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
Kempton Street Literacy Academy	37-68197-6038467	May 30, 2023	June 20, 2023

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.

Table of Contents

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).

Our school's comprehensive needs assessment included the solicitation of input and feedback from our educational partners (parents, teachers, staff, etc.). Our 2022-23 Annual Parent Survey was distributed to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Data from these surveys is included throughout our 2023-24 SPSA.

Consultations and connections with our educational partners took place through in-person meetings, virtual Zoom meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic interventions, social-emotional and behavioral supports, parent engagement, and school connectedness.

Surveys sent in preparation for or during the 2022-23 school year included (but were not limited to) topics such as :
Support for academic learning
School safety
Belonging in the school community
Inclusivity and cultural responsiveness

Parent data indicated a desire for increased school safety and more opportunities for their concerns be heard and acknowledged by staff in a timely manner. Teacher data displayed the desire for more training and direction in the implementation of a successful dual language program.

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 all twenty-one (21) La Mesa-Spring Valley School District sites. The primary goal of the parent survey is to collect and understand parent opinions, perspectives, attitudes, and perceptions of the ESS team members, the services provided, and the general environment. Results are shared with all ESS employees and action plans are developed and put into place to assist in achieving improvement goals for continuous quality improvement.

This year's data revealed that 98% of the district families surveyed feel that ESS provides a safe and happy environment for children, that the program provides expanded learning opportunities that their students enjoy (ESSPN Sports League, cheer, dance, robotics, fine and performing art classes, etc.), and that the ESS staff communicate and interact positively with children. A highlight from this year's survey was the feedback on ESS staff and ESS parent communication. 99% percent of parents surveyed stated that they know that if they have a question or concern that they can speak with an ESS staff member about it. Continued opportunities for growth include additional support for student homework completion.

Our school will continue to solicit input and feedback from our educational partners during the 2023-24 school year and utilize the data to improve the work that we are doing in support of our students, families, and staff.

Classroom Observations

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

District/Site Collaborative 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 Cohort 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.

Formal Classroom Observations:
To evaluate a teacher's performance as outlined by the teacher evaluation document and association contract. These are observation cycles that include both formal and informal observations with feedback meetings.

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.

Peer Observations:
Ghost walks and peer-to-peer observations provide organized processes for viewing a school's classrooms and/or halls to collect evidence about how well school improvement efforts are being implemented, emphasizing what we can learn from each other.

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 (PLCs), 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.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include: comprehension of grade level informational text, high impact language strategies, and collaborative conversations.

Additionally, teachers are required to attend four hours of professional learning outside of their work day (per an MOU with LMSVTA) that is offered through the district Content Leads, TOSAs, San Diego County Office of Education, and other outside agencies. The district Professional Learning Program has an extensive calendar of offerings that are provided online, face-to-face, and through a blended format. Professional development courses in 22-23 included:

Newcomer 101 (to support our newest English Learners)
Intro to Google Classrooms
Project Based Learning
Math Expressions: Getting Started
Environmental Literacy for Social Studies
Daily 5 Routine for Running Small Group Rotation
Amplify: Analyzing Student Work
High Leverage ELD Strategies
Number Talks and Dot Talks
Supporting Diverse Learners
Virtual Manipulatives in Math Instruction
Minimizing Math Anxiety
Redefining Classroom Management
Social Emotional Learning in PE
Informational Text in PE
Supporting students with foundational reading skills through SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) training

Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

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

Staff development is provided to teachers and other staff to address the identified needs of our students. It is aligned to California Core Content Standards and CASEL Social Emotional Learning (SEL) competencies, as appropriate. Areas of need are identified by student achievement data, student SEL surveys, educational partners' input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

Staff development focuses on:

- Cultural proficiency, educational equity and excellence
- Use of local assessments to inform and modify instruction
- District wide targeted instructional area of comprehension of informational text
- Framework for Powerful Learning
- Data driven decision making
- Development of strong PLCs and Instructional Leadership Team
- Supporting the whole child in academics, language assets, behavior, social emotional learning and mental health

Site level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2023-24 school year will focus on comprehension of grade level informational text, high impact language strategies, and collaborative conversations.

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

Site-based professional development, grade-level collaboration, peer observations, principal observation, and feedback /coaching provide on-going assistance and capacity building for teachers. Response to Intervention support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction. At Kempton, we also use the Guiding Principles of Dual Language Immersion and the California ELD/SLD Standards to provide instructional support and help meet the learning needs of our Spanish Language Learners and English Language Learners in our Dual Language Immersion Program.

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 around data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities allow for 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)

Essential Standards in math and language arts provide 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 (when available), I-Ready data in math and reading, CORE social emotional learning survey (grades 4-8), 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 our major focus to raise student achievement.

