



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
La Mesa Dale Elementary School Site Council	37-68197-6038475	June 1, 2020	June 30, 2020

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
- Additional Targeted Support and Improvement

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

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The 2020 La Mesa-Spring Valley Parent Survey solicited input from our school site's families in a variety of areas.

199 parents responded (decrease from 234 in 2019).

- 92% Agree that school meets academic needs of their child
- 89% Satisfied with teacher's communication about child's academic needs
- 95% Feel welcome and respected in classroom and school
- 92% Report child feels safe at school
- 87% Feel school is active in preventing bullying
- 93% Satisfied with communication from school
- 84% Satisfied with level of engagement and participation related to decisions regarding their child's education

A parent satisfaction survey was provided to all families. 39% of families responded (down from 49% the previous year). Overall parent satisfaction continues to be strong in the areas of communication from the school and feeling welcome and respected in the classroom and at school. Parents who attended trainings stated that they found the trainings offered at school useful. Safety continues to be an area of concern, especially related to the need for a taller fence on the lower playground.

Respondents expressed interest in the following parent education topics (number of respondents listed):

- Social and emotional needs of children (45)
- Ways to get involved and support their child's education (45)
- Homework help strategies (53)
- Math development strategies and the math curriculum (38)
- Bullying prevention (42)
- Reading development strategies and the language arts curriculum (42).

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at our school site. The survey provides a method of monitoring the needs and strengths of the program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities. Highlights from this year's data include 100% of respondents reported that the ESS Program is meeting the family's needs before and after school supervision by providing a safe and happy environment for children.

A staff survey was conducted. Staff would like to see more supports for students with social/emotional needs and behavior concerns.

Based on feedback from surveys that were administered, ongoing work is being done at our school in the areas of: improving satisfaction with teacher communication regarding child's academic needs; supporting students with social/emotional needs and behavior concerns; ensuring families

feel the school is active in preventing bullying so all parents report that their children feel safe at school.

Classroom Observations

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

Daily principal Observations:

To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Supervisory Classroom Observations:

Formal teacher evaluations, to evaluate teacher's performance as outlined by the labor contract. These are observation cycles that include both formal and informal observations with feedback meetings.

District Walks:

To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Network Walks:

To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

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)

Through Professional Learning Communities, teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

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

Teachers use curriculum-embedded unit, weekly and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

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

All teachers and counselors at our school site are properly credentialed.

Teachers are afforded the opportunity to participate in professional development online and face-to face that includes:

Online Courses

- Functions of Behavior
- Interim Assessments for Instruction and Learning
- Math is...
- Professional Learning Communities
- Formative Assessments
- Student Engagement Through the Lens of the 5D (5 Dimensions) Framework for High-Quality Teaching and Learning
- Academic Conversations
- Integrating ELD into Content Areas Grades 6-8
- Collaborative Conversations
- Illuminate Math
- Crisis Management
- Proactive Behavior Management
- Supporting ALL Students in a SAI Model

Face to Face and Blended Courses

- Creating Behavior Plans
- Google Suite
- Revisiting Write to Learn
- Intro to Chromebooks
- Reading Level Assessments
- iMovie
- Evaluating Assessment Data
- All things Illuminate
- CPM (Math)
- Mindful Math
- Igniting ELD

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

All staff development is focused on the use of:

- California Common Core State Standards (CCSS) in English-Language Arts and Literacy in History-Social Studies, Mathematics, and Science (Next Generation Science Standards-NGSS)
- California English Language Development Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- The Development of Strong PLCs
- Classroom instruction and best practices that are research based.
- The creation and use of assessments to inform and modify instruction

Staff development at our school site in the 2020-21 school year will focus on quality first instruction as well as providing multi-tiered systems of support (academics as well as social-emotional learning) all aligned with improving delivery of our state adopted standards.

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

Professional collaboration, principal observation and support, and RtI support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction.

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

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations surround data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

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

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

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

Units of Study in math and language arts supply a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

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

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

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

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

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

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments, common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for school site council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is the major focus to raise student achievement.

In 2020-21 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:

Professional Learning Communities (PLC)

Positive Behavior Interventions and Supports (PBIS)

Multi-tiered Systems of Support (MTSS)

Parental Engagement

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

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.

To support successful school and family interactions, the district is committed to engaging parents through:

- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representative from each site to the district-level parent advisory committees, known as the District Advisory Committee and the District English Learner Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

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)

All stakeholders (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of funds and the implementation of programs. Specifically, at our school site, the members of School Site Council (SSC) and English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly stakeholder meetings with parents (DELAC and District Advisory Committee (DAC) where district programs are discussed. In addition, the District holds meetings throughout the year with other stakeholder groups (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

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

Title 1 funds are used to provide a Certificated Reading Intervention teacher position at 80%; the position is filled by a certificated staff member with a Reading Specialist credential. Parent engagement funds will be used to offer parent education and additional family support provided by a credentialed social worker.

