

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeport Alternative School	17640301730142	6-1-23	6-14-23

Purpose and Description

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

Schoolwide Program

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

Students' academic, behavioral, and social-emotional needs will be planned for and followed up on throughout the course of the 2023-24 school year in alignment with the District's three LCAP goals:

1) GROWTH: Lakeport Unified School District prioritizes growth as an organization. We strive to maximize student and staff growth on a daily basis. Growth will be measured through a holistic approach grounded in an equitable, diverse and inclusive environment that includes, but is not limited to, the following elements:

- Emotional and Physical Wellness
- Resiliency
- Stress Management
- Exercise and Activity
- Healthy Choices
- Intellectual Wellness
- Literacy Development
- Curiosity and Creativity
- Critical Thinking
- Engagement
- Social Wellness
- Support Network
- Relationships
- Mentor / Advisor
- Global Citizenship

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

3) **FINANCIAL ALLOCATION AND FISCAL STEWARDSHIP:** Lakeport Unified School District recognizes fiscal resources are finite. Resources will be allocated to fulfill goals and objectives of the Strategic Plan and in accordance with all relevant State and Federal statutes and/or rules. Additionally, LUSD strives to reinvent service delivery models to maximize the District's return on investment.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

District administration has not developed a parent/guardian Google Form (survey) about the 2023-24 school year at the time of the submission of this plan.

Classroom Observations

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

The site principal's office is located on the same campus as the school, so casual observations occur on a daily basis. Formal observations are administered as required by the teachers' contract. Teacher training is focused on managing challenging, disruptive behaviors of often non-motivated students, as well as ensuring that students meet their attendance goals by timely work completion in order to earn credit for attendance.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

In addition to CAASPP testing in the 2023-24 school year, students at Lakeport Alternative School will participate in ixl.com diagnostics for purposes of having a local assessment tool to monitor and evaluate student progress and ensure appropriate placement in coursework.

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

The online Acellus curriculum provides ongoing assessment and automatically adapts/adjusts to students' academic abilities and/or areas of subject-matter weaknesses and strengths. Lakeport Alternative School students will also be active participants the ixl.com assessment platform on a trimester basis.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All six LAS teachers are fully credentialed. For the second consecutive school year, in 2023-24 LAS will be without a .5FTE school counselor who worked with students in the 2020-21 and 2021-22 school years.

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

Teachers are fully credentialed and participate in districtwide, as well as self-selected professional development. Monthly WASC-focused staff meetings occur the last Wednesday of each month.

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

During district staff development days and monthly staff meetings, staff and faculty participate in professional development.

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

Instructional coaches are available to all teachers at the comprehensive school sites in the Lakeport Unified School District; teachers in the Alternative Education programs do not have assigned instructional coaches, however they are available as needed/desired. The Lake County Office of Education also provides ongoing needs-based instructional training and assistance.

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

This is a small alternative education center. Collaboration is generally focused around student behavior and progress toward graduation. In 2023-24, we will continue to focus on our school's initial Spring 2021 WASC (Western Association of Schools and Colleges) accreditation in preparation for a Spring 2024 three-year return visit.

Teaching and Learning

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

Aligned.

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

N/A

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

N/A

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

Acellus is a standards-based instructional program.

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

Students have access to Acellus which is a standards-aligned curriculum.

Opportunity and Equal Educational Access

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

Ongoing assessment and intervention as appropriate.

Evidence-based educational practices to raise student achievement

We are using a nationally recognized online program - Acellus - that diagnoses and adjusts to students' academic abilities and deficiencies and ensures their progress toward graduation.

Parental Engagement

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

We have two District Family and Community Liaisons and we work closely with Lake County Juvenile Probation, local Law Enforcement, Social Services, and local Native American tribes. The District previously funded a full-time Social-Emotional Counselor to work with Alternative Education students on Mondays and Fridays - or two days/week as available - but this position remained vacant with zero applicants for the 2022-23 school year and is not budgeted for the 2023-24 academic year.

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)

Title I and FAFSA Parent Nights. School Site Council meets as required. Weekly progress report updates to students and their parents/guardians. SSTs and IEPs as needed. WASC interviews with students and their parents/guardians. In-person, back-to-school Block Party the evening before the first day of the school year, monthly field trips, college visits and, in the 2022-23 school year, students came to campus a minimum of one day a week with an opportunity to attend in-person for instruction and assistance (up to three days each week) as determined by parents/guardians, students, and school staff. All of these provisions will remain the same for the 2023-24 school year.

Funding

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

Previous needs assessment has identified that Alternative Education students are often underperforming because of behavioral issues; therefore, we provide onsite support in this area. Without a designated counselor for our students, oftentimes referrals to outside agencies are made.

Fiscal support (EPC)

The fiscal support for this position comes from the Local Control Funding Formula.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

1. Site principal writes the Single Plan for Student Achievement. 2. Site principal shares SPSA with School Site Council and obtains input from membership. 3. Site principal makes edits and submits to District Superintendent for Board approval during a regularly scheduled meeting in June or July.

Resource Inequities

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

Additional mental and behavioral health (substance abuse) counseling for students, and the return of a .5FTE academic counselor that we had in previous school years: 2020-21 and 2021-22.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	2.8%	%	13.58%	2	4	11
African American	%	%	0%		1	0
Asian	4.2%	%	1.23%	3	4	1
Filipino	%	%	0%		0	0
Hispanic/Latino	40.3%	%	35.8%	29	25	29
Pacific Islander	%	%	0%		0	0
White	51.4%	%	41.98%	37	34	34
Multiple/No Response	1.4%	%	6.17%	1	4	5
	Total Enrollment			72	72	81

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	2	1	1
Grade 1	7	1	1
Grade 2	5	8	1
Grade 3	4	4	3
Grade 4	4	6	4
Grade 5	1	8	1
Grade 6	5	3	3
Grade 7	3	8	5
Grade 8	7	4	12
Grade 9	4	6	10
Grade 10	10	3	13
Grade 11	12	11	14
Grade 12	8	9	13
Total Enrollment	72	72	81

Conclusions based on this data:

1. Enrollment continues to increase. The data populated in the chart above from CDE is not an accurate reflection of our current 2022-23 enrollment. At the time of the submission of this report, 122 students are enrolled at Lakeport Alternative School.
2. Student enrollment at Lakeport Unified School District's alternative education schools makes up just shy of 10 percent of the total District student population.
3. Student enrollment increased by 50 percent from 2021-22 to 2022-23.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	0	5	9	0.00%	6.9%	11.1%
Fluent English Proficient (FEP)	9	60	7	12.50%	83.3%	8.6%
Reclassified Fluent English Proficient (RFEP)	0	7		0.0%	9.7%	

Conclusions based on this data:

1. English Learner enrollment data from the California Department of Education has not populated for the 2022-23 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4	4		*	0		*	0			0.0	
Grade 4	5	4		*	*		*	*				
Grade 5	*	8		*	6		*	6			75.0	
Grade 6	6	*		5	*		4	*		83.3		
Grade 7	4	13		4	10		4	10		100.0	76.9	
Grade 8	9	4		6	*		6	*		66.7		
Grade 11	10	10		8	8		8	8		80.0	80.0	
All Grades	39	46		29	32		27	32		74.4	69.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*			*			*			*			*		
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	7.41	15.63		33.33	21.88		40.74	37.50		18.52	25.00	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	12.50		*	68.75		*	18.75	

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	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	9.38		*	43.75		*	46.88	

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	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	15.63		*	71.88		*	12.50	

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	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	6.25		*	75.00		*	18.75	