In 2023-24, 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)
Second Step Curriculum for Social-Emotional Learning
i-Ready
Raz-Plus (TK-3)
SIPPS
Decodable Books (K-2)
ACT (Accessing Complex Texts 3-6)
Achieve 3000
Rockalingua (SLD)
Math Expressions
Week of Inspirational Math
Thinking Routines in Mathematics (Decide and Defend, 3 Reads, etc.)
Routines for Asking and Answering Questions
Bridging for Cross-Linguistic Transfer in DLI classrooms

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, Class Dojo) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representatives from each site to the district-level parent advisory committees, known as the District Parent 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 educational partners (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of federal funds (as applicable) and the implementation of programs. Specifically, at our school site, the members of the School Site Council (SSC) and the English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly educational partners' meetings with parents (DPAC District Parent Advisory Committee) where district programs are discussed. In addition, the District holds meetings throughout the year with other educational partners (classified staff, certificated staff, administrative staff) to obtain input about district programs.

<u>Funding</u>

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

List positions/programs that you intend to provide through Title I funds in 2023-24 (if you receive those funds).

- Title I Parent Engagement funds will be used to offer additional family support (resources, education, counseling/community referrals) provided by a credentialed social worker.
- . Title 1 funds will be used to provide reading intervention teacher.
- . Title 1 funds will be used to expand LLRT hours to provide additional support to include small group reading intervention and literacy development.
- . Title 1 funds will be used to provide small group support for students and release time for (DLI) teachers to plan and prepare lessons through a school-funded site substitute.
- . Title 1 funds will be used to offer before and after-school classes for students to develop language skills.
- . Title 1 funds will be used for research-based programs such as Achieve 3000, SIPPS, Literably en Español to address literacy gaps.
- . Title 1 funds will be used for additional materials needed to supplement core instructional programs.
- . Title 1 funds will be used to offer additional family support (resources, education, counseling/community referrals 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2023-24 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) 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 for each goal.

School educational partner involvement meeting dates were as follows:
- ELAC #3 Meeting, Date, 8:30-9:30 in Auditorium April 24, 2023
- SSC # 4 Meeting, April 28/May 2 via Zoom; SSC #5 5:00-6:00 via Zoom on May 24, 2023
- Staff Meetings where the 2023-24 SPSA goals and metrics were discussed: Dual Language Team, April 18 8:00-1:00 p.m., Whole-Staff, April 20 2:20-3:40, Whole-Staff May 2 and May 24.
- Other meetings where the 2023-24 SPSA goals and metrics were discussed (PTA, etc.): Friday, May 26 at 9:00 a.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.

Resource Inequities

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

Our needs assessment involved a review of our SBAC and dashboard data (where available) as well as our current academic data, parent survey results, chronic attendance rates, and student survey results. When we look at our data compared to our actions and services, we noted the following resource inequities:

- . Lack of campus attendants that may be reflected in survey data about campus safety and has potentially impacted our absentee rate.
- . High student turnover on campus would benefit from increased office support to build better connections with families and support chronic absenteeism.
- . Turnover of social worker impacted students' socio-emotional well-being
- Para shortages impacted inconsistent IEP implementation at the start of the year
- . Lack of access to transportation for after school intervention/tutoring
- Lack of ESS staffing to provide additional opportunities for students to be cared for before or after school to assist families with attendance
- Sub shortages limited the ability to engage in Peer Observations and feedback to improve instruction
- Lack of formal assessments to determine whether or not our students in our dual immersion program were making progress in Spanish language
- . Funds were allocated for after school tutoring program unfortunately staffing issues prohibited consistent tutoring throughout the school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1		0
African American	6.4%	5.20%	5.96%	36	31	38
Asian	0.9%	1.01%	0.78%	5	6	5
Filipino	1.6%	0.67%	0.47%	9	4	3
Hispanic/Latino	83.4%	86.24%	86.21%	473	514	550
Pacific Islander	0.4%	0.34%	0.31%	2	2	2
White	3.4%	2.68%	2.98%	19	16	19
Multiple/No Response	3.9%	3.69%	3.29%	22	22	21
			Total Enrollment	567	596	638

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	111	103	133
Grade 1	111	90	89
Grade 2	102	102	92
Grade3	86	94	92
Grade 4	96	70	89
Grade 5	61	81	67
Grade 6		56	76
Total Enrollment	567	596	638

The conclusions based on this data

1. Our Hispanic/Latino students population continues to grow.

2. Our African American and White population stays consistent across the years.

3. Kinder enrollment 2022-2023 increased by 30 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	263	294	296	46.40%	49.3%	46.4%
Fluent English Proficient (FEP)	32	42	56	5.60%	7.0%	8.8%
Reclassified Fluent English Proficient (RFEP)	0		17	0.0%		5.3%

The conclusions based on this data

1. Consistent increase of enrollment of English Learners.

2. Increase of 14 English Learners becoming Fluent English Proficient.

3. While we have 5.3% of students who have RFEP'ed, our desire is to increase this percentage.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	95		0	93		0	93		0.0	97.9	
Grade 4	91	70		0	70		0	70		0.0	100.0	
Grade 5	67	82		0	78		0	78		0.0	95.1	
Grade 6		55			55			55			100.0	
All Grades	242	302		0	296		0	296		0.0	98.0	

