

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Mesa Dale Elementary School	37-68197-6038475	May 25, 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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our school's comprehensive needs assessment included the solicitation of input and feedback from our educational partners (parents, teachers, staff, etc.).

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

In 2023, the National Center for Urban School Transformation (NCUST) conducted an Educational Equity and Excellence Audit. As part of this process, students, parents, certificated and classified staff, and administration were interviewed and classrooms were observed by NCUST staff. NCUST noted that students reported feeling welcomed and supported in their schools by adults who were kind. Students reported they would recommend this school to prospective students. Parents reported that they value the active garden education program and La Mesa Dale's many family nights that foster community. Teachers reported feeling supported by peers and the principal. Teachers stated they are able to collaborate among their same-grade colleagues as well as across grades. During classroom observations, the NCUST team noted consistent curriculum delivered across some grade levels and innovative ways that math curriculum is used, such as ensuring each grade level has easy access to games provided in the curriculum.

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. Parent data collected from 216 participants in the Annual Parent Survey indicated that La Mesa Dale's strengths are supporting academic learning and creating a sense of belonging for members of the school community.

While these are strengths, two survey responses did indicate a desire for recognition of Black History Month to be required in an effort to improve La Mesa Dale's sense of belonging for members of the school community.

Three survey responses indicated a desire for more field trips to support academic learning.

Parents indicated a desire for more safety with 7 families indicating that they don't feel like their children are safe at school. Specific comments and suggestions from parents related to safety include:

- "I look forward to when all schools will be able to have metal detectors and more visible security that the state should be supplying to all schools"

- "I would be interested in knowing what the course of discipline is when students break rules."
- Mask mandates during flu season
- Provide soft helmets to students who play soccer at recess to protect their heads.
- Continue to verify identity of all guests on campus upon sign in
- Increase number of playground supervisors

Teacher data related to school safety revealed no respondents feel unsafe at school. Teachers who responded did indicate a desire to clarify and improve communication about expectations to students and families.

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)

Most 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 and collaborative academic expectations.

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 and educational equity
- 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, 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 improving literacy and comprehension of informational text; leading students to perceive themselves as young scholars who are capable of learning challenging academic content; working together to identify two instructional practices that have the potential to accelerate learning, especially for students who, historically, have not experienced academic success.

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

Site-based professional development, grade-level collaboration, 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.

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

Parental Engagement

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

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

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

- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a 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
- Parents as partners in IEP and SST process

We engage parents as partners in education by inviting them to:

- Volunteer in classroom garden lessons to learn more about NGSS Science Standards
- Teach Art Docent Lessons in their child's classroom
- Volunteer and participate in daily Run Club Activities
- Support classrooms through participation in Wednesday Workshop
- Meet other PTA parents via in-person and zoom events
- Participate in class field trips
- Volunteer for events like Rainbow Dash and Red Ribbon Week

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.

Funding

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

Credentialed Reading Specialist
Math Consultant
Garden Educator
Attendance Incentives
Release time for Special Education and General Education staff to collaborate
Professional Development

Title I Parent Engagement funds will be used to offer additional family support (resources, education, counseling/community referrals) provided by a credentialed social worker.

Fiscal support (EPC)

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

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, April 19, 2023 at 1:00 p.m.
- SSC # 4 Meeting, April 20, 2023, 3:00 p.m.; SSC #5 Meeting, May 25, 2023 2:30 p.m.
- Staff Meetings where the 2023-24 SPSA goals and metrics were discussed: April 18, 2023, 1:30 p.m.
- Other meetings where the 2023-24 SPSA goals and metrics were discussed (PTA, etc.):

Instructional Leadership Team April 17, 2023, 2:30 p.m.

Special Education Staff Meeting April 18, 2023, 7:15 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, the most significant need was a result of staffing challenges. There was a high turnover of special education teaching staff with changes occurring even mid-year. Two of our special education teachers are new to the profession and one of the special education teachers we hired did not meet the requirements for being highly qualified. One special education teacher was hired mid-way through the year as a result of a vacancy. As a result, our special education students did not make expected growth.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.20%	0.19%	4	1	1
African American	14.8%	14.40%	15.65%	77	72	82
Asian	3.5%	3.20%	4.01%	18	16	21
Filipino	2.9%	3.60%	3.05%	15	18	16
Hispanic/Latino	47.5%	50.00%	48.85%	248	250	256
Pacific Islander	0.4%	0.20%	0.19%	2	1	1
White	19.7%	18.20%	20.61%	103	91	108
Multiple/No Response	10.5%	9.80%	7.44%	55	49	39
Total Enrollment				522	500	524

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	108	95	92
Grade 1	79	87	80
Grade 2	77	71	84
Grade3	86	86	77
Grade 4	66	61	70
Grade 5	48	58	58
Grade 6	58	42	63
Total Enrollment	522	500	524

The conclusions based on this data

1. The Hispanic/Latino student group is consistently the largest student group at La Mesa Dale.
2. Kindergarten consistently has the highest enrollment of students because it includes TK.

