



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
Lemon Avenue Elementary School	37681976038517	May 18, 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

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:

- 96% Agree that school meets academic needs of their child
- 94% Satisfied with teacher's communication about child's academic needs
- 96% Feel welcome and respected in classroom and school
- 97% Report child feels safe at school
- 90% Feel school is active in preventing bullying
- 95% Satisfied with communication from school
- 87% Satisfied with level of engagement and participation related to decisions regarding their child's education

Overall parent satisfaction increased in almost every category as compared to the previous year. There was a significant increase in the satisfaction of parents regarding decisions related to their child's education. There were also substantial increases in satisfaction in the areas of parent engagement at school-sponsored meetings and events with a dramatic increase of parents stating that they found the trainings offered at school useful. Safety and bullying, areas needing improvement last year, significantly increased this year. The parent survey also showed a 3% increase in teacher's communication about their child's academic needs and a 3% increase in satisfaction with communication from the school, which could be attributed to our focus on both communication and collaboration with families as well as customer service.

Respondents expressed interest in the following parent education topics:

- Social and emotional needs of children (53 respondents)
- Ways to get involved and support their child's education (46 respondents)
- Homework help strategies (36 respondents)
- Math development strategies and the math curriculum (42 respondents)
- Bullying prevention (51 respondents)
- Reading development strategies and the language arts curriculum (35 respondents).

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 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 90% of parents feeling the ESS Program provides a safe and happy environment for children, and 100% of respondents feeling the ESS staff communicates and interacts positively with children.

Based on feedback from surveys that were administered, ongoing work is being done at our school in the areas of: Maintaining a safe and friendly school environment and continuing to work in collaboration with parents regarding their child's education (engagement, education, and communication).

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 the refinement of Professional Learning Communities (PLC), 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)

Our school does not receive any categorical funds.

Fiscal support (EPC)

Our school does not receive any categorical funds.

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, March 11, 2020 at 8:15 a.m.
- SSC # 4 Meeting, March 16, 2020 at 3:00 p.m.; SSC #5 Meeting, May 18, 2020 at 3:00 p.m.
- Staff Meeting March 20, 2020 at 2:20 p.m.
- PTA Meeting April 16, 2020 at 6:00 p.m.

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.

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	0.48%	0.49%	0.51%	3	3	3
African American	6.71%	5.18%	5.24%	42	32	31
Asian	3.04%	3.24%	2.7%	19	20	16
Filipino	1.12%	1.78%	1.18%	7	11	7
Hispanic/Latino	33.23%	34.79%	34.12%	208	215	202
Pacific Islander	0.16%	0.16%	0%	1	1	0
White	44.25%	43.2%	45.78%	277	267	271
Multiple/No Response	%	%	10.47%			0
Total Enrollment				626	618	592

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	109	113	113
Grade 1	79	83	80
Grade 2	95	78	78
Grade3	97	97	76
Grade 4	103	78	87
Grade 5	82	92	67
Grade 6	61	77	91
Total Enrollment	626	618	592

Conclusions based on this data:

1. The largest student groups are White and Hispanic/Latino.
2. Enrollment has remained relatively stable over the past three years.

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	60	59	53	9.6%	9.5%	9.0%
Fluent English Proficient (FEP)	23	19	15	3.7%	3.1%	2.5%
Reclassified Fluent English Proficient (RFEP)	4	3	5	7.4%	5.0%	8.5%

Conclusions based on this data:

1. The number of English Learners and FEP students is relatively similar YOY.
2. The number of English Learners reclassifying decreased by 2.4% from 17-18 to 18-19.

