</p> <p>Students with Disabilities: YELLOW, 57.5 points below standard</p> <p>All English Learners: ORANGE 28.7 points below standard</p> <p>Actual Outcome:</p> <p>2022 All students Medium 23 points below standard.</p> <p>White: Medium 1.2 points below standard</p> <p>Hispanic: Low 36.3 points below standard</p> <p>Socioeconomically Disadvantaged: Low, 37.2 points below standard</p> <p>Students with Disabilities: Low 32.4 points below standard</p> <p>All English Learners: Low, 54.9 points below standard</p>	<p>Expected-</p> <p>All students: 13 points below standard</p> <p>White: 9 points above standard</p> <p>Hispanic: 25 points below standard</p> <p>Socioeconomically Disadvantaged: 27 points below standard</p> <p>Students with Disabilities: 37 points below standard</p> <p>All English Learners: 44 points below standard</p>
<p>K-3rd grade students meeting/exceeding their grade level Reading targets on the winter District Reading Assessments (DRAs) will increase 10% winter to winter.</p>	<p>Baseline:</p> <p>2021-22: K-2nd grade students meeting/exceeding their grade level Reading targets on the winter District Reading Assessments (DRAs) is 51%</p> <p>Actual Outcome:</p>	<p>K-3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will increase to 75%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	K-3rd grade students meeting/exceeding their grade level reading targets on the winter district reading assessment (DRA) is 65%.	
School English Learner reclassification rate will increase by 1%.	<p>Baseline 2020-21 English Learner reclassification rate is 15%</p> <p>Actual Outcome: 2021-22 School English Learner reclassification rate is 19%</p>	School English Learner reclassification rate will increase to 20%
Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	<p>Baseline 100% of students are taught with CCSS aligned ELA/ELD, Math &amp; NGSS curriculum and supplemental bridge resources.</p> <p>Actual Outcome: 100% of students are taught with CCSS aligned ELA/ELD, Math &amp; NGSS curriculum and supplemental bridge resources.</p>	Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%.
K-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS will be maintained at 100%.	<p>Baseline K-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math &amp; the NGSS is at 100%.</p> <p>Actual Outcome: K-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math &amp; the NGSS is at 100%.</p>	K-8 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS will be maintained at 100%.
Students utilizing technological resources as needed in order to support academic growth will be maintained at 100%.	<p>Baseline Students utilizing technological resources as needed in order to support academic growth is 100%.</p> <p>Actual Outcome</p>	Students utilizing technological resources as needed in order to support academic growth will be maintained at 100%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students utilizing technological resources as needed in order to support academic growth is 100%.	
Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.	<p>Baseline: Student with access to courses in the Visual and Performing Arts (VAPA) is at 100%.</p> <p>Actual Outcome Student with access to courses in the Visual and Performing Arts (VAPA) is at 100%.</p>	Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.
The school's California School Dashboard Academic Indicator for Mathematics change will indicate "Increased" demonstrating progress to remain in the status of "green" or meeting standard.	<p>2019 Baseline: The school's California School Dashboard Academic Indicator for Mathematics change indicates the status of "green".</p> <p>2021-22: Not reported</p>	The school's California School Dashboard Academic Indicator for Mathematics change will indicate growth toward or at/above meeting standard.
The school's California School Dashboard Academic Indicator for ELA change will indicate "Increased" demonstrating progress towards a Status of "green" or meeting standard.	<p>2019 Baseline: The school's California School Dashboard Academic Indicator for ELA change indicates the status of ".yellow".</p> <p>2021-22: Not reported</p>	The school's California School Dashboard Academic Indicator for ELA change will indicate growth toward or at/above meeting standard.
The school's California School Dashboard Academic Indicator for English Learner Progress change will indicate "Increased" demonstrating progress towards a Status of "green" or meeting standard.	<p>2019 Baseline: The school's California School Dashboard Academic Indicator for English Learner Progress change indicates the status of "yellow".</p> <p>2021-22: Not reported</p>	The school's California School Dashboard Academic Indicator for English Learner Progress change will indicate growth toward or at/above meeting standard.
The participation rate of 3rd-8th grade Students With Disabilities taking the the Mathematics & ELA CAASPP will meet or exceed 95%.	<p>2019 Baseline: CA Dashboard Participation rate of 3rd-8th grade Students With Disabilities the Mathematics 100% ELA 100%</p> <p>2021-22: 98%</p>	Expected- 2019 Participation rate of 3rd-8th grade Students With Disabilities Mathematics 100% ELA 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent use of Synergy Parent Vue will increase 10% annually	Baseline: 65% of the parents are using Parent Vue.	Increase to 75%