Fiscal support (EPC)

Our school receives Title I money based on the number of pupils in our school who qualify for free and reduced meals.

Stakeholder 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

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for the 2020-21 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review Goals.

School stakeholder involvement meeting dates were as follows:

- ELAC #3 Meeting, February 25, 2020 8:30am; ELAC #4 April 30, 2020 8:30am
- SSC # 4 Meeting, March 9, 2020 2:30pm; SSC #5 Meeting, June 1, 2020 2:30pm
- Staff Meetings where the 2020-21 SPSA goals, metrics were discussed: April 16, 2020 2:30pm
- Other meetings where the 2020-21 SPSA goals, metrics were discussed: PTA April 27, 2020 2:30p

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

Resource Inequities

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

The needs assessment involved examining data from the California School Dashboard; local assessments/benchmarks, conversations with the School Site Council (SSC), and other stakeholders. Special attention was given to the data of our African American students as it pertains to this group's higher rate of suspension. In the year this performance data was gathered, La Mesa Dale had a Reading Intervention Teacher and a Math Intervention Teacher to support academics. La Mesa Dale did not have a counselor or social worker to provide support with behavior or social/emotional learning for any of our students. The school psychologist is on campus 2.5 days per week and almost exclusively supports our 120 students with IEPs. Through the needs assessment, we have determined that there are not any resource inequities for our identified student groups. We are dedicated to ensuring that every student receives the services he/she needs and increasing the academic achievement of all our students. As such, a team of teachers along with our newly hired school social worker (hired January 2020) is participating in Differentiated Assistance through San Diego County Office of Education with the goal of identifying the root cause of student and staff behaviors that lead to suspensions and finding effective ways to limit these behaviors. Ultimately, staff members will attend trainings and workshops with the goal of developing a continuous improvement habit with the goal of implementing sustainable system change for all students, but with a more intense focus on providing prevention of and intervention for suspendable behaviors in our African American student population.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.42%	0.58%		2	3
African American	17.38%	13.66%	15.28%	81	65	79
Asian	4.72%	4.2%	3.87%	22	20	20
Filipino	1.72%	2.31%	2.51%	8	11	13
Hispanic/Latino	43.35%	45.17%	46.23%	202	215	239
Pacific Islander	0.86%	0.63%	0.58%	4	3	3
White	17.17%	19.75%	19.15%	80	94	99
Multiple/No Response	%	%	11.8%			0
Total Enrollment				466	476	517

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	110	111	105
Grade 1	80	82	82
Grade 2	59	70	88
Grade3	62	54	74
Grade 4	53	56	55
Grade 5	40	54	58
Grade 6	62	49	55
Total Enrollment	466	476	517

Conclusions based on this data:

1. Total enrollment has increased annually over the last three years.
2. La Mesa Dale's largest student group is Hispanic/Latino.
3. TK is included in our kindergarten numbers. This accounts for the apparent "drop" in enrollment from Kindergarten to Grade 1. TK students promote to kindergarten (approximately 28 students) while the rest promote to Grade 1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	100	89	89	21.5%	18.7%	17.2%
Fluent English Proficient (FEP)	35	27	35	7.5%	5.7%	6.8%
Reclassified Fluent English Proficient (RFEP)	7	7	16	6.6%	7.0%	18.0%

Conclusions based on this data:

1. The number of English Learners has decreased every year over the last three years, in part due to reclassification of students as Fluent English Proficient.
2. The number of Fluent English Proficient students has decreased every year over the last three years.
3. The number of students Reclassified as Fluent English Proficient remained the same from 2017-2018 to 2018-2019.