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	80	80	82	15.30%	16.0%	15.6%
Fluent English Proficient (FEP)	20	29	40	3.80%	5.8%	7.6%
Reclassified Fluent English Proficient (RFEP)	0		8	0.0%		9.8%

The conclusions based on this data

1. Almost 10% of students were Reclassified as Fluent English Proficient.
2. La Mesa Dale's percent of English Learners has remained steady since 2020.
3. The number of students classified as Fluent English Proficient has doubled since 2020-2021.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	83	83		0	80		0	80		0.0	96.4	
Grade 4	66	59		0	56		0	56		0.0	94.9	
Grade 5	47	61		0	61		0	61		0.0	100.0	
Grade 6	57	42		0	41		0	41		0.0	97.6	
All Grades	253	245		0	238		0	238		0.0	97.1	

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		2412.			23.75			22.50			20.00			33.75	
Grade 4		2452.			14.29			30.36			23.21			32.14	
Grade 5		2464.			8.20			32.79			13.11			45.90	
Grade 6		2527.			17.07			24.39			41.46			17.07	
All Grades	N/A	N/A	N/A		16.39			27.31			22.69			33.61	

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		22.50			51.25			26.25	
Grade 4		14.29			69.64			16.07	
Grade 5		8.20			67.21			24.59	
Grade 6		14.63			63.41			21.95	
All Grades		15.55			61.76			22.69	

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		16.25			52.50			31.25	
Grade 4		10.71			55.36			33.93	
Grade 5		6.56			60.66			32.79	
Grade 6		21.95			39.02			39.02	
All Grades		13.45			52.94			33.61	

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		12.50			71.25			16.25	
Grade 4		8.93			80.36			10.71	
Grade 5		6.56			78.69			14.75	
Grade 6		17.07			78.05			4.88	
All Grades		10.92			76.47			12.61	

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		18.75			65.00			16.25	
Grade 4		12.50			71.43			16.07	
Grade 5		13.11			57.38			29.51	
Grade 6		12.20			82.93			4.88	
All Grades		14.71			67.65			17.65	

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

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	83	83		0	82		0	82		0.0	98.8	
Grade 4	66	59		0	57		0	57		0.0	96.6	
Grade 5	47	61		0	61		0	61		0.0	100.0	
Grade 6	57	42		0	41		0	41		0.0	97.6	
All Grades	253	245		0	241		0	241		0.0	98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2411.			14.63			26.83			25.61			32.93	
Grade 4		2443.			14.04			15.79			35.09			35.09	
Grade 5		2449.			1.64			14.75			27.87			55.74	
Grade 6		2526.			12.20			29.27			31.71			26.83	
All Grades	N/A	N/A	N/A		10.79			21.58			29.46			38.17	

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		15.85			51.22			32.93	
Grade 4		19.30			40.35			40.35	
Grade 5		6.56			42.62			50.82	
Grade 6		19.51			53.66			26.83	
All Grades		14.94			46.89			38.17	

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		18.29			50.00			31.71	
Grade 4		10.53			47.37			42.11	
Grade 5		3.28			50.82			45.90	
Grade 6		17.07			56.10			26.83	
All Grades		12.45			50.62			36.93	

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		17.07			57.32			25.61	
Grade 4		14.04			54.39			31.58	
Grade 5		1.64			65.57			32.79	
Grade 6		9.76			73.17			17.07	
All Grades		11.20			61.41			27.39	

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	1450.2	1455.4		1460.0	1458.8		1427.2	1447.5		13	21	
1	*	1441.3		*	1461.8		*	1420.6		10	13	
2	1493.6	*		1495.3	*		1491.6	*		16	7	
3	1500.3	1505.8		1503.5	1508.7		1496.5	1502.5		20	15	
4	1487.9	1500.9		1482.2	1490.1		1492.9	1511.1		11	11	
5	*	1530.4		*	1525.5		*	1534.8		7	11	
6	1518.1	*		1509.8	*		1526.1	*		12	7	
All Grades										89	85	

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	38.46	33.33		7.69	23.81		38.46	28.57		15.38	14.29		13	21	
1	*	0.00		*	30.77		*	46.15		*	23.08		*	13	
2	18.75	*		43.75	*		25.00	*		12.50	*		16	*	
3	20.00	20.00		45.00	46.67		30.00	20.00		5.00	13.33		20	15	
4	0.00	27.27		45.45	36.36		27.27	18.18		27.27	18.18		11	11	
5	*	18.18		*	36.36		*	45.45		*	0.00		*	11	
6	25.00	*		25.00	*		33.33	*		16.67	*		12	*	
All Grades	22.47	23.53		39.33	36.47		25.84	27.06		12.36	12.94		89	85	

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	23.08	38.10		53.85	33.33		15.38	14.29		7.69	14.29		13	21	
1	*	23.08		*	38.46		*	38.46		*	0.00		*	13	
2	50.00	*		25.00	*		18.75	*		6.25	*		16	*	
3	50.00	46.67		30.00	33.33		10.00	13.33		10.00	6.67		20	15	
4	18.18	45.45		36.36	27.27		27.27	9.09		18.18	18.18		11	11	
5	*	45.45		*	54.55		*	0.00		*	0.00		*	11	
6	33.33	*		41.67	*		8.33	*		16.67	*		12	*	
All Grades	43.82	44.71		33.71	34.12		13.48	12.94		8.99	8.24		89	85	

