



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lake Canyon Elementary School	34673480107946	05/23/24	June 18, 2024

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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.

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

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Plan Description

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

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

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.

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 School Plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 2023-24 school year.

Resource Inequities

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

No overall areas were in the red or orange.

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

The following student groups were two or more performance levels below the all-student performance:

English-Language Arts- None

Math- Students with Disabilities were in the 'red' and were 106 points below the standard.

Other Needs

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

CalSCHLS survey data/students- grade 5/grade 6:

Participants: 2023 = 40 | 2024 = 51

STUDENTS GRADE 5 - Reporting “Yes, most or all of the time. Goal = 80%

2023/ 2024

86%/62% Students feel connected to school

93%/74% Students are academically motivated

83%/64% Caring adults in school

91%/77% High expectations from adults

80%/77% Facilities upkeep

82%/67% Social and emotional learning supports

80%/66% Anti Bullying climate

93%/67% Feel safe at school

88%/74% Students treated with respect

Participants: 2023 = 52| 2024 = 44

STUDENTS GRADE 6 - Reporting “Yes, most or all of the time.”

Goal = 80%

2023/2024

89%/77% Students feel connected to school

85%/84% Students are academically motivated

88%/76% Caring adults in school

94%/92% High expectations from adults

96%/80% Facilities upkeep

89%/83% Social and emotional learning supports

88%/75% Anti Bullying climate

90%/81% Feel safe at school

98%/91% Students treated with respect

Parental Engagement

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

Lake Canyon has a full time school social worker, medical assistant and access to district school nurse. The District 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)

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 School 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)

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, Socioeconomically 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.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.18%	0%	1	1	0
African American	1.7%	1.81%	1.37%	9	10	7
Asian	2.6%	3.26%	4.5%	14	18	23
Filipino	1.5%	1.45%	0.98%	8	8	5
Hispanic/Latino	53.5%	52.90%	53.82%	285	292	275
Pacific Islander	0.6%	0.36%	0.2%	3	2	1
White	36.6%	35.33%	32.29%	195	195	165
Multiple/No Response	2.8%	4.17%	5.87%	15	23	30
Total Enrollment				533	552	511

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

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	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 and achievement.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	69	91	0	67	89	0	67	89	0.0	97.1	97.8
Grade 4	91	72	69	0	71	69	0	71	69	0.0	98.6	100.0
Grade 5	74	85	74	0	85	73	0	85	73	0.0	100.0	98.6
Grade 6	62	82	86	0	82	84	0	82	84	0.0	100.0	97.7
All Grades	302	308	320	0	305	315	0	305	315	0.0	99.0	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2427.	2414.		23.88	24.72		25.37	21.35		26.87	22.47		23.88	31.46
Grade 4		2441.	2472.		22.54	27.54		19.72	17.39		18.31	27.54		39.44	27.54
Grade 5		2496.	2488.		21.18	21.92		32.94	26.03		20.00	24.66		25.88	27.40
Grade 6		2511.	2520.		14.63	10.71		34.15	41.67		17.07	20.24		34.15	27.38
All Grades	N/A	N/A	N/A		20.33	20.95		28.52	26.98		20.33	23.49		30.82	28.57

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

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	20.22		56.72	64.04		13.43	15.73
Grade 4		23.94	21.74		50.70	68.12		25.35	10.14
Grade 5		18.82	21.92		62.35	57.53		18.82	20.55
Grade 6		17.07	25.00		54.88	52.38		28.05	22.62
All Grades		21.97	22.22		56.39	60.32		21.64	17.46

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.46	15.73		64.18	48.31		28.36	35.96
Grade 4		7.04	11.59		57.75	56.52		35.21	31.88
Grade 5		12.94	10.96		62.35	56.16		24.71	32.88
Grade 6		14.63	14.29		53.66	55.95		31.71	29.76
All Grades		10.82	13.33		59.34	53.97		29.84	32.70