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2359.			6.45			17.20			23.66			52.69	
Grade 4		2404.			10.00			14.29			18.57			57.14	
Grade 5		2456.			8.97			20.51			25.64			44.87	
Grade 6		2447.			5.45			16.36			21.82			56.36	
All Grades	N/A	N/A	N/A		7.77			17.23			22.64			52.36	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.60			55.91			35.48	
Grade 4		11.43			54.29			34.29	
Grade 5		10.26			61.54			28.21	
Grade 6		7.41			48.15			44.44	
All Grades		9.49			55.59			34.92	

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		2.15			44.09			53.76	
Grade 4		4.29			50.00			45.71	
Grade 5		3.85			58.97			37.18	
Grade 6		10.91			20.00			69.09	
All Grades		4.73			44.93			50.34	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		4.30			70.97			24.73	
Grade 4		4.29			72.86			22.86	
Grade 5		6.41			75.64			17.95	
Grade 6		3.64			72.73			23.64	
All Grades		4.73			72.97			22.30	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		5.38			64.52			30.11	
Grade 4		5.71			64.29			30.00	
Grade 5		7.69			62.82			29.49	
Grade 6		3.64			69.09			27.27	
All Grades		5.74			64.86			29.39	

The conclusions based on this data

1. In writing, there is a steady increase from 3rd through 6th.

2. 64% at approaching or above in demonstrating understanding of literary and non-fictional texts.

3. 78% of students are near, at, or above standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	95		0	93		0	93		0.0	97.9	
Grade 4	91	70		0	70		0	70		0.0	100.0	
Grade 5	67	82		0	80		0	80		0.0	97.6	
Grade 6		55			55			55			100.0	
All Grades	242	302		0	298		0	298		0.0	98.7	

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

	Overall Achievement for All Students																	
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2376.			5.38			11.83			32.26			50.54	
Grade 4		2409.			8.57			11.43			30.00			50.00	
Grade 5		2424.			3.75			3.75			22.50			70.00	
Grade 6		2442.			5.45			9.09			27.27			58.18	
All Grades	N/A	N/A	N/A		5.70			9.06			28.19			57.05	

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.60			39.78			51.61	
Grade 4		11.43			28.57			60.00	
Grade 5		2.50			31.25			66.25	
Grade 6		5.45			34.55			60.00	
All Grades		7.05			33.89			59.06	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.53			47.31			45.16	
Grade 4		8.57			35.71			55.71	
Grade 5		2.50			41.25			56.25	
Grade 6		5.45			40.00			54.55	
All Grades		6.04			41.61			52.35	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.30			64.52			31.18	
Grade 4		5.71			45.71			48.57	
Grade 5		1.25			58.75			40.00	
Grade 6		1.82			58.18			40.00	
All Grades		3.36			57.38			39.26	

The conclusions based on this data

1. Conclusions will be drawn when CAASPP results become available.

2. Conclusions will be drawn when CAASPP results become available.

3. Conclusions will be drawn when CAASPP results become available.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1404.6	1422.4		1415.0	1432.9		1380.0	1397.9		46	41	
1	1421.9	1407.7		1443.2	1427.1		1400.0	1387.8		61	37	
2	1480.7	1465.2		1491.5	1477.9		1469.3	1452.0		62	57	
3	1496.1	1490.7		1509.0	1492.3		1482.7	1488.7		45	48	
4	1503.6	1532.7		1501.2	1548.7		1505.6	1516.3		49	37	
5	1513.2	1535.7		1519.9	1534.0		1505.8	1536.9		35	44	
6		1534.9			1538.9			1530.5			31	
All Grades										298	295	

Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.04	12.20		28.26	41.46		28.26	31.71		30.43	14.63		46	41	
1	6.56	0.00		22.95	29.73		32.79	21.62		37.70	48.65		61	37	
2	17.74	14.04		33.87	33.33		32.26	28.07		16.13	24.56		62	57	
3	18.18	21.28		34.09	29.79		31.82	38.30		15.91	10.64		44	47	
4	14.89	40.54		44.68	24.32		27.66	32.43		12.77	2.70		47	37	
5	17.65	36.36		23.53	36.36		38.24	9.09		20.59	18.18		34	44	
6		32.26			29.03			25.81			12.90			31	
All Grades	14.29	21.77		31.29	32.31		31.63	26.87		22.79	19.05		294	294	

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.39	24.39		36.96	39.02		15.22	21.95		30.43	14.63		46	41	
1	24.59	21.62		32.79	18.92		26.23	32.43		16.39	27.03		61	37	
2	24.19	36.84		53.23	28.07		19.35	22.81		3.23	12.28		62	57	
3	34.09	34.04		38.64	38.30		20.45	17.02		6.82	10.64		44	47	
4	31.91	54.05		42.55	35.14		14.89	8.11		10.64	2.70		47	37	
5	52.94	54.55		11.76	27.27		20.59	4.55		14.71	13.64		34	44	
6		54.84			25.81			9.68			9.68			31	
All Grades	29.25	39.46		37.76	30.61		19.73	17.01		13.27	12.93		294	294	