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	30.77	23.81		0.00	14.29		61.54	42.86		7.69	19.05		13	21	
1	*	0.00		*	15.38		*	46.15		*	38.46		*	13	
2	12.50	*		50.00	*		25.00	*		12.50	*		16	*	
3	5.00	20.00		30.00	0.00		55.00	66.67		10.00	13.33		20	15	
4	0.00	9.09		27.27	27.27		27.27	45.45		45.45	18.18		11	11	
5	*	9.09		*	18.18		*	63.64		*	9.09		*	11	
6	0.00	*		50.00	*		25.00	*		25.00	*		12	*	
All Grades	11.24	11.76		33.71	21.18		38.20	48.24		16.85	18.82		89	85	

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	30.77	28.57		53.85	61.90		15.38	9.52		13	21	
1	*	38.46		*	53.85		*	7.69		*	13	
2	31.25	*		62.50	*		6.25	*		16	*	
3	55.00	46.67		35.00	40.00		10.00	13.33		20	15	
4	9.09	54.55		81.82	18.18		9.09	27.27		11	11	
5	*	27.27		*	63.64		*	9.09		*	11	
6	0.00	*		83.33	*		16.67	*		12	*	
All Grades	32.58	37.65		58.43	51.76		8.99	10.59		89	85	

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	15.38	47.62		76.92	38.10		7.69	14.29		13	21	
1	*	23.08		*	61.54		*	15.38		*	13	
2	40.00	*		46.67	*		13.33	*		15	*	
3	50.00	60.00		45.00	26.67		5.00	13.33		20	15	
4	54.55	36.36		18.18	45.45		27.27	18.18		11	11	
5	*	72.73		*	18.18		*	9.09		*	11	
6	50.00	*		33.33	*		16.67	*		12	*	
All Grades	44.32	52.94		45.45	34.12		10.23	12.94		88	85	

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	23.08	28.57		61.54	52.38		15.38	19.05		13	21	
1	*	0.00		*	46.15		*	53.85		*	13	
2	37.50	*		50.00	*		12.50	*		16	*	
3	10.00	13.33		60.00	40.00		30.00	46.67		20	15	
4	0.00	18.18		54.55	54.55		45.45	27.27		11	11	
5	*	18.18		*	54.55		*	27.27		*	11	
6	0.00	*		50.00	*		50.00	*		12	*	
All Grades	17.98	15.29		53.93	52.94		28.09	31.76		89	85	

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	38.46	23.81		30.77	52.38		30.77	23.81		13	21	
1	*	7.69		*	69.23		*	23.08		*	13	
2	18.75	*		68.75	*		12.50	*		16	*	
3	5.00	20.00		90.00	80.00		5.00	0.00		20	15	
4	0.00	18.18		72.73	63.64		27.27	18.18		11	11	
5	*	40.00		*	50.00		*	10.00		*	10	
6	16.67	*		75.00	*		8.33	*		12	*	
All Grades	15.73	19.05		70.79	66.67		13.48	14.29		89	84	

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 43.7% to 47%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 33.33% to 42%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 42% to 50%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 6.98% 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 49% to 53%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 25% to 33%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 46% to 54%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 17% to 25%.

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.

Overall, strategies were implemented as described. All groups showed growth between iReady Diagnostic 1 and iReady Diagnostic 2 as shown:
All Students +14%
English Learners +15%
Socioeconomically Disadvantaged +15%
Students with Disabilities - doubled the percent of students scoring proficient between Diagnostic 1 and Diagnostic 2.
No group met the goal as it was written in the 2022-2023 SPSA because this year Diagnostic 3 won't be administered until June and we do not have the results.

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

Two of our three special education teachers were new to the school and new to the profession in the 2022-2023 school year. One did not meet the requirements for being highly qualified. A new special education teacher was hired mid year. Staffing challenges impacted the overall effectiveness of strategies related to students with disabilities.

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 develop and strengthen our Professional Learning Communities with a focus on ELA Essential Standards. We will continue to differentiate instruction for all student and provide designated and integrated English Language Development for English Learners. These will not be specifically called out in the 2023-2024 SPSA as the focus of the next SPSA will be on Strategies and Actions that go above and beyond what is expected at all schools, particularly as it relates to La Mesa Dale's Additional Targeted Support and Improvement (ATSI) Group (Students with Disabilities).

One change that will be made to metrics is that iReady Diagnostic 2 (spring) data is the metric that will be used. In the past, we have used Diagnostic 3 data. Diagnostic 3 does not take place until June. Using Diagnostic 3 data does not give us the ability to measure and reflect on data with stakeholders in time to include substantive reflection and review in the SPSA.

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 32% to 38%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 28.5% to 36.5%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 30.46% to 38.46% .

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 6.98% to 15%.

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 38% to 44%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 21% to 29%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 34% to 44%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 16% to 24%.

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.

Overall, strategies were implemented as described. All groups showed growth between iReady Diagnostic 1 and iReady Diagnostic 2 as shown:

All Students +15%

English Learners +6%

Socioeconomically Disadvantaged +14%

Students with Disabilities +5%

No group met the goal as it was written in the 2022-2023 SPSA because this year Diagnostic 3 won't be administered until June and we do not have the results.

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

As a result of analyzing iReady data, a school-wide need for extra support in Numbers and Operations became apparent. As a result we hired a math consultant to teach math activities in classes that will provide students with extra support in Numbers and Operations. This was an expenditure that was not reflected in the initial 2022-2023 SPSA budget.