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.43	8.99		80.60	78.65		5.97	12.36
Grade 4		11.27	17.39		77.46	66.67		11.27	15.94
Grade 5		11.76	17.81		77.65	65.75		10.59	16.44
Grade 6		17.07	19.05		65.85	73.81		17.07	7.14
All Grades		13.44	15.56		75.08	71.75		11.48	12.70

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.42	20.22		70.15	60.67		13.43	19.10
Grade 4		15.49	18.84		59.15	65.22		25.35	15.94
Grade 5		14.12	16.44		70.59	57.53		15.29	26.03
Grade 6		13.41	9.52		65.85	72.62		20.73	17.86
All Grades		14.75	16.19		66.56	64.13		18.69	19.68

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Conclusions based on this data:

1. This data set informs the instructional practice undertaken by Lake Canyon educators as they develop learning pathways and 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 and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	91	0	67	90	0	67	90	0.0	97.1	98.9
Grade 4	91	72	69	0	71	69	0	71	69	0.0	98.6	100.0
Grade 5	74	85	74	0	85	73	0	85	73	0.0	100.0	98.6
Grade 6	62	82	86	0	82	84	0	82	84	0.0	100.0	97.7
All Grades	302	308	320	0	305	316	0	305	316	0.0	99.0	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2439.	2429.		20.90	21.11		28.36	32.22		28.36	16.67		22.39	30.00
Grade 4		2453.	2488.		12.68	24.64		32.39	33.33		22.54	23.19		32.39	18.84
Grade 5		2483.	2481.		7.06	20.55		23.53	16.44		34.12	26.03		35.29	36.99
Grade 6		2501.	2520.		13.41	23.81		23.17	17.86		29.27	22.62		34.15	35.71
All Grades	N/A	N/A	N/A		13.11	22.47		26.56	25.00		28.85	21.84		31.48	30.70

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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	32.22		44.78	41.11		26.87	26.67
Grade 4		22.54	31.88		40.85	46.38		36.62	21.74
Grade 5		10.59	21.92		57.65	38.36		31.76	39.73
Grade 6		13.41	21.43		54.88	44.05		31.71	34.52
All Grades		18.03	26.90		50.16	42.41		31.80	30.70

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.88	22.22		55.22	48.89		20.90	28.89
Grade 4		16.90	26.09		46.48	52.17		36.62	21.74
Grade 5		9.41	15.07		57.65	46.58		32.94	38.36
Grade 6		8.54	13.10		59.76	60.71		31.71	26.19
All Grades		14.10	18.99		55.08	52.22		30.82	28.80

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.36	23.33		61.19	54.44		10.45	22.22
Grade 4		18.31	18.84		57.75	60.87		23.94	20.29
Grade 5		8.24	17.81		71.76	52.05		20.00	30.14
Grade 6		13.41	22.62		60.98	52.38		25.61	25.00
All Grades		16.39	20.89		63.28	54.75		20.33	24.37

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

Conclusions based on this data:

1. This data set 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 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

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1439.9	1393.4	1439.0	1454.2	1411.5	1423.7	1406.6	1351.2	1474.5	13	12	11
1	*	1428.1	*	*	1424.3	*	*	1431.2	*	8	12	6
2	*	*	1468.5	*	*	1468.5	*	*	1467.8	10	9	12
3	1471.0	*	*	1459.9	*	*	1481.8	*	*	21	9	10
4	1522.4	1522.0	*	1504.7	1530.5	*	1539.9	1513.2	*	21	20	8
5	1525.2	1532.0	1517.9	1518.1	1540.8	1525.7	1531.8	1522.6	1509.9	13	13	14
6	*	1519.8	*	*	1518.4	*	*	1520.9	*	10	13	5
All Grades										96	88	66