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.22	7.32		15.22	19.51		28.26	46.34		41.30	26.83		46	41	
1	3.28	0.00		18.03	16.22		18.03	16.22		60.66	67.57		61	37	
2	11.29	7.02		32.26	33.33		29.03	17.54		27.42	42.11		62	57	
3	4.55	4.26		22.73	29.79		38.64	36.17		34.09	29.79		44	47	
4	8.51	13.51		25.53	24.32		36.17	35.14		29.79	27.03		47	37	
5	8.82	20.45		17.65	31.82		32.35	22.73		41.18	25.00		34	44	
6		12.90			16.13			45.16			25.81			31	
All Grades	8.50	9.18		22.45	25.51		29.59	30.27		39.46	35.03		294	294	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.87	17.07		69.57	70.73		19.57	12.20		46	41	
1	29.51	16.22		60.66	62.16		9.84	21.62		61	37	
2	27.42	27.27		69.35	61.82		3.23	10.91		62	55	
3	34.09	42.55		59.09	46.81		6.82	10.64		44	47	
4	42.55	62.16		44.68	32.43		12.77	5.41		47	37	
5	20.59	18.18		64.71	63.64		14.71	18.18		34	44	
6		9.68			70.97			19.35			31	
All Grades	27.89	28.08		61.56	58.22		10.54	13.70		294	292	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.57	31.71		47.83	46.34		32.61	21.95		46	41	
1	9.84	21.62		68.85	51.35		21.31	27.03		61	37	
2	37.70	40.35		55.74	42.11		6.56	17.54		61	57	
3	61.36	40.43		29.55	44.68		9.09	14.89		44	47	
4	42.55	54.05		40.43	43.24		17.02	2.70		47	37	
5	64.71	76.74		20.59	6.98		14.71	16.28		34	43	
6		80.65			6.45			12.90			31	
All Grades	36.52	48.12		46.76	35.49		16.72	16.38		293	293	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.87	7.32		50.00	73.17		39.13	19.51		46	41	
1	8.20	2.70		26.23	18.92		65.57	78.38		61	37	
2	14.52	7.14		58.06	51.79		27.42	41.07		62	56	
3	6.82	6.38		40.91	51.06		52.27	42.55		44	47	
4	12.77	16.22		57.45	48.65		29.79	35.14		47	37	
5	8.82	29.55		52.94	43.18		38.24	27.27		34	44	
6		25.81			32.26			41.94			31	
All Grades	10.54	12.97		46.94	46.76		42.52	40.27		294	293	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.22	21.95		41.30	53.66		43.48	24.39		46	41	
1	1.64	0.00		45.90	48.65		52.46	51.35		61	37	
2	16.13	12.28		56.45	47.37		27.42	40.35		62	57	
3	13.64	12.77		56.82	76.60		29.55	10.64		44	47	
4	8.51	24.32		59.57	59.46		31.91	16.22		47	37	
5	2.94	25.00		70.59	52.27		26.47	22.73		34	44	
6		6.45			80.65			12.90			31	
All Grades	9.86	14.97		54.08	58.84		36.05	26.19		294	294	

The conclusions based on this data

1. Conclusions will be drawn when ELPAC results become available.

2. Conclusions will be drawn when ELPAC results become available.

3. Conclusions will be drawn when ELPAC results become available.

2022-23 Annual Review

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 25% to 33%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 18.35% to 30% .

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 23.53% to 35% .

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 2.27% to 15%.

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 30% to 35%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 24% to 32%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 28% to 36%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 10% to 18%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

i-Ready data is now based on trimester 2, so there is no direct comparison of data; however in comparing trimester 2 from previous year to this year, there were increases in percentages of students reading at or above grade level. All students increased from 8% to 13%, English Learners from 1% to 5%, and SES from 6% to 11%, and students with disabilities from 0% to 4%.

Strategy 1: PLC implementation: This was our first year studying the elements of Professional Learning Communities at Kempton as a new team. We started by having PLC teams answer the following questions regularly during PLC time:

- What do we want all students to learn? Determining which Essential Standards will be taught, unpacking the standards, and identifying learning targets.
- How will we know when they have learned it? Identifying learning outcomes, developing success criteria, draft formative classroom assessments (classroom and grade level), and aligning
- How will we respond when learning has not occurred? Check for understanding, appropriately adjust instruction, plan for differentiation, small groups, interventions, reassess.
- How will we respond when learning has already occurred? High quality teaching, enrich and deepen understanding of content or concept, provide extension opportunities.

