



# Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
at La Mesa Dale Elementary	37-68197-6038475	May 23, 2024	June 25, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by at La Mesa Dale Elementary for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- Plan Description ..... 4
- Educational Partner Involvement ..... 4
- Resource Inequities ..... 4
- Comprehensive Needs Assessment Components ..... 5
  - California School Dashboard (Dashboard) Indicators ..... 5
  - Other Needs ..... 6
- School and Student Performance Data ..... 7
  - Student Enrollment..... 7
  - CAASPP Results..... 9
  - ELPAC Results ..... 13
  - California School Dashboard ..... 17
- SPSA Monitoring and Evaluation 2023-24..... 29
  - Goal #1..... 29
  - Goal #2..... 32
  - Goal #3..... 34
  - Goal #4..... 36
- Goals, Strategies, & Proposed Expenditures..... 39
  - Goal 1..... 39
  - Goal 2..... 43
  - Goal 3..... 46
  - Goal 4..... 48
- Budget Summary ..... 53
  - Budget Summary ..... 53
  - Other Federal, State, and Local Funds ..... 53
- Budgeted Funds and Expenditures in this Plan ..... 54
  - Funds Budgeted to the School by Funding Source..... 54
  - Expenditures by Funding Source ..... 54
  - Expenditures by Budget Reference ..... 54
  - Expenditures by Budget Reference and Funding Source ..... 54
  - Expenditures by Goal..... 54
- School Site Council Membership ..... 56
- Recommendations and Assurances ..... 57
- Instructions..... 58
- Appendix A: Plan Requirements ..... 65

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....68  
Appendix C: Select State and Federal Programs .....71

# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) 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.

## Educational Partner Involvement

How, when, and with whom did your at La Mesa Dale Elementary 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 2024-2025 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:

- ELAC #3 Meeting, April 11, 2024 at 1:30 p.m.
- SSC # 4 Meeting, April 11, 2024, 2:35 p.m.; SSC #5 Meeting, May 23, 2024 2:35 p.m.
- Staff Meetings where the 2023-24 SPSA goals and metrics were discussed: May 21, 2024, 2:30 p.m.
- Other meetings where the 2023-24 SPSA goals and metrics were discussed (PTA, etc.):

Instructional Leadership Team April 17, 2024, 2:30 p.m.

Special Education Staff Meeting April 18, 2024, 7:30 a.m.

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

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

La Mesa Dale qualifies for ATSI in the areas of English Language Arts (ELA), Math, and Suspension for Students with Disabilities (SWD).

Research and experience tell us that consistent access to effective teaching has a dramatic effect on student achievement. La Mesa Dale has had difficulty attracting and retaining special-education teachers. In 2022-2023 we had extensive turn-over of special education certificated staff. During the 2023-2024 school year, we retained our new special education certificated staff (however, two of the three are new to the school site), but have been unable to fully staff our special education paraprofessional positions for the duration of the school year. Any definition of resource equity must ensure that students with greater needs have at least as much access to excellent teaching, if not more. Consistent access to effective teachers and paraprofessionals in our special education department is La Mesa Dale's greatest resource inequity.

Because special education teachers and paraprofessionals work with students with disabilities on academics as well as behavior, this inequity impacts both academics (ELA and Math) and suspension rates of students with disabilities.

La Mesa-Spring Valley's Special Education Teacher on Special Assignment has been instrumental in supporting our new special education team, all of whom will be remaining at La Mesa Dale for the 2024-2025 school year.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

ELA - The latest data reveals a heartening trend in student achievement on the SBAC and site-based iReady assessments, showcasing progress across all student groups. While we did not quite meet ELA goals set out in the 23-24 SBAC, the percent of students proficient (Overall, English Learners (ELs), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED)) increased. Particularly striking is the fact that the percent of SWD demonstrating proficiency on SBAC more than doubled. However, as reported on the California Dashboard, the students with disabilities increased the number of points below standard, demonstrating a need for Additional Targeted Support and Improvement (ATSI) designation.

Site iReady data reveals that all student groups listed above showed growth in ELA. Three of the four student groups improved on or exceeded the goal stated in the 23-24 SPSA.

While overall performance is still in the Orange performance category, school data shows a positive trajectory that not only underscores the dedication and efforts of educators but also highlights the inclusive approach adopted by the school, ensuring that every student, regardless of their challenges, is supported and encouraged to reach their full potential. Such progress is a testament to the school's commitment to providing an equitable and enriching educational experience for all, embodying the core belief that every child deserves the opportunity to succeed.

• -----

Math - The trend in mathematics mirrors the upward trajectory observed in ELA, with all student groups except ELs showing progress toward or surpassing the goals set in the 23-24 SPSA. Unfortunately, like ELA, the CA Dashboard shows an increase in the points below standard despite SBAC showing an increase in the percent of students demonstrating proficiency. Strategies for supporting English Learners are addressed in the English Learner Progress Indicator (ELPI) section below.

• -----

ELPI - The data indicates that ELs require additional supports to accelerate their progress in ELA, Math, and English Proficiency. To address this crucial need, we plan to implement a range of targeted strategies designed to accelerate the learning of ELs as follows:

Designated English Language Development (ELD) Time with Language Support Strategies that focus on building foundational skills while simultaneously supporting language development. This can include using visuals, hands-on activities, real-world examples to enhance comprehension, providing vocabulary lists, using sentence frames, and encouraging students to explain their reasoning in both verbal and written forms.

Additionally, La Mesa Dale is purchasing Flocabulary to support vocabulary acquisition and development for English Learners.

• -----

Suspensions - Reducing suspension rates is a need at La Mesa Dale, as indicated by the data. The California Dashboard reveals 4.7% of our student body was suspended at least one day in the 2022-2023 school year. As of March 31, 2024, La Mesa Dale's suspension rate has decreased in 2023-2024 to 1% of our student body experiencing at least one day of suspension.

The steps that we have taken in the last year have proven to be effective. These steps include:

1. Forming a Behavior Leadership Team that meets regularly to discuss school-wide trends and behavior data and make recommendations for improvement.
2. Conducting a comprehensive review of our disciplinary policies and practices.
3. Prioritizing the implementation of restorative justice practices. This approach focuses on repairing harm and restoring

relationships, rather than punitive measures. By fostering a sense of accountability and empathy among students, restorative justice has been demonstrated to help prevent future behavioral issues that may lead to suspensions.

4. Working closely with our mental health support team to provide targeted interventions for students who may be facing underlying challenges such as trauma, stress, or other mental health issues. By addressing these root causes, we can help students develop coping mechanisms and strategies to manage their behavior positively.
5. Exploring alternative disciplinary measures, such as counseling, community service, or peer mediation programs, to provide students with opportunities to learn from their mistakes and grow.