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 Scores			% of Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	61	63	56	57	63	54	57	62	54	93.4	100	96.4
Grade 4	46	56	61	46	55	58	46	55	58	100	98.2	95.1
Grade 5	64	41	53	62	41	51	62	41	51	96.9	100	96.2
Grade 6	56	59	48	52	58	46	52	58	46	92.9	98.3	95.8
All Grades	227	219	218	217	217	209	217	216	209	95.6	99.1	95.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2420.	2415.	2459.	19.30	19.35	37.04	19.30	27.42	22.22	40.35	22.58	25.93	21.05	30.65	14.81
Grade 4	2471.	2464.	2468.	26.09	21.82	24.14	30.43	30.91	25.86	17.39	18.18	20.69	26.09	29.09	29.31
Grade 5	2474.	2491.	2510.	17.74	17.07	25.49	27.42	31.71	33.33	14.52	21.95	15.69	40.32	29.27	25.49
Grade 6	2531.	2513.	2519.	13.46	13.79	15.22	40.38	32.76	23.91	23.08	22.41	39.13	23.08	31.03	21.74
All Grades	N/A	N/A	N/A	18.89	18.06	25.84	29.03	30.56	26.32	23.96	21.30	24.88	28.11	30.09	22.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.54	27.42	35.19	38.60	37.10	44.44	43.86	35.48	20.37
Grade 4	28.26	29.09	27.59	43.48	41.82	46.55	28.26	29.09	25.86
Grade 5	27.42	34.15	29.41	29.03	34.15	50.98	43.55	31.71	19.61
Grade 6	15.38	15.52	17.39	55.77	43.10	47.83	28.85	41.38	34.78
All Grades	22.12	25.93	27.75	41.01	39.35	47.37	36.87	34.72	24.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.05	19.35	29.63	56.14	48.39	51.85	22.81	32.26	18.52
Grade 4	26.09	25.45	10.34	54.35	49.09	58.62	19.57	25.45	31.03
Grade 5	19.35	19.51	33.33	46.77	53.66	43.14	33.87	26.83	23.53
Grade 6	23.08	17.24	23.91	51.92	46.55	52.17	25.00	36.21	23.91
All Grades	22.12	20.37	23.92	52.07	49.07	51.67	25.81	30.56	24.40

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.30	25.81	31.48	61.40	50.00	55.56	19.30	24.19	12.96
Grade 4	17.39	21.82	17.24	58.70	65.45	65.52	23.91	12.73	17.24
Grade 5	19.35	17.07	17.65	51.61	56.10	56.86	29.03	26.83	25.49
Grade 6	13.46	15.52	13.04	61.54	58.62	65.22	25.00	25.86	21.74
All Grades	17.51	20.37	20.10	58.06	57.41	60.77	24.42	22.22	19.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.54	16.13	37.04	63.16	58.06	44.44	19.30	25.81	18.52
Grade 4	28.26	23.64	24.14	52.17	45.45	51.72	19.57	30.91	24.14
Grade 5	16.13	26.83	27.45	48.39	46.34	41.18	35.48	26.83	31.37
Grade 6	32.69	24.14	26.09	50.00	60.34	50.00	17.31	15.52	23.91
All Grades	23.04	22.22	28.71	53.46	53.24	46.89	23.50	24.54	24.40

Conclusions based on this data:

1. Mean Scale Score for Overall Achievement increased from 2017-2018 to 2018-2019 in all grades.
2. The percent of students above, at, or near standard in reading increased from 2017-2018 to 2018-2019 at every grade level.
3. There was a 24.86% increase in 3rd graders and a 23.95% increase in 5th graders scoring above, at, or near standard in reading from 2016-2017 to 2018-2019.

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 Scores			% of Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	61	63	56	59	63	54	59	63	54	96.7	100	96.4
Grade 4	46	56	61	46	55	60	46	55	60	100	98.2	98.4
Grade 5	64	41	53	62	41	53	62	41	53	96.9	100	100
Grade 6	56	59	48	53	58	46	53	58	46	94.6	98.3	95.8
All Grades	227	219	218	220	217	213	220	217	213	96.9	99.1	97.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2417.	2419.	2443.	11.86	14.29	33.33	23.73	28.57	18.52	28.81	25.40	25.93	35.59	31.75	22.22
Grade 4	2475.	2477.	2459.	21.74	23.64	13.33	30.43	27.27	28.33	21.74	21.82	26.67	26.09	27.27	31.67
Grade 5	2479.	2464.	2497.	14.52	12.20	20.75	25.81	14.63	22.64	17.74	21.95	22.64	41.94	51.22	33.96
Grade 6	2520.	2521.	2507.	20.75	22.41	17.39	24.53	20.69	13.04	20.75	32.76	34.78	33.96	24.14	34.78
All Grades	N/A	N/A	N/A	16.82	18.43	21.13	25.91	23.50	21.13	22.27	25.81	27.23	35.00	32.26	30.52

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.81	25.40	38.89	30.51	44.44	35.19	40.68	30.16	25.93
Grade 4	41.30	32.73	23.33	26.09	32.73	33.33	32.61	34.55	43.33
Grade 5	24.19	17.07	20.75	24.19	24.39	39.62	51.61	58.54	39.62
Grade 6	32.08	32.76	23.91	28.30	37.93	32.61	39.62	29.31	43.48
All Grades	30.91	27.65	26.76	27.27	35.94	35.21	41.82	36.41	38.03