Two of our three special education teachers were new to the school and new to the profession in the 2022-2023 school year. One did not meet the requirements for being highly qualified. A new special education teacher was hired mid year. Staffing challenges impacted the overall effectiveness of strategies related to students with disabilities.

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 develop and strengthen our Professional Learning Communities with a focus on Math Essential Standards. We will continue to differentiate instruction for all students and provide designated and integrated English Language Development for English Learners. These will not be specifically called out in the 2023-2024 SPSA as the focus of the next SPSA will be on Strategies and Actions that go above and beyond what is expected at all schools, particularly as it relates to La Mesa Dale's Additional Targeted Support and Improvement (ATSI) Group (Students with Disabilities).

One change that will be made to metrics is that iReady Diagnostic 2 (spring) data is the metric that will be used. In the past, we have used Diagnostic 3 data. Diagnostic 3 does not take place until June. Using Diagnostic 3 data does not give us the ability to measure and reflect on data with stakeholders in time to include substantive reflection and review in the SPSA.

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 5% to 30.65%.

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.

Overall, strategies were implemented as described. As of April 14, 2023, La Mesa Dale's overall rate of chronic absenteeism is 25%. Data shows we are on track to meet or exceed the goal that was set for the 2022-2023 school year.

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

There were no major differences between the intended implementation or the budgeted expenditures to implement the strategies/activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will largely remain the same. The 2023-2024 SPSA, will include a focus on La Mesa Dale's ATSI group (Students with Disabilities).

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 to Social Emotional Learning Survey will increase to the following percentages in each domain:

Culture/Climate - 86%
Growth Mindset - 83%
Self-Management- 86%
Self-Efficacy- 75%
Social Awareness- 80%

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

Support for Academic Learning - 92%
Sense of Community - 92%
Sense of Safety - 84%

The percentage of students suspended will decrease to 3.2%.

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.

Overall, strategies were implemented as described.
La Mesa Dale did not meet our goals related to the Social Emotional Learning survey. Our results mirror those of LMSV as a whole and show a decline from last year's scores.
Students reported that La Mesa Dale's relative strength is our Culture and Climate.
The student-reported areas for growth are Self-Management and Self-Efficacy with 56% of students reporting favorable responses in each of these areas.

The percent of parents who responded to the 2023 survey responded as follows:

Support for Academic Learning - 90% Agree, 6% Neutral, 4% Disagree - While this did not meet our goal of 92%, the score is consistent with the 2021-2022 score of 91% Agree
Sense of Community - 85% Agree, 11% Neutral, 4% Disagree - The goal of 92% was not met.
Sense of Safety - 88% Agree, 8% Neutral, 4% Disagree - The goal of 84% was exceeded by 4%.

The suspension rate as of May 2023 is 3.17%. If there are no suspensions for the remainder of the school year, we will meet our goal of decreasing to a rate of 3.2%.

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

Major difference between the intended implementation and what was actually implemented includes the addition of Safe School Ambassadors to the La Mesa Dale campus. In October, 40 students and 10 staff and volunteers participated in Safe School Ambassadors training and meet regularly throughout the year with adult mentors to continue training. Safe School Ambassadors program relies on the “inside-out” approach to improving school climate. Student bystanders see, hear, and know things adults don’t, can intervene in ways adults can’t and are often on the scene of an incident before an adult. They are a critical and necessary resource for positively impacting the crisis of bullying in our schools. The recruited students participate in a two-day interactive training along with several adults who serve as program mentors. The training gives student Ambassadors the skills and tools to resolve conflicts, defuse incidents, and support isolated and excluded students. After the training, small group meetings of Ambassadors are held every few weeks. These meetings, led by the adult mentors, provide time for strengthening skills, support data collection and analysis of Ambassador interventions, and help sustain student and adult commitment to the program. 80% of trained Ambassadors report a gain in confidence and competence in their ability to intervene and speak up when they witness bullying, harassment and cyber-bullying in their school.

Additionally, the cost of training that was provided by outside consultants was approximately \$4,000 more than what was budgeted.

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.

The major change that will be made to this goal will be a focus on La Mesa Dale's ATSI group (Students with Disabilities).

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 mid, above, or early-on grade level on i-Ready Diagnostic 2 (ELA) will increase from 47 to 50 (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring mid, above, or early-on grade level on i-Ready Diagnostic 2 (ELA) will increase from 19 to 27 (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring mid, above, or early-on grade level on i-Ready Diagnostic 2 (ELA) will increase from 41 to 49 (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring mid, above, or early-on grade level on i-Ready Diagnostic 2 (ELA) will increase from 17 to 25 (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)	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>
i-Ready ELA Assessment - % of students mid, above, or early-on grade level on i-Ready Diagnostic 2 (All grades)	<p>ALL students - 47%</p> <p>English Learners - 19%</p> <p>Socioeconomically Disadvantaged Students - 41%</p> <p>Students with Disabilities - 17%</p>	<p>ALL students - 50%</p> <p>English Learners - 27%</p> <p>Socioeconomically Disadvantaged Students - 49%</p> <p>Students with Disabilities - 25%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Differentiated Instruction and Interventions with support of Reading Specialist

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

Based on data from iReady, Literably, and SIPPS assessments, teachers will deliver the weekly evidence-based intervention to cohorts of students not reading at grade level using evidence-based intervention materials to support learning.

- Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA essential standards.
- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA standards.
- All K-6 students will participate in their iReady personalized learning pathway for reading a minimum of 45 minutes per week.
- Teachers will administer 3 iReady Diagnostic assessments over the course of the school year.

- Teachers will be trained on how to use iReady's Instructional Groupings based on Diagnostic Results as well as the Tools for Instruction that are provided for each grouping.
- Teachers will utilize iReady Tools for Instruction when appropriate for differentiation and interventions.
- A Reading Specialist will be hired to provide reading intervention to primary students and to provide support in reading instruction to general education and special education staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
92171.6	Title I 1000-1999: Certificated Personnel Salaries 80% reading specialist
14813	Title 1 Carryover 1000-1999: Certificated Personnel Salaries Title 1 Carry Over from 22-23

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

School-wide focus on improving Literacy
Using the Framework for Powerful Learning and Cycles of Professional Learning, teachers will participate in ongoing professional learning about powerful practices (close reading, collaborative academic conversations, etc.) that can be used to improve students' ability to read, understand and make meaning of grade level appropriate informational text across all content areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with Disabilities (ATSI)

Strategy/Activity

Specialized Academic Instruction (SAI)

A comprehensive service model will continue to be implemented to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI)

- SAI teachers, including two newly hired and experienced SAI teachers, will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs
- SAI and general education teachers will meet regularly to articulate, plan instruction, and review student progress
- Data will be analyzed to determine placement in an intervention (less than two years below grade level) and replacement curriculum (Read Well, Flex)
- Students with IEPs who are reading below grade level in reading will receive daily targeted reading instruction in small groups to address their assessed needs (fluency, decoding, comprehension).
- Invite Students who have IEP goals in phonics and phonemic awareness to participate in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) during La Mesa Dale's Expanded Learning Opportunities Program (ELOP).
- Release time for Teacher Collaboration - A minimum of one day of release time per trimester will be provided to each Special Education teacher to meet with the general education teachers they support in order to discuss student progress and specific strategies that can be used to support specific students on their caseloads.

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)

2000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Substitute Teachers to provide release time.

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

Content-Focused Coaching is a professional development approach in which a district coach, also known as an Intervention and Data Support (IDS) teacher, provides in-class demonstrations, attends weekly grade-level meetings, and individual monthly visits to all teachers each month for co-teaching, observation, and feedback. The coaches themselves receive extensive training in the literacy strategies and in coaching methods. That is, teachers learn to pose questions to students to promote understanding, interpretation, and active response. Students are encouraged to challenge each others' interpretations and challenge the authors, identifying places in texts in which they want to know more.

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 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Integrated and Designated English Language Development (ELD)

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

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

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

- In addition to 30 minutes per day of Designated ELD, English Learners with an ELPAC performance level of 1 or 2 will have access to Wonders Adaptive Learning for English Learners.
- Plans will be used to monitor English Learner progress. Students not making adequate progress will receive intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Learning Communities (PLCs)

A Professional Learning Community is a group of educators committed to working collaboratively in

ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve.

- Staff meetings, Site Learning Days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned ELA curriculum and instruction to each and every student
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.
- IDS Teacher will support PLCs in their analysis, interpretation, and use of iReady and LMSV District benchmark data to inform instruction.

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

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 mid, above, or early-on grade level on i-Ready Diagnostic 2 (Math) will increase from 31 to 34 (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring mid, above, or early-on grade level on i-Ready Diagnostic 2 (Math) will increase from 11 to 29 (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring mid, above, or early-on grade level on i-Ready Diagnostic 2 (Math) will increase from 24 to 32 (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring mid, above, or early-on grade level on i-Ready Diagnostic 2 (Math) will increase from 10 to 18 (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)	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>
i-Ready Math Assessment - % of students mid, above, or early-on grade level on i-Ready Diagnostic 2 (All grades)	<p>ALL students - 31%</p> <p>English Learners - 11%</p> <p>Socioeconomically Disadvantaged Students - 24%</p> <p>Students with Disabilities - 10%</p>	<p>ALL students - 34%</p> <p>English Learners - 19%</p> <p>Socioeconomically Disadvantaged Students - 32%</p> <p>Students with Disabilities - 18%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Differentiated Instruction and Interventions

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

- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential Math standards.
- All K-6 students will participate in their iReady personalized learning pathway for math a minimum of 45 minutes per week.
- Teachers will administer 3 iReady Math Diagnostic assessments over the course of the school year and have release time to analyze diagnostic results in order to plan instruction.
- Teachers will be trained on how to use iReady's Instructional Groupings based on Diagnostic Results as well as the Tools for Instruction that are provided for each grouping.
- Teachers will utilize iReady Tools for Instruction when appropriate for differentiation and interventions.
- Math Enrichment Consultant to provide math support based on needs as identified in iReady Math Diagnostics.

