

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
Lemon Avenue Elementary School	37681976038517	May 24, 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.). Our 2022-23 Annual Parent Survey was distributed to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Data from these surveys is included throughout our 2023-24 SPSA.

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

Surveys sent in preparation for or during the 2022-23 school year included (but were not limited to) topics such as :

- Support for academic learning
- School safety
- Belonging in the school Community

Parent data indicated a desire for more opportunity to offer suggestions and to be heard. Teacher data displayed the desire for more training and direction in behavioral management for students with neurotypical behavior.

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at all twenty-one (21) La Mesa-Spring Valley School District sites. The primary goal of the parent survey is to collect and understand parent opinions, perspectives, attitudes, and perceptions of the ESS team members, the services provided, and the general environment. Results are shared with all ESS employees and action plans are developed and put into place to assist in achieving improvement goals for continuous quality improvement.

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

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

Classroom Observations

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

District/Site Collaborative Walks:

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

Principal Cohort Walks:

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

Formal Classroom Observations:

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

Daily principal Observations:

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

Peer Observations:

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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 comprehension of grade level informational text, citing evidence to support opinion writing, and numbers and operations.

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
Raz-Kids
Reflex Math

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

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)

Our school does not receive any categorical funds.

Fiscal support (EPC)

Our school does not receive any categorical funds.

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, January 25, 2023, 3:30 - 4:30 p.m.
- SSC # 4 Meeting, Date, Time; SSC #5 Meeting, March 29, 2:30 - 3:30 p.m., May 24, 2023, 2:30 - 3:30 p.m.
- Staff Meetings where the 2023-24 SPSA goals and metrics were discussed: May 9, 2023- 2:30 - 3:50 p.m., May 23, 2:30 - 3:50 p.m.
- Other meetings where the 2023-24 SPSA goals and metrics were discussed: PTA Meeting, May 18, 2023; 6:15 - 6:35 p.m.

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

Resource Inequities

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

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

Students in Special Education consistently score lower on formal assessments than their peers. CAASPP data for 21-22 school year reported that 9% of students with disabilities met the standard for ELA and 0% met the standard for Math. The I-Ready Diagnostic 2 showed that while students with disabilities made growth in math, 0% of them were at or above grade level. In Language Arts, 12% were at or above grade level.

English Language Learner students also consistently score lower on formal assessments than their peers. CAASPP data for the 21-22 school year reported that 36% of English Language Learners met the standard for ELA (compared to 64% of Caucasian peers) and 5% met the standard for Math (compared to 56% of Caucasian peers). The I-Ready Diagnostic 2 showed that 3% of EL students scored "at or above grade level" in Math. In Language Arts, 0% were at or above grade level. English Language Learners, particularly new-comer students, could benefit from additional small group instruction daily, which is not currently part of the academic schedule.

Students of Hispanic/Latino descent, also consistently scored lower on formal assessments than their peers. 12% of Hispanic/Latino students scored at or above grade level in Math on the I-Ready Diagnostic 2, while 25% of their Non-Hispanic peers scored at or above grade level. In Language Arts, 17% of Hispanic/Latino students scored at or above grade level while 28% of non-Hispanic/Latino students scored at or above grade level.

Attendance is a resource inequity for both English Language Learners and Students with Disabilities. EL Students have a chronic absenteeism rate of 25% and students with Disabilities have a chronic absenteeism rate of 27.8%, while other peers have absentee rates of 13%.

While we planned for a full time social worker, inability to fully hire all social workers meant we only had a social worker 3 days a week for part of the year, which limited our ability to do as much with attendance as we wanted to do. We also do not qualify for Title 1 funding, so we do not have additional funds to hire staff to support attendance, or to provide additional academic intervention.

In Special Education, if there had been an opportunity for more para support, or an opportunity to reflect on schedules, more push in minutes could potentially impact progress in Special Education. As we have numerous students with SCIA's (one-one-one support) due to behavioral needs, there is limited opportunity for staff to push in and provide academic support. If we had more funds such as Title I, the implementation of a campus behavior team would be beneficial.