Conclusions based on this data:

1. ELA CAASPP scores from the current administration year, 2022-23, are not yet available and percentages are not populated.
2. Students in grades 3-8, and 11 will continue taking the ELA CAASPP in the spring of the 2023-24 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4	4		*	0		*	0			0.0	
Grade 4	5	4		*	*		*	*				
Grade 5	*	8		*	6		*	6			75.0	
Grade 6	6	*		4	*		*	*		66.7		
Grade 7	4	13		4	10		4	10		100.0	76.9	
Grade 8	9	4		6	*		6	*		66.7		
Grade 11	10	10		8	8		8	8		80.0	80.0	
All Grades	39	46		28	32		27	32		71.8	69.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*			*			*			*			*		
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0.00	9.38		11.11	6.25		44.44	18.75		44.44	65.63	

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	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	6.25		*	28.13		*	65.63	

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	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	9.38		*	56.25		*	34.38	

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	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	0.00		*	56.25		*	43.75	

Conclusions based on this data:

1. Math CAASPP scores from the current administration year, 2022-23, are not yet available and percentages are not populated.
2. Students in grades 3-8, and 11 will continue taking the Math CAASPP in the spring of the 2023-24 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 5		*		*		*		
All Grades								*

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

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

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

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades		*		*		*		*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades		*		*		*		*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades		*		*		*		*

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	20-21	21-22	20-21	21-22	20-21	21-22
All Grades		*		*		*		*

Conclusions based on this data:

1. In order to protect student privacy, previous data is suppressed because 10 or fewer English Learners took the ELPAC.
2. LAS does not have a significant number of English Language Learners enrolled.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
72	69.4	6.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Lakeport Alternative School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	6.9
Foster Youth		
Homeless	4	5.6
Socioeconomically Disadvantaged	50	69.4
Students with Disabilities	4	5.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	1.4
American Indian	4	5.6
Asian	4	5.6
Filipino		
Hispanic	25	34.7
Two or More Races	3	4.2
Pacific Islander		
White	34	47.2

Conclusions based on this data:

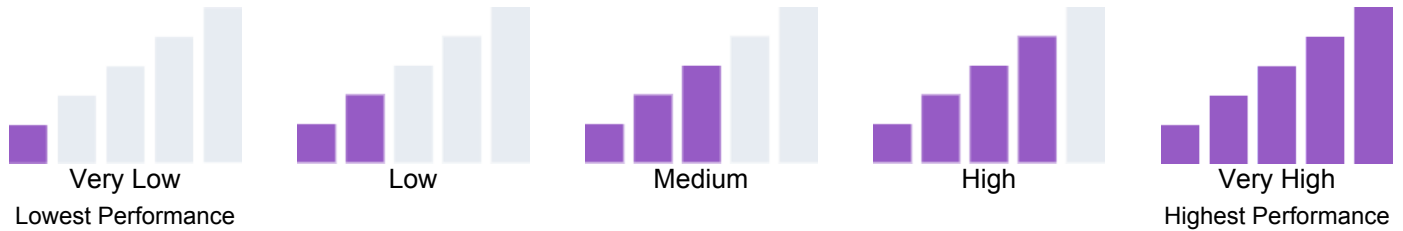
1. Per CDE's DataQuest website, the following is true for Lakeport Alternative School for 2021-22: No data for selection.
2. There is not a space within this section of the SPSA to enter data for the current year, 2022-23, or the upcoming year, 2023-24.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	Graduation Rate No Performance Level	Suspension Rate Very Low
Mathematics Very Low	Chronic Absenteeism Low	
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

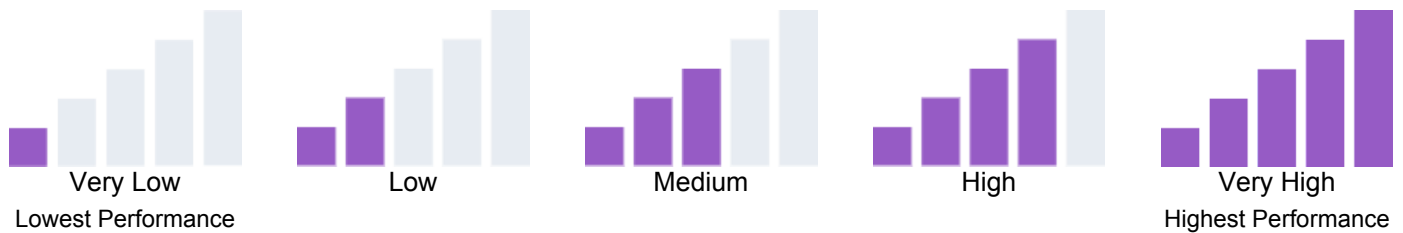
1. Students in the long-term independent study environment are less likely to be suspended since they come to campus less frequently and have limited peer interactions.
2. Chronic absenteeism is low because students' attendance is based upon work completion and not seat time.
3. Academic Performance levels in English and Math are low, likely because students are not concerned about standardized testing since it does not affect their grades in the classes they're enrolled in and scores do not impact their progress earning credits toward graduation.

School and Student Performance Data

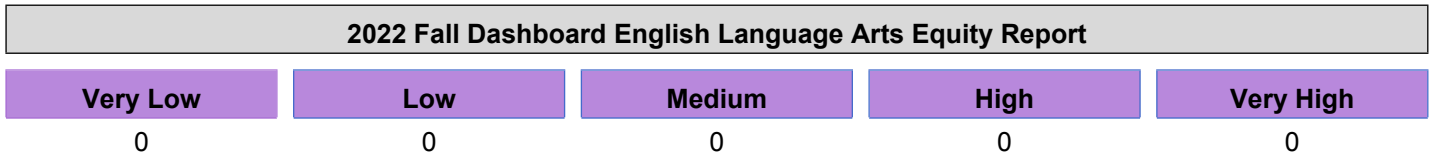
Academic Performance English Language Arts