Grade level teachers met every Tuesday to review data, create formative assessments and discuss the continued progress of students. i-Ready data was made available to staff and our Site Learning Days were devoted to the using data to inform the next steps of our professional learning teams. La Mesa Spring Valley essential standards were reviewed and teams were given a teaching/ assessing cycle worksheet to be used to tie in the standards with their daily instruction.

Our Instruction and Data Support Teacher worked throughout the year with our Kinder, 1st, 2nd, and 4th grade teams. Through the student centered coaching cycle, she coached teachers in planning and implementing standards based instruction through the lens of the powerful practice of Close Reading. Classroom walk-throughs were conducted by the principal on a weekly basis to observe teaching, student engagement, and implementation of the quality indicators.

Students were provided with tier 3 intervention by our full time, bilingual intervention teacher and our 80% reading specialist. Each teacher saw 50+ students a day providing intervention and support to students 2 or more grade levels below their current grade level. Groups were formed based on assessment results and specific skills were targeted based on students need. We also were able to target students in need through the Extended Learning Opportunities Grant. The focus of these groups included:
English: Phonics and decoding, letter sound correspondence, sentence structure, grammar, fluency, and sight words.
Spanish: Phonics and decoding, Beginning sounds, blending, syllables, fluency, words and sentence structure.
Lexia Core 5 was also provided to support students in their reading.

Strategy 2: Designated ELD Instruction: All designated EL students were provided with a minimum of 30 minutes of Designated English Language Development daily. ELD instruction included increasing student talk, routines, and vocabulary. ELD at Kempton is both designated and integrated into daily lessons in all content areas. Student progress is monitored and a report is sent to parents with each report card.

We focused on the powerful practice of Close Reading of informational texts, we engaged in ghost walks and peer observations and impact student learning. We used our i-Ready data to continually inform next steps.

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

At the beginning of the school year, reading intervention resources were spread thin, so we targeted our upper grade students in the first trimester to equip them with reading strategies they could implement in the classroom.

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.

Moving forward, we will use iReady diagnostic #2 data to set goals for ELA.

2022-23 Annual Review

Goal Subject
Math

LEA/LCAP Goal
Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 14.77% to 20%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 10.63% to 20% .

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 12.5% to 25%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 2.33% to 12% .

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 15% to 20%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 9% to 20%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math)will increase from 13% to 25%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 3% to 12%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Students meeting or exceeding standards on the Diagnostic 2 in iReady increased by 1% (from 2% to 3%). Last year, (2021-2022) there was also a 1% increase from D1 to D2 of students meeting or exceeding grade level standards. Also, at the start of the 2022-2023 school year, our students 2 or more grade levels below was 50% and that number was reduced to 36% by D2. Although the number of students who are proficient is low, students are growing their knowledge and skills in mathematics which is evident in the decrease of students 2 or more grade levels below proficient. We will implement strategies in the year to come to continue to support students in their mathematical skills and understanding of concepts.

Strategy 1: PLC implementation (see goal 1) with an understanding that the powerful practice of Close Reading, collaborative conversations, and text-dependent questions applies to all content areas, including mathematics.
Strategy 2: Align curriculum, instructional practice and assessment with essential standards.
Strategy 3: Use of iReady to target students in small group interventions within the classroom.
Strategy 4: Implement integrated ELD scaffolds to support students in accessing math concepts and domain-specific language.

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 iReady Math program personalized pathway and the Math for Love after school intervention program. It was our intention that there would be a teacher in every grade level to provide after school tutoring, but staffing issues limited student access. Not all students had access to the after school intervention program.

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.

Moving forward, we will use iReady diagnostic #2 data to set goals for Math. Additional strategies will be added to more specifically address mathematical concepts and skill development in Goal 2.

2022-23 Annual Review

Goal Subject

Student Engagement

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 3

The percentage of students who are chronically absent from school will decrease by 7% to 45%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The effectiveness of the strategies/activities to achieve the goals were inconsistent due to the lack of daily support of a consistent social worker and new SOM.

- We implemented Cougar Pride tickets to motivate students to be on time and have an opportunity for a weekly prize drawing. This strategy helped engage students. We also provided parents and families the opportunity to walk their students onto campus (TK-1st grade) which brought back the warmth and welcoming school environment that was missing after the pandemic.
- We are now actively working on identifying and addressing patterns of excessive absences and have worked with families to address situations that are leading to absences (educating them about the option of an independent study contract when a family emergency arises), solution-oriented conversations to support creating routines at home for students to get enough sleep and be at school on-time, or offering resources when and if appropriate.
- We did stress the importance of good attendance at ELAC, SSC and Family Reading Friday parent education. Parents were surprised to know that attendance impacts funding. This leads us to take steps in the coming year to inform families, especially newcomers, about how our school system works and how to be proactive and engaged in the attendance and learning of their child.
- We have conducted a few home visits and made dozens of individual referrals for school linked services.
- Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement.

- We were unable to conduct SST meetings with parents of 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.
- We are committed to improving communication by all staff to families about absentee protocol that includes home visit. In the coming school year, our two school social workers will engage in SART meetings with families whose student drops below the 90% attendance marker and conduct home visits to reach families and support their needs.