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	107	94	98	103	93	97	103	93	97	96.3	98.9	99
Grade 4	90	103	74	84	100	73	84	100	73	93.3	97.1	98.6
Grade 5	67	88	94	66	81	94	66	81	94	98.5	92	100
Grade 6	64	64	72	63	63	65	63	63	65	98.4	98.4	90.3
All Grades	328	349	338	316	337	329	316	337	329	96.3	96.6	97.3

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	2454.	2456.	2435.	34.95	33.33	28.87	28.16	27.96	17.53	21.36	24.73	32.99	15.53	13.98	20.62
Grade 4	2486.	2516.	2501.	35.71	46.00	38.36	20.24	25.00	27.40	25.00	16.00	16.44	19.05	13.00	17.81
Grade 5	2515.	2491.	2535.	22.73	16.05	35.11	40.91	32.10	30.85	21.21	23.46	14.89	15.15	28.40	19.15
Grade 6	2542.	2547.	2521.	15.87	26.98	16.92	46.03	33.33	33.85	25.40	23.81	20.00	12.70	15.87	29.23
All Grades	N/A	N/A	N/A	28.80	31.75	30.40	32.28	29.08	26.75	23.10	21.66	21.58	15.82	17.51	21.28

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	32.04	33.33	28.87	42.72	50.54	49.48	25.24	16.13	21.65
Grade 4	27.38	50.00	38.36	51.19	36.00	46.58	21.43	14.00	15.07
Grade 5	33.33	20.99	37.23	45.45	45.68	41.49	21.21	33.33	21.28
Grade 6	23.81	34.92	24.62	57.14	44.44	41.54	19.05	20.63	33.85
All Grades	29.43	35.61	32.52	48.42	43.92	44.98	22.15	20.47	22.49

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	33.98	33.33	23.71	47.57	48.39	53.61	18.45	18.28	22.68
Grade 4	32.14	38.00	30.14	46.43	49.00	53.42	21.43	13.00	16.44
Grade 5	36.36	13.58	29.79	46.97	54.32	51.06	16.67	32.10	19.15
Grade 6	23.81	22.22	16.92	55.56	55.56	53.85	20.63	22.22	29.23
All Grades	31.96	27.89	25.53	48.73	51.34	52.89	19.30	20.77	21.58

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	27.18	33.33	24.74	62.14	56.99	61.86	10.68	9.68	13.40
Grade 4	26.19	35.00	34.25	57.14	57.00	53.42	16.67	8.00	12.33
Grade 5	19.70	16.05	21.28	68.18	59.26	70.21	12.12	24.69	8.51
Grade 6	12.70	19.05	16.92	73.02	69.84	64.62	14.29	11.11	18.46
All Grades	22.47	27.00	24.32	64.24	59.94	62.92	13.29	13.06	12.77

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	33.98	32.26	32.99	56.31	53.76	44.33	9.71	13.98	22.68
Grade 4	34.52	42.00	26.03	57.14	51.00	61.64	8.33	7.00	12.33
Grade 5	37.88	29.63	35.11	43.94	46.91	48.94	18.18	23.46	15.96
Grade 6	30.16	44.44	26.15	55.56	44.44	52.31	14.29	11.11	21.54
All Grades	34.18	36.80	30.70	53.80	49.55	51.06	12.03	13.65	18.24

Conclusions based on this data:

1. Fourth and fifth grades had the highest achievement overall in ELA.
2. Listening and speaking were the highest performing areas of the four ELA domains (claims) across all grade levels.
3. Fifth grade made the most points growth (18) overall.

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	107	94	98	103	93	97	103	93	97	96.3	98.9	99
Grade 4	90	103	74	87	101	73	87	101	73	96.7	98.1	98.6
Grade 5	67	88	94	67	81	94	67	81	94	100	92	100
Grade 6	64	64	72	64	63	65	64	63	65	100	98.4	90.3
All Grades	328	349	338	321	338	329	321	338	329	97.9	96.8	97.3

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	2450.	2442.	2424.	25.24	20.43	20.62	28.16	35.48	21.65	25.24	24.73	28.87	21.36	19.35	28.87
Grade 4	2473.	2491.	2504.	22.99	23.76	26.03	28.74	32.67	38.36	27.59	27.72	21.92	20.69	15.84	13.70
Grade 5	2492.	2467.	2511.	20.90	12.35	24.47	23.88	11.11	15.96	23.88	28.40	30.85	31.34	48.15	28.72
Grade 6	2534.	2540.	2510.	18.75	28.57	18.46	26.56	23.81	16.92	34.38	28.57	30.77	20.31	19.05	33.85
All Grades	N/A	N/A	N/A	22.43	21.01	22.49	27.10	26.63	22.80	27.41	27.22	28.27	23.05	25.15	26.44