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	0.00	27.27	76.92	25.00	18.18	15.38	33.33	45.45	0.00	41.67	9.09	13	12	11
1	*	0.00	*	*	8.33	*	*	83.33	*	*	8.33	*	*	12	*
2	*	*	0.00	*	*	33.33	*	*	66.67	*	*	0.00	*	*	12
3	5.00	*	*	30.00	*	*	30.00	*	*	35.00	*	*	20	*	*
4	30.00	25.00	*	40.00	25.00	*	20.00	45.00	*	10.00	5.00	*	20	20	*
5	15.38	23.08	21.43	46.15	46.15	14.29	23.08	23.08	57.14	15.38	7.69	7.14	13	13	14
6	*	0.00	*	*	46.15	*	*	46.15	*	*	7.69	*	*	13	*
All Grades	18.28	10.23	16.67	45.16	34.09	28.79	22.58	42.05	37.88	13.98	13.64	16.67	93	88	66

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	16.67	18.18	76.92	33.33	27.27	7.69	16.67	36.36	0.00	33.33	18.18	13	12	11
1	*	0.00	*	*	8.33	*	*	83.33	*	*	8.33	*	*	12	*
2	*	*	16.67	*	*	41.67	*	*	41.67	*	*	0.00	*	*	12
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	42.86	38.46	30.77	42.86	7.69	0.00	0.00	15.38	7.69	14.29	13	13	14
6	*	46.15	*	*	38.46	*	*	7.69	*	*	7.69	*	*	13	*
All Grades	26.88	28.41	25.76	45.16	37.50	36.36	17.20	19.32	16.67	10.75	14.77	21.21	93	88	66

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	0.00	27.27	38.46	8.33	9.09	53.85	50.00	63.64	0.00	41.67	0.00	13	12	11
1	*	0.00	*	*	8.33	*	*	66.67	*	*	25.00	*	*	12	*
2	*	*	0.00	*	*	25.00	*	*	75.00	*	*	0.00	*	*	12
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	0.00	7.69	30.77	28.57	53.85	30.77	21.43	23.08	30.77	50.00	13	13	14
6	*	0.00	*	*	30.77	*	*	30.77	*	*	38.46	*	*	13	*
All Grades	16.13	6.82	7.58	32.26	20.45	21.21	31.18	45.45	50.00	20.43	27.27	21.21	93	88	66

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	16.67	9.09	92.31	66.67	72.73	0.00	16.67	18.18	13	12	11
1	*	8.33	*	*	91.67	*	*	0.00	*	*	12	*
2	*	*	16.67	*	*	83.33	*	*	0.00	*	*	12
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	21.43	69.23	84.62	71.43	15.38	0.00	7.14	13	13	14
6	*	7.69	*	*	69.23	*	*	23.08	*	*	13	*
All Grades	31.18	27.27	22.73	62.37	63.64	63.64	6.45	9.09	13.64	93	88	66

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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	18.18	46.15	50.00	54.55	7.69	41.67	27.27	13	12	11
1	*	0.00	*	*	50.00	*	*	50.00	*	*	12	*
2	*	*	0.00	*	*	91.67	*	*	8.33	*	*	12
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	71.43	15.38	23.08	14.29	7.69	7.69	14.29	13	13	14
6	*	76.92	*	*	15.38	*	*	7.69	*	*	13	*
All Grades	33.70	40.91	31.82	51.09	37.50	43.94	15.22	21.59	24.24	92	88	66

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	27.27	100.00	58.33	72.73	0.00	41.67	0.00	13	12	11
1	*	0.00	*	*	75.00	*	*	25.00	*	*	12	*
2	*	*	0.00	*	*	100.00	*	*	0.00	*	*	12
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	0.00	53.85	61.54	57.14	23.08	30.77	42.86	13	13	14
6	*	0.00	*	*	38.46	*	*	61.54	*	*	13	*
All Grades	17.20	5.68	9.09	59.14	59.09	63.64	23.66	35.23	27.27	93	88	66

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	53.85	8.33	72.73	38.46	58.33	27.27	7.69	33.33	0.00	13	12	11
1	*	0.00	*	*	91.67	*	*	8.33	*	*	12	*
2	*	*	8.33	*	*	91.67	*	*	0.00	*	*	12
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	21.43	84.62	76.92	50.00	15.38	15.38	28.57	13	13	14
6	*	7.69	*	*	92.31	*	*	0.00	*	*	13	*
All Grades	19.78	12.50	27.27	65.93	73.86	56.06	14.29	13.64	16.67	91	88	66