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

Limited ability to implement strategy as intended due to lack of consistent social worker and turnover in office staff.

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.

Because of our ATSI status, we will be adding a goal/metric for students who are homeless, students with disabilities, and students who are African American. We also decided to monitor our Hispanic population. We plan to 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) to address the chronic absenteeism. This change can be found under Goal 3.

2022-23 Annual Review

Goal Subject

School Climate & Culture

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 4

The percentage of students who respond favorably will increase to the following percentages in each domain:

Culture/Climate - 85%
Growth Mindset - 70%
Self-Management- 62%
Self-Efficacy- 70%
Social Awareness- 70%

The percentage of parents who respond favorably will increase to the following percentages in each domain:

Support for Academic Learning - From 90% to 95%
Sense of Community - From 85% to 90%
Sense of Safety - From 88% to 93%

Kempton will maintain a suspension rate below .5%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Students--
Culture/Climate - 73%
Kempton's culture and climate were greatly impacted in the Spring of 2023 as our staff and students processed through changes to the structure of our school. We kicked off the year receiving training on trauma-informed practices which was eye-opening to the majority of our staff. We also implemented a flowchart for teacher-managed and office-managed behaviors (minor vs. major), defined behaviors, created an in-class behavior reflection consisting of restorative justice questions to guide teacher/student conversations, and implemented Cougar Pride tickets (to reward students when caught following our Cougar Code). We began speaking a common

language when referring to our students and working through expected and unexpected behavior. We dug deeper with our Kempton Culture Team to complete a Tiered Fidelity Inventory to take steps towards creating school-wide positive behavior interventions and supports. Our team engaged in resource mapping with a district MTSS expert and created a matrix to address the behavior expectations of the different areas within our school. We believe that implementing a school-wide system, creating posters for every area, and having a common language when acknowledging behaviors-whether correct or incorrect-- will positively impact our culture and climate.

Growth Mindset - 59%
Growth Mindset is developed through explicitly teaching students about how our brains work- about neuroplasticity and how neurons fire off in our brains when we make a mistake and recognize why we made it. Also, teaching students about the difference between a growth and fixed mindset will help equip them with the tools to face challenges head-on and know that through it, we grow and learn. We will be working on this more in the coming year as we implement socio-emotional lessons school-wide.

Self-Management- 51%
Self-Efficacy- 49%
Social Awareness-59%
We are in our second full year back to school after the pandemic online school year and a half. Due to this disruption in learning and socialization, our student's self-management, self-efficacy, and social awareness were all deeply impacted.

Parents/Families--
Support for Academic Learning- 90%
Sense of Community - 85%
Sense of Safety - 88%

Based on our NCUST report, our community of parents and families desire for more rigorous academics in order to challenge students who are at grade level. Staff have agreed to use the core curriculum consistently throughout the coming school year to build the cumulative effect of skills from one grade level to the next. Our sense of community is our lowest score from the parents/family survey. Offering more opportunities for stakeholders and community organizations to be present on campus will open up more communication, create a greater sense of well-being, and ensure the sense of community and safety that our community wants and needs.

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

Due to inconsistent support from a social worker, students did not receive SEL push-in lessons as intended and impacted the full implementation of our Kempton Parent Academy which was intended to inform and educate families about SEL and build a community that supports attendance, student learning and well being.

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 will continue to use the metrics as previously written.

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 13% to 19% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 5% to 15% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 11% to 20% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 3% to 11% (minimum of 8% increase).

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (Grades 3-6)	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	ALL students - 13% English Learners - 5% Socioeconomically Disadvantaged Students - 11% Students with Disabilities - 8%	ALL students - 19% English Learners - 15% Socioeconomically Disadvantaged Students - 20% Students with Disabilities - 11%

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

Teachers will meet regularly with their professional learning community and engage in structured collaboration.
- Grade level PLC'S will work collaboratively to disaggregate data, improve teaching skills, plan lessons, plan bridging lessons in our Dual Language Immersion Program (DLIP), create formative assessments, adjust instruction, and share expertise.
- Staff Meetings and Site Learning Days will be used to analyze data from iReady, Achieve 3000, and other summative assessments to drive further instruction, re-teach and provide intervention, and increase effective instruction in each classroom.
- PLC's will work to create lessons in both English and Spanish to align with La Mesa Spring Valley Essential Standards and the California ELD and SLD standards.
- Staff will deepen their understand of effective use of assessment data through collective inquiry.
- Staff will continue to work with the district-funded IDS teacher to analyze data, plan student-centered lessons, engage in coaching cycles with teachers, and develop interventions.