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	39.81	34.41	27.84	32.04	40.86	37.11	28.16	24.73	35.05
Grade 4	31.03	42.57	52.05	36.78	27.72	27.40	32.18	29.70	20.55
Grade 5	29.85	13.58	29.79	28.36	24.69	36.17	41.79	61.73	34.04
Grade 6	26.56	41.27	20.00	37.50	28.57	41.54	35.94	30.16	38.46
All Grades	32.71	33.14	32.22	33.64	30.77	35.56	33.64	36.09	32.22

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	27.18	32.26	27.84	47.57	44.09	46.39	25.24	23.66	25.77
Grade 4	24.14	28.71	32.88	42.53	47.52	43.84	33.33	23.76	23.29
Grade 5	19.40	16.05	28.72	44.78	35.80	37.23	35.82	48.15	34.04
Grade 6	18.75	30.16	23.08	48.44	42.86	40.00	32.81	26.98	36.92
All Grades	23.05	26.92	28.27	45.79	42.90	41.95	31.15	30.18	29.79

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	33.01	30.11	23.71	50.49	51.61	45.36	16.50	18.28	30.93
Grade 4	26.44	27.72	31.51	44.83	45.54	49.32	28.74	26.73	19.18
Grade 5	17.91	9.88	24.47	46.27	41.98	43.62	35.82	48.15	31.91
Grade 6	26.56	30.16	18.46	54.69	39.68	36.92	18.75	30.16	44.62
All Grades	26.79	24.56	24.62	48.91	45.27	44.07	24.30	30.18	31.31

Conclusions based on this data:

1. Third and fourth grades had the highest achievement overall in Math.
2. Problem solving/modeling and data analysis and communicating reasoning were the highest performing areas of the three math domains (claims) across all grade levels.
3. Sixth grade made the most points growth (7) overall.

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
618	37.7	9.5	0.3
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	59	9.5
Foster Youth	2	0.3
Homeless	5	0.8
Socioeconomically Disadvantaged	233	37.7
Students with Disabilities	59	9.5

Conclusions based on this data:

1. Our percentage of students who qualify as socioeconomically disadvantaged has had a decrease of 2.6%.
2. Our percentage of English Learners has remained relatively unchanged.
3. Our percentage of students with disabilities has remained relatively unchanged.

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>Yellow</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	4	0	2	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 18.2 points above standard Declined -3 points 316	 Orange 32.4 points below standard Declined -13.2 points 37	 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	 Orange 7.1 points below standard Maintained ++1.9 points 154	 Orange 85.2 points below standard Increased Significantly ++16.5 points 45

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American  No Performance Color 2.7 points above standard Increased ++9 points 20	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 5
Hispanic  Green 2.1 points above standard Increased ++6.1 points 112	Two or More Races  Orange 6.9 points below standard Declined -10 points 38	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 40 points above standard Declined -9.1 points 129

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 49.3 points below standard Increased ++5.7 points 30	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 7	English Only 22.5 points above standard Declined -3.8 points 270

Conclusions based on this data:

- Overall, Lemon Avenue students are performing in the green performance level on the California State Dashboard for ELA (17.4 points above the state standard).
- ELA performance overall declined 3.8 points at Lemon Avenue from the 17-18 to 18-19 school year.
- English learners, socioeconomically disadvantaged and students with disabilities are all performing in the orange performance level.

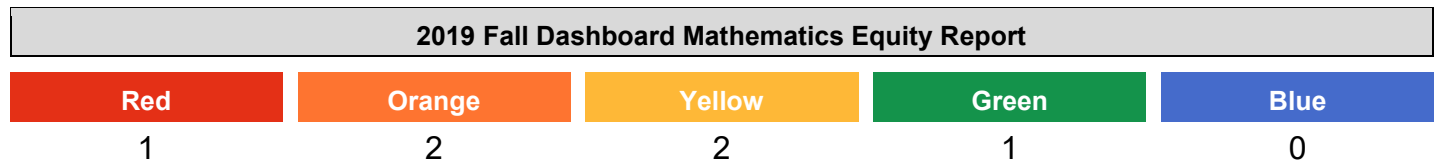
School and Student Performance Data

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  Yellow 9.8 points below standard Maintained ++1.6 points 316	English Learners  Orange 42.4 points below standard Maintained -0.2 points 37	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 34.8 points below standard Increased ++5.7 points 154	Students with Disabilities  Red 112 points below standard Maintained -2.3 points 45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 36.5 points below standard Increased ++7.5 points 20	 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 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.7 points below standard Increased ++4.4 points 112	 Orange 34.2 points below standard Maintained -0.2 points 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 14.6 points above standard Maintained -1.6 points 129