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	0.6%	0.60%	0.38%	3	3	2
African American	3.7%	4.17%	4.55%	20	21	24
Asian	2.2%	1.98%	2.28%	12	10	12
Filipino	1.3%	0.79%	1.33%	7	4	7
Hispanic/Latino	33.8%	32.74%	32.64%	181	165	172
Pacific Islander	0.4%	%	0.38%	2		2
White	45.8%	47.22%	46.49%	245	238	245
Multiple/No Response	12.2%	12.50%	11.95%	65	63	63
Total Enrollment				535	504	527

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	96	98	100
Grade 1	84	75	82
Grade 2	85	79	81
Grade3	77	84	88
Grade 4	70	51	70
Grade 5	68	55	50
Grade 6	55	62	56
Total Enrollment	535	504	527

The conclusions based on this data

1. Student population has decreased from the 2019-2020 school year by 15%.
2. While the number of Hispanic students has decreased, the overall percentage of Hispanic students has remained consistent, which follows the 15% decreased in student body overall.
3. As the opportunities to attend district academies (grades 4 - 8) have increased, and being close in proximity to a very large academy, it makes sense that we have seen a decrease in grades 4 - 6.

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	37	27	31	6.90%	5.4%	5.9%
Fluent English Proficient (FEP)	8	12	11	1.50%	2.4%	2.1%
Reclassified Fluent English Proficient (RFEP)	0		3	0.0%		8.1%

The conclusions based on this data

1. The number of English Learners has decreased from 9% to 5% over the last 3 years.
2. The number of English Learners that are Fluent English Proficient was the same in 2020 as in 2021-2022. This was an increase of 1% over 2020-2021. The percetn of students fluent decreased between 2021-2022 and 2022-2023 by .3%.
3. There were no students reclassified in 2020-2021. In 2022-2023, 8.1% of students were reclassifeid as English Proficient.

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	75	83		0	82		0	82		0.0	98.8	
Grade 4	66	53		0	53		0	53		0.0	100.0	
Grade 5	66	61		0	61		0	61		0.0	100.0	
Grade 6	58	59		0	58		0	58		0.0	98.3	
All Grades	265	256		0	254		0	254		0.0	99.2	

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		2462.			48.78			18.29			15.85			17.07	
Grade 4		2499.			35.85			28.30			20.75			15.09	
Grade 5		2514.			26.23			32.79			18.03			22.95	
Grade 6		2526.			13.79			32.76			32.76			20.69	
All Grades	N/A	N/A	N/A		32.68			27.17			21.26			18.90	

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		36.59			57.32			6.10	
Grade 4		33.96			52.83			13.21	
Grade 5		32.79			50.82			16.39	
Grade 6		13.79			62.07			24.14	
All Grades		29.92			55.91			14.17	

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		23.17			56.10			20.73	
Grade 4		20.75			64.15			15.09	
Grade 5		14.75			70.49			14.75	
Grade 6		17.24			56.90			25.86	
All Grades		19.29			61.42			19.29	

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		21.95			68.29			9.76	
Grade 4		18.87			77.36			3.77	
Grade 5		18.03			68.85			13.11	
Grade 6		13.79			70.69			15.52	
All Grades		18.50			70.87			10.63	

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		25.61			64.63			9.76	
Grade 4		26.42			71.70			1.89	
Grade 5		24.59			52.46			22.95	
Grade 6		15.52			75.86			8.62	
All Grades		23.23			65.75			11.02	

The conclusions based on this data

1. Lemon Avenue saw an overall increase in students meeting and exceeding grade level between 2018-2019 and 2021-2022 (as there was not test in 2019-2020).
2. Lemon Avenue saw an overall decrease in students below standard between 2018-2019 and 2021-2022 (as there was not test in 2019-2020).
3. While Lemon Avenue saw an slight decrease in students exceeding grade level in Reading specifically between 2018-2019 and 2021-2022, we saw a large increase in students "at or near standard."