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

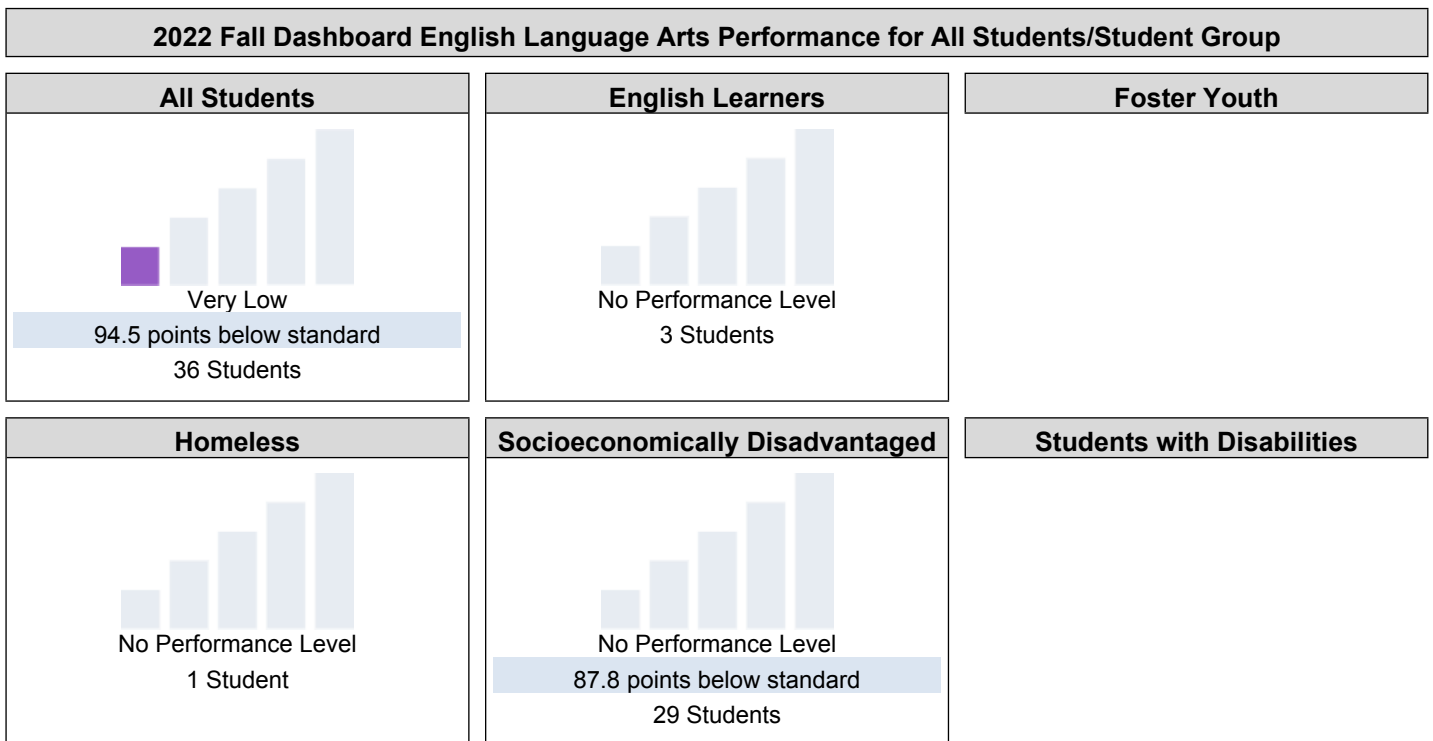
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



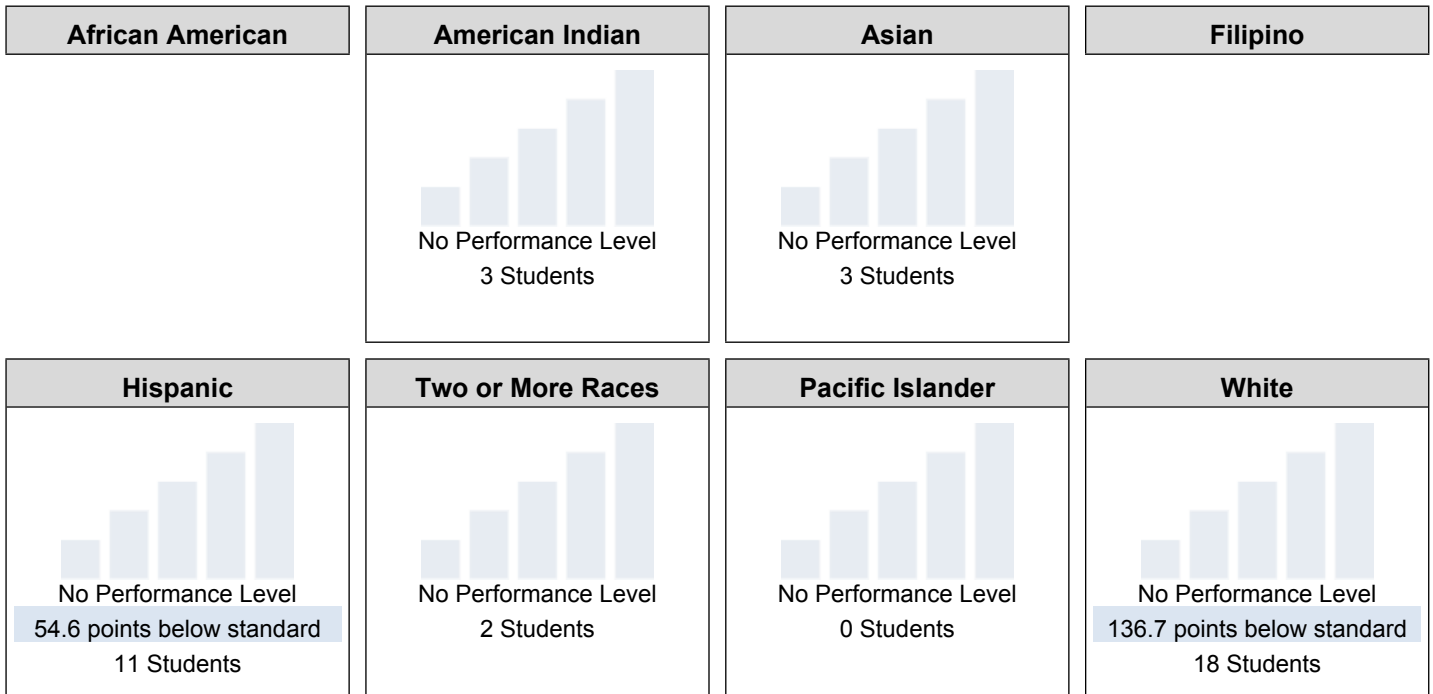
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 Student	2 Students	105.4 points below standard 30 Students

Conclusions based on this data:

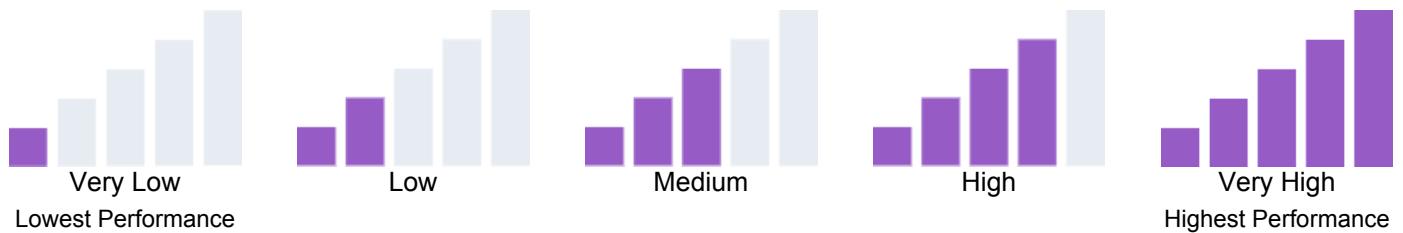
- 1.