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
55.9 points below standard Increased Significantly ++22.6 points 30	Less than 11 Students - Data Not Displayed for Privacy 7	7.7 points below standard Maintained -0.7 points 270

Conclusions based on this data:

- Overall, Lemon Avenue students are performing in the yellow performance levels on the California State Dashboard for Math (9.8 points below the state standard).
- Math performance overall maintained 1.6 points at Lemon Avenue from the 17-18 to 18-19 school year.
- English learners and students with disabilities performed in the orange and red performance levels (respectively).

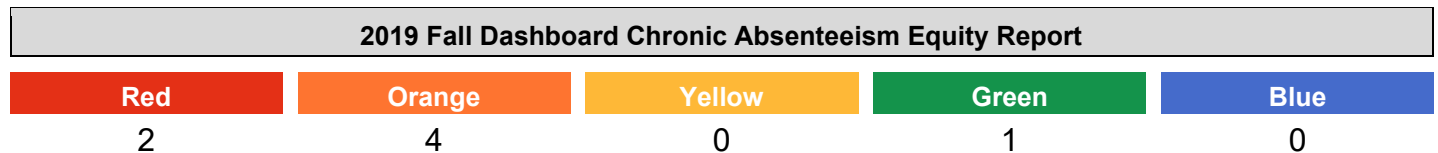
School and Student Performance Data

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 10.9 Increased +1.8 640	English Learners  Orange 12.7 Increased +5.5 63	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Socioeconomically Disadvantaged  Orange 14.9 Increased +2.7 289	Students with Disabilities  Red 21.3 Increased +6.5 75

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 15.4 Increased +5.9 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 5 Increased +5 20	 No Performance Color 9.1 11
Hispanic	Two or More Races	Pacific Islander	White
 Red 12.7 Increased Significantly +3.5 221	 Green 8.2 Declined -5.5 73	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 10.3 Increased +2.4 272

Conclusions based on this data:

1. 10.9% of students are chronically absent, which increased 1.8% over the previous year.
2. Students with disabilities and Hispanic student populations both fall within the red performance area.

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
1	3	1	1	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 1.9 Increased +0.4 645	 Blue 0 Maintained 0 64	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 2.7 Increased +1.2 292	 Red 7.8 Increased +3.9 77

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Green 2.6 Declined -2.1 39	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color 5 Increased +5 20	Filipino  No Performance Color 0 11
Hispanic  Yellow 1.3 Maintained +0.1 224	Two or More Races  Orange 2.7 Increased +1.4 73	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Orange 1.8 Increased +0.5 274

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.4	1.9

Conclusions based on this data:

1. 1.9% of students were suspended at least once during the 2018-2019 school year.
2. Students with disabilities were the greatest population of students suspended (7.8%, an increase of 3.9% over the previous 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

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

As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. Our data in both ELA and Math indicate the need for continued support of instruction in both subject areas, as we have yet to meet our goal of students performing at or above expectation in these subject areas. In ELA, emphasis needs to be given to our English Learner, Students with Disabilities, Socioeconomically Disadvantaged and Two or More Races subgroups, as they are scoring lower than the general student population. In Math, emphasis on strong math instruction for all students is needed, with emphasis focused on English Learners, Students with Disabilities, and Two or More Races subgroups, as they are scoring lower than the general student population.

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) 60% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 56% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.	63% 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) 47% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 45% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	50% 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. We will be utilizing a school intervention teacher.

- 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 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 school leadership team to determine placement in intervention program(s) (Lexia, small group intervention with Intervention teacher, etc.) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.
- Fourth through sixth grade teachers will participate in Math Coaching Cycles through Low Performing Student Block Grant.

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.