Reducing suspension rates requires a multifaceted approach that prioritizes understanding, empathy, and proactive intervention. By continuing to implement these strategies, we can create a more supportive and inclusive school environment that fosters the academic and personal growth of all our students.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Students with Two or More Races were in the red performance category for Chronic Absenteeism. This student group represents 43 students, less than 10% of our school population. We plan to continue to implement the strategies in place that are producing significantly improved outcomes for all other student groups as outlined in Goal 3.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to Dashboard data, La Mesa Dale regularly uses iReady Diagnostic Data, data collected by the Instructional Leadership Team during learning walks, staff surveys, and PLC notes to inform our instructional decisions.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level at La Mesa Dale Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

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

### Enrollment By Grade Level

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

#### Conclusions based on this data:

1. While enrollment in schools across California is declining, enrollment at La Mesa Dale has increased by 24 students.
2. The Hispanic/Latino student group remains our largest.
3. We anticipate a decline in enrollment next school year with the loss of 6th grade to the Middle School campus.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	80	80	82	15.3%	16.0%	15.6%
Fluent English Proficient (FEP)	20	29	40	3.8%	5.8%	7.6%
Reclassified Fluent English Proficient (RFEP)	0		8	0.0%		9.8%

### Conclusions based on this data:

1. The percent of English Learners on our campus has remained the same over reporting years.
2. The percent of Fluent English Proficient students has almost doubled since 20-21 school year.
3. Approximately 10% of students are RFEP.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	83	83	75	0	80	73	0	80	73	0.0	96.4	97.3
Grade 4	66	59	68	0	56	67	0	56	67	0.0	94.9	98.5
Grade 5	47	61	53	0	61	51	0	61	51	0.0	100.0	96.2
Grade 6	57	42	63	0	41	62	0	41	62	0.0	97.6	98.4
All Grades	253	245	259	0	238	253	0	238	253	0.0	97.1	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2412.	2430.		23.75	26.03		22.50	26.03		20.00	19.18		33.75	28.77
Grade 4		2452.	2470.		14.29	29.85		30.36	23.88		23.21	17.91		32.14	28.36
Grade 5		2464.	2464.		8.20	9.80		32.79	23.53		13.11	31.37		45.90	35.29
Grade 6		2527.	2490.		17.07	9.68		24.39	19.35		41.46	33.87		17.07	37.10
All Grades	N/A	N/A	N/A		16.39	19.76		27.31	23.32		22.69	24.90		33.61	32.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.50	27.40		51.25	52.05		26.25	20.55
Grade 4		14.29	23.88		69.64	59.70		16.07	16.42
Grade 5		8.20	7.84		67.21	64.71		24.59	27.45
Grade 6		14.63	9.68		63.41	50.00		21.95	40.32
All Grades		15.55	18.18		61.76	56.13		22.69	25.69

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.25	12.33		52.50	57.53		31.25	30.14
Grade 4		10.71	22.39		55.36	49.25		33.93	28.36
Grade 5		6.56	15.69		60.66	52.94		32.79	31.37
Grade 6		21.95	4.84		39.02	61.29		39.02	33.87
All Grades		13.45	13.83		52.94	55.34		33.61	30.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50	9.59		71.25	67.12		16.25	23.29
Grade 4		8.93	13.43		80.36	71.64		10.71	14.93
Grade 5		6.56	9.80		78.69	60.78		14.75	29.41
Grade 6		17.07	11.29		78.05	72.58		4.88	16.13
All Grades		10.92	11.07		76.47	68.38		12.61	20.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.75	24.66		65.00	56.16		16.25	19.18
Grade 4		12.50	16.42		71.43	67.16		16.07	16.42
Grade 5		13.11	3.92		57.38	74.51		29.51	21.57
Grade 6		12.20	9.68		82.93	82.26		4.88	8.06
All Grades		14.71	14.62		67.65	69.17		17.65	16.21

**Conclusions based on this data:**

1. In 22-23 the percent of students meeting or exceeding the ELA standard in 4th grade increased 9.08% from the 21-22 scores where 44.65% of 4th grade students met or exceeded the ELA standard.
2. The Listening strand has the lowest percent of students scoring above standard.
3. Overall achievement of all students showed 43.7% of all students met or exceeded the ELA standard in 21-22. In 22-23 43.08% of all students met or exceeded the ELA standard. This shows a 0.62% decline in the percent of students meeting or exceeding the ELA standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	83	83	75	0	82	73	0	82	73	0.0	98.8	97.3
Grade 4	66	59	68	0	57	68	0	57	68	0.0	96.6	100.0
Grade 5	47	61	53	0	61	53	0	61	53	0.0	100.0	100.0
Grade 6	57	42	63	0	41	63	0	41	63	0.0	97.6	100.0
All Grades	253	245	259	0	241	257	0	241	257	0.0	98.4	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		2411.	2410.		14.63	12.33		26.83	24.66		25.61	30.14		32.93	32.88
Grade 4		2443.	2456.		14.04	22.06		15.79	16.18		35.09	30.88		35.09	30.88
Grade 5		2449.	2460.		1.64	3.77		14.75	11.32		27.87	37.74		55.74	47.17
Grade 6		2526.	2472.		12.20	3.17		29.27	14.29		31.71	30.16		26.83	52.38
All Grades	N/A	N/A	N/A		10.79	10.89		21.58	17.12		29.46	31.91		38.17	40.08

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.85	10.96		51.22	57.53		32.93	31.51
Grade 4		19.30	22.06		40.35	41.18		40.35	36.76
Grade 5		6.56	5.66		42.62	50.94		50.82	43.40
Grade 6		19.51	3.17		53.66	42.86		26.83	53.97
All Grades		14.94	10.89		46.89	48.25		38.17	40.86

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.29	17.81		50.00	52.05		31.71	30.14
Grade 4		10.53	22.06		47.37	47.06		42.11	30.88
Grade 5		3.28	5.66		50.82	58.49		45.90	35.85
Grade 6		17.07	3.17		56.10	47.62		26.83	49.21
All Grades		12.45	12.84		50.62	50.97		36.93	36.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.07	17.81		57.32	61.64		25.61	20.55
Grade 4		14.04	19.12		54.39	51.47		31.58	29.41
Grade 5		1.64	5.66		65.57	54.72		32.79	39.62
Grade 6		9.76	6.35		73.17	68.25		17.07	25.40
All Grades		11.20	12.84		61.41	59.14		27.39	28.02

**Conclusions based on this data:**

1. The percent of 4th grade students who met or exceeded standard in Math improved by 8.41% from 29.83% in 21-22 to 38.24% in 22-23.
2. The percent of all students who met or exceeded standard in Math decreased by 4.36% from 32.37% in 21-22 to 28.01% in 22-23.
3. English Learners were the only student subgroup who demonstrated a decline in the percent of students proficient in math standards on SBAC.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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
<b>K</b>	1450.2	1455.4	1412.2	1460.0	1458.8	1429.1	1427.2	1447.5	1372.7	13	21	15
<b>1</b>	*	1441.3	1446.5	*	1461.8	1457.3	*	1420.6	1435.3	10	13	12
<b>2</b>	1493.6	*	1483.9	1495.3	*	1486.4	1491.6	*	1480.9	16	7	14
<b>3</b>	1500.3	1505.8	*	1503.5	1508.7	*	1496.5	1502.5	*	20	15	4
<b>4</b>	1487.9	1500.9	1514.8	1482.2	1490.1	1532.3	1492.9	1511.1	1496.7	11	11	12
<b>5</b>	*	1530.4	*	*	1525.5	*	*	1534.8	*	7	11	7
<b>6</b>	1518.1	*	1526.0	1509.8	*	1529.9	1526.1	*	1521.5	12	7	11
<b>All Grades</b>										89	85	75