School and Student Performance Data

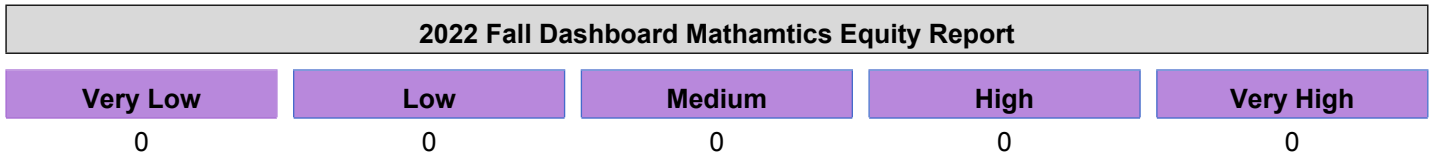
Academic Performance Mathematics

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

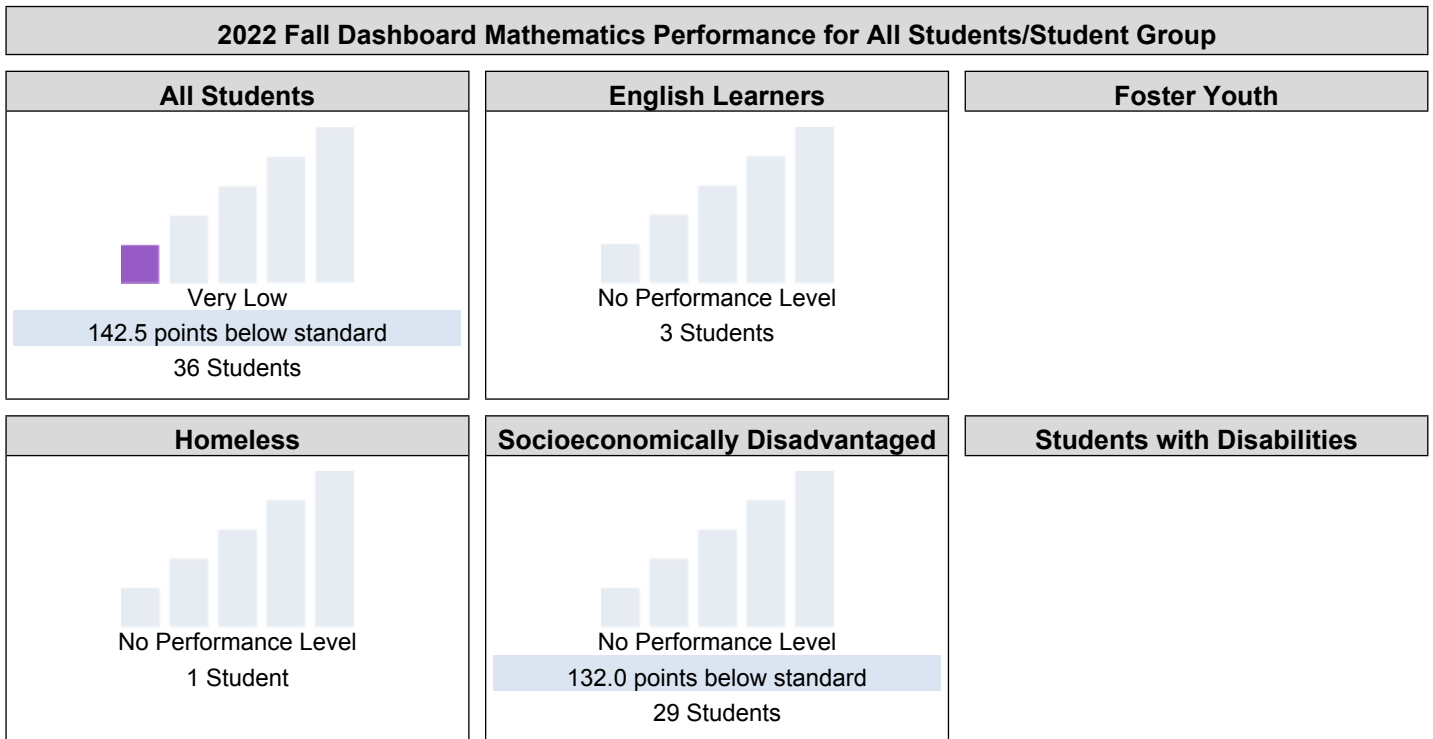
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



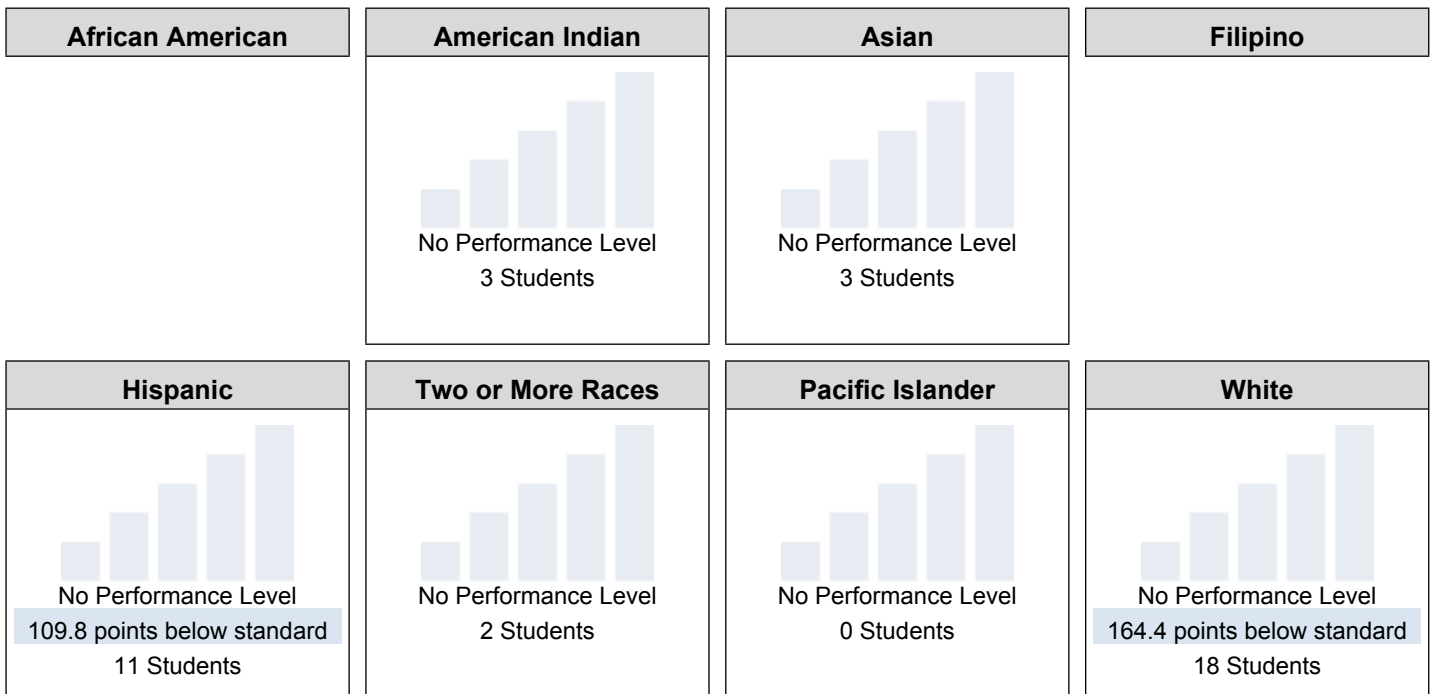
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 Student	2 Students	146.3 points below standard 30 Students

Conclusions based on this data:

1.

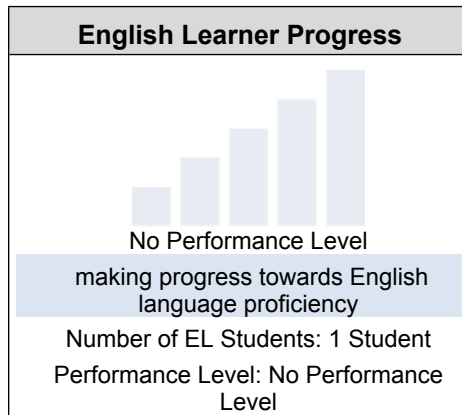
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

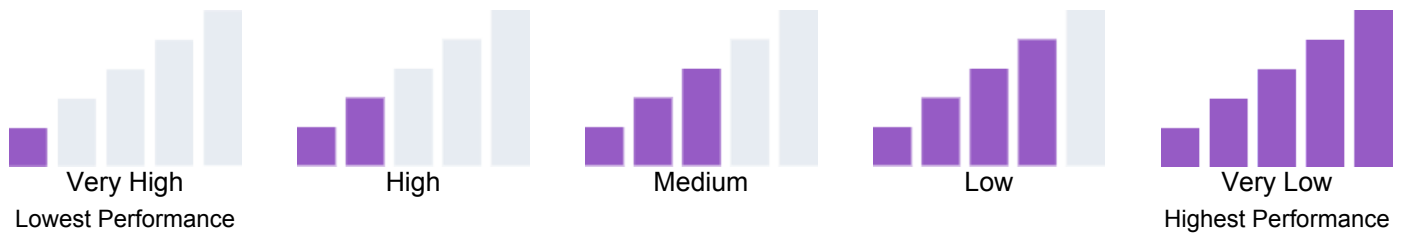
- 1.