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

Conclusions based on this data:

- This data set 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

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
511	49.7	15.3	0.2
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	78	15.3
Foster Youth	1	0.2
Homeless	19	3.7
Socioeconomically Disadvantaged	254	49.7
Students with Disabilities	84	16.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.4
Asian	23	4.5
Filipino	5	1
Hispanic	275	53.8
Two or More Races	30	5.9
Pacific Islander	1	0.2
White	165	32.3

Conclusions based on this data:

- 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 as well.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Yellow	Suspension Rate Yellow
Mathematics Green		
English Learner Progress Green		

Conclusions based on this data:

1. This dashboard data informs 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

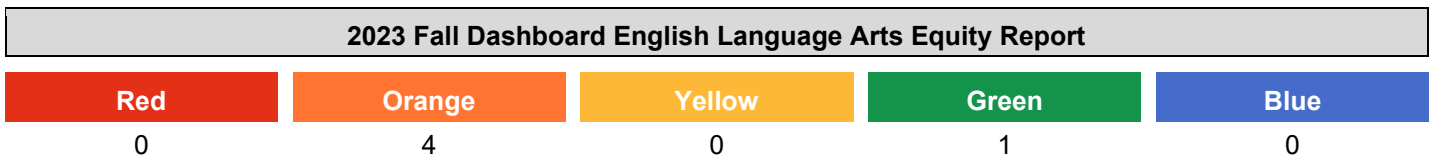
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>9.8 points below standard</p> <p>Increased +3.2 points</p> <p>308 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>53.4 points below standard</p> <p>Decreased -7.1 points</p> <p>65 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>39.3 points below standard</p> <p>Maintained -1.1 points</p> <p>139 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>83.2 points below standard</p> <p>Increased +14.7 points</p> <p>57 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	16.8 points above standard 14 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33 points below standard Maintained -1.4 points 160 Students	18.8 points above standard 18 Students	Less than 11 Students 1 Student	 Green 9.7 points above standard Increased +4.1 points 103 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.6 points below standard Decreased Significantly -17.2 points 36 Students	14 points above standard Decreased -11.8 points 29 Students	0.3 points above standard Increased +3.7 points 232 Students

Conclusions based on this data:

1. This data 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 Socioeconomically Disadvantaged students will increase with results moving from 53 and 39 points below standard respectively toward scores at standard.
2. We will continue after school targeted intervention sessions for identified high-needs students.

School and Student Performance Data

Academic Performance Mathematics

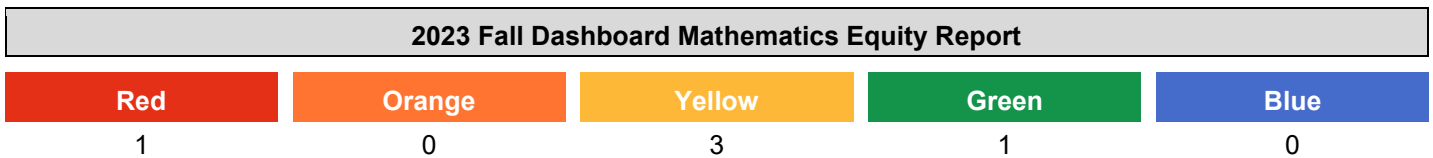
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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





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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Green 18.1 points below standard Increased +12.3 points 308 Students	<p>English Learners</p>  Yellow 53.4 points below standard Increased Significantly +17.6 points 65 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 44.4 points below standard Increased +6.5 points 139 Students	<p>Students with Disabilities</p>  Red 106.8 points below standard Maintained +0.1 points 57 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	5.6 points above standard 14 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.1 points below standard Increased +9.9 points 160 Students	5.7 points below standard 18 Students	Less than 11 Students 1 Student	 Green 4.3 points above standard Increased +8.8 points 103 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93 points below standard Increased Significantly +25.9 points 36 Students	4.2 points below standard Decreased -11.6 points 29 Students	10.9 points below standard Increased +7.8 points 232 Students

Conclusions based on this data:

1. This data 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 Socioeconomically Disadvantaged students will increase moving from 53 and 44 points below standard respectively toward scores at standard.
2. Targeted intervention opportunities for Students with Disabilities will be implemented. The Students with Disabilities group will move from 107 points below the standard to the proficient range.