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
<b>K</b>	38.46	33.33	0.00	7.69	23.81	46.67	38.46	28.57	46.67	15.38	14.29	6.67	13	21	15
<b>1</b>	*	0.00	0.00	*	30.77	33.33	*	46.15	50.00	*	23.08	16.67	*	13	12
<b>2</b>	18.75	*	7.14	43.75	*	57.14	25.00	*	35.71	12.50	*	0.00	16	*	14
<b>3</b>	20.00	20.00	*	45.00	46.67	*	30.00	20.00	*	5.00	13.33	*	20	15	*
<b>4</b>	0.00	27.27	25.00	45.45	36.36	41.67	27.27	18.18	16.67	27.27	18.18	16.67	11	11	12
<b>5</b>	*	18.18	*	*	36.36	*	*	45.45	*	*	0.00	*	*	11	*
<b>6</b>	25.00	*	18.18	25.00	*	45.45	33.33	*	18.18	16.67	*	18.18	12	*	11
<b>All Grades</b>	22.47	23.53	8.00	39.33	36.47	46.67	25.84	27.06	30.67	12.36	12.94	14.67	89	85	75

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
<b>K</b>	23.08	38.10	13.33	53.85	33.33	33.33	15.38	14.29	46.67	7.69	14.29	6.67	13	21	15
<b>1</b>	*	23.08	25.00	*	38.46	25.00	*	38.46	41.67	*	0.00	8.33	*	13	12
<b>2</b>	50.00	*	28.57	25.00	*	42.86	18.75	*	21.43	6.25	*	7.14	16	*	14
<b>3</b>	50.00	46.67	*	30.00	33.33	*	10.00	13.33	*	10.00	6.67	*	20	15	*
<b>4</b>	18.18	45.45	66.67	36.36	27.27	16.67	27.27	9.09	0.00	18.18	18.18	16.67	11	11	12
<b>5</b>	*	45.45	*	*	54.55	*	*	0.00	*	*	0.00	*	*	11	*
<b>6</b>	33.33	*	45.45	41.67	*	36.36	8.33	*	9.09	16.67	*	9.09	12	*	11
<b>All Grades</b>	43.82	44.71	34.67	33.71	34.12	32.00	13.48	12.94	21.33	8.99	8.24	12.00	89	85	75

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
<b>K</b>	30.77	23.81	0.00	0.00	14.29	6.67	61.54	42.86	73.33	7.69	19.05	20.00	13	21	15
<b>1</b>	*	0.00	0.00	*	15.38	25.00	*	46.15	41.67	*	38.46	33.33	*	13	12
<b>2</b>	12.50	*	7.14	50.00	*	42.86	25.00	*	21.43	12.50	*	28.57	16	*	14
<b>3</b>	5.00	20.00	*	30.00	0.00	*	55.00	66.67	*	10.00	13.33	*	20	15	*
<b>4</b>	0.00	9.09	0.00	27.27	27.27	25.00	27.27	45.45	41.67	45.45	18.18	33.33	11	11	12
<b>5</b>	*	9.09	*	*	18.18	*	*	63.64	*	*	9.09	*	*	11	*
<b>6</b>	0.00	*	0.00	50.00	*	27.27	25.00	*	45.45	25.00	*	27.27	12	*	11
<b>All Grades</b>	11.24	11.76	1.33	33.71	21.18	24.00	38.20	48.24	45.33	16.85	18.82	29.33	89	85	75

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
<b>K</b>	30.77	28.57	20.00	53.85	61.90	66.67	15.38	9.52	13.33	13	21	15
<b>1</b>	*	38.46	25.00	*	53.85	66.67	*	7.69	8.33	*	13	12
<b>2</b>	31.25	*	50.00	62.50	*	35.71	6.25	*	14.29	16	*	14
<b>3</b>	55.00	46.67	*	35.00	40.00	*	10.00	13.33	*	20	15	*
<b>4</b>	9.09	54.55	33.33	81.82	18.18	50.00	9.09	27.27	16.67	11	11	12
<b>5</b>	*	27.27	*	*	63.64	*	*	9.09	*	*	11	*
<b>6</b>	0.00	*	18.18	83.33	*	63.64	16.67	*	18.18	12	*	11
<b>All Grades</b>	32.58	37.65	28.00	58.43	51.76	56.00	8.99	10.59	16.00	89	85	75

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
<b>K</b>	15.38	47.62	6.67	76.92	38.10	80.00	7.69	14.29	13.33	13	21	15
<b>1</b>	*	23.08	33.33	*	61.54	58.33	*	15.38	8.33	*	13	12
<b>2</b>	40.00	*	35.71	46.67	*	64.29	13.33	*	0.00	15	*	14
<b>3</b>	50.00	60.00	*	45.00	26.67	*	5.00	13.33	*	20	15	*
<b>4</b>	54.55	36.36	75.00	18.18	45.45	8.33	27.27	18.18	16.67	11	11	12
<b>5</b>	*	72.73	*	*	18.18	*	*	9.09	*	*	11	*
<b>6</b>	50.00	*	54.55	33.33	*	36.36	16.67	*	9.09	12	*	11
<b>All Grades</b>	44.32	52.94	40.00	45.45	34.12	48.00	10.23	12.94	12.00	88	85	75

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
<b>K</b>	23.08	28.57	0.00	61.54	52.38	93.33	15.38	19.05	6.67	13	21	15
<b>1</b>	*	0.00	8.33	*	46.15	50.00	*	53.85	41.67	*	13	12
<b>2</b>	37.50	*	7.14	50.00	*	71.43	12.50	*	21.43	16	*	14
<b>3</b>	10.00	13.33	*	60.00	40.00	*	30.00	46.67	*	20	15	*
<b>4</b>	0.00	18.18	8.33	54.55	54.55	50.00	45.45	27.27	41.67	11	11	12
<b>5</b>	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*
<b>6</b>	0.00	*	0.00	50.00	*	45.45	50.00	*	54.55	12	*	11
<b>All Grades</b>	17.98	15.29	4.00	53.93	52.94	62.67	28.09	31.76	33.33	89	85	75

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
<b>K</b>	38.46	23.81	13.33	30.77	52.38	53.33	30.77	23.81	33.33	13	21	15
<b>1</b>	*	7.69	0.00	*	69.23	75.00	*	23.08	25.00	*	13	12
<b>2</b>	18.75	*	21.43	68.75	*	57.14	12.50	*	21.43	16	*	14
<b>3</b>	5.00	20.00	*	90.00	80.00	*	5.00	0.00	*	20	15	*
<b>4</b>	0.00	18.18	8.33	72.73	63.64	66.67	27.27	18.18	25.00	11	11	12
<b>5</b>	*	40.00	*	*	50.00	*	*	10.00	*	*	10	*
<b>6</b>	16.67	*	27.27	75.00	*	54.55	8.33	*	18.18	12	*	11
<b>All Grades</b>	15.73	19.05	12.00	70.79	66.67	61.33	13.48	14.29	26.67	89	84	75

**Conclusions based on this data:**

1. The number of students assessed at each grade level ranges from 4 students (3rd grade) to 15 students (kindergarten).

2. In 22-23, 25% of 4th grade students scored overall language level 4 and 41.67% scored overall language level 3.
3. The percentage of students scoring Well Developed in the Writing Domain declined from 21-22 to 22-23.



# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>524</b>	<b>71.9</b>	<b>15.6</b>	<b>0.2</b>
Total Number of Students enrolled in at La Mesa Dale Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	82	15.6
Foster Youth	1	0.2
Homeless	21	4
Socioeconomically Disadvantaged	377	71.9
Students with Disabilities	83	15.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	82	15.6
American Indian	1	0.2
Asian	21	4
Filipino	16	3.1
Hispanic	256	48.9
Two or More Races	39	7.4
Pacific Islander	1	0.2
White	108	20.6

**Conclusions based on this data:**

1. The Hispanic/Latino student group remains our largest.
2. The White student group remains our second largest.
3. La Mesa Dale's enrollment continues to increase.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. Chronic Absenteeism went from Very High in 2022 to Yellow in 2023 (declined 6.3%).
2. Suspension Rates went from High in 2022 to Orange in 2023 (maintained).
3. EL Progress went from High in 2022 to Orange (50.9% making progress) in 2023.

# School and Student Performance Data

## Academic Performance English Language Arts

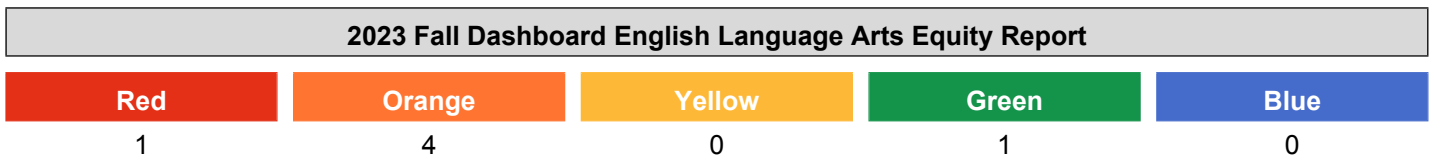
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 20.2 points below standard Maintained -2.8 points 243 Students	<b>English Learners</b>  Orange 49.9 points below standard Decreased Significantly -41.2 points 42 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 45.2 points below standard 12 Students	<b>Socioeconomically Disadvantaged</b>  Orange 27.8 points below standard Decreased -6.6 points 172 Students	<b>Students with Disabilities</b>  Red 108.8 points below standard Decreased -7.6 points 53 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 32.8 points below standard Decreased -14.3 points 37 Students	 No Performance Color 0 Students	35.7 points above standard 11 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 32 points below standard Decreased -5.9 points 120 Students	9.3 points below standard Increased Significantly +31.1 points 16 Students	Less than 11 Students 1 Student	 Green 3.7 points below standard Increased +11.9 points 52 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
106.1 points below standard Decreased Significantly -61.7 points 27 Students	51.4 points above standard Decreased Significantly -38.9 points 15 Students	15.5 points below standard Increased +3.5 points 192 Students

**Conclusions based on this data:**

- English Only students increased 3.5 points while Current English Learners decreased 61.7 points.
- Of the student groups reported on for ELA, one group maintained, three groups increased, and seven groups decreased in ELA scores.

# School and Student Performance Data

## Academic Performance Mathematics

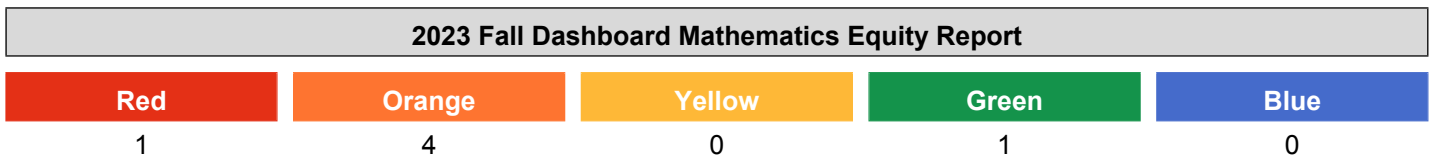
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 45.1 points below standard Decreased -6.8 points 243 Students	<p><b>English Learners</b></p>  Orange 65.9 points below standard Decreased Significantly -39.6 points 42 Students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p> 69.8 points below standard 12 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 55.3 points below standard Decreased -12.2 points 172 Students	<p><b>Students with Disabilities</b></p>  Red 122.6 points below standard Decreased -12.8 points 53 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 65 points below standard Decreased Significantly - 19.9 points 37 Students	 No Performance Color 0 Students	13.1 points above standard 11 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 59.8 points below standard Decreased -12.8 points 120 Students	33.3 points below standard Increased Significantly +30.5 points 16 Students	Less than 11 Students 1 Student	 Green 18 points below standard Increased +9.5 points 52 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
124.1 points below standard Decreased Significantly -75 points 27 Students	38.9 points above standard Maintained +1.9 points 15 Students	41.6 points below standard Maintained -1.4 points 192 Students

#### Conclusions based on this data:

1. Current English Learner scores decreased while Reclassified English Learners and English Only Learners maintained their scores.
2. Of student groups reported, two maintained, two increased, and seven decreased.

# School and Student Performance Data

## Academic Performance English Learner Progress

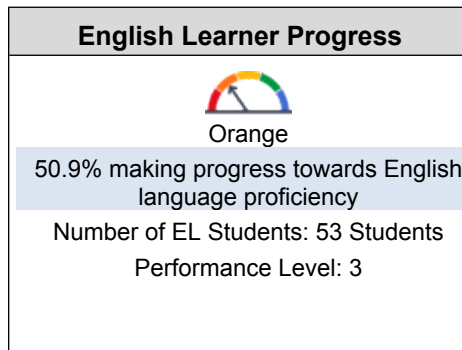
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16	10	2	25

#### Conclusions based on this data:

1. Half of students are making progress toward English Language Proficiency.
2. 16 students decreased one ELPI level.
3. 25 students Progressed at least one ELPI level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