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)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

### Strategy/Activity

Personalized Pathway Learning Plans/Goal Setting implemented K through grade 6. 100% of students reach one year or more than one year of growth.

### 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)
10,379.00	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
411.28	Title I 4000-4999: Books And Supplies Amazon
743.82	Title I 4000-4999: Books And Supplies School Datebooks
49.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time
101,051.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants/Bilingual Instructional Assistants
4,375.28	Title I 4000-4999: Books And Supplies Education for Equity
105.24	Title I

	4000-4999: Books And Supplies Winsor Learning Inc
1,121.58	LCFF - Supplemental 4000-4999: Books And Supplies Amazon
255.00	LCFF - Supplemental None Specified Release Time

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

English Learners

### Strategy/Activity

English learners will receive targeted instruction through designated and integrated models embedded within the school instructional minutes. English learners will be placed into appropriate flexible groups targeted in meeting their language needs by their assessed level.

### 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)
450.00	LCFF - Supplemental None Specified Release Time
3,005.00	Title I 4000-4999: Books And Supplies Lexia Learning Systems LLC
192.90	Title I 4000-4999: Books And Supplies Amazon
727.35	LCFF - Supplemental 4000-4999: Books And Supplies Amazon

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

K-2nd grade level student reading proficiency will increase to 75% proficiency as measured by DRA. Classified aides will offer reading strategies and intervention. School site implements a response to intervention model based on offering multiple tiered supports systems.

**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)
200.00	Title I 2000-2999: Classified Personnel Salaries Sub IA
1,000.00	Title I 2000-2999: Classified Personnel Salaries Extra Time
100.00	Title I 1000-1999: Certificated Personnel Salaries Extra Time
2,000.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time
2,177.44	Title I 4000-4999: Books And Supplies Center for the Collaborative Classroom
310.39	Title I 4000-4999: Books And Supplies Heggerty Phonemic Awareness
1,026.00	Title I 4000-4999: Books And Supplies Amazon
84.41	Title I 4000-4999: Books And Supplies Reading with TLC
807.00	Title I None Specified Sub Teacher Special Assignment
1,185.75	LCFF - Supplemental 4000-4999: Books And Supplies Center for the Collaborative Classroom

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

**Strategy/Activity**

100% of all students are taught with current adopted Benchmark ELA materials which are aligned with the CCSS. 100% of all students are taught with CCSS math units developed by the New York

State Education Department. These Engage New York units were developed through the state's Race To The Top (RTTT) grant. 100% of students are exposed to units developed through the NGSS lens.

### **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)
900.00	Title I 5800: Professional/Consulting Services And Operating Expenditures SMUD Museum of Science and Curiosity
850.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Science Alliance LLC
450.00	Title I 5800: Professional/Consulting Services And Operating Expenditures World of Wonders
726.99	Title I 4000-4999: Books And Supplies Teachers Pay Teachers
156.78	Title I 4000-4999: Books And Supplies Teachers Pay Teachers
300.00	Title I 4000-4999: Books And Supplies ETA/Cuisenaire

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

#### **Strategy/Activity**

100% of all students utilize technological resources as needed in order to support academic growth. All students will have access to extended day opportunities utilizing technology and innovations in education such as computer programming, coding, engineering and robotics.