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.86	14.29	38.89	55.93	46.03	33.33	32.20	39.68	27.78
Grade 4	17.39	20.00	23.33	56.52	49.09	35.00	26.09	30.91	41.67
Grade 5	16.13	9.76	22.64	40.32	43.90	45.28	43.55	46.34	32.08
Grade 6	18.87	24.14	15.22	41.51	37.93	41.30	39.62	37.93	43.48
All Grades	15.91	17.51	25.35	48.18	44.24	38.50	35.91	38.25	36.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.73	22.22	33.33	52.54	47.62	37.04	23.73	30.16	29.63
Grade 4	23.91	25.45	23.33	43.48	38.18	36.67	32.61	36.36	40.00
Grade 5	12.90	14.63	24.53	53.23	43.90	39.62	33.87	41.46	35.85
Grade 6	22.64	24.14	17.39	37.74	36.21	39.13	39.62	39.66	43.48
All Grades	20.45	22.12	24.88	47.27	41.47	38.03	32.27	36.41	37.09

Conclusions based on this data:

1. The mean scale score for overall achievement increased from 2017-2018 to 2018-2019 in grades 3 and 5.
2. The percent of students above, at, or near standard in Concepts & Procedures increased from 2017-2018 to 2018-2019 in grades 3 and 5.
3. The average percent of students above, at, or near standard indicates Problem Solving is an area of relative strength.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
476	67.0	18.7	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	89	18.7
Foster Youth	2	0.4
Homeless	7	1.5
Socioeconomically Disadvantaged	319	67.0
Students with Disabilities	60	12.6





Conclusions based on this data:

1. La Mesa Dale's largest student group is Socioeconomically Disadvantaged students.
2. La Mesa Dale's smallest student group is Foster Youth.
3. Percent of Students with Disabilities increased from 9.9% in 17-18 to 12.6% in 18-19.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 6.5 points above standard Increased Significantly ++18.6 points 197	 Green 4.7 points above standard Increased ++14.8 points 55	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 2.9 points below standard Increased Significantly ++17.8 points 153	 No Performance Color 126 points below standard Increased ++8.9 points 27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American  No Performance Color 2.1 points below standard Increased Significantly ++17.8 points 26	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Green 2.3 points below standard Increased ++10.8 points 98	Two or More Races  Yellow 9.5 points below standard Increased ++14.3 points 30	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color 45.9 points above standard Increased Significantly ++54.9 points 28

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner 17.3 points below standard Increased Significantly ++22.7 points 39	Reclassified English Learners 58.3 points above standard Increased ++13.9 points 16	English Only 1.9 points above standard Increased Significantly ++18.6 points 135

Conclusions based on this data:

1. The only student group that did not score in the green is students with two or more races. This group is composed of 30 students.
2. Students with two or more races did make a 14.3 point improvement this year.
3. No student groups scored red or orange.

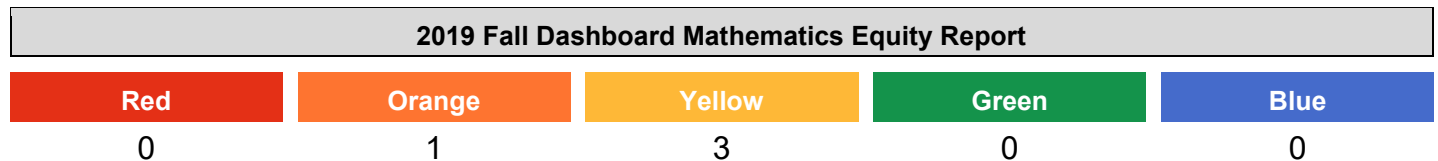
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 19.4 points below standard Increased ++5.1 points 197	English Learners  Yellow 20.3 points below standard Maintained -2.8 points 55	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Socioeconomically Disadvantaged  Yellow 29.3 points below standard Increased ++4.9 points 153	Students with Disabilities  No Performance Color 137.1 points below standard Increased ++13.6 points 27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 40.3 points below standard Increased ++12.5 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 31 points below standard Declined -9.1 points 98	 Yellow 23.8 points below standard Declined -3.8 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 16.8 points above standard Increased Significantly ++41.7 points 28

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
38.2 points below standard Increased ++4.9 points 39	23.1 points above standard Declined -5.7 points 16	24 points below standard Increased ++8.1 points 135

Conclusions based on this data:

1. Our Hispanic student group is the only group that scored in the orange range for math.
2. Overall, students scored in the green for math due to a 5.1 point increase.