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	83		0	82		0	82		0.0	98.8	
Grade 4	66	53		0	53		0	53		0.0	100.0	
Grade 5	66	61		0	61		0	61		0.0	100.0	
Grade 6	58	59		0	59		0	59		0.0	100.0	
All Grades	265	256		0	255		0	255		0.0	99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2466.			37.80			34.15			13.41			14.63	
Grade 4		2514.			41.51			16.98			33.96			7.55	
Grade 5		2480.			16.39			16.39			31.15			36.07	
Grade 6		2455.			6.78			11.86			25.42			55.93	
All Grades	N/A	N/A	N/A		26.27			21.18			24.71			27.84	

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		41.46			47.56			10.98	
Grade 4		45.28			43.40			11.32	
Grade 5		13.11			54.10			32.79	
Grade 6		3.39			33.90			62.71	
All Grades		26.67			45.10			28.24	

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		37.80			47.56			14.63	
Grade 4		33.96			49.06			16.98	
Grade 5		16.39			54.10			29.51	
Grade 6		5.08			44.07			50.85	
All Grades		24.31			48.63			27.06	

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		35.37			56.10			8.54	
Grade 4		35.85			54.72			9.43	
Grade 5		6.56			59.02			34.43	
Grade 6		5.08			67.80			27.12	
All Grades		21.57			59.22			19.22	

The conclusions based on this data

1. Lemon Avenue saw an slight overall increase in students meeting and exceeding grade level between 2018-2019 and 2021-2022 (as there was not test in 2019-2020).
2. Lemon Avenue saw an slight overall decrease in students "near standard" and "standard not met" between 2018-2019 and 2021-2022 (as there was not test in 2019-2020).
3. In the sub domains of the math assessment, Lemon Avenue consistently saw an increase in students who ere "near standard" between 2018-2019 and 2021-2022.

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	*	*		*	*		*	*		6	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		7	*	
4	1543.6	*		1554.1	*		1532.4	*		12	5	
5	*	*		*	*		*	*		7	7	
6	*	*		*	*		*	*		7	7	
All Grades										43	26	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	41.67	*		33.33	*		25.00	*		0.00	*		12	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	32.56	42.31		27.91	26.92		32.56	26.92		6.98	3.85		43	26	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	66.67	*		25.00	*		8.33	*		0.00	*		12	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	53.49	46.15		34.88	42.31		6.98	7.69		4.65	3.85		43	26	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	8.33	*		50.00	*		33.33	*		8.33	*		12	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	13.95	15.38		32.56	34.62		34.88	26.92		18.60	23.08		43	26	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	66.67	*		25.00	*		8.33	*		12	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	41.86	34.62		51.16	61.54		6.98	3.85		43	26	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	75.00	*		25.00	*		0.00	*		12	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	58.14	57.69		34.88	34.62		6.98	7.69		43	26	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	16.67	*		66.67	*		16.67	*		12	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	20.93	30.77		48.84	46.15		30.23	23.08		43	26	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	0.00	*		91.67	*		8.33	*		12	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	9.30	15.38		74.42	61.54		16.28	23.08		43	26	

The conclusions based on this data

1. From 2018-2019 to 2021-2022, the number of students classified as EL has decreased dramatically.

2. From 2018-2019 to 2021-2022, in overall Language development, we have seen an increase in Level 4, and a slight increase in Level 1, with levels 2 and 3 remaining consistent.
3. From 2018-2019 to 2021-2022, we saw the following movement within each domain:
Oral Language- overall, scores were consistent except in levels 1 and 2. The influx of Newcomers has likely impacted these numbers.
Written- Level 4 saw a marked improvement, while all other levels saw a decrease.
Listening- The largest percentage of proficiency is the "Moderate" level, and overall the other levels remained consistent.
Speaking- Almost 60% of students tested were at "Well Developed," which is an improvement over previous years.
Reading- In Reading, the "Well Developed" group saw a huge increase, while "Moderate" and "Beginning" saw large decreases. This movement is likely in response to our district's focus on improvement reading scores for all students and the implementation of I-Ready as an intervention.
Writing- "Moderate" numbers remained the same, "Beginning" numbers had a large increase, and "Well Developed" had a large decrease.

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 60% to 63%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 27% to 35%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 50% to 58%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 21% to 19%.

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 60% to 63%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 16% to 19%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 44% to 47%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 22% 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.