School and Student Performance Data

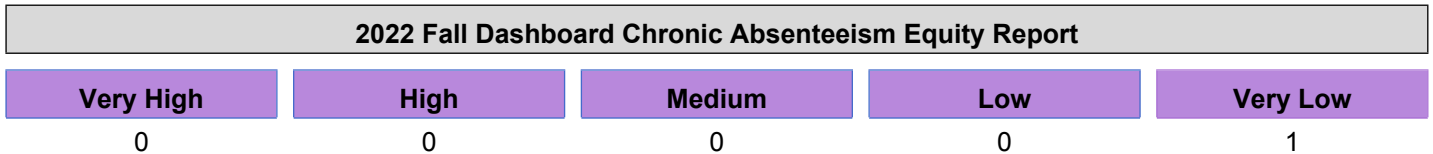
Academic Engagement Chronic Absenteeism

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

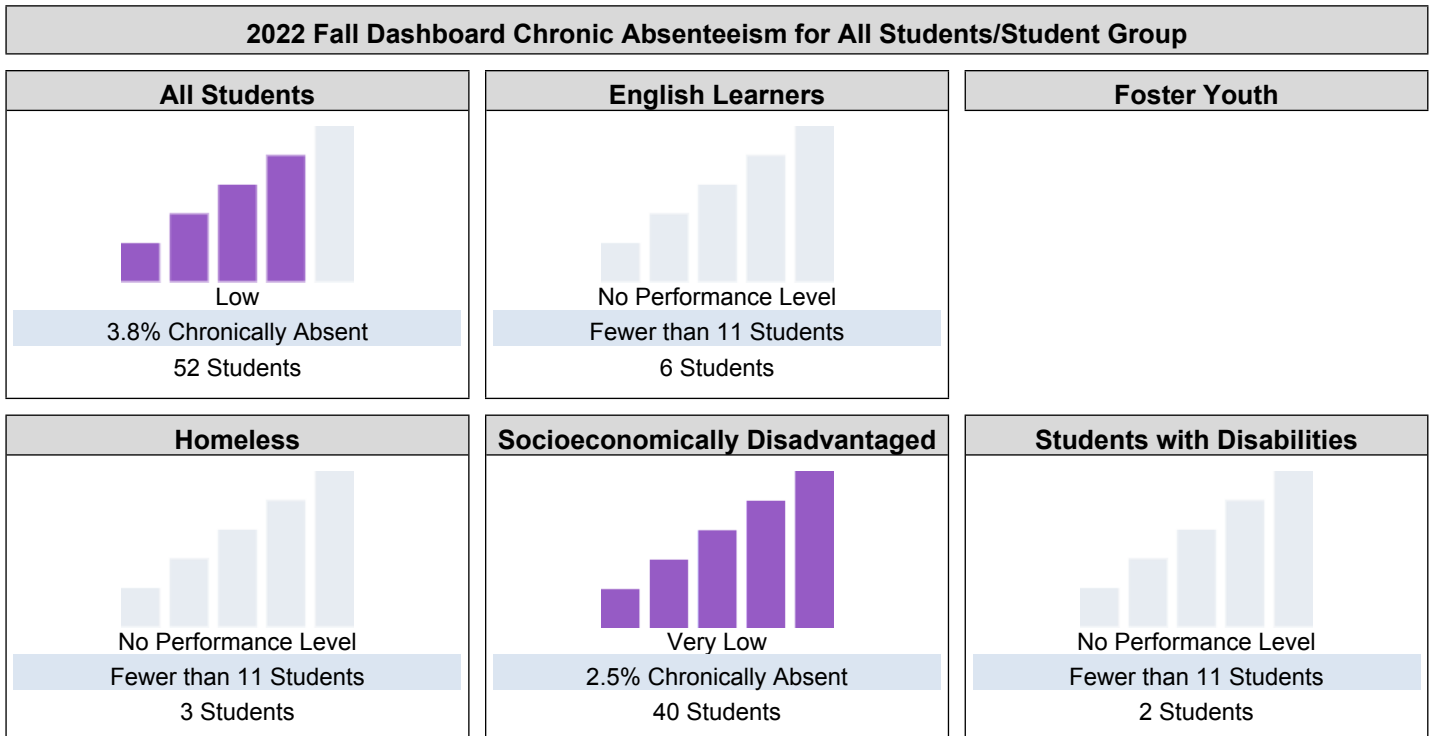
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



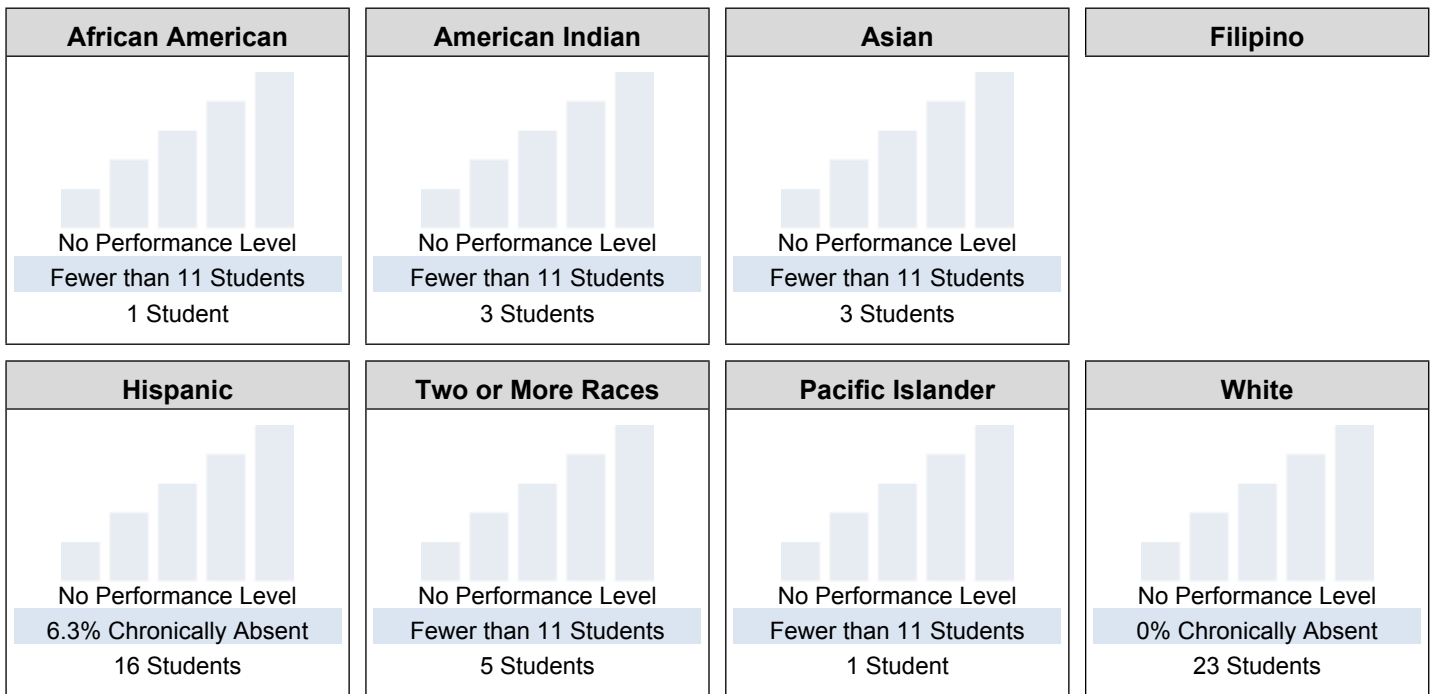
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