### **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)
450.00	Title I 4000-4999: Books And Supplies IXL Learning
942.50	Title I 4000-4999: Books And Supplies Happy Numbers Inc.
3,375.91	Title I 4000-4999: Books And Supplies Studies Weekly
719.00	Title I 4000-4999: Books And Supplies Moby Max LLC
2,081.65	Title I 4000-4999: Books And Supplies Bluum Usa Inc
928.43	Title I 4000-4999: Books And Supplies Amazon
500.00	Title I 4000-4999: Books And Supplies XtraMath
827.03	Title I 4000-4999: Books And Supplies Office Depot

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

### Strategy/Activity

In order to engage all stakeholders in the educational process, 100% of all learners will have access to interoperable systems that enable collaboration in the development and maintenance of personalized learning plans/goal setting for all learners as measured by report cards and on-line professional learning plan systems. Professional development opportunities are based upon data trend needs and learner observations in both virtual and in-person settings. Performance Management Systems (PMS) parent and student portals provide families real time student performance data and school communications. All staff receive annual training regarding district and school site policies and procedures regarding sexual harassment and uniform complaint protocol.

**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)

500.00

Source(s)

Title I Part A: Parent Involvement  
2000-2999: Classified Personnel Salaries  
Interpreting

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

100% of educators engage in professional growth goal setting. The provision of professional development opportunities valued and maximized.

**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)

224.00

Source(s)

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
Markers and Minions

2,900.00

Title I  
None Specified  
Release Time - Professional Development  
Trainings

1,315.00

Title I  
2000-2999: Classified Personnel Salaries  
Extra Time - Professional Development  
Trainings

220.00

Title I  
None Specified  
Release Time

**Strategy/Activity 8****Students to be Served by this Strategy/Activity**

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

A wide variety of extended day activities and intervention support sessions will be offered to all students. Extended day opportunities and our Expanded Learning Program will be further built and offered taking into consideration student strengths and interests. Access to 21st century skills will be maximized as extended day programming centers around civic, college and career readiness.

### **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)
255.00	LCFF - Supplemental None Specified Release Time
3,750.00	Title I 1000-1999: Certificated Personnel Salaries Extra Time
2,081.65	Title I 4000-4999: Books And Supplies Troxell Communications Inc
96.74	Title I 4000-4999: Books And Supplies Teachers Pay Teachers
262.50	Title I 5800: Professional/Consulting Services And Operating Expenditures Effie Yeaw Nature Center
656.00	Title I 4000-4999: Books And Supplies Amazon
510.00	Title I None Specified Sub Teacher Special Assignment

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

#### **Strategy/Activity**

School site coordinates a prevention-based MTSS model which implements tiered systems of academic, behavioral and social emotional Learning supports for all students. MTSS team meetings, professional development, Positive Behavior Interventions & Support (PBIS) and school & community collaboration are key elements.

### **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)
110.00	Title I None Specified Release Time
6,650.00	LCFF - Supplemental None Specified IA Sub
950.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Wayne Houchin
800.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Science Alliance LLC
405.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Extra Time
40.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time

## 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.

Results of the math and ELA assessments reflected positive growth. We are pleased with the results and realize more growth can be made as we work to reboot our systems following the pandemic. Improving chronic attendance with ongoing robust systems of support and an ongoing focus on meeting the needs of diverse learners through intervention and access to a wide range of unique academic opportunities will result in growth toward our target metrics.

Lake Canyon classified and certificated staff members, in conjunction with district-level staff, were appropriately trained and provided resources to achieve this articulated goal. Lake Canyon met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2023-24.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Social Emotional Learning

## LEA/LCAP Goal

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

## Goal 2

Promoting K-6 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

## Identified Need

Based on the data below, a key component of student success requires an intentional focus on the Social Emotional Learning (SEL) of students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal-setting, positive relationships and responsible decisions.

In the 2022-23 school year, there were 3 suspensions.

On the most recent CalSCHLS grades 5-8 student Survey:

Some students reported "Experienced chronic sadness/hopelessness" in the past 12 months and only some reported "meaningful participation" pretty much or very much true.

Social Emotional Learning (SEL): All stakeholder groups (DAC, DELAC, SPED PAC, Admin., etc.) identified the need to make SEL a priority and integrated throughout the school day.