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) did not increase from 60% to 63%, but remained the same with 59.85%. It's possible this might increase before the end of the year.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) did increase to to 36.84%, beyond the goal written which was 27% to 35%,

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) did not increase from 50% to 58%, but decreased to 43.27%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) did not ncrease from 21% to 29% but decreased to 9.38%.

The Diagnostic 3 data was not yet available to look at the I-Ready data.

Teachers met in PLC's to align curriculum, instructional practice, and assessment with LMSV Essential standards. The school-side Data Support Coach was utilized daily, by providing data analysis, guidance to teachers on individual student needs, and co-teaching in classrooms to broaden instructional practice. Staff meetings and site learning days were focused on the Powerful Practice Close Reading and the Quality Indicators of effective teaching.

Through data coaching and Site Learning Days, staff deepened their understanding of the effective use of data to drive instruction and to develop intervention.

The Cycle of Professional Learning was implemented to establish a shared understanding and common language for high quality teaching and learning. Classroom observations were used to calibrate evidence of high quality teaching and learning and to evaluate the use of Quality Indicators.

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

The LCFF budget was not needed for a Social Worker, so those funds were eventually used to provide additional programs by grade level span in Trimester 3. These include: Accelerated Reader in Grade 3, Raz Kids in grades K-2, and Scholastic news in Tk - 2. Other than that, there were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

In the 2023/2024 school year we will be measuring I-Ready Diagnostic 2 data as part of our metrics. This will be found in "Local Assessments" in Goals 1 and 2, and it will be Diagnostic 2 data compared to Diagnostic 2 data. This is a change from previous years when we compared year end I-Ready Data (D3).

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 55% to 58%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 9% to 17%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 40% to 48%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 5% to 13%.

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 60% to 65%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 16% to 21%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 44% to 49%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 22% to 27%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) did not increase from 55% to 58%, but decreased to 47.45%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) did not increase from 9% to 17%, but decreased to 5.26%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) did not increase from 40% to 48%, but decreased to 27.88%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) did not increase from 5% to 13%, but decreased to 0%.

The current I-Ready Data is only available for Diagnostic 2.

Teachers met in PLC's to align curriculum, instructional practice, and assessment with LMSV Essential standards. The school-side Data Support Coach was utilized daily, by providing data analysis, guidance to teachers on individual student needs, and co-teaching in classrooms to broaden instructional practice. Staff meetings and site learning days were focused on the Powerful Practice Close Reading and the Quality Indicators of effective teaching.

Through data coaching and Site Learning Days, staff deepened their understanding of the effective use of data to drive instruction and to develop intervention.

The Cycle of Professional Learning was implemented to establish a shared understanding and common language for high quality teaching and learning. Classroom observations were used to calibrate evidence of high quality teaching and learning and to evaluate the use of Quality Indicators.

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

The LCFF budget was not needed for a Social Worker, so those funds were eventually used to provide additional programs by grade level span in Trimester 3. Reflex Math was added for all grade levels. Other than that, there were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

I-ready Diagnostic 2 Data will be included in the Metrics for 2023-2024, which will compare Diagnostic 2 to Diagnostic 2 data.

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 1% to 18.24%.

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.

The percentage of students who were chronically absent overall did decrease to 17.1% from the previous school year. A Social Worker was employed 3 days a week to follow up on absences. The social worker also provided weekly SEL lessons and the program Second Step (an SEL program adopted by the district) was also provided as an option for teachers. Students earned "Leopard Loot" for earning their "SPOTS"; Showing Respect, Promoting Peace, Outstanding Behavior, Trying their Best, and Staying Safe. The PBIS Behavior expectations were reviewed during Monday and Friday announcements and teachers regularly trained students on what the behavior expectations were at different places around campus. A campus-wide reward for the earning of Leopard Loot was given. Students could also use Leopard Loot to earn prizes such as pencils, toys, snacks or Lunch with the Principal.

The Social Worker also provided individual counseling, small group sessions and whole class lessons. A partnership with San Diego Youth Services was utilized to provide small group support sessions on campus. School Link referrals were also in place to support students with individual counseling options. Lemon Avenue partnered with City of Hope who provided a trained volunteer to be on campus as needed.