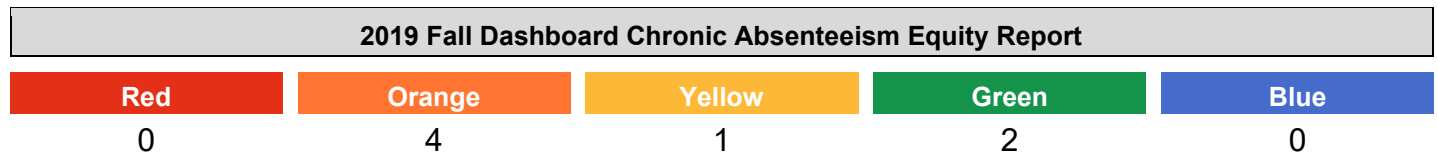
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 11.4 Increased +0.5 517	English Learners  Orange 11.5 Increased +5.1 113	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color 30.8 Declined -19.2 13	Socioeconomically Disadvantaged  Orange 13.5 Increased +1.5 385	Students with Disabilities  Green 5.5 Declined -5.6 73

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 11 Declined -3 73	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 9.5 Increased +9.5 21	 No Performance Color 7.7 13
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13.9 Increased +2 237	 Orange 10.3 Increased +3.4 68	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 8 Declined -4 100

Conclusions based on this data:

1. Students with Disabilities have a low and improved rate of chronic absenteeism.
2. African American students' rate of chronic absenteeism declined by 3.
3. While there are no groups in the red range, four student groups (all students, Hispanic, English Language Learners, and Socioeconomically Disadvantaged) fell in the orange range.

School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	1	0	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 3.1 Increased +0.5 542	 Yellow 0.8 Increased +0.8 121	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 7.7 Declined -6.6 13	 Orange 3.5 Increased +0.3 400	 Red 6.6 Increased +2 76

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 7.5 Increased +0.9 80	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 0 Maintained 0 23	Filipino  No Performance Color 0 Maintained 0 13
Hispanic  Orange 2.9 Increased +1.2 243	Two or More Races  Orange 5.7 Increased +1.7 70	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Blue 0 Declined -1.1 107

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.6	3.1

Conclusions based on this data:

- Two groups scored in the red range for suspensions: African American and Students with Disabilities.
- Three groups scored in the orange range for suspensions: All Students, Socioeconomically Disadvantaged, Hispanic, and Two or More Races

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

Academic Excellence

LEA/LCAP Goal

LCAP #1 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

Goal 1

We will ensure high-quality teaching and learning that is standards-aligned and results in mastery for each and every student.

Identified Need

English Language Arts results indicate the need to continue the school-wide effort to strengthen reading, listening, research/inquiry, and writing skills. Overall, our students scored in the Green band on the CA Schools Dashboard in both ELA and Math due to an 18 point increase in ELA and a 5 point increase in math. However, 25% of students are below the standard in overall ELA and 31% are below the standard in overall math. Hispanic, EL, students with 2 or more races, and SED subgroups need to be given additional attention as they scored lower than the general student population in one academic area. As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. This goal is a result of the fact that our achievement data reveals there is room for growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts <ul style="list-style-type: none">Students meeting standard on SBAC will increase 3%.	(17-18) 49% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 51.85% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.	55% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA.
Mathematics <ul style="list-style-type: none">Students meeting standard on SBAC will increase 3%.Student groups scoring below the school average will	(17-18) 43% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 42% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	46% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
show an increase greater than 3%.		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.

- Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Our site will utilize the 5 Dimensions of Teaching and Learning Instructional Framework to develop a common language and shared vision for high-quality instruction.

- Establish a shared understanding and common language for high quality teaching and learning using the Framework for the Five Dimensions of High Quality Teaching and Learning (5Ds).
- Classroom walk-throughs to observe analyze and calibrate evidence of high quality teaching and learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.

- Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.
- Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA & Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.
- Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.
- Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.

- Grade-level teams will receive release time throughout the year for the express purpose of analyzing common formative assessments together, using what they learn from the data to plan for effective differentiated instruction and intervention.
- Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA & Math essential standards.

- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two (2) times a week at minimum. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily. Progress will be monitored using Literably.
- Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.
- SBAC and District benchmark data will be analyzed by Grade-level teams in cooperation with Intervention Teachers to determine placement in intervention program(s) (Lexia, Flex, etc.) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.

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)
70,519.23	Title I 1000-1999: Certificated Personnel Salaries Title 1 funds are combined with LCFF funds to hire a credentialed Reading Specialist 4 days a week to provide intensive intervention for students who are not showing adequate progress towards goals with classroom instruction, differentiation, and classroom interventions.

Annual Review

SPSA Year Reviewed: 2019-20

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.

Strategies for Goal 1 were implemented fully.

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

We used LCFF funds to hire a site substitute teacher to work with our Reading Specialist to provide additional reading interventions during the spring term.

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.

We plan to maintain the current level of support in all grades. We have hired a site substitute teacher for 50 days (January - June 2020) to work with the Reading Specialist to expand the reach of current interventions. If data shows this is effective, and if there is the budget, we will consider use of a site substitute supervised by the Reading Specialist for the 20-21 school year.