Based on current data, the school site will continue to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism and habitual truancy rates, including suspension and expulsion. Most importantly early identification, parent/guardian notification, and access to appropriate support personnel such as social workers. A strong use of SEL and Second Step strategies and supports will be implemented with 100% of staff and students in order to strengthen staff and student SEL well-being and readiness.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A high percentage of students are feeling safe, engaged and hopeful per the Cal Schools Survey.	Outcomes 2021-22 (for comparison): Students are hopeful and engaged per the Cal Schools Survey. Grades 5/6 results by percentage: School connectedness 67/75 Academic motivation 68/78	Students will continue to take the Cal Schools Survey and results will continue to improve.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p> Caring adults in school 62/79  High expectations-adults in school 81/91  Meaningful participation 30/52  Facilities upkeep 76/82  Parent involvement in schooling 79/77  Social and emotional learning supports 69/76  Anti-bullying climate 65/69  Feel safe at school 70/79  Saw a weapon at school 12/11  School Disciplinary Environment Grades 5/6  results by percentage:  Rule clarity 68/76  Students well behaved 35/34  Students treated fairly when break rules 41/69  Students treated with respect 74/75  Alcohol or drug use 9/41  Marijuana use 0/ 0  Cigarette use 0/ 0  Vaping 0/ 0  Experienced sadness 24/24    Outcomes 22-23:    School Connectedness (In School Only) 86/89    Academic motivation 93/85    School Boredom 43/39    Caring adults in school 83/88    High expectations-adults in school 91/94    Meaningful participation 64/65    Facilities upkeep 80/96    Parent involvement in schooling 85/84    Social and emotional learning supports 82/89 </p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Anti-bullying climate 80/88</p> <p>School Safety and Cyberbullying Grades 5/6 results by percentage:</p> <p>Feel safe at school 93/90</p> <p>Feel safe on way to and from school 93/96</p> <p>Been hit or pushed 20/20</p> <p>Mean rumors spread about you 40/37</p> <p>Called bad names or target of mean jokes 43/37</p> <p>Saw a weapon at school 13/25</p> <p>Cyberbullying 20/14</p> <p>School Disciplinary Environment Grades 5/6 results by percentage:</p> <p>Rule clarity 83/94</p> <p>Students well behaved 65/56</p> <p>Students treated fairly when break rules 68/73</p> <p>Students treated with respect 88/98</p> <p>Substance Use and Physical/Mental Health Grades 5/6 results by percentage:</p> <p>Alcohol or drug use 8/4</p> <p>Marijuana use 0/0</p> <p>Cigarette use 0/0</p> <p>Vaping 0/0</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Experienced sadness 18/12	
Chronic absenteeism will decrease by 1%	<p>Baseline:  2019 CA Dashboard  All students: GREEN, 9.5% chronically absent  White: BLUE, 3.7% chronically absent  Hispanic: ORANGE, 11.8% chronically absent  Socioeconomically Disadvantaged: YELLOW, 13% chronically absent  Students with Disabilities: YELLOW, 15.8% chronically absent  All English Learners: GREEN 7.9% chronically absent</p> <p>2021-22 data:  Chronic Absenteeism-48%  White:43% chronically absent  Hispanic: high 54% chronically absent  Socioeconomically Disadvantaged: 55%chronically absent  Students with Disabilities-64%chronically absent  All English Learners: 49% chronically absent</p>	<p>Expected-  All students: 47% chronically absent  White:42% chronically absent  Hispanic: high 53% chronically absent  Socioeconomically Disadvantaged: 54%chronically absent  Students with Disabilities-63%chronically absent  All English Learners: 48% chronically absent</p>
School average daily attendance will be maintained at 96% or greater.	School average daily attendance rate is 92.17% based on district data 8/11/22-4/7/23.	School attendance rate will increase and be maintained at 96% or greater.
School suspension rate will revert to 0.	2021-22 District data Two students received in-school suspensions and school suspensions were 2.	School suspension rate will revert back to pre-covid 0% suspended at least once
School expulsion rate will remain at 0.	<p>Baseline:  2020-21 School expulsion rate is 0.</p> <p>Actual Outcome:</p>	School expulsion rate will remain at 0.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-22 School expulsion rate is 0.	
Parent engagement/use of the school's Parent Portal/Synergy-based Parent Vue will increase by 5%.	Baseline: 2021-22 Parent engagement as measured by the use of the school's parent portal is 61%  22-23 portal usage is 65%	Parent use of the school's parent portal will be 70% or higher.
Many opportunities for stakeholder participation and involvement in the school's SPSA process to provide feedback will be provided by the district in both English and Spanish. (ELAC, SSC, Leadership, etc...)	Baseline: 2021-22 Five or more opportunities exist for stakeholder participation and involvement  Actual Outcome 22-23 Maintained Five or more opportunities for stakeholder participation and involvement	Five or more opportunities for stakeholder participation and involvement in the school's SPSA process to provide feedback will be provided by the district in both English and Spanish. (ELAC, SSC, Leadership, etc...) will be maintained.
CalSCHLs Survey Parent survey will be completed by a minimum of 60 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree in areas that are below 90%.	Baseline:  2021-22 CalSCHLs Parent survey was completed by 72 families with an overall response of at least 75% of responses in key areas: actively seeks the input of parents before making important decisions. = 71% promotes academic success for all students. = 88% motivates students to learn.=83% provides quality counseling or other ways to help students with social or emotional needs. = 56% has adults who really care about students.= 96% is a supportive and inviting place for students to learn. = 92% is a safe place for my child.= 97% promotes respect of all cultural beliefs and practices. = 67%	Parent survey will be completed by a minimum of 60 families with an overall response of at least 5% increase each year of responses indicating Agree/Strongly Agree.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>'22-'23 CalSCHLS Parent survey Key Indicators of Parental Involvement, School Climate, and Student Behavior completed by 99 families with an overall percentage of responses in key areas including:</p> <p>Actively seeks the input of parents before making important decisions. = 69%</p> <p>Promotes academic success for all students. = 93%</p> <p>Motivates students to learn. = 91%</p> <p>Provides quality counseling or other ways to help students with social or emotional needs. = 66%</p> <p>Has adults who really care about students. = 90%</p> <p>Is a supportive and inviting place for students to learn. = 98%</p> <p>Is a safe place for my child. = 94%</p>	
Lake Canyon will continue to offer a wide variety of tech integration learning programs and opportunities in an extended day setting based around student strengths and interests.	'21-'22 and '22-'23 Lake Canyon offers a wide variety of tech integration learning programs and opportunities in an extended day setting based on student strengths and interests.	Lake Canyon will continue to offer a variety of tech integration learning programs and opportunities in an extended day setting based around student strengths and interests.
Student health, wellness and social-emotional well-being will be prioritized during the school day and as part of extended	Student health, wellness and social-emotional well-being are prioritized during the school day and as part of extended	Student health, wellness and social-emotional well-being will be prioritized during the school day and as part of extended