For the 2019-2020 school year, the "Learning by Doing" book has guided our work around PLCs. Collaborative reading, discussion and collaboration has focused on strengthening the "five tights" of the PLC during staff meeting time. Staff meeting time has also been utilized to construct a "RTI" model, inclusive of Tier 1 and Tier 2 intervention supports, as well as a thirty-day goal SST process for monitoring student progress and identifying possible Tier 3 supports. Weekly PLC team meetings are dedicated to grade level teams planning instruction to meet the needs of all learners, review student achievement data and plan interventions as needed. Our upper grade classrooms have worked through Math Coaching Cycles with a resource teacher as a result of the Low Performing Student Block Grant.

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.

For the 2020-2021 school year, our goals will be as follows: 63% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA; 50% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics; 74% of students will be reading at grade level by the end of 3rd grade. Strategies listed above will remain the same to support goal achievement. We will be unable to fund a school intervention teacher, and therefore will adjust our RTI model as needed. We will continue to participate in the Math Coaching Cycles through the Low Performing Student Block Grant in the coming 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

As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. Our data indicates the need for continued support of instruction in both ELA and Math for English Learner, Socioeconomically Disadvantaged and Students with Disabilities subgroups, and English Language Development support for our English Learner subgroup, as we have yet to meet our goal of students performing at or above expectation in these subject areas.

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.	52% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).	55% 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 <ul style="list-style-type: none">We will increase the percentage of	(17-18) 48% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded	51% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Socioeconomically Disadvantaged students who meet standard as measured by SBAC.	<p>standard as measured by SBAC in ELA.</p> <p>(17-18) 35% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 43% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 34% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	38% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.
<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) 25% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 11% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 19% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 19% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>28% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p> <p>22% 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.
- Catch up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in reading intervention as needed.
- 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 by October.

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 teachers and principal 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.

During the 2019-2020 school year, we have continued to implement instructional practices that support increased achievement for targeted subgroups. English Learners receive a minimum of thirty minutes of English Language Development in the classroom and are provided differentiated and scaffolded instruction throughout the school day. Imagine Learning is utilized daily for students who have scored an overall 1 or 2 on the ELPAC, and catch up plans of intervention were created for those students not meeting annual English proficiency progress. Students with Disabilities receive instruction and support from both a general education and special education teacher, who collaborate regularly on IEP goals, general education progress and areas of need and support. All targeted subgroups (EL, Disabilities, Low SES) are supported by daily differentiated instruction, with interventions and supports being identified through the RTI/SST process or during IEP meetings.

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.

For the 2020-2021 school year, our goals will be as follows: 51% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA; 38% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics; 28% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA; 22% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics. Due to changes in tests and in cut points, a new metric will be developed to determine English learner progress, which may inform a new expected change/outcome to measure English Learner progress.

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 community we continue to be focused on establishing a climate of respect, connectedness, and safety for our students. We remain focused on a strong belief in developing the whole child, inclusive of both socio-emotional development and academic excellence. Additionally, our data indicates that a stronger focus on student attendance is necessary, as all student subgroups (aside from those students classified as "two or more races") were absent for an average of ten percent or more of the previous school year.

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 94.42% for the previous school year. (18-19) The school attendance rate was 95.25%.	The school attendance rate will increase by 0.05% to a rate of 95.3% for the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students with chronic absenteeism will decrease by 1% each year.	<p>(17-18) The percentage of students with chronic absenteeism was 9.56% for the previous school year.</p> <p>(18-19) The percentage of students with chronic absenteeism was 10.9%.</p>	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 8.56% 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.	<p>(17-18) 2% of students were suspended during the previous school year.</p> <p>(18-19) 1.9% of students were suspended.</p>	Student suspensions will decrease by 0.25% for an overall rate of 1.65% 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

Character Education

- Implementation of Sanford Harmony Socio-Emotional learning program to be utilized in all classrooms.
- Partnership with San Diego Youth Services (SDYS) to provide small group support sessions on campus.
- Utilization of School Link for referrals to district's partner organizations for interventions and support.
- Partnership with City Hope, which provides a trained volunteer on campus weekly to support student success.

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

- 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.
- Recognize and reward regular attendance, improved attendance, and consistent attendance.
- 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.
- Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Elementary schools will use an SST format.