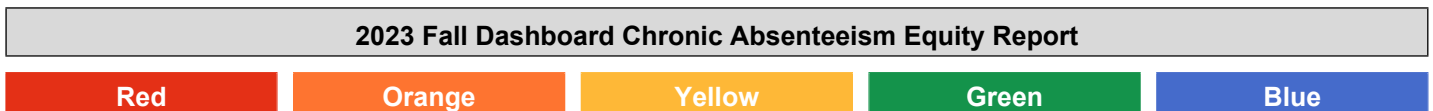
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 25.2% Chronically Absent Declined Significantly -6.3 555 Students	 Orange 21.6% Chronically Absent Declined -9.2 97 Students	Less than 11 Students 1 Student
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
30.4% Chronically Absent Declined -26.1 23 Students	 Yellow 28.2% Chronically Absent Declined Significantly -7.9 397 Students	 Orange 26.1% Chronically Absent Declined -11.6 111 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 23.9% Chronically Absent Declined -4.3 88 Students	Less than 11 Students 1 Student	31.8% Chronically Absent Increased 6.8 22 Students	16.7% Chronically Absent Increased 6.1 18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 27% Chronically Absent Declined Significantly -11.9 270 Students	 Red 23.3% Chronically Absent Increased 5.9 43 Students	Less than 11 Students 1 Student	 Orange 22.3% Chronically Absent Declined -3.7 112 Students

**Conclusions based on this data:**

1. Hispanic Student (270) chronic absenteeism declined significantly from Very High (39% Chronic Absenteeism) in 2022 to Yellow (27% Chronic Absenteeism) in 2023.
2. Socioeconomically Disadvantaged Student (397) chronic absenteeism declined significantly from 36% in 2022 to 28% in 2023.
3. The following student sub groups all experienced a decline in chronic absenteeism from 2022 to 2023: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

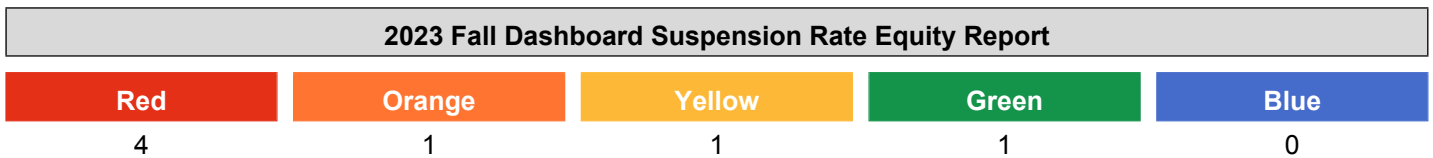
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 4.7% suspended at least one day Maintained 0 577 Students	<p><b>English Learners</b></p>  Red 7% suspended at least one day Increased 3.8 100 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students 1 Student</p>
<p><b>Homeless</b></p> <p>4.3% suspended at least one day Declined -17.4 23 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 4.4% suspended at least one day Declined Significantly -1 412 Students	<p><b>Students with Disabilities</b></p>  Red 7.5% suspended at least one day Increased 0.5 120 Students

## 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 10.9% suspended at least one day Maintained -0.2 92 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 22 Students	0% suspended at least one day Maintained 0 18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.5% suspended at least one day Declined Significantly -1.3 279 Students	 Red 10% suspended at least one day Increased 6.2 50 Students	Less than 11 Students 2 Students	 Orange 4.4% suspended at least one day Increased 0.6 113 Students

### Conclusions based on this data:

1. The suspension rate for Hispanic students improved from High (3.8%) in 2022 to Green (2.5%) in 2023.
2. The suspension rate for SED students improved from Very High (5.4%) in 2022 to Yellow (4.4%) in 2023.
3. The following student subgroups have increased suspension rates from 2022 to 2023: English Learners, White, 2+ Races.

# SPSA Monitoring and Evaluation 2023-24

## Goal #1

### Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 43% to 50% (minimum of 3% increase).

The percentage of ELs in Grades 3-6 meeting standard on SBAC (ELA) will increase from 4% to 15% (minimum of 8% increase).

The percentage of SED students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 44% to 52% (minimum of 8% increase).

The percentage of SWD in Grades 3-6 meeting standard on SBAC (ELA) will increase from 7% to 15% (minimum of 8% increase).

### Local Assessments:

The percentage of all students in Grades K-6 scoring mid, above, or early-on grade level on i-Ready Diagnostic 2 (ELA) will increase from 47% to 50% (minimum of 3% increase).

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

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

The percentage of SWD in Grades K-6 scoring mid, above, or early-on grade level on i-Ready Diagnostic 2 (ELA) will increase from 17% to 25% (minimum of 8% increase).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
80% reading specialist 1000-1999: Certificated Personnel Salaries Title I 92171.6  Title I Carry Over from 22-23 1000-1999: Certificated Personnel Salaries Title 1 Carryover 14813	Differentiated Instruction and Interventions with support of Reading Specialist	Literably Scores, SIPPS Assessment Scores, iReady growth	All students participating are making growth in one or more of the metrics.	Modify  Increase from 80% to 100% in the new school year.
Time sheet for ILT members to meet outside of contracted school year to plan professional	School-wide focus on improving Literacy using the Framework for Powerful Learning and Cycles of Professional Learning.	ILT Notes, Feedback from Teachers on Professional Learning, ILT Learning Walk Data	Positive Feedback from staff on Professional Learning, ILT Learning Walk Data shows implementation of Powerful Practices.	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
learning. 0000: Unrestricted Title I 1000				
Substitute Teachers to provide release time. 1000-1999: Certificated Personnel Salaries Title I 1000	Specialized Academic Instruction (SAI) A comprehensive service model will continue to be implemented to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).	Notes from bi-weekly SAI check-ins	SAI teachers have not used this resources as written.	Modify  Plan days and reserve substitutes for these days before the end of September.
	Content-Focused Coaching with a trained Intervention and Data Support (IDS) teacher.	ILT Notes, Feedback from Teachers on Professional Learning, ILT Learning Walk Data	Positive Feedback from staff on Professional Learning, ILT Learning Walk Data shows implementation of Powerful Practices.	Continue
	Integrated and Designated English Language Development (ELD)	Principal observations of ELD time, Teacher submitted class schedules, iReady scores of EL students, ELPAC scores	Teachers request more resources to be available for them to use, especially with Newcomers, during this time.	Modify  Continue to provide professional learning and resources to support ELD instruction: Professional Learning on designated and integrated ELD, Flocabulary resource to support Language Acquisition of content specific vocabulary.
	Professional Learning Communities (PLCs)	Weekly PLC Notes, PLC self-assessments, increase in student achievement as measured by Literably, iReady, etc.	La Mesa Dale showed the most growth and highest scores as compared to other elementary schools in the district on iReady Diagnostic 2. Collaboration time contributes to this.	Continue

## Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

# Analysis

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

Strategies were largely implemented as written. The major difference is that not all SAI teachers used the subs available to them to meet with General Education teachers due to difficulties with scheduling these days. Funding that was allocated for paying for substitutes was used instead to purchase SIPPS fluency readers for classrooms.

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

The work of the Reading Specialist has been highly effective. Strategy 1 will be changed to increase Reading Specialist time from 80% to 100%. Substitutes for SAI and General Education collaboration time will be reserved early in the school year to prevent scheduling conflicts. Additionally, more supports will be put in place to support designated and integrated English Language Development instruction.

## Goal #2

### Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 29% to 35% (minimum of 3% increase).