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

Closing the Achievement Gap

LEA/LCAP Goal

LCAP Goal #1 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

Goal 2

As a school committed to high levels of learning and achievement for all students, we will remain focused on the underperforming student groups and put systems and supports in place to ensure their success.

Identified Need

CAASPP results indicate that special emphasis needs to be given to moving students in Hispanic, EL, 2 or more races, SED subgroups to the next level of academic achievement. While Students with Disabilities did not have a color on the dashboard, data shows they also need additional attention as they also scored lower than the general student population. As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. This goal is a result of the fact that our achievement data reveals we have room to grow.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress <ul style="list-style-type: none">We will increase the percentage of students making progress toward English proficiency, or we will maintain the percentage of students at the highest level of English Proficiency (Level 4) as measured by the ELPAC and the 6 levels of the English Learner Progress Indicator.	62% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).	70% of English Learners who will make progress toward English proficiency or who will maintain status at the highest level of English Proficiency. (Level 4).
Socioeconomically Disadvantaged	(17-18) 45% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded	53% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> We will increase the percentage of Socioeconomically Disadvantaged students who meet standard as measured by SBAC. 	<p>standard as measured by SBAC in ELA.</p> <p>(17-18) 40% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 50% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 41% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>standard as measured by SBAC in ELA.</p> <p>44% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p>
<p>Students with Disabilities</p> <ul style="list-style-type: none"> We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. 	<p>(17-18) 9% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 9% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 7% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 10% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>12% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p> <p>13% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p>

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)

English Learners

Strategy/Activity

We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).

- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource Teachers to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.

We will monitor English Learner progress and provide timely and systematic intervention.

- English Learners ELPAC levels 1 and 2 will receive 30 minutes of Imagine Learning daily to increase English vocabulary and proficiency (Elementary Schools only).
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August.
- Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program within the first 6 weeks of school.

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)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC and District benchmark data will be analyzed by grade-level teams, administration, and intervention teachers to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Number Worlds, Moby Max, Inside, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).

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)
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Annual Review

SPSA Year Reviewed: 2019-20

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.

All strategies for Goal 2 were implemented fully. Additionally, SAI staff attends grade-level collaboration meetings when possible.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

We hired an additional bilingual staff member in January 2020 (50% of the school year). We would like to increase her time on campus for the 20-21 school year to facilitate improved communication between the school and Spanish-speaking families if budget allows.

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 Wellness

LEA/LCAP Goal

LCAP Goal #2 – Each and every student will be equipped with the skills and disposition necessary for success in high school, life, and workplace.

Goal 3

We are committed to establishing a climate of respect, connectedness, and safety for our students.

Identified Need

As a school committed to high levels of learning and achievement, we are focused on establishing an environment conducive to learning. We strive for a climate of respect, connectedness, and safety for our students. This goal is a result of the fact that our achievement data reveals we have yet to meet the goal of each and every student being equipped with the skills and disposition necessary for success in high school, life, and workplace. EL, Hispanic, SED, 2+ races, African American subgroups will require additional support with attendance as they scored Orange or Yellow on the dashboard for Chronic Absenteeism. Additionally, focused attention will be given to determining the root causes and effective solutions for African American, Students with Disabilities, Hispanic, 2+ races, and SED subgroups scoring Red or Orange for increased suspension rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will measure students' social-emotional competencies in grades 5-8 (self-management, self-efficacy, growth mindset, social awareness) as these complement academic preparation and long-term learning. Competencies will be measured by the CORE Social-Emotional survey. Our goal is to increase the percentage of students who have an overall performance level of "Healthy" or "Very Healthy".	As measured by the CORE Social-Emotional Survey, XX% of students have an overall performance level of "Healthy" or "Very Healthy". (Once administered in Fall 2020, a baseline for students' social-emotional competencies will be set for the 2020-21 school year.)	As measured by the CORE Social-Emotional Survey, more than XX% of students will have an overall performance level of "Healthy" or "Very Healthy". (Expected Outcome will be developed once a baseline in Fall 2020 has been established).
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	(17-18) The school attendance rate is 95.07%.	The school attendance rate will increase by 0.05% to a rate of 96.2% for the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(18-19) The school attendance rate was 95.02%.	
The percentage of students with chronic absenteeism will decrease by 1% each year.	(17-18) The percentage of students with chronic absenteeism was 11%. (18-19) The percentage of students with chronic absenteeism was 11.4%.	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 10% during the coming school year.
Increase the amount of time students are present in class for instruction as measured by a decrease in the number of students out of class and/or suspended due to discipline.	(17-18) 2.16% of students were suspended. (18-19) 3.9% of students were suspended.	Student suspensions will decrease by .1% for an overall rate of 2.06% during the coming school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strength, Interest, and Career Education