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
day offerings at the school site. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.	day offerings at the school site. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.	day offerings at the school site. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.
At least 65% of the students served in Extended Learning Summer Opportunities will be students from our unduplicated students' group (Low SES, EL, foster)	Outcome '22-'23 72% of the students served in the Extended Learning Summer program are students from our unduplicated students' group (Low SES, EL, foster)	Maintain 72% of the students served in the Extended Learning Summer

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)

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

### Strategy/Activity

Chronic absenteeism will decrease as school will employ a model program centered around increasing overall student intrinsic motivation and engagement. School staff, including a school social worker, will work directly with students who are at risk for truancy and collaborate with families to develop preventative measures to reduce truancy. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.

### 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)

Principally Directed: English Learner, Socioeconomically Disadvantaged, Foster

#### Strategy/Activity

School suspension and expulsion rates will remain at or close to zero. School will employ a model program centered around increasing overall student intrinsic motivation and engagement. School staff, including a school social worker, will work directly with students who are at risk for suspension and collaborate with families to develop preventative measures to reduce suspension. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.

#### 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)
300.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time
106.73	Title I 4000-4999: Books And Supplies Amazon
900.01	Title I 4000-4999: Books And Supplies Galt Sign & Screenprinting
765.00	Title I None Specified Release Time

#### Strategy/Activity 3

##### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

Students engage in service learning. Service learning will be highlighted and included in instructional minutes during the school day and as an intentional aspect of the extended day programming. In addition, CA State Standards will be reinforced with additional emphasis on college and career opportunities and included in instructional minutes during the school day and as an intentional aspect of the extended day programming.