To support attendance, students and parents were welcomed warmly to school, even when tardy. Students were met with phrases like, "We are glad you are here," and "Welcome to school." The environment focused on building relationships. The social worker monitored attendance and responded with a tiered approach to intervention. Early and caring outreach was provided to families with attendance issues to look for ways staff might support families and remove barriers to them coming to school. Student Study Team meetings were convened as well to address attendance concerns.

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 in the intended implementation to meet the goal.

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

A Social Worker will be employed 5 days as week to follow up on absenteeism and to do home visits. She will also provide specific support to newcomer families and will work with the resource, Attendance Playbook, for foundational, targeted and intensive attendance interventions. The goal will be rewritten to reflect chronic absenteeism rates in general and for English Learners and Students with Disabilities. A classroom-wide incentive program will be implemented next year to support attendance. Signage and curb appeal will be updated to reflect a very warm and welcoming atmosphere, and students and adults will be present next year to greet students and their families as they drop off at all 3 locations.

2022-23 Annual Review

Goal Subject

School Climate & Culture

LEA/LCAP Goal

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

Goal 4

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

Culture/Climate - 82%
Growth Mindset - 85%
Self-Management- 87%
Self-Efficacy- 77%
Social Awareness- 71%

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

Support for Academic Learning - 92%
Sense of Community - 94%
Sense of Safety - 90%

The percentage of students suspended will decrease to .30%.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The goal was that the percentage of students responding favorably would increase to the following percentages in each domain:

Culture/Climate - 82%,
Growth Mindset - 85%
Self-Management- 87%
Self-Efficacy- 77%
Social Awareness- 71%

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

Support for Academic Learning - 92%, this decreased to 88%.

Sense of Community - 94%, this decreased to 89%.

Sense of Safety - 90%, this decreased to 81%.

The percentage of students suspended will did not decrease to .30% but increased .60%.

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

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

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

A Social Worker will be employed 5 days as week to continue to provide support with SEL lessons in classrooms. Resources from Kid Power will be used by staff to supplement weekly SEL lessons provided by the Social Worker. The school will implement a PBIS Extension Plan. Through this plan we will develop a Steering Committee for PBIS that will include a parent member, an English Language Learner parent member, three students (student, an English Language Learner student, student with disabilities), a campus supervisor, a para professional, a teacher, an ESS (Extended School Services) leader, the social worker and the principal. The goal of the steering committee will be to continue to develop the "Leopards Earn Their Spots program." Students with Disabilities will be represented on the PBIS team by the para professional, and English Language Learner Students will be supported by an English Language Learner parent/family member.

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

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

Goal 1

Statewide Assessments:

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

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

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

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

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 60% to 63%

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 22% to 30% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 48% to 56% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 13% to 21% (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 at or above grade level (All grades)	<p>ALL students - 60%</p> <p>English Learners - 22%</p> <p>Socioeconomically Disadvantaged Students - 48%</p> <p>Students with Disabilities - 48%</p>	<p>ALL students - 63%</p> <p>English Learners - 30%</p> <p>Socioeconomically Disadvantaged Students - 56%</p> <p>Students with Disabilities - 56%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Learner student proficiency will be analyzed, and areas of development will be identified.

- * Teacher release time to attend English learner professional development and collaborate around EL strategies
- * Designate an additional 30 minutes of structured EL support each week for students who are Long term English learners or at risk of becoming long-term English learners.
- * Content-Focused Coaching (CFC) is a professional development approach in which district coaches (IDS Teacher) provide in-class demonstrations, attend weekly grade-level PLC meetings, and provide individual monthly visits to all teachers for co-teaching, observation, and feedback. The coaches themselves receive extensive training in the literacy strategies and in coaching methods.