The percentage of ELs in Grades 3-6 meeting standard on SBAC (Math) will increase from 10% to 18% (minimum of 8% increase).

The percentage of SED students in Grades 3-6 meeting standard on SBAC (Math) will increase from 28% to 36% (minimum of 8% increase).

The percentage of SWD in Grades 3-6 meeting standard on SBAC (Math) will increase from 7% to 15% (minimum of 8% increase).

### Local Assessments:

The percentage of all students in Grades K-6 scoring mid, above, or early-on grade level on i-Ready Diagnostic 2 (Math) will increase from 31% to 34% (minimum of 3% increase).

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

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

The percentage of SWD in Grades K-6 scoring mid, above, or early-on grade level on i-Ready Diagnostic 2 (Math) will increase from 10% to 18% (minimum of 8% increase).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Math Consultant 5000-5999: Services And Other Operating Expenditures Title I 15,000	Differentiated Instruction and Interventions	N/A	We were not able to staff this position.	Discontinue  Discontinued due to difficulty with staffing. Funds were reallocated to allow us to bring our Reading Specialist on staff full time.
Substitute Teachers to provide release time 1000-1999: Certificated Personnel Salaries Title I 1000	Specialized Academic Instruction (SAI)	Notes from bi-weekly SAI Check-ins	SAI teachers have not used this resources as written.	Continue  Schedule these days and reserve substitutes before the end of September to prevent scheduling conflicts.
	Professional Learning Communities (PLCs)	Weekly PLC Notes, PLC self-assessments, increase in student achievement as measured by iReady and classroom math assessments.	Collaboration is proven to contribute to positive student outcomes.	Continue



Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Professional Learning - GLAD 5800: Professional/Consulting Services And Operating Expenditures Title I 6000	Integrated and Designated English Language Development (ELD)	Principal observations of ELD time, Teacher submitted class schedules, iReady scores of EL students, ELPAC scores, GLAD attendee evaluation of course.	Teachers who attended part 1 of GLAD training did not all feel that it would be beneficial for them to participate in Part 2.	Modify  Continue Integrated and Designated ELD Professional Learning. Discontinue funding for GLAD training.

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

A large portion of funding dedicated to this Goal could not be spent as we were not able to fill the math consultant position for the duration of the school year. Funds, instead, were used to purchase Math for Love to support math instruction in Special Education and General Education classrooms. Some funds were reallocated to support other goals. In addition, teachers who attended GLAD training through San Diego County Office of Education did not get as much out of the experience as they hoped and elected not to enroll in the second part of the course. We also were able to purchase flexible seating to support flexible learning environments that research shows are most conducive to student engagement, ownership, and achievement. Anytime a student is able to make choices as it relates to their learning, they are innately more engaged and assume ownership. As another means of differentiation, students are encouraged to select workspaces that met their needs as a learner. This process allowed students to try out a variety of workspaces in order to navigate which area of the classroom suit them best for engaging in math activities.

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

Moving forward, we will discontinue the math consultant position as well as GLAD training. Flocabulary has been purchased to support acquisition of vocabulary, including math vocabulary, particularly for ELs and SWD.

**Goal #3**

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

La Mesa Dale's percent of Students with Disabilities (ATSI) who are chronically absent (missing 10% or more of the school year) will decrease by 1%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Attendance Incentives 4000-4999: Books And Supplies Title I 1000	Attendance Supports in summary: Monitor attendance and respond in a tiered approach that includes Safety Patrol, Run Club, phone calls, messages, meetings at the school, and/or home visits by school staff.	Attendance Reports from Aeries, SEL and parent survey questions related to relationships between the school and the family.	Comparing End of Year 2023 data to Year to Date data at the end of January 2024, the percent of students present has increased by 1.38% and chronic absenteeism has decreased 4.22%.	Continue
	Attendance <ul style="list-style-type: none"> <li>All strategies listed above will be utilized.</li> <li>Case worker will contact families of special education students who receive attendance letters to identify specific needs that may be addressed through the IEP to support attendance.</li> </ul>	SWD Attendance Reports from Aeries	There are currently 23 chronically absent Students with Disabilities. This practice has helped us focus on these families to provide targeted support.	Continue

**Annual Review**

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

**Analysis**

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

Strategies were implemented as described.

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 addition to strategies listed, we are hoping to have a therapy dog begin working with our chronically absent students in the coming school year. Additionally, more funding will be provided to support this goal.



**Goal #4**

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

- Culture/Climate
- Growth Mindset
- Self-Management
- Self-Efficacy
- Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

- Support for Academic Learning
- Sense of Community
- Sense of Safety

The number of students suspended will decrease from 2.51% to 2% (minimum of .5%).

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

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	Culture and Climate	Parent Survey, Student SEL survey, Parent sign-ins at events, Parent Volunteer Hours Log from Ident-a-Kid	Parents volunteer at the school regularly. Over 80 families attended each of our family curriculum nights.	Continue
Parent Education Curriculum 0001-0999: Unrestricted: Locally Defined Title I 700.00  Family Curricular Night 0000: Unrestricted Title I 1500	Parent - Community Engagement and Support	Parent Survey, Student SEL survey, anecdotal notes	Many parents comment on how much they love Family Nights, Class Dojo, and Parent Education.	Modify  Provide more funding for this strategy.
SafetyNet Presentation 0000: Unrestricted Title I 600	Social and Emotional Learning	Referral data, SEL Student Survey Data	Reduction in referrals for and reports of cyberbullying or inappropriate social media interactions outside of school. Students report liking themselves more, feeling more confident engaging in conversations, and having stronger friendships.	Continue
	Campus Safety and Facilities improvements	Notes from Health and Safety Meetings, Notes from Custodian/Principal walks of campus, notes from Prop V meetings.	Work continues and improves the security on our campus.	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Garden Educator 0001-0999: Unrestricted: Locally Defined Title I 7500	Community Garden	Parent and Staff Survey	We were not able to staff this position until March 2024. It went unstaffed for most of the school year.	Continue
Materials for SSA meetings 0000: Unrestricted Title I 300	Safe School Ambassadors	Student Survey, SEL survey, SSA survey	SSA students report enjoying being in SSA and wanting to continue the work. Parents report positively about having SSA at our site.	Continue
Release time for paraprofessional training after school 2000-2999: Classified Personnel Salaries Title I 400	All Special Education Staff (certificated and classified) will be trained to implement Second Step® Curriculum.	N/A	Not Used	Discontinue  We plan to train staff during work hour instead of outside of the workday
	ESSPN	Student survey	Students report personal growth as a result of participating in ESSPN.	Continue
	Campus Attendant Meetings	Campus Attendant Meeting Notes	Campus attendants report positively about the improved communication.	Continue
Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,903.50	Hire parent liaisons			Continue

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

The major difference between the intended implementation of strategies to meet this goal was the fact that we had a hard time staffing the garden educator position. This position was finally staffed on March 12, 2024. This person hopes

to continue into next school year. The delay in staffing resulted in not spending allocated funds on this position. These funds were reallocated to support Social Emotional Learning Curriculum.

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.