- Teachers will meet individually with at-risk students and conduct math data chats each trimester to set short-term and long-term goals

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)
15,000	Title I 5000-5999: Services And Other Operating Expenditures Math Consultant

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 (ATSI)

Strategy/Activity

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

- Two experienced SAI teachers were hired to join the Special Education team.
- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and General Education teachers will meet regularly to review student progress and plan instruction.
- SBAC, iReady, and District benchmark data will be analyzed by grade-level teams, administration, and intervention teachers to determine placement in intensive intervention programs.
- Students with IEPs who are performing below grade level will receive daily targeted math instruction in small groups to address their assessed needs.
- A minimum of one day of release time per trimester will be provided to each Special Education teacher to meet with the general education teachers they support in order to discuss student progress and specific strategies that can be used to support specific students on their caseloads.

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)
1000	Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers to provide release time

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

Professional Learning Communities (PLCs)

A Professional Learning Community is a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve.

- Staff meetings, Site Learning Days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned ELA curriculum and instruction to each and every student.
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.
- IDS Teacher will support PLCs in their analysis, interpretation, and use of iReady and LMSV District benchmark data to inform instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners (ELs)

Strategy/Activity

Integrated and Designated English Language Development (ELD)

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

- When classes are created in the fall, EL Students will be clustered by overall EL Proficiency level.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Teachers will implement integrated ELD through scaffolding strategies for math and math-specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk in math.
- Guided Language Acquisition and Development (GLAD) Training will be offered to teachers with ELs who haven't been trained.

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)

6000

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Professional Learning - GLAD

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

In 2022-2023, La Mesa Dale's percent of students who are chronically absent (missing 10+ days of school) will decrease by 1%

In 2022-2023, La Mesa Dale's percent of Students with Disabilities (ATSI) who are chronically absent (missing 10+ days of school) will decrease by 1%

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	<p>In 2022-2023, La Mesa Dale's percent of students who are chronically absent (missing 10+ days of school) was 25.32%.</p> <p>In 2022-2023, La Mesa Dale's percent of Students with Disabilities (ATSI) who are chronically absent (missing 10%+ days of school) was 28.6%.</p>	<p>In 2022-2023, La Mesa Dale's percent of students who are chronically absent (missing 10+ days of school) will be reduced by 1% to 24%.</p> <p>In 2022-2023, La Mesa Dale's percent of Students with Disabilities (ATSI) who are chronically absent (missing 10%+ days of school) will decrease by 1% to 27.6%.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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 every day attendance.
- Create an inclusive and accepting school culture where all students are seen and safe.
- Monitor attendance and respond in a tiered approach to intervene (ie. Tiers for students missing 5-9%, students missing 10-19%, students missing 20% +).
- Provide personalized early, caring and constructive outreach to families already missing schools. This can be accomplished through phone calls, messages, meetings at the school, and/or home visits by school staff.
- Identify barriers to attendance and work to remove barriers. For example, if there is a student who lives near the school and does not feel comfortable walking alone, we can connect them with other students in the neighborhood they can walk with.
- Systematically contact and work with parents of chronically absent students, providing incentives for improvement.
- Connect with local community agencies such as City Hope to provide social/emotional support for chronically absent students.
- Utilize community resources like La Mesa Spring Valley Education Foundation and City Hope to ensure families have basic needs met.
- Connect families with before/after school care if this will possibly improve attendance (Boys & Girls Clubs, Extended School Services)
- Safety Patrol before and after school daily to ensure students have safe routes to get to school.
- Run Club for the family before school provides an opportunity for students (and parents) to exercise and build relationships before school. Participating students are early to school, and therefore not marked tardy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I
4000-4999: Books And Supplies
Attendance Incentives

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

Attendance

- All strategies listed above will be utilized.

- Case worker will contact families of special education students who receive attendance letters to identify specific needs that may be addressed through the IEP to support attendance.

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 2.51 to 2 (minimum of .5%)

The number of Students with Disabilities suspended will decrease from 5.26% to 4.75%

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)	<p>The percentage of students who responded favorably in the domains listed below are as follows:</p> <ul style="list-style-type: none"> Culture/Climate - 73% Growth Mindset - 70% Self-Management- 56% Self-Efficacy- 56% Social Awareness- 64% 	<p>The percentage of students who respond favorably will increase to the following percentages in each domain:</p> <ul style="list-style-type: none"> Culture/Climate - 80% Growth Mindset - 80% Self-Management- 75% Self-Efficacy- 75% Social Awareness- 75%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Parent Survey Results	<p>The percentage of parents who responded favorably in the domains listed below are as follows:</p> <p>Support for Academic Learning - 90% Sense of Community - 85% Sense of Safety - 88%</p>	<p>The percentage of parents who respond favorably will increase to the following percentages in each domain:</p> <p>Support for Academic Learning - 91% Sense of Community - 86% Sense of Safety - 89%</p>
Suspension Data	<p>The suspension rate for La Mesa Dale for the 2022-2023 school year is 2.51%</p> <p>The suspension rate for Students with Disabilities for the 2022-2023 school year is 5.26%</p>	<p>The percentage of students suspended will decrease to 2% (minimum of .5% decrease)</p> <p>The number of Students with Disabilities suspended will decrease to 4.75%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Culture and Climate

- At La Mesa Dale we regularly celebrate student identities, stories, and successes during our daily school-wide broadcast, our weekly school-wide Peace Square, at monthly awards assemblies, and with positive phone calls home.
- Our campus is welcoming and beautiful to look at - full of fun murals and paintings designed by parents and local community college students.
- The entire exterior of the campus will get a fresh coat of paint, including exterior walls and doors.
- We expect all La Mesa Dale Lions to use their "P.A.W.S." Play Safe. Act Kind. Work Hard. Stay Healthy. We review expectations school-wide expectations during Monday's Peace Square, daily school-wide broadcasts and during assemblies that are held at the beginning of the school year and upon return from each 2-week break. Additionally, expectations are reviewed regularly in classrooms by classroom teachers.
- La Mesa Dale's students and staff focus on a school culture of caring and collaboration. ASB student-leaders lead the school in spirit days, The Great Kindness Challenge, and other endeavors that serve students, the school, and our community.
- School-wide assemblies are used to promote school spirit and a sense of belonging, connectedness, and self-efficacy.