- Staff and Students will begin implementing World of Work, a curriculum solution aimed at early exposure for children to both self and career exploration. World of Work aims to create relevance to the real world, enabling students to map their educational goals to their possible future selves. World of Work empowers every child with unique strengths, interests and values needed in the world to nurture happy kids, living in healthy relationships on a path to gainful employment.
- Staff and students identify strengths and values using Holland Codes (RIASEC).
- Staff uses World of Work to integrate information about strengths, interests, and possible future selves into ELA and Math instruction, helping students recognize that the purpose of the work they do in elementary school is preparing them for success in high school, life, and workplace.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Consistent Attendance

- Provide time with a therapy dog for students with chronic attendance issues in an effort to help these students build relationships and connections with the school campus.
- Hire a bilingual social worker to support students and families with regular attendance.
- Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices).
- Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more).
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Work with Student Supports/Probation Officer (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate.
- Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement.
- Consult with parent groups (ELAC, SSC, PTA) to gain insight and ideas for improving attendance.
- Connect with local community agencies (City Hope) to provide social/emotional support for chronically absent students.
- Utilize community resources like La Mesa Community Kids Foundation, La Mesa Spring Valley Education Foundation, and City Hope to ensure families have basic needs met.
- Connect families with before/after school care if this will possibly improve attendance (Boys & Girls Clubs, Extended School Service)
- Safety Patrol to ensure students have safe routes to get to school.
- Run Club for the Family before school provides an opportunity for students (and parents) to exercise and build relationships before school. Participating students are early to school, and therefore not marked tardy.

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)

30,688.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Hire a bilingual social worker 2 days a week to support students and families with regular attendance. Social worker will also provide support for Strategies 3 and 4 listed below.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Restorative Practices

- Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc.
- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.
- Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with students.
- Hire a bilingual social worker to support students and families with social-emotional learning.
- Provide professional development to staff on Restorative Practices

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Character Education and Behavior Support

- Continue implementing PeaceBuilder Schools Program, anti-bullying programs, and other Character Education programs.
- Regular recognition of students exhibiting positive character and positive and/or improved behavior: Peace Square, Awards Assemblies, PeaceBuilder Praise Notes read aloud
- Investigate and implement alternatives to students being sent out of class for negative behavior.
- School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.
- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.
- Provide explicit behavior instruction: Elite 8, Whole Body Listening
- Partnership with City Hope to provide ongoing training for student leaders in empathy, peer-mediation, noticing and supporting students who appear to have the need for encouragement or support.

- Hire a bilingual social worker to support students, families, and staff with student behaviors.
- Collaboration with San Diego Youth Services to provide 6-week group counseling sessions including Girl Talk and Keep Calm.
- Social Worker will provide individual and small-group sessions for students as needed to support behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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.

Strategies for Goal 3 are being implemented fully. When comparing August 2018 - January 2019 attendance to August 2019 - January 2020 attendance, our average daily attendance has increased by .04%. Our suspension rate for August 2019 - February 2020 is 1.5%

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

In addition to implementing as intended, we used LCFF funds to hire a bilingual social worker to support students, families, and staff in this area. She started with us in January of 2020 (50% of school year). Additionally, the principal, two teachers, and the social worker participated in Differentiated Assistance through SDCOE (January 2020-June 2020) to look specifically at attendance and suspension data for subgroups in our district and at our site. The goal of Differentiated Assistance work is to identify root cause and implement effective solutions.

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.

Strength, interest, and career education through World of Work was added as a strategy to help students recognize that the purpose of the work they do in elementary school is preparing them for success in high school, life, and workplace. In the 20-21 school year, we continue to benefit from a therapy dog to engage students with chronic absenteeism. The students who participated during the 18-19 school year improved their attendance an average of 9%. We see similar results with students participating this year. Another strategy we are utilizing in the 19-20 school year, and expect to continue in the 20-21 school year, is a partnership with City Hope, a community organization, to train student leaders in empathy, peer-mediation, noticing and supporting students who appear to have the need for encouragement or support. Additionally, all classified staff members are taking courses through Insights to Behavior on topics that include Proactive Behavior Management, Proactive Crisis Management, Working with Oppositional Students, and Support Strategies for Social Skills. Certificated staff also have access to all Insights to Behavior courses.

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

Parent/Community Engagement

LEA/LCAP Goal

LCAP Goal #3 – We will fully engage our parents, community, and staff in the education of our students.