One change that will be made to this goal is removal of release time for paraprofessional training. Instead of funding substitutes to provide training outside of the scheduled work day, paraprofessionals shared that they prefer having training worked into their existing hours. Training will take place on Tuesdays and/or during minimum days that occur during parent-teacher conference week in November.

Additionally, La Mesa Dale is piloting Satchel Pulse SEL Student Screener in place of the CORE SEL survey. Our metrics will change moving forward. The Satchel Pulse screener measures the same five social-emotional learning (SEL) competencies that are now included within our elementary report cards and automatically places students into tiers based on their assessment results, identifies each student's strengths and skill deficits, and offers lessons and interventions for group counseling and 1:1 support to address the identified needs.

Lastly, in an effort to support our SWD, we will create and monitor a metric around SWD suspension rates (ATSI).

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Language Arts

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from 45% to 53%.

The percentage of ELs of testing age meeting standard on SBAC (ELA) will increase from 6% to 15%.

The percentage of SED students of testing age meeting standard on SBAC (ELA) will increase from 45% to 53%.

The percentage of SWD of testing age meeting standard on SBAC (ELA) will increase from 16% to 24%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 53% to 57%.

The percentage of ELs scoring at or above grade level on i-Ready (ELA) will increase from 22% to 30%.

The percentage of SED students scoring at or above grade level on i-Ready (ELA) will increase from 49% to 57%.

The percentage of SWD scoring at or above grade level on i-Ready (ELA) will increase from 29% to 37%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The latest data reveals an upward trend in student achievement on the SBAC and site-based iReady assessments, showcasing progress across all student groups. While we did not quite meet ELA goals set out in the 23-24 SBAC, the percent of students proficient (Overall, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged) increased. Particularly striking is the fact that the percent of SWD demonstrating proficiency on SBAC more than doubled. However, as reported on the California Dashboard, the SWD increased the number of points below standard, making this an ATSI group.

Site iReady data reveals that all student groups listed above showed growth in ELA. Three of the four student groups improved on or exceeded the goal stated in the 23-24 SPSA.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 45%</p> <p>English Learners, Grades 3-6 - 6%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 45%</p> <p>Students with Disabilities, Grades 3-6 - 16%</p>	<p>ALL students, Grades 3-6 - 53%</p> <p>English Learners, Grades 3-6 - 15%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 53%</p> <p>Students with Disabilities, Grades 3-6 - 24%</p>
i-Ready ELA Assessment - % of students mid, above, or early-on grade level on i-Ready Diagnostic 2 (All grades)	<p>ALL students - 53%</p> <p>English Learners - 22%</p> <p>Socioeconomically Disadvantaged Students - 49%</p> <p>Students with Disabilities - 29%</p>	<p>ALL students - 57%</p> <p>English Learners - 30%</p> <p>Socioeconomically Disadvantaged Students - 57%</p> <p>Students with Disabilities - 37%</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Differentiated Instruction and Interventions with support of Reading Specialist</p> <p>We will implement a school-wide system of differentiated ELA instruction and interventions to meet the needs of all students. Based on data from i-Ready, Literably, and SIPPS assessments, teachers will deliver the weekly evidence-based intervention to cohorts of students not reading at grade level using evidence-based intervention materials to support learning.</p> <ul style="list-style-type: none"> <li>Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA essential standards.</li> <li>Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA standards.</li> <li>All K-6 students will participate in their i-Ready personalized learning pathway for reading a minimum of 45 minutes per week.</li> <li>Teachers will administer three i-Ready Diagnostic assessments over the course of the school year.</li> </ul>	All Students	<p>134114</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>97% Reading Specialist</p> <p>2966</p> <p>0100/0105</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3% Reading Specialist</p>



	<ul style="list-style-type: none"> <li>Teachers will be trained on how to use iReady's Instructional Groupings based on Diagnostic Results as well as the Tools for Instruction that are provided for each grouping.</li> <li>Teachers will utilize i-Ready Tools for Instruction when appropriate for differentiation and interventions.</li> <li>A Reading Specialist will be hired to provide reading intervention to primary students and to provide support in reading instruction to general education and special education staff.</li> </ul>		
<b>1.3</b>	<p>Specialized Academic Instruction (SAI). A comprehensive service model will continue to be implemented to meet the needs of SWD through SAI. Additionally, SAI teachers and students have access to a Flocabulary subscription to support student learning of content specific vocabulary terms and grammar.</p>	Students with Disabilities (ATSI)	
<b>1.4</b>	<p>Content-Focused Coaching is a professional development approach in which a district coach, also known as an Intervention and Data Support (IDS) teacher, provides in-class demonstrations, attends weekly grade-level meetings, and visits teachers each month for co-teaching, observation, and feedback. The Content-Focused Coach supports out school-wide focus on improving literacy.</p> <p>Using the Framework for Powerful Learning and Cycles of Professional Learning, teachers participate in ongoing professional learning about powerful practices (close reading, collaborative academic conversations, etc.) with the Content-Focused Coach that can be used to improve students' ability to read, understand, and make meaning of grade level appropriate informational text across all content areas. The coaches themselves receive extensive training in the literacy strategies and in coaching methods.</p>	All Students	
<b>1.5</b>	<p>Integrated and Designated English Language Development (ELD) We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).</p> <ul style="list-style-type: none"> <li>Students will be clustered by overall EL Proficiency level for designated ELD instruction in August of the new school year.</li> <li>English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.</li> </ul>	English Learners	

	<ul style="list-style-type: none"> <li>• Staff meetings and/or Site Learning Days will be designated to support consistent and effective implementation of integrated and designated ELD.</li> <li>• Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline-specific language development.</li> <li>• Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.</li> </ul> <p>We will monitor English Learner progress and provide timely and systematic intervention.</p> <ul style="list-style-type: none"> <li>• In addition to 30 minutes per day of Designated ELD, English Learners with an ELPAC performance level of 1 or 2 will have access to Wonders Adaptive Learning for English Learners.</li> <li>• Plans will be used to monitor English Learner progress. Students not making adequate progress will receive intervention.</li> <li>• Teachers and English Learners have access to a Flocabulary subscription to support student learning of content specific vocabulary terms and grammar.</li> </ul>		
1.6	<p>Professional Learning Communities (PLCs) A Professional Learning Community is a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve.</p> <ul style="list-style-type: none"> <li>• Staff meetings, Site Learning Days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.</li> </ul>	All Students	

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Math

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (Math) will increase from 32% to 40%.

The percentage of ELs of testing age meeting standard on SBAC (Math) will increase from 12% to 20%.

The percentage of SED students of testing age meeting standard on SBAC (Math) will increase from 32% to 40%.

The percentage of SWD of testing age meeting standard on SBAC (Math) will increase from 8% to 16%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 36% to 39%.

The percentage of ELs scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 7% to 15%.

The percentage of SED students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 29% to 37%.