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)
82234.20	Title I 1000-1999: Certificated Personnel Salaries 60% Bilingual Reading Intervention Teacher
14696.04	Title I 4000-4999: Books And Supplies Achieve 3000 (3rd-6th)
49136	Title I 1000-1999: Certificated Personnel Salaries Site Sub (Small Group Support & Collaboration/PD/Coaching for Teachers)
18673	Title I 2000-2999: Classified Personnel Salaries LLRT Extra hours for literacy intervention

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

Achieve 3000 will positively impact students with disabilities by providing them informative texts at their level of instruction. Teachers will be able to use Achieve 3000 as a tool to differentiate instruction in a small group setting. Our students with disabilities will build their self-efficacy through the engaging articles at their instructional level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies Achieve 3000 (Duplicate Cost)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Our bilingual reading intervention teacher will provide targeted interventions for our 1-3rd grade (Kinder in the third trimester) English Language Learners to build upon their linguistic assets and promote literacy for students in our English-only, traditional classroom as well as our students in our Dual Language Immersion Program.

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)
	Title I 1000-1999: Certificated Personnel Salaries 60% Bilingual Intervention (Duplicate Cost)

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

Providing students with a monthly magazine with colorful, relevant articles in English and Spanish will engage students and help build a home-school connection in which students can share with their families. These magazines provide practical vocabulary and scaffolding techniques to build proficiency as well as activities with supporting media to improve grammar 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)
4,714.36	Title I 4000-4999: Books And Supplies Scholastic Magazine

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 13% to 19% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 1% to 10% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math)will increase from 3% to 11% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 2% to 10% (minimum of 8% increase).

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (Grades 3-6)	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%
i-Ready Math Assessment - % of students at or above grade level (All grades)	ALL students - 13% English Learners - 1% Socioeconomically Disadvantaged Students - 3% Students with Disabilities - 2%	ALL students - 19% English Learners - 10% Socioeconomically Disadvantaged Students - 11% Students with Disabilities - 10%

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

Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Math Standards.
- Teachers will use District developed resources to inform instructional decisions around Math assessment design and best instructional practice in alignment with LMSV Essential Math Standards.
- Staff Meetings, Site Learning Days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of 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.
- Staff will continue to work with the district funded IDS teacher to analyze data, plan lessons and develop interventions in Math.

- Teachers and staff will learn about what it means to have a Growth Mindset and how to model this concept for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,500	Title I 4000-4999: Books And Supplies Math Manipulatives, Math for Love

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

In order to promote the use of a variety of instructional approaches to help students with disabilities learn math, we will provide each class with manipulatives. Several studies support the use of a concrete representational-abstract instructional approach
to help students with disabilities grasp mathematical concepts (Maccini and Gagnon 2000; Miller and Mercer 1993). Some evidence suggests that students who use concrete materials develop more precise and more comprehensive mental representations and are more successful at applying math ideas to real-life situations (Harrison and Harrison1986; Suydam and Higgins 1977). Manipulative materials—models, blocks, tiles, and other objects used to explore math ideas and solve math problems—can help students grasp mathematical ideas while promoting flexible thinking (English and Halford 1995). The Council for Exceptional Children (2007) recommends the use of graphic organizers, formative evaluation, and direct instruction. Both organizations identify cooperative learning, differentiated instruction, and grouping strategies as practices that have some research support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies (Duplicate) Math Manipulatives, Math for Love

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 3

The percentage of students who are chronically absent from school will decrease by 1% each year.

Out ATSI student groups (Students experiencing Homelessness, Students with Disabilities, African Americans) and our Hispanic students who are chronically absent from school will decrease by 3% each year.

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. Consistent, supported attendance at school is the first step in ensuring student engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2022-2023, Kempton's rate of chronic absenteeism was 51%. Homeless: 73.3% Students with Disabilities: 58% African American: 46% Hispanic: 51%	In 2023-2024, Kempton will reduce its rate of chronic absenteeism by 1% to 50%. Homeless: 70% Students with Disabilities: 55% African American: 43% Hispanic: 48%

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

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.
- Begin each and every day with morning announcements that include student shout outs, prizes.
- Begin each and every day with a community circle with the classroom teacher.
- 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, then provide assistance, if possible.
- Work with social worker 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.
- Stress the importance of good attendance at ELAC, SSC and Family Reading Friday parent education.
- Conduct home visits and individual referrals for school linked services or truancy intervention based on individual students needs.
- Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement.
- Conduct SST meetings with parents of 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.

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)
24863	Title I 2000-2999: Classified Personnel Salaries School Office Assistant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Homeless Students, Students with Disabilities, African American and Hispanic Students

Strategy/Activity

Our School Office Assistant will prioritize the student groups listed above in order to positively impact attendance and connections to families. We will also hold focus groups to work to determine their barriers to attendance and to determine incentives.