School and Student Performance Data

Academic Performance English Learner Progress

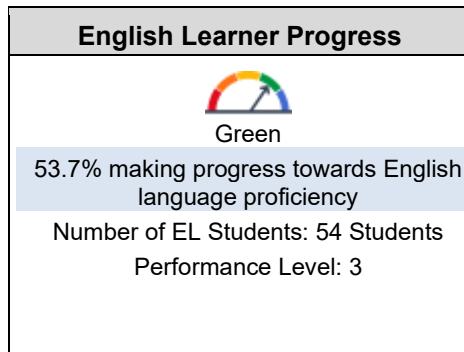
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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

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

2023 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.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	19	1	28

Conclusions based on this data:

- This dashboard English Learner data 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

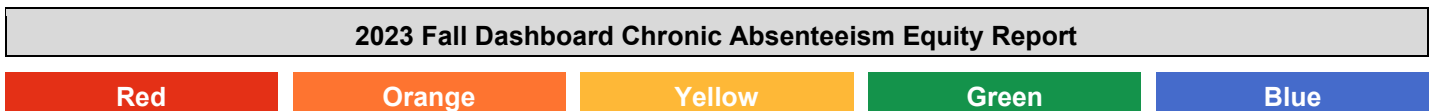
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 35.4% Chronically Absent Declined Significantly -13 528 Students	 Orange 47% Chronically Absent Declined -3.9 83 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
47.8% Chronically Absent Declined -18.8 23 Students	 Yellow 42.8% Chronically Absent Declined Significantly -13.1 271 Students	 Orange 43.5% Chronically Absent Declined -21.2 108 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	 No Performance Color 0 Students	17.4% Chronically Absent Declined -4.8 23 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 43.4% Chronically Absent Declined Significantly -11.4 286 Students	16.7% Chronically Absent Declined -27.3 36 Students	Less than 11 Students 1 Student	 Yellow 29.8% Chronically Absent Declined Significantly -14.1 168 Students

Conclusions based on this data:

1. This dashboard data 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. Personalized parent support and partnership will support movement toward a higher attendance rate as we enlarge our parent and staff school to home communication and connection systems.

School and Student Performance Data

Conditions & Climate Suspension Rate

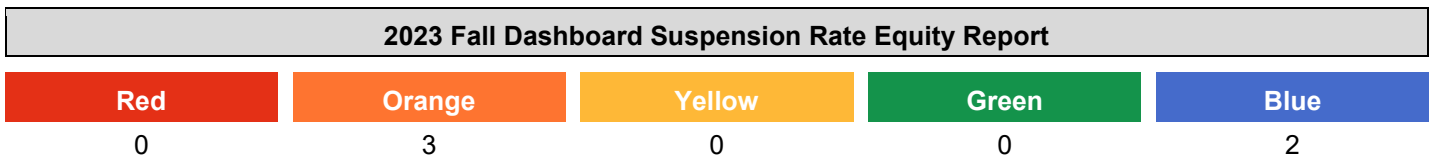
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 0.9% suspended at least one day Increased 0.4 536 Students	 Orange 1.2% suspended at least one day Increased 0.3 83 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
4% suspended at least one day Increased 4 25 Students	 Orange 1.5% suspended at least one day Increased 0.4 275 Students	 Blue 0% suspended at least one day Declined -0.9 108 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 23 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.7% suspended at least one day Increased 1.1 289 Students	0% suspended at least one day Maintained 0 36 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Declined -0.5 171 Students

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.
2. Positive and purposeful relationship systems and educational opportunities using research-based restorative practices and positive behavior support systems will be implemented as a means to improve the suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Learner Engagement