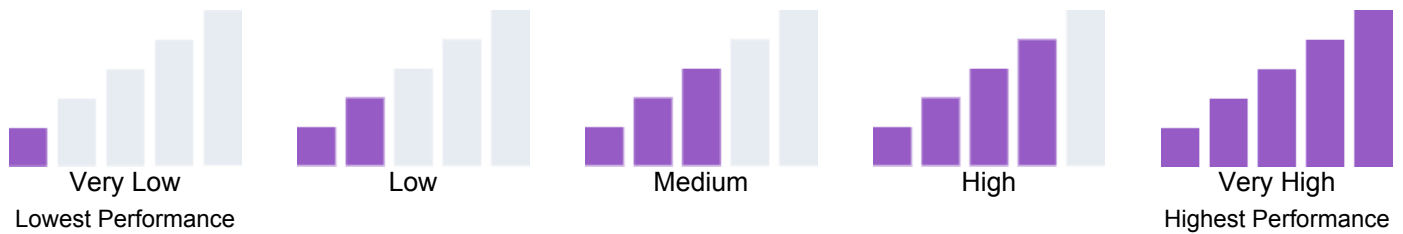
Conclusions based on this data:

- 1.

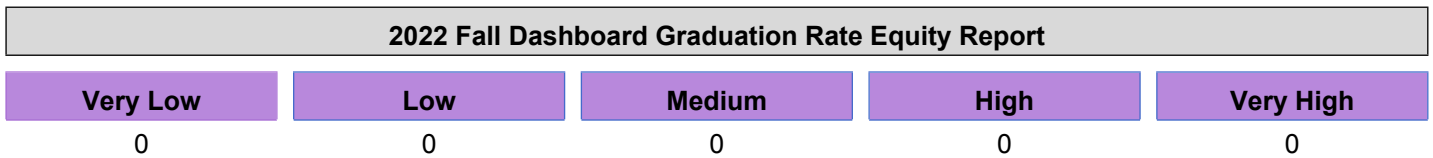
School and Student Performance Data

Academic Engagement Graduation Rate

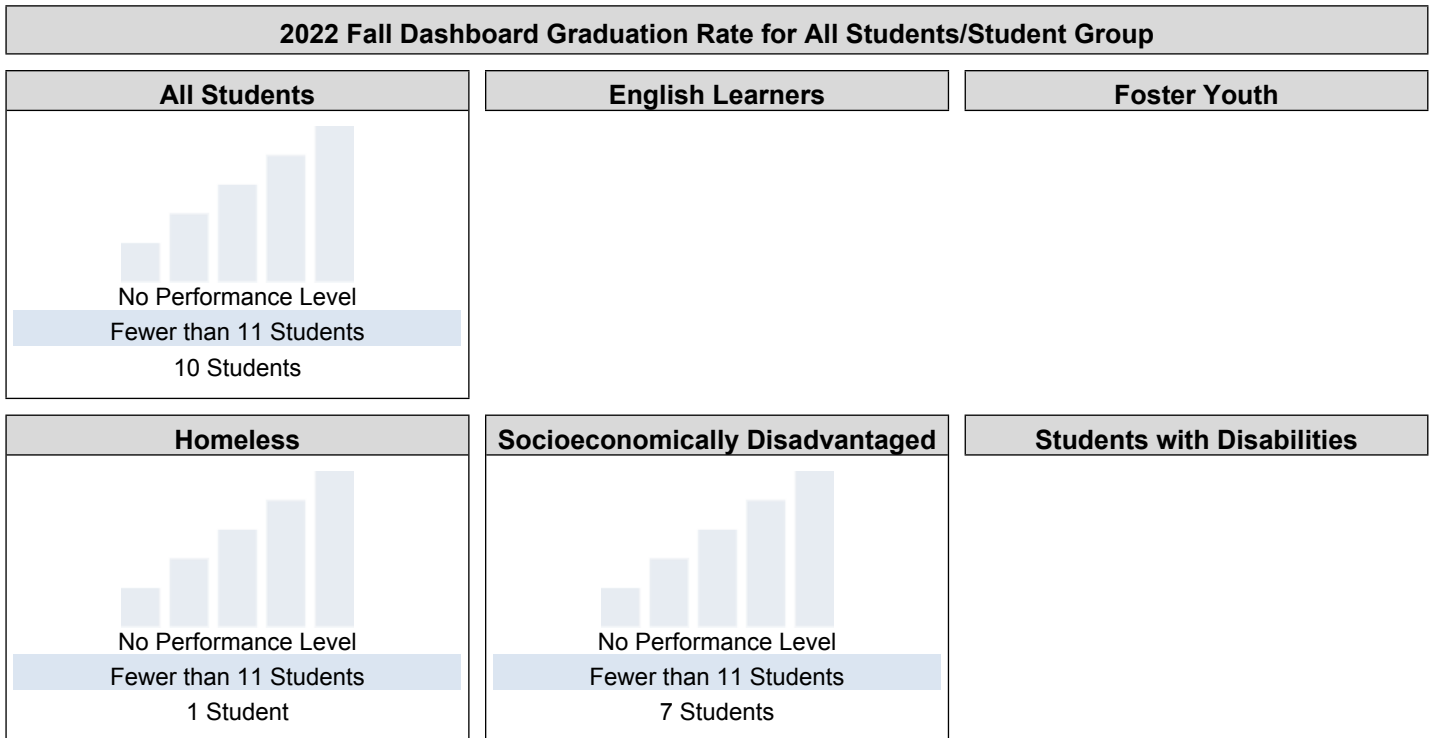
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



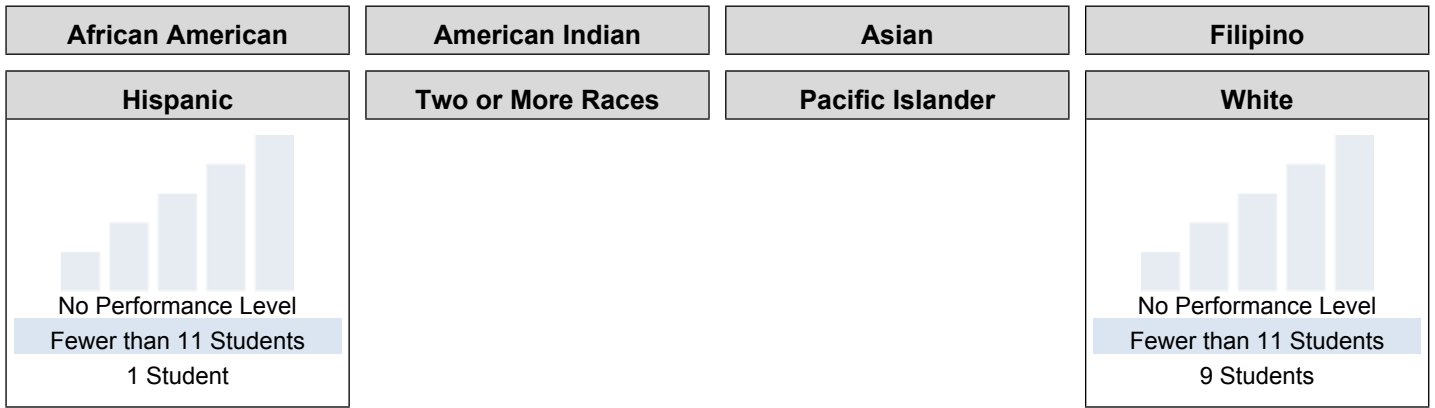
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