Adding a School Office Assistant (SOA) will:
- Support bilingual communication to families
- Follow up phone calls for attendance
- Communicate to social worker regarding family needs
- Support behavior interventions in the office

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)

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate & Culture

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:
Culture/Climate
Growth Mindset
Self-Management
Self-Efficacy
Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:
Support for Academic Learning
Sense of Community
Sense of Safety

The number of students suspended will decrease from 1.32% to .5%

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. We are committed to prioritizing our students' social-emotional and mental health as well as their academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate - 73% Growth Mindset - 59% Self-Management- 51% Self-Efficacy- 49% Social Awareness- 59%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 90% Growth Mindset - 80% Self-Management- 75% Self-Efficacy- 75% Social Awareness- 80%
Annual Parent Survey Results	The percentage of parents who responded favorably in the	The percentage of parents who respond favorably will increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	domains listed below are as follows: Support for Academic Learning - 90% Sense of Community - 88% Sense of Safety - 85%	to the following percentages in each domain: Support for Academic Learning - 95% Sense of Community - 95% Sense of Safety - 95%
Suspension Data	The suspension rate for Kempton for the 2022-2023 school year is 1.32%	The percentage of students suspended will decrease to .7% (minimum of .5% decrease)

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

Implement anti-bullying program:
- Expand and increase the implementation of Safe School Ambassadors
- Investigate and implement systematic anti-bullying program
- Ensure common language, strategies and consistent responses
- Implement "tip form" for anonymous reporting by students
- Recognize "upstanders" or "ambassadors" to encourage intervention
- Educate and actively partner with families in anti-bullying campaign
- Elicit family input on safety concerns

Restorative Practices
- Establish positive relationships between staff and students and among students with strategies such as morning meetings or community circles, check-in/check-out system, 2 by 10 strategy.
- Work with staff to establish a climate with an understanding of trauma-informed responses and classroom practices
- Work with Student Supports to train Campus Attendants and Paraprofessionals to use Restorative Principles when intervening with students

Positive Behavior Interventions and Supports (PBIS)
- Solidify School Culture Team at Kempton
- Implement School-wide behavior matrix for all student areas on campus
- Create a flow chart to include definition of behaviors and consequences for behaviors that are logical and natural
- Teacher accountability and support for Tier 1 (ex. Class Dojo, Table Points, etc.) and Tier 2 behavior supports (ex. Behavior Contract, Behavior Intervention Plan, Calm Corners in

> to help students regulate emotions) in the classroom and opportunity to make amends and repair harm.
> - Decrease the number of suspension through the district's diversionary program.
> - Hold behavior assemblies once a trimester to review the school-wide behavior expectations

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)
5,845.12	Title I 4000-4999: Books And Supplies Tier 1 Incentives for PBIS and Tier 2 Supports & Tools

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

Implement school-wide Social Emotional Learning Programs
- Ensure consistent and systematic implementation of social emotional learning in all classrooms
- Train all staff in Second Step and or Sanford Harmony or Inner Explorer
- Ensure weekly SEL lessons in all classrooms
- Release time for planning and peer observation for SEL lessons
- Social workers model and co-teach SEL lessons
- Social workers provide small-group and individual supports to assist with emotional regulation and conflict mediation
- Continue to partner with San Diego Youth Services-Dinosaur School and School Link to provide families with SEL and mental health supports for students and families

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

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

Hire a parent liaison to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by:
planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students
coordinating without outside organizations and assist parents in utilizing community service and other resources
serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with 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)
2,845.12	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison

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

Provide Kempton Parent Academies twice a year
- Share with families about the importance of attendance
- Use Parent Survey to determine other topics to share

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)
1,000	Title I 4000-4999: Books And Supplies Materials for Parent Academies

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	$208,506.84
Total Federal Funds Provided to the School from the LEA for CSI	$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$208,506.84

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	$205,661.72
Title I Part A: Parent Involvement	$2,845.12

Subtotal of additional federal funds included for this school: $208,506.84

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 ($)

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

Total of federal, state, and/or local funds for this school: $208,506.84

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		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount
Title I	205,661.72
Title I Part A: Parent Involvement	2,845.12

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	131,370.20
2000-2999: Classified Personnel Salaries	46,381.12
4000-4999: Books And Supplies	30,755.52

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	131,370.20
2000-2999: Classified Personnel Salaries	Title I	43,536.00
4000-4999: Books And Supplies	Title I	30,755.52
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,845.12

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	169,453.60
Goal 2	4,500.00
Goal 3	24,863.00
Goal 4	9,690.24

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
Janet Nellys Josa	Principal
Heidi Meyers	Classroom Teacher
Mike Kurtz	Classroom Teacher
Nicole Wilson	Classroom Teacher
Veronica Lopez	Other School Staff
Tyra Fleming	Parent or Community Member
Jose Tezo Resendiz	Parent or Community Member
Cindy Sphabmixay	Parent or Community Member
Araceli Rodriguez	Parent or Community Member
Rocio Gaona Corona	Parent or Community Member
Anais Achaigua	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
	Other: Classroom Teacher-Heidi Meyers

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 30, 2023.

Attested:

	Principal, Janet Nellys Josa on May 30, 2023
	SSC Chairperson, Tyra Fleming on May 30, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019