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

Identified Need

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

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 decreased by 4 percentage points. 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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students in the 60th percentile and higher for Math on NWEA MAP will increase 5% winter to winter.	Winter '22 to Winter '23 was a 1% increase 37% to 38%. Winter '23 to Winter '24 was a 17% increase 38% to 55%	Students expected to be in the 60th percentile and higher for math on NWEA MAP will increase to 60%.
Students in the 60th percentile and higher for reading on NWEA MAP will increase 5% winter to winter.	Winter '22 to Winter '23 was a 1% increase 39% to 40%. Winter '23 to Winter '24 was a 8% increase 40% to 48%	Students expected to be in the 60th percentile and higher for reading on NWEA MAP will increase to 53%.
All student groups on the CA School Dashboard will demonstrate at least a	Actual Outcome 2023:	Expected-

<p>10 point increase in meeting distance from standard in Mathematics.</p>	<p>All students 18 points below standard White 4.3 points above the standard Hispanic: 42 points below standard Socioeconomically Disadvantaged: 44 points below the standard Students with Disabilities- Very Low 106 points below the standard All English Learners: 53 points below the standard</p>	<p>All students: 8 points below the standard White Medium 14 points above standard Hispanic: 32 points below standard Socioeconomically Disadvantaged: Low 34 points below the standard Students with Disabilities- Very Low 96. points below the standard All English Learners: 43 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>Actual Outcome: 2023 All students 9.8 points below standard. White: 9.7 above standard Hispanic: 33 below standard Socioeconomically Disadvantaged: 39 points below standard Students with Disabilities: 83 points below standard All English Learners: 53 points below standard</p>	<p>Expected- All students: 1 point above standard White: 19 points above standard Hispanic: 23 points below standard Socioeconomically Disadvantaged: 29 points below standard Students with Disabilities: 73 points below standard 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>Actual Outcome: K-3rd grade students meeting/exceeding their grade level reading targets on the winter district reading assessment (DRA) is 61%.</p>	<p>K-3rd grade students meeting/exceeding their grade level Reading targets on the District Reading Assessments (DRAs) will increase to 71%.</p>
<p>School English Learner reclassification rate will increase by 3%.</p>	<p>Baseline</p> <ul style="list-style-type: none"> • 21-22 School English Learner reclassification rate was 19% • 22-23 reclassification rate was 12% 	<p>School English Learner reclassification rate will increase to 15%</p>
<p>Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%.</p>	<p>Actual Outcome: 100% of students are taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources.</p>	<p>Students taught with CCSS aligned ELA/ELD, Math & NGSS curriculum and supplemental bridge resources will be maintained at 100%.</p>
<p>K-6 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS will be maintained at 100%.</p>	<p>Baseline K-6 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS is at 100%.</p>	<p>K-6 teachers receiving professional development to implement the CCSS in ELA/ELD, Math & the NGSS will be maintained at 100%.</p>
<p>Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.</p>	<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>	<p>Student access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%.</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Personalized Pathway Learning Plans/Goal Setting implemented K through grade 6. 100% of students reach one year or more than one year of growth.	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	7619.88 Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants 468.00 Title I 4000-4999: Books And Supplies ESGI 3099.58 LCFF - Supplemental 4000-4999: Books And Supplies Amazon, Staples Advantage, Curriculum Associates 74282.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants/Bilingual Instructional Assistants 32407.00 Title I 2000-2999: Classified Personnel Salaries Instructional Assistants/Bilingual Instructional Assistants 1020.00 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Science Alliance 654.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Sacramento Taiko Dan 3669.55 LCFF - Supplemental None Specified Release Time 532.16 Title I None Specified Release Time 134.57 LCFF - Supplemental