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)

Students with Disabilities

Strategy/Activity

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

- * The SAI teacher 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 reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

All teachers will deliver targeted reading instruction

- * Teachers will engage in regular progress monitoring and use targeted instructional lessons in iReady in order to provide reading instruction at each student's individual level.
- * Leveled reading books for novel studies in grades 4-6 to enhance the learning of close reading strategies.
- * Release time for teachers to collaborate on skills for reading and writing responses in relation to informational text
- * Professional learning focused on student mastery of reading and writing responses to informational text
- * IDS teacher will coach teachers on reading standards and successful reading and writing practices in the classroom
- * Celebrations for student progress in reading and writing each trimester
- * Teachers will participate in the Cycle of Professional Learning, engaging in peer observations and aligning to quality indicators as outlined in Site Learning Day Professional Development

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.

- * Evidence-based intervention materials to support learning

- * Release time for teachers to analyze data and collaborate on targeted reading lessons including comprehension of informational text

- * Additional district funding for classroom teachers to provide reading and phonics intervention after school to students reading below grade level (SIPPS)

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

Goal 2

Statewide Assessments:

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

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

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

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

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 50% to 53% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 4% to 12% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 32% to 40% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 19% to 27% (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 at or above grade level (All grades)	<p>ALL students - 50%</p> <p>English Learners - 4%</p> <p>Socioeconomically Disadvantaged Students - 32%</p> <p>Students with Disabilities - 19%</p>	<p>ALL students - 53%</p> <p>English Learners - 12%</p> <p>Socioeconomically Disadvantaged Students - 40%</p> <p>Students with Disabilities - 27%</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

Teachers will focus on aligning curriculum, instructional practice, and assessment with essential math standards at their grade level.

- * Teachers will use iReady data and chapter assessments to inform instructional decisions
- * Staff meetings and professional learning communities (PLC), and release time for collaboration will be used to support teachers in deepening their understanding of math essential standards and backward planning.
- * Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.
- * Teachers will collaborate with the IDS teacher for coaching and support
- * Teachers will participate in the Cycle of Professional Learning, engaging in peer observations and aligning to quality indicators as outlined in Site Learning Day Professional Development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will utilize strategies from "Making Thinking Visible" to promote engagement, understanding, and independence for all learners during math.
* Classroom walk-throughs will be conducted to observe, analyze, and calibrate evidence of high-quality teaching and learning
* Teachers will collaborate on and implement thinking routines to promote learning, create effective student questioning, enhance listening to make thinking visible during math lessons

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

A school-wide system of differentiated instruction and interventions will be put into place to help students master math standards.
* Students working below grade level may participate in daily small-group math instruction.
* Teachers will utilize iReady targeted supplemental lessons to support intervention at home and at school
* 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

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

- * The SAI teacher 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 via PLC meetings data days, and check ins 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 Math Expressions Tier 3 Interventions
- * Students performing below grade level will receive daily-targeted math instruction in small groups to address their assessed needs (fluency and mathematical reasoning)

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 Language 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
- *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

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

Student Engagement

LEA/LCAP Goal

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

Goal 3

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

The percentage of EL students who are chronically absent will decrease by 1% from 25.99 to 24.99% next year.

The percentage of Students with Disabilities who are chronically absent will decrease by 1% from 27.88 to 26.88% next year.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	<p>In 2022-2023, Lemon Avenue's rate of chronic absenteeism was 24.4.</p> <p>In 2022-2023 English Lanaguage Learners rate of chronic absenteeism was 25.99%</p> <p>In 2022-2023 Students with Disabilites had a rate of chronic absenteeism of 27.88%.</p>	<p>In 2023-2024, Lemon Avenue's will reduce its rate of chronic absenteeism by 1% to 23.4%.</p> <p>In 2023-2024 English Language Learners rate of chronic absenteeism will decrease by 1% to 24.99%.</p> <p>In 2023-2024 Students with Disabilities rate of chronic absenteeism will decrease by 1% to 26.88%.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

The site social worker will support site engagement and attendance through a variety of interventions.

- * Weekly check-ins to increase school connectedness
- * Communication with families through phone calls, Zoom, emails, in-person meetings, and home visits
- * Welcome phone calls to families within the first week of attending school to connect with families and assess for potential needs
- * Check in with each new student on the first in-person day at school
- * Co-support for families with the District New Comer Teacher On Special Assignment (TOSA)
- * The resource Attendance Playbook will be used to guide staff in Foundational Support, Targeted Support, and Intensive Support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with an absentee rate 15% or greater.