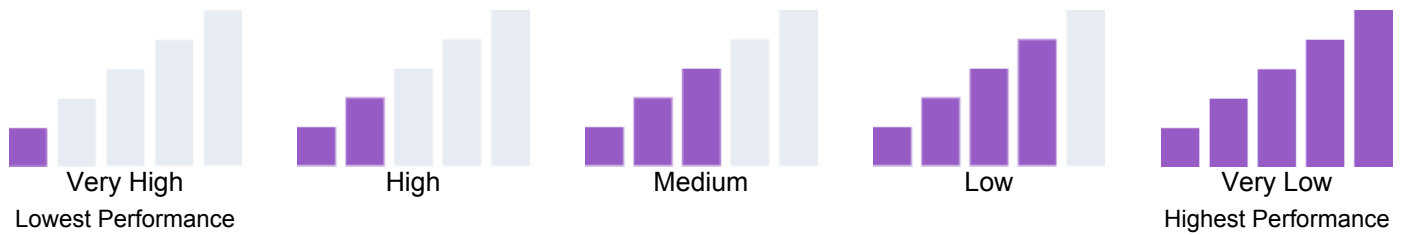
- 1.

School and Student Performance Data

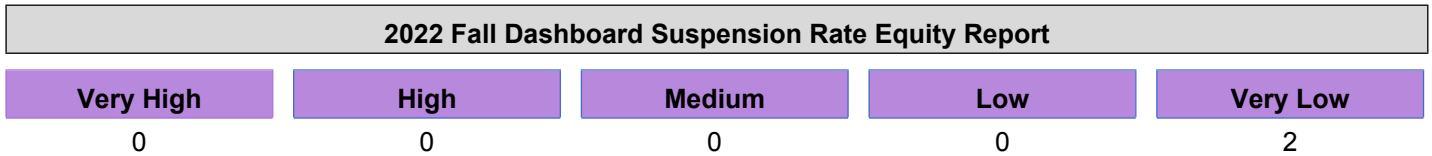
Conditions & Climate Suspension Rate

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

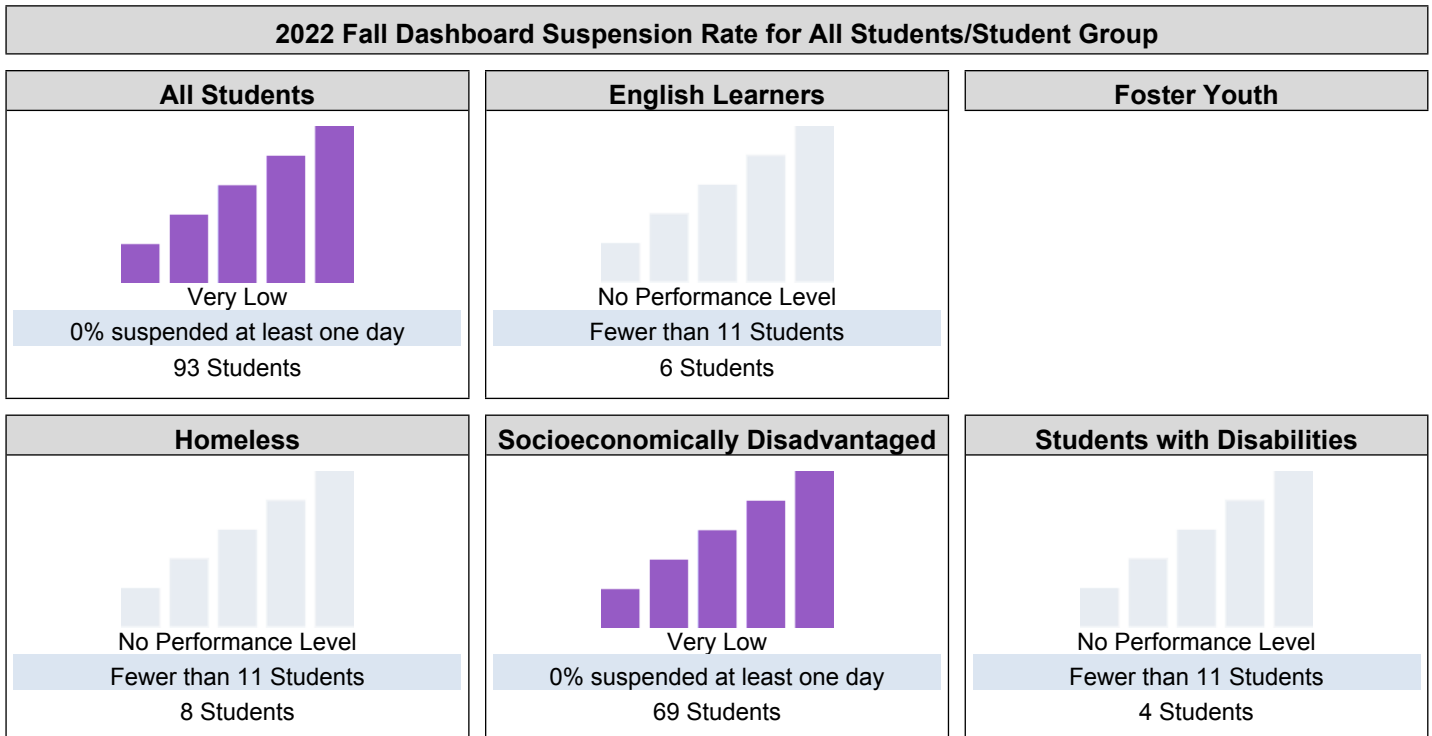
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