			1000-1999: Certificated Personnel Salaries Extra Time
1.2	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.	English Learners	336.42 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD After School Program 300.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries ELD After School Program 1348.64 LCFF - Supplemental 4000-4999: Books And Supplies Amazon
1.3	K-2nd grade level student reading proficiency will increase to 71% 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.	All	1161.00 LCFF - Supplemental 4000-4999: Books And Supplies Got to Teach LLC 122.99 Title I 4000-4999: Books And Supplies Wipebook Corp
1.4	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 Eureka math which is aligned to CCSS. 100% of students are exposed to units developed through the NGSS lens.	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	175.81 Title I 5800: Professional/Consulting Services And Operating Expenditures SMUD Museum of Science and Curiosity 850.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time 180.00 LCFF - Supplemental None Specified Sub IA - Student Support 31.04 Title I 4000-4999: Books And Supplies Lexia Voyager Sopris Inc
1.5	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.	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	500.00 Title I 4000-4999: Books And Supplies Xtra Math 9550.31 LCFF - Supplemental 4000-4999: Books And Supplies Dreambox Learning Inc 5464.73

			Title I 4000-4999: Books And Supplies Studies Weekly 1537.16 Title I 4000-4999: Books And Supplies Bluum Usa Inc 1580.15 LCFF - Supplemental 4000-4999: Books And Supplies Happy Numbers Inc 6000.00 LCFF - Supplemental 4000-4999: Books And Supplies Lexia Learning System Inc 2500.00 LCFF - Supplemental 4000-4999: Books And Supplies Zearn Inc
1.6	<p>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.</p> <p>Performance management systems 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.</p>	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	893.00 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Interpreting
1.7	<p>100% of educators engage in professional growth goal setting. The provision of professional development opportunities valued and maximized.</p>	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	100.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time 128.45 Title I None Specified Release Time - Professional Development Trainings 7971.73 Title I 1000-1999: Certificated Personnel Salaries Professional Development Trainings

			256.91 LCFF - Supplemental None Specified Release Time 1076.55 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Time 32.45 LCFF - Supplemental 4000-4999: Books And Supplies Amazon 900.00 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Sacramento County Office of Ed
1.8	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.	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	1074.00 LCFF - Supplemental 4000-4999: Books And Supplies Arts Attack
1.9	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.	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	40.39 LCFF - Supplemental 4000-4999: Books And Supplies Amazon 1800.00 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Lifechangers Intl

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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.

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 2024-25.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Social Emotional Learning

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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 and in the 23-24 school year there were 5 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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A high percentage of grade 5/6 students are feeling safe, engaged and hopeful per the Cal Schools Survey at 80%- most of the time.	Participants: 2023 = 40 2024 = 51 STUDENTS GRADE 5 - Reporting "Yes, most or all of the time." Goal = 80% 2023 2024 Students feel connected to school 86 62 Students are academically motivated 93 74 Caring adults in school 83 64 High expectations from adults 91 77 Facilities upkeep 80 77	Increase the number of areas that are below 80%.

	<p>Social and emotional learning supports 82 67 Anti Bullying climate 80 66 Feel safe at school 93 67 Students treated with respect 88 74</p> <p>Participants: 2023 = 52 2024 = 44 STUDENTS GRADE 6 - Reporting "Yes, most or all of the time." Goal = 80% 2023 2024 Students feel connected to school 89 77 Students are academically motivated 85 84 Caring adults in school 88 76 High expectations from adults 94 92 Facilities upkeep 96 80 Social and emotional learning supports 89 83 Anti Bullying climate 88 75 Feel safe at school 90 81 Students treated with respect 98 91</p>	
<p>Chronic absenteeism will decrease by 1%</p>	<p>Baseline:</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>'22-'23 Chronic Absenteeism-35.4% White:29.8% chronically absent Hispanic: 43.4% chronically absent Socioeconomically Disadvantaged: 42.8%chronically absent Students with Disabilities- 43.5%chronically absent All English Learners: 47% chronically absent</p>	<p>Expected- All students: 34% chronically absent White:28% chronically absent Hispanic: 42% chronically absent Socioeconomically Disadvantaged: 41%chronically absent Students with Disabilities- 42%chronically absent All English Learners: 46% chronically absent</p>
<p>School average daily attendance will be maintained at 94% or greater.</p>	<p>School average daily attendance rate is 92.17% based on district data 8/11/22-4/7/23.</p> <p>23-24- 94.87%</p>	<p>School attendance rate will increase and be maintained at 94% or greater.</p>
<p>School suspension rate will revert to 1%.</p>	<p>2021-22 District data Two students received in-school suspensions and school suspensions were 2.</p> <p>23-24- 5 suspensions</p>	<p>School suspension rate will revert back to pre-covid 0% suspended at least once</p>