Strategy/Activity

Students with more than 15% of absences in a given trimester will have an Attendance Plan put into place if students are at risk for disengagement. The staff will support and encourage students who are at risk for not engaging.

- * The principal and site social worker will do a home visit
- * The teacher will set up a plan for ongoing communication with parents regarding attendance
- * Staff will determine the student's needs, including academic support, physical or mental health concerns, social services, etc.
- * Possible School Link referral made for services/resources to ongoing support or wrap-around services for families
- * Student Study Team (SST) or IEP meeting to discuss concerns and strategize solutions
- * One-on-one or small group support from the site social worker
- * Written notice to parents regarding attendance and disengagement

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)

Students with Disabilities

Strategy/Activity

The student team of stakeholders will meet for an IEP meeting to address attendance issues. This will include the SAI Case Manager, Service Providers, School Psychologist, Social Worker, Gen Ed Teacher, and Principal.

- * Weekly check-ins to increase school connectedness

- * Communication with families through phone calls, Zoom, emails, in-person meetings, and home visits

- * Welcome phone calls to families within the first week of attending school to connect with families and assess for potential needs

- * Check in with each new student on the first in-person day at school

- * The resource Attendance Playbook will be used to guide staff in Foundational Support, Targeted Support, and Intensive Support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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 4 - 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 3.21% to 2.7%.

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 - 78% Growth Mindset - 72% Self-Management- 58% Self-Efficacy-61% Social Awareness- 62% 	<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 - 81% Growth Mindset - 75% Self-Management- 61% Self-Efficacy- 64% Social Awareness- 65%
Annual Parent Survey Results	The percentage of parents who responded favorably in the	The percentage of parents who respond favorably will increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	domains listed below are as follows: Support for Academic Learning - 89% Sense of Community - 91% Sense of Safety - 87%	to the following percentages in each domain: Support for Academic Learning - 90% Sense of Community - 92% Sense of Safety - 88%
Suspension Data	The suspension rate for Lemon Avenue Elementary for the 2022-2023 school year is 3.21%.	The percentage of students suspended will decrease to 2.7% (minimum of .5% decrease)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Restorative Practices

- * Establish positive relationships between staff and students through community activities
- * Through professional development at staff meetings, the staff will learn how to establish a climate of understanding around trauma-informed care and responses
- * Training for the campus attendant on how to use restorative principles when intervening and interacting with students
- * Decrease the suspension rate by providing meaningful alternative consequences that do not create a loss in student learning
- * Parent workshops around managing challenging behavior presented by the site social worker

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Social Emotional Learning

Daily social-emotional learning lessons and activities in every classroom
In-class restorative circles and class meetings
The site social worker provides monthly lessons in each classroom
Parent workshops for parents to learn how to support their child 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)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Engage English Language Learner's Families Intentionally

*Provide a detailed explanation alongside the EL Catch Up Plans to support parent understanding

*Have a Class Dojo "Sign Up" night with technology and language support on hand to help parents connect to Class Dojo

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

PBIS Extension Plan Implementation

*Create a PBIS Steering Committee with the following representatives: classroom teacher, paraprofessional, campus attendant, ESS leader, parents of students (typically developing, English Language Learner, and student with disabilities), social worker, principal

*Implementation of campus-wide digital behavior referral system that will allow data collection and analysis by PBIS Committee and PLC Groups

*PBIS Steering Committee meets regularly to review and continue to develop PBIS strategies on campus and to review behavior data with a focus on decreasing the number of behavioral referrals and increasing the amount of student-originated advocacy, resulting in the reduction of suspension rate

*PBIS signage updated campus-wide

*Classroom teachers to train students on PBIS locations and expectations around campus throughout the year

*Supplement SEL lessons by the Social Worker with KidPower resources

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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

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 (\$)
------------------	-----------------

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

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

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
----------------	--------

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

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 24, 2023.

Attested:



Principal, Natalie Jager on May 24, 2023



SSC Chairperson, Lynn Kelly on May 24, 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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