- Teachers begin the school year by helping students build relationships with one another. These relationships are the foundation of restorative practices key to success over the course of the school year. Teachers regularly provide students with opportunities to collaborate and work together, building important social skills and social awareness alongside essential academic skills.
- Teachers strive to ensure students see themselves represented in what is taught in the classroom.
- Parents are welcome at La Mesa Dale as partners in their child's education. We work collaboratively with families to ensure their students' physical, emotional, and educational needs are being met in a way that ensures every student's success.
- Our school social worker is key in training teachers on SEL curriculum. Additionally, she offers additional Second Step Lessons to classes or small groups as needed to supplement the SEL instruction provided by the classroom teacher.
- Ongoing training for both certificated and classified staff on building relationships, maintaining high expectations, and supporting students in reflecting on/learning from mistakes and mending relationships when they make mistakes (Restorative Practices).

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Families

Strategy/Activity

Parent - Community Engagement and Support

To promote community engagement we will:

- Establish, maintain, and utilize website updates, Twitter feed, and other social media platforms to foster communication with parents and families specifically, and the community at large.
- Use ClassDojo school-wide for communication with families in over 30 languages.
- Strive to have SSC, ELAC, and PTA membership that reflects school demographic proportions.
- Integrate culturally responsive teaching strategies into parent education endeavors through culturally relevant topics and collaboration.
- Invite family members to participate in daily morning Run Club
- Host family curricular nights: Family Math Night, Family Reading Night, Family Science Night, etc.
- Welcome phone calls to families within the first week of attending school to connect with families and assess for potential needs

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

Social and Emotional Learning

- We are committed to providing a safe, supportive and positive school environment which is conducive to student learning and achievement and desire to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. We believe that high expectations for student behavior, a positive school culture/climate, use of effective school and classroom management strategies, and provision of appropriate intervention and support, along with parent/guardian partnership can minimize the need for disciplinary measures that exclude students from instruction (suspension/expulsion) as a means for correcting student misbehavior.
- All teachers are trained to use the research-based Second Step Social Emotional Learning Curriculum. Our site social worker also conducts class lessons using this curriculum and trains teachers to use the curriculum with their own classes.
- Education on managing big emotions and how to navigate conflicts with peers begins with our school-wide broadcast and is reinforced in the classroom. Additionally, we partner with San Diego Youth Services and other outside agencies to provide small-group instruction to support student behaviors, including 6-week sessions such as Keep Calm, Girl Talk, and Leadership Skills. Education on prosocial behaviors provides students with tools that give an alternative to misbehavior and empower students to manage themselves.
- Teachers begin the school year by helping students build relationships with one another, forming the foundation of restorative practices. Teachers regularly provide students with opportunities to collaborate and work together, building important social skills and social awareness alongside essential academic skills. In addition to Second Step, teachers also have access to Harmony SEL and ClassDojo's Big Idea Lessons on the following topics: Growth Mindset, Perseverance, Empathy, and Respect.
- Continue to provide character education and anti-bullying education.
- When appropriate, access interventions provided through the district: Mending Matters, McCallister.
- Teachers and staff are trained in facilitating restorative conversations between individuals in conflict. These conversations help to repair relationships and through these conversations, we can provide tools for prosocial engagement in the future.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Campus Safety

- Construction will begin at school to move the front office and the front of the school to a new location on Olive Ave., allowing La Mesa Dale to have a single point of entry and to substantially increase campus security. Expected project completion between August 2024 and August 2025.
- Talk-a-Phone system implemented at the front gate.
- La Mesa Dale has a teacher in charge of Health and Safety. This teacher works collaboratively with the school principal and LMSV's Director of Safety and Risk Management to develop a Comprehensive School Safety Plan (CSSP). This plan is reviewed annually and provided to all staff. More frequent reviews are implemented as needed. CSSP is updated any time the team deems updates necessary for school safety.
- La Mesa Dale's Senior Custodian and Principal walk the campus regularly to look for any work that needs to be done on campus to improve school safety. Work orders are submitted for all repairs that need to be made.
- La Mesa Dale has a minimum of two Campus Attendants supervising each recess/lunch area. Campus Attendants wear blue vests with yellow stripes to make it easy for students to identify them.
- Ensure Safety Patrol and those supervising arrival and dismissal have the materials they need to do the job safely (signs, uniforms, etc.)
- Monthly Safety Drills are conducted to ensure all staff and students know what to do in the case of specific types of emergencies.