School expulsion rate will remain at 0.	Baseline: 21-22 School expulsion rate is 0. Actual Outcome: 22-23 School expulsion rate is 0.	School expulsion rate will remain at 0.
Williams Sufficiency Compliance will be maintained at 0.	0	Maintain at 0.
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 Strongly Agree in areas that are below 50%.	Participants: 2023 = 99 2024 = 39 PARENTS - Reporting "Strongly agree" Goal = 50% 2023 2024 Parents feel welcome to participate 47 53 Supportive student learning environment 41 44 School is a safe place for my child 43 45 School has adults who really care about students 50 53 Communication with parents about school 54 55* School treats all students with respect 51 54 Facilities upkeep 46 39 Teachers responsive to child's social/emotional needs - *Agree or Strongly Agree 90 73*	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.
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.
		.
FIT rating provided by the CDE will be maintained at 'good.'		

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	10.39 LCFF - Supplemental 4000-4999: Books And Supplies Teachers Pay Teachers

2.2	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.	Principally Directed: English Learner, Socioeconomically Disadvantaged, Foster	
2.3	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.	All	755.95 LCFF - Supplemental 4000-4999: Books And Supplies School Datebooks
2.4	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.	Principally Directed: English Learner, Socioeconomically Disadvantaged, Foster	
2.5	100% of educators engage in professional growth opportunities. The provision of professional development opportunities valued and maximized.	All Students	1000.00 Title I 2000-2999: Classified Personnel Salaries Extra Time

2.6	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.	Principally Directed: English Learner, Socioeconomically Disadvantaged, Foster	
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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.

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 2024-25 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 restorative practices strategies. School social worker will continue to use Second Step curriculum as the primary platform to support student SEL.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$63,091.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$171,564.81
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$50,993.07
Title I Part A: Parent Involvement	\$893.00
Title III	\$7,619.88

Subtotal of additional federal funds included for this school: \$59,505.95

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	\$112,058.86

Subtotal of state or local funds included for this school: \$112,058.86

Total of federal, state, and/or local funds for this school: \$171,564.81

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	112,058.86	0.00
Title I	50,993.07	0.00
Title I Part A: Parent Involvement	893	0.00
Title III	7,619.88	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	112,058.86
Title I	50,993.07
Title I Part A: Parent Involvement	893.00
Title III	7,619.88

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,519.27
2000-2999: Classified Personnel Salaries	117,451.88
4000-4999: Books And Supplies	35,276.78
5800: Professional/Consulting Services And Operating Expenditures	4,549.81
None Specified	4,767.07

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,547.54
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	75,532.00

4000-4999: Books And Supplies	LCFF - Supplemental	27,152.86
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3,720.00
None Specified	LCFF - Supplemental	4,106.46
1000-1999: Certificated Personnel Salaries	Title I	7,971.73
2000-2999: Classified Personnel Salaries	Title I	33,407.00
4000-4999: Books And Supplies	Title I	8,123.92
5800: Professional/Consulting Services And Operating Expenditures	Title I	829.81
None Specified	Title I	660.61
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	893.00
2000-2999: Classified Personnel Salaries	Title III	7,619.88

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	169,798.47
Goal 2	1,766.34

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
Tricia VanWarmerdam	Classroom Teacher
Alicia Lopez	Classroom Teacher
Julie Martinez	Parent or Community Member
Julie Jennings	Parent or Community Member
Patricia Lopez	Parent or Community Member
Nichole Howard	Parent or Community Member
Mark Stockman	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
	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, 2024.

Attested:

	Principal, Judith P Hayes on 5/23/24
	SSC Chairperson, Fred Sheldon on 5/23/24

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023