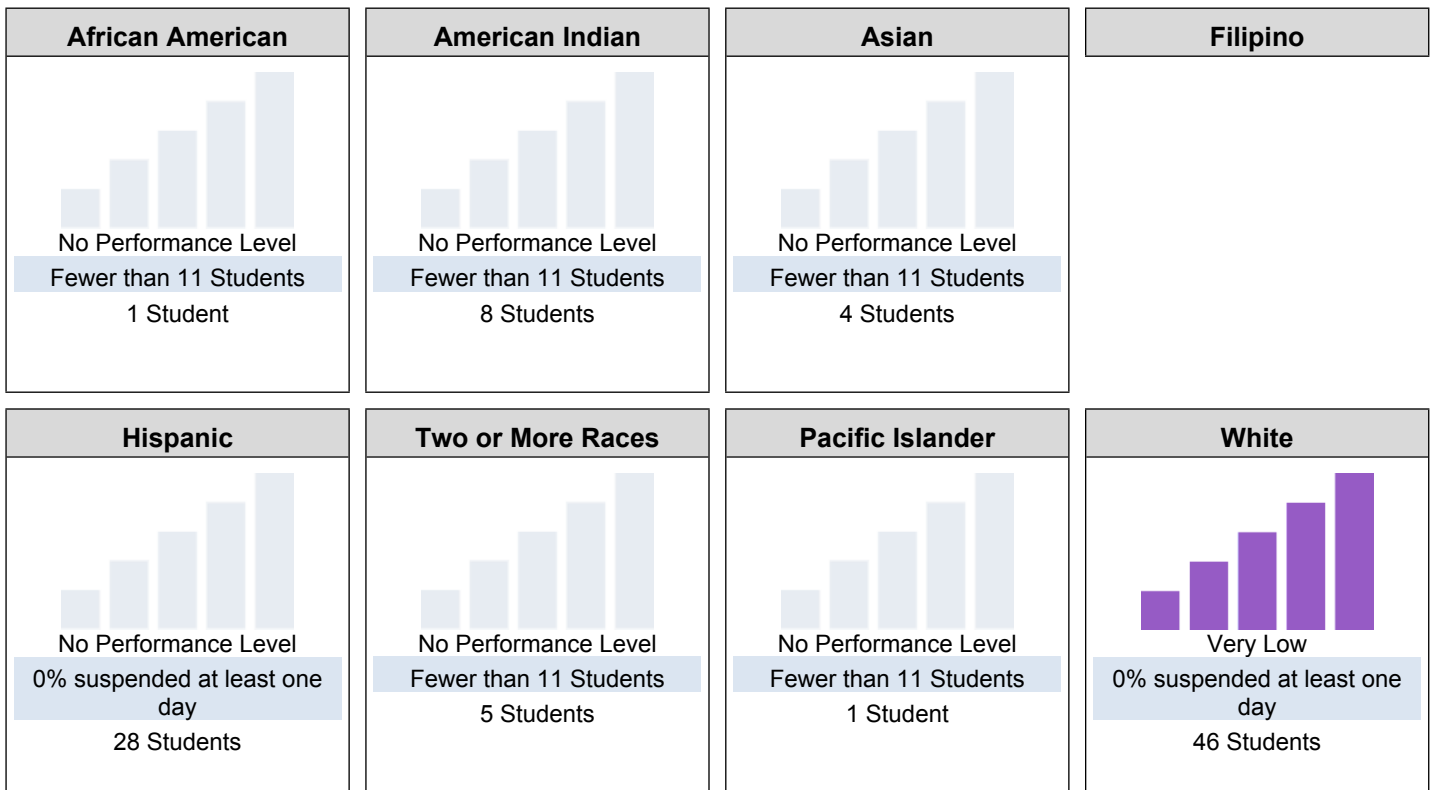
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Growth as a Site

LEA/LCAP Goal

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

Goal 1

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

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Pupils

Strategy/Activity

1.1 Renew online learning program (Acellus) to increase credit recovery and provide a standards-based curriculum to students in the alternative education setting. Purchase additional supplemental materials as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4400	District Funded None Specified

	Acellus
3721	Unrestricted 4000-4999: Books And Supplies Instructional Materials
1500	LCAP S & C Attendance incentives for students

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Pupils

Strategy/Activity

1.2 Support College & Career Readiness, Increase Available Electives to Students, and Develop Opportunities for Curriculum-Related Field Trips

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All pupils

Strategy/Activity

1.3 Partnership with Redwood Community Services to employ a Rehabilitation Specialist for student mental health support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified

None Specified

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.4 Provide instructional materials for students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1700.00

Lottery: Instructional Materials
4000-4999: Books And Supplies

None Specified

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Implementation has been successful for all parts of this goal. In particular, the ability to hire additional staff has been an instrumental part of the school's continued success serving students in the desirable long-term independent study fashion.

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

Budgeted expenditures for the 2023-24 school year have not yet been shared with the site administrator.

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.

It is not anticipated that changes will be made to the four strategies/activities listed in this section.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Educational Partners

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Parent/guardian participation in alternative education students' school activities is considerably lower than at the District's comprehensive school sites.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Pupils

Strategy/Activity

2.1 Increase parent attendance in school related activities and evaluate methods of communication used to convey information to students and their families

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

750

LCAP S & C

Incentives to increase parent involvement
(including light refreshments at events)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Pupils

Strategy/Activity

2.2 . Increase frequency of home visits to alternative education students and their parents/guardians in order to ensure student and family welfare.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

2.3 Annually revisit and review the prior year's Staff-Legal Guardian-Student Compact

Strategy/Activity

Review prior year's Staff-Legal Guardian-Student Compact to ensure its appropriateness and relevance to the staff, family and student population.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Increase advertisement and communication about each event.
No costs associated with this strategy.

None Specified

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

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

Goal 3

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

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Pupils

Strategy/Activity

3.1 Provide Social-Emotional Counseling Services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

See Planned Improvements - Goal 1.3 (school counselor)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

3.2 Provide training to classroom teacher since student behaviors in the alternative education setting are significantly more challenging than in a regular classroom

Strategy/Activity

Ongoing training as needed and via District-scheduled and/or outside agency professional development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Title I

Professional Development for Continuation High School Teacher

1250

LCAP S & C

Training for Alternative Education staff

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Chronic Absenteeism and Suspension Rate

LEA/LCAP Goal

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

Goal 4

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

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

150	LCFF - Base 0001-0999: Unrestricted: Locally Defined Purchase supplies for the cookout associated with the events.
-----	--

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Track parent attendance at meetings with LAS staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified
Track parent attendance at regular meetings.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Host an English Learner parent visiting day for the program if requested.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified
Arrange a day for non-English speaking parents to visit the program with translation support.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$15,971.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$2,500.00

Subtotal of additional federal funds included for this school: \$2,500.00

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 (\$)
	\$0.00
District Funded	\$4,400.00
LCAP S & C	\$3,500.00
LCFF - Base	\$150.00
Lottery: Instructional Materials	\$1,700.00
None Specified	\$0.00
Unrestricted	\$3,721.00

Subtotal of state or local funds included for this school: \$13,471.00

Total of federal, state, and/or local funds for this school: \$15,971.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	4,400.00
LCAP S & C	3,500.00
LCFF - Base	150.00
Lottery: Instructional Materials	1,700.00
None Specified	0.00
Title I	2,500.00
Unrestricted	3,721.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,500.00
0001-0999: Unrestricted: Locally Defined	150.00
4000-4999: Books And Supplies	5,421.00
None Specified	4,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
None Specified	District Funded	4,400.00

	LCAP S & C	1,500.00
	LCAP S & C	2,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Base	150.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	1,700.00
None Specified	None Specified	0.00
	Title I	2,500.00
4000-4999: Books And Supplies	Unrestricted	3,721.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,321.00
Goal 2	750.00
Goal 3	3,750.00
Goal 4	150.00
Goal 5	0.00

School Site Council Membership

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

- 1 School Principal
- 9 Classroom Teachers
- 2 Other School Staff
- 0 Secondary Students

Name of Members	Role
Becky Lawler	Classroom Teacher
Jessica Desselle	Classroom Teacher
Glenda Pyzer	Classroom Teacher
Dawn Hoffman	Other School Staff
Rachel Paarsch	Principal
Cheryl Thomas	Other School Staff
Julie Randol	Classroom Teacher
Tyler Gentry	Classroom Teacher
Bethany O'Brien	Classroom Teacher
Maria Schetter	Classroom Teacher
Audrey McMahon	Classroom Teacher
Jonna Weidaw	Classroom Teacher

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

Other: 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 6-1-23.

Attested:

Principal, Rachel Paarsch on 6-7-23

SSC Chairperson, Dawn Hoffman on 6-7-23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

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

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

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