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Identified Need

La Mesa Dale remains focused on continuous improvement. This goal is a result of the fact that our data reveals we have yet to meet the goal of fully engaged parents, community, and staff in the education of our students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who report that they regularly attend school-sponsored meetings/events as measured by the annual Parent/Family Survey	(18-19) percentage of parents reporting regular attendance at school-sponsored meetings/events is 64%. (19-20) percentage of parents who self-report regular attendance at school-sponsored meetings/events is 57%.	The percentage of parents who self-report regular attendance at school-sponsored meetings/events will increase to 65%.
Percentage of parents who reported that the school meets the academic needs of their child as measured by the annual Parent/Family Survey	(18-19) percentage of parents who agree that the school meets the academic needs of their child is 94%. (19-20) percentage of parents who agree that the school meets the academic needs of their child is 92%.	The indicator of parent satisfaction regarding the school meeting the academic needs of children will increase to 95%.
Hours of on-campus volunteer time logged by parents and community members who sign	(18-19) 5909 volunteer hours logged by parents and community members.	Parent and community engagement as measured by volunteer hours logged through

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
in as volunteers through Ident-a-Kid on school days.	(August 19 - February 20) 3318 volunteer hours logged by parents and community members.	Ident-A-Kid will meet or exceed 5000 hours.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To ensure our parents are partners, parent education and training will be offered.

- Hold a variety of parent events establishing relationships with school staff. These events include Back to School Night, Parent University (classes offered during the day and in the evening), Family Math Night, Family Reading Night, and Family Science Night.
- Work with District staff to provide training for ELAC and SSC.
- Work with District staff to determine and implement best practices in parent education.
- Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year.
- Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.
- Work with district and community agencies to provide parent education on a variety of dates/times (mornings and evenings) on topics including: supporting your child academically, fostering self-esteem in your child, communicating to connect, World of Work, and other topics parents express an interest in.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,854.96	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Credentialed Social Worker

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will communicate with parents regularly about student progress and school activities.

- Utilize parent information systems such as Blackboard Connect, PeachJar, and Jupiter Grades to enhance home/school communication.
- Utilize social media platforms (Instagram, Facebook, and Twitter) to enhance home/school communication.
- Utilize apps like Class Dojo to enhance home/school communication
- Utilize email, phone calls, texts, and our school website to enhance home/school communication.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.
- Facilitate communication between students and their families using student planners.
- Hire bilingual staff to facilitate communication between Spanish-speaking families and the school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent and Community engagement

- Start the year with a community event the evening before school starts to help families connect with one another , become acquainted with the campus, get questions answered, explore opportunities and services available through the school, and alleviate some of the first-day jitters.
- Establish, maintain, and utilize website updates, Twitter feed, and other social media platforms to foster communication with parents and families specifically, and the community at large.
- Hosting community volunteer events (eg. Fill a Bag, Feed a Child)
- Collaborate with community members through Hope Alliance on Child Friendly Cities Initiative
- Run Club for the Family before school provides an opportunity for students (and parents) to exercise and build relationships before school. Collaboration with Helix High School track/cross-country students and staff to recognize regular Run Club participants.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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.

Strategies outlined for Goal 4 were implemented fully. Additionally, in an effort to increase engagement, multiple opportunities were provided for parents to participate in Parent University (topics selected as a result of what parents indicated they wanted more information about as a result of last year's parent survey). Six morning sessions and five evening sessions were offered during the 19-20 school year. Evening sessions included free dinner and childcare. Parents who participate in Parent University classes during the 2019 - 2020 year are entered to win a family four-pack of Disneyland tickets provided by PTA. While we had strong attendance at family events (reading night, math night, campus beautification work day etc.), attendance at Parent University and ELAC was less than we had hoped with an average of 12 attendees at each morning session and 1 attendee at each evening session. We have dynamic and incredibly involved PTA volunteers who teach art, ensure the campus is beautifully decorated and inviting, and support Run Club.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

A credentialed social worker will be utilized to provide parent engagement activities.

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	\$103,062.19
Total Federal Funds Provided to the School from the LEA for CSI	\$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$103,062.19

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	\$101,207.23
Title I Part A: Parent Involvement	\$1,854.96

Subtotal of additional federal funds included for this school: \$103,062.19

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$103,062.19

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
Title I	101,207.23	0.00
Title I Part A: Parent Involvement	1,854.96	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	101,207.23
Title I Part A: Parent Involvement	1,854.96

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	103,062.19

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	101,207.23
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,854.96

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,519.23
Goal 3	30,688.00
Goal 4	1,854.96

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
Tammie Babbitt	Principal
Elsa Goodwin	Classroom Teacher
Nick Martinez	Classroom Teacher
Lisa Mangosing	Classroom Teacher
Leslie Eder	Other School Staff
Jovana Gavin	Parent or Community Member
Jeremy Martinson	Parent or Community Member
Ashlee Manuel	Parent or Community Member
Peter Tucker	Parent or Community Member
Genelle Sweat	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 1, 2020.

Attested:



Principal, Tammie Babbitt on June 1, 2020



SSC Chairperson, Jovana Gavin on June 1, 2020

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.