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

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.

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

Behavior

- Implementation of a school wide behavior management plan, aligned to PBIS, inclusive of reteaching and interventions for minor behaviors to support appropriate behavior.
- Partnership between staff and administration to support major behaviors, with use of progressive discipline and exploration of restorative consequences when appropriate.
- 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.

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.

This goal has been the greatest area of focus of our school year thus far. School wide implementation of Sanford Harmony is in place, and we have had four six-week sessions of San Diego Youth Services counseling support. School Link forms have been utilized to refer students to our district social worker for outsourcing of support, and the staff has received training on Trauma Informed Behaviors and intervention strategies for students with academic or behavior needs. While we have implemented a school wide minor and major referral system for behavior, inclusive of common expectations across all school locations, we will be focused on full PBIS implementation for the 2020-2021 school year. With regard to attendance, we are monitoring excessive absences with follow up, and have instituted a class reward for the class in each grade level with the greatest percentage of attendance. Additional incentives and rewards for attendance, as well as parent meetings, will be a focus for the 2020-2021

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.

For the 2020-2021 school year, our goals will be as follows: current level of school climate shall remain at or above 98%; school attendance rate will increase by 0.05% to a rate of 95.3% for the coming school year; percentage of students with chronic absenteeism will decrease by at least 1% to a rate of 8.56% during the coming school year; student suspensions will decrease by 0.25% for an overall rate of 1.65% during the coming school year.

A school wide PBIS system will be implemented during the 2020-2021 school year to coincide with our behavior expectation matrix and minor/major behavior referral process.

With regard to attendance, additional incentives and rewards for attendance, as well as parent meetings, will be a focus for the 2020-2021 school year. This work will be supported by a district-deployed social worker, who will be at our site for two days per week.

For the 2020-2021 school year, we will fund a full day of a social worker for \$15,343.80. This will allow for two days of a social worker on campus to aide in socio-emotional support and attendance improvement.

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

Engagement of our parents and establishing/maintaining meaningful partnerships with them are essential to our students' success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who regularly attend school-sponsored meetings/events as measured by the annual Parent/Family Survey	(18-19) percentage of parents who reported on the family/parent survey they regularly attend school-sponsored meetings/events is 61%. (19-20) percentage of parents who regularly attend school-sponsored meetings/events is 67%.	The percentage of parents who regularly attend school-sponsored meetings/events will increase to 70%.
Percentage of parents who agree that the school meets the academic needs of their child as measured by the annual Parent/Family Survey	(18-19) percentage of parents who reported on the family/parent survey 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 96%.	The indicator of parent satisfaction regarding the school meeting the academic needs of children will increase to 99%.

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

- Hold a variety of parent events establishing relationships with school staff.
- 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.

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

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

- Utilize parent information systems such as Blackboard Connect, monthly newsletters, school website, social media and Friday Folders to enhance home/school communication.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.

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

Community Engagement

- Establish, maintain, and utilize website updates, Peachjar, Blackboard connect and printed materials to communicate with parents.

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.

We have worked diligently to maintain regular communication with parents, via weekly Blackboard Connect phone messages and emails, website updates and printed materials. All teachers provide home-school communication with families regularly, and all staff are available before and after school as requested.

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.

For the 2020-2021 school year, our goals will be as follows: The percentage of parents who regularly attend school-sponsored meetings/events will increase to 70%; The indicator of parent satisfaction will increase to 99%.

For the 2020-2021 school year, we will fund a full day of a social worker for \$15,343.80. This will allow for two days of a social worker on campus to aide in socio-emotional support and attendance improvement.

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
Allison Long	Principal
Paloma Bravence	Classroom Teacher
Brooke Noble	Classroom Teacher
Karen Nunez	Classroom Teacher
Chrystal Thomas	Other School Staff
Rupa Bernstein	Parent or Community Member
Suzette Mouna Kingue	Parent or Community Member
Janell McCrensky	Parent or Community Member
Karly Robinson	Parent or Community Member
Ophelia Williams	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 May 18, 2020.

Attested:



Principal, Allison Long on May 18, 2020



SSC Chairperson, Brooke Noble on May 18, 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.