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 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Our Community Garden is a peaceful place where students and parent volunteers can work side by side to cultivate flowers, food, and relationships. The garden is open during recesses for students who want a peaceful place to spend recesses. Classes also engage in monthly hands-on experiential lessons in the garden based on Next Generation Science Standards. Our vision for La Mesa Dale's garden is that it becomes a place where all students learn deeply and grow as individuals. We value the peace that comes from working in the garden. We want students to see where their food comes from and learn how to incorporate these foods into healthy meals they can create and serve at home.

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)

7,500

Source(s)

Title I
0001-0999: Unrestricted: Locally Defined
Garden Educator

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Safe School Ambassadors

40 students plus staff participated in Safe School Ambassadors Training on October 20 and 21, 2022. Refresher training will be provided to Safe School Ambassadors this school year. The Safe School Ambassadors® Program (SSA) is an evidence-based program that harnesses the power of students to prevent and stop bullying and mistreatment. The SSA Program is a student-centered model that educates diverse social leaders with the skills to prevent and reduce bullying. The Safe School Ambassadors® Program relies on the “inside-out” approach to improving school climate. Student bystanders see, hear, and know things adults don’t, can intervene in ways adults can’t and are often on the scene of an incident before an adult. They are a critical and necessary resource for positively impacting the crisis of bullying in our schools. The recruited students participate in a two-day interactive training along with several adults who serve as program mentors. The training gives student Ambassadors the skills and tools to resolve conflicts, defuse incidents, and support isolated and excluded students. After the training, small group meetings of Ambassadors are held every few weeks. These meetings, led by the adult mentors, provide time for strengthening skills, support data collection and analysis of Ambassador interventions, and help sustain student and adult commitment to the program. 80% of trained Ambassadors report a gain in confidence and competence in their ability to intervene and speak up when they witness bullying, harassment and cyber-bullying in their 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)

300

Source(s)

Title I
0000: Unrestricted
Materials for SSA meetings

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

All Special Education Staff (certificated and classified) will be trained to implement Second Step® Curriculum. Second Step® provides an evidence-based approach to social-emotional learning (SEL), with age-appropriate lessons that are easy to teach and fun to learn. The Second Step Elementary digital program equips educators to respond to students' needs: In a group setting, students connect with the content, each other, and their teacher as they build new social-emotional skills. Lessons include space for teachers to include real-life scenarios that keep the program content relevant for their students. Performance tasks help teachers understand how the class is progressing and identify where students might benefit from more instruction or reinforcement. With all staff trained, they can provide lessons and support to our students with disabilities across both general education and special education settings and reinforce concepts being taught throughout the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Release time for paraprofessional training after school

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Grade 4-6 Students

Strategy/Activity

ESSPN is an opportunity for students to build character, confidence, responsibility, work ethic and a connection to school through sports and social-emotional learning. The students are able to sign up for a fall and spring season with various sports. The students attend one social-emotional lesson and two practices a week to be on the team. The team then has opportunities to play games and tournaments against the other schools. The goals of this program are: to establish a sense of community and support, encourage positive socialization between peers, instill confidence and leadership in youth, and teach confidence to boost self-esteem.

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 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Campus Attendants are key in supporting students during recess and lunch. Time is set aside twice a month for Campus Attendants to meet with the principal, special education staff, social worker, and/or psychologist to collaborate on best practices and strategies to support specific students. Campus Attendants receive professional learning on the topics of setting expectations, building relationships, supporting prosocial behavior, helping students be PeaceBuilders, and supporting students as they learn to navigate a variety of social situations.

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 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hire parent liaisons 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 with 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
* Helping families to understand the importance of attendance and work with them to help their students get to 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)

1,903.50

Title I Part A: Parent Involvement
2000-2999: Classified Personnel Salaries
Parent Liaison

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	\$139499.24
Total Federal Funds Provided to the School from the LEA for CSI	\$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$144,188.10

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	\$127,471.60
Title I Part A: Parent Involvement	\$1,903.50

Subtotal of additional federal funds included for this school: \$129,375.10

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 (\$)
Title 1 Carryover	\$14,813.00

Subtotal of state or local funds included for this school: \$14,813.00

Total of federal, state, and/or local funds for this school: \$144,188.10

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 1 Carryover	14,813.00
Title I	127,471.60
Title I Part A: Parent Involvement	1,903.50

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	300.00
0001-0999: Unrestricted: Locally Defined	7,500.00
1000-1999: Certificated Personnel Salaries	109,984.60
2000-2999: Classified Personnel Salaries	4,403.50
4000-4999: Books And Supplies	1,000.00
5000-5999: Services And Other Operating Expenditures	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title 1 Carryover	14,813.00
0000: Unrestricted	Title I	300.00

0001-0999: Unrestricted: Locally Defined	Title I	7,500.00
1000-1999: Certificated Personnel Salaries	Title I	95,171.60
2000-2999: Classified Personnel Salaries	Title I	2,500.00
4000-4999: Books And Supplies	Title I	1,000.00
5000-5999: Services And Other Operating Expenditures	Title I	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,903.50

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	108,984.60
Goal 2	22,000.00
Goal 3	1,000.00
Goal 4	12,203.50

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 25, 2023.

Attested:



Principal, Tammie Babbitt on May 25, 2023

SSC Chairperson, Sandy Bristol on May 25, 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.

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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/>

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