#### 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)

900.01

Source(s)

Title I  
4000-4999: Books And Supplies  
Galt Sign & Screenprinting

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

Principally Directed: English Learner, Socioeconomically Disadvantaged, Foster

### Strategy/Activity

In order to engage all stakeholders in the educational process, 100% of all learners will have access to interoperable systems that enable collaboration in the development and maintenance of personalized learning pathway plans for all learners as measured by reports and on-line professional learning plan systems. Professional development opportunities are based upon data trend needs and learner observations in both virtual and in-person settings. Performance Management Systems (PMS) parent and student portals provide families real time student performance data and school communications. All staff receive annual training regarding district and school site policies and procedures regarding sexual harassment and uniform complaint protocol. Staff is equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker uses Second Step curriculum as the primary platform to support student SEL.

### 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

100% of educators engage in professional growth opportunities. The provision of professional development opportunities valued and maximized.

### 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)
1,800.00	Title I 2000-2999: Classified Personnel Salaries Extra Time
69.00	Title I 4000-4999: Books And Supplies ATHLON I.A.LLC

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

Principally Directed: English Learner, Socioeconomically Disadvantaged, Foster

### Strategy/Activity

A wide variety of school day and extended day activities, intervention support sessions will be offered to all students. These opportunities will be built and offered both virtually and in-person taking into consideration student strengths and interests. Access to 21st century tools and skills will be maximized as extended day programming centers around civic, college and career readiness.

### 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)
720.00	Title I 5000-5999: Services And Other Operating Expenditures Transportation
200.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time

## 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.

Lake Canyon classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. Lake Canyon met

many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2022-2023 to provide staff with the resources and tools to support a decrease in chronic absenteeism and suspensions, and the maintenance of zero expulsions. Staff will continue to be equipped to meet the social-emotional readiness needs of students and families through ongoing and targeted professional development including implementation of RULER strategies. School social worker will continue to use Second Step curriculum as the primary platform to support student SEL.

# 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	\$63,091.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$172,452.37

## 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 (\$)
Title I	\$46,883.69
Title I Part A: Parent Involvement	\$905.00
Title III	\$10,379.00

Subtotal of additional federal funds included for this school: \$58,167.69

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 (\$)
LCFF - Supplemental	\$114,284.68

Subtotal of state or local funds included for this school: \$114,284.68

Total of federal, state, and/or local funds for this school: \$172,452.37

# 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
LCFF - Supplemental	113,697.00	-587.68
Title I	51,637.00	4,753.31
Title I Part A: Parent Involvement	1,075.00	170.00
Title III	10,379.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	114,284.68
Title I	46,883.69
Title I Part A: Parent Involvement	905.00
Title III	10,379.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,850.00
2000-2999: Classified Personnel Salaries	119,239.00
4000-4999: Books And Supplies	31,284.87
5000-5999: Services And Other Operating Expenditures	720.00
5800: Professional/Consulting Services And Operating Expenditures	4,436.50
None Specified	12,922.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	103,640.00

4000-4999: Books And Supplies	LCFF - Supplemental	3,034.68
None Specified	LCFF - Supplemental	7,610.00
1000-1999: Certificated Personnel Salaries	Title I	3,850.00
2000-2999: Classified Personnel Salaries	Title I	4,315.00
4000-4999: Books And Supplies	Title I	28,250.19
5000-5999: Services And Other Operating Expenditures	Title I	720.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,436.50
None Specified	Title I	5,312.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	905.00
2000-2999: Classified Personnel Salaries	Title III	10,379.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	166,691.62
Goal 2	5,760.75

# 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
Judith Hayes	Principal
Fred Sheldon	Classroom Teacher
Jill Daluz	Classroom Teacher
Alicia Lopez	Classroom Teacher
Keturah Samuels	Parent or Community Member
Julie Jennings	Parent or Community Member
Patricia Lopez	Parent or Community Member
Nichole Howard	Parent or Community Member
John Hall	Parent or Community Member
Alejandra Valencia	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Other: Lake Canyon School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 23, 2023.

Attested:

Principal, Judith P Hayes on 5/23/23
SSC Chairperson, Fred Sheldon on 5/23/23