The percentage of SWD scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 22% to 30%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The trend in mathematics mirrors the upward trajectory observed in English Language Arts (ELA), with all student groups except English Learners showing progress toward or surpassing their goals. Unfortunately, like ELA, the CA Dashboard shows an increase in the points below standard despite SBAC showing an increase in the percent of students demonstrating proficiency. Flocabulary has been purchased to support math vocabulary acquisition and development for English Learners and Students with Disabilities.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 32%</p> <p>English Learners, Grades 3-6 - 12%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 32%</p> <p>Students with Disabilities, Grades 3-6 - 8%</p>	<p>ALL students of testing age, 40%</p> <p>English Learners, of testing age - 20%</p> <p>Socioeconomically Disadvantaged Students of testing age- 40%</p> <p>Students with Disabilities of testing age - 16%</p>
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	<p>ALL students - 36%</p> <p>English Learners - 7%</p> <p>Socioeconomically Disadvantaged Students - 29%</p> <p>Students with Disabilities - 22%</p>	<p>ALL students of testing age - 39%</p> <p>English Learners - 15%</p> <p>Socioeconomically Disadvantaged Students - 37%</p> <p>Students with Disabilities - 30%</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Differentiated Instruction and Interventions</p> <p>We will implement a school-wide system of differentiated Math instruction and interventions to meet the needs of all students.</p> <ul style="list-style-type: none"> <li>Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential Math standards.</li> <li>All K-6 students will participate in their i-Ready personalized learning pathway for math a minimum of 45 minutes per week.</li> <li>Teachers will administer three iReady Math Diagnostic assessments over the course of the school year and have release time to analyze diagnostic results in order to plan instruction.</li> <li>Teachers will be trained on how to use i-Ready's Instructional Groupings based on Diagnostic Results as well as the Tools for Instruction that are provided for each grouping.</li> <li>Teachers will utilize i-Ready Tools for Instruction when appropriate for differentiation and interventions.</li> <li>Teachers will meet individually with at-risk students and conduct math data chats each trimester to set short-term and long-term goals.</li> </ul>	All Students	

<b>2.2</b>	<p>Specialized Academic Instruction (SAI)  We will continue to develop a comprehensive service model to meet the needs of our SWD through SAI. Additionally, SAI teachers have access to Flocabulary subscription to support student learning of math specific vocabulary terms.</p>	Students with Disabilities (ATSI)	
<b>2.3</b>	<p>Professional Learning Communities (PLCs)  A Professional Learning Community is a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve.  Staff meetings, Site Learning Days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.</p>	All Students	
<b>2.4</b>	<p>Integrated and Designated English Language Development (ELD)  We will ensure strong Integrated English Language Development (ELD) for all English Learners (ELs).</p> <ul style="list-style-type: none"> <li>• When classes are created in the fall, EL Students will be clustered by overall EL Proficiency level.</li> <li>• Staff meetings and/or Site Learning Days will be used to support consistent and effective implementation of integrated and designated ELD.</li> <li>• Teachers will implement integrated ELD through scaffolding strategies for math and math-specific language development.</li> <li>• Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk in math.</li> <li>• Teachers will use Flocabulary subscription to support student learning of math specific vocabulary terms.</li> </ul>	English Learners (ELs)	

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Engagement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While the school's overall rate of chronic absenteeism decreased from 25% in the 22-23 school year to 19.67% in the 23-24 school year, the chronic absenteeism rate of SWD increased 1% despite significant multi-tiered efforts. We will provide information about attendance to parents of SWD via email, text, Smore, and ClassDojo. We also plan to involve SWD in segments of our school-wide broadcast giving them the responsibility of sharing with the school community about the importance of regular attendance. We will also develop Nudge Cards to be used when SWD are absent.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism was 19.67%.	In 2024-2025, we will reduce the rate of chronic absenteeism by 1% to 18.67%.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Attendance <ul style="list-style-type: none"> <li>Welcoming relationship-focused school environment where all students are appreciated for who they are and feel a sense of safety and belonging.</li> <li>Tiered approach to intervention (ie. Tiers for students missing 5-9%, students missing 10-19%, students missing 20%)</li> </ul>	All Students	

	<p>+ ) that includes the most effective attendance improvement strategies: access to tutoring, home visits, and Nudge Cards.</p> <ul style="list-style-type: none"> <li>• Utilize community resources like La Mesa Spring Valley Education Foundation to ensure families have basic needs met.</li> <li>• Connect families with before/after school care if this will possibly improve attendance (Boys &amp; Girls Clubs, Extended School Services)</li> <li>• Safety Patrol before and after school daily to ensure students have safe routes to get to school.</li> <li>• Run Club for the family before school provides an opportunity for students (and parents) to exercise and build relationships before school. Participating students are early to school, and therefore not marked tardy.</li> <li>• Collaboration with Love on a Leash to bring a Therapy Dog to school to support students with chronic absenteeism.</li> </ul>		
<b>3.2</b>	<p>Attendance</p> <ul style="list-style-type: none"> <li>• All strategies listed above will be utilized.</li> <li>• Case worker will contact families of SWD who receive attendance letters to identify specific needs that may be addressed through the IEP to support attendance.</li> <li>• Provide information about attendance to parents of SWD via email, text, Smore, and ClassDojo.</li> <li>• Involve SWD in segments of our school-wide broadcast giving them the responsibility of sharing with the school community about the importance of regular attendance.</li> <li>• Develop Nudge Cards to be used when SWD are absent.</li> </ul>	Students with Disabilities	
<b>3.3</b>	<p>Attendance</p> <ul style="list-style-type: none"> <li>• All strategies listed above will be utilized.</li> <li>• Provide information about attendance to parents of SWD via email, text, Smore, and ClassDojo.</li> <li>• Involve students with two or more races with chronic absenteeism in segments of our school-wide broadcast giving them the responsibility of sharing with the school community about the importance of regular attendance.</li> <li>• Develop Nudge Cards to be used when students with two or more races are absent.</li> </ul>	Students with two or more races	

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Climate & Culture

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

Relationship Skills - 7.6/10 to 8/10

Social Awareness - 7.5/10 to 8/10

Self Management - 6.9/10 to 7.5/10

Self Awareness - 7.4/10 to 8/10

Responsible Decision Making - 7.4/10 to 8/10

Please note that these results include TK-6 for the 23-24 school year and will only include TK-5 for the 24-25 school year.

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

Support for Academic Learning 92% to 93%

Sense of Community 91% to 92%

Sense of Safety 86% to 87%

The percent of students suspended will be maintained at 1%.

ATSI - The percent of SWD suspended will decrease from 4.17% of SWD experiencing at least one day of suspension to 3.17%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As it relates to the SEL survey, La Mesa Dale's greatest area for growth is in students' sense that they are able to manage themselves. La Mesa Dale will continue to provide weekly SEL lessons with an emphasis on Self-Management. We will also include tips on Self-Management in our daily school-wide broadcast.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (TK-5th)	<p>LMD's overall score out of 10 in the domains listed below are as follows:</p> <p>Relationship Skills - 7.6/10  Social Awareness - 7.5/10  Self Management - 6.9/10  Self Awareness - 7.4/10  Responsible Decision Making - 7.4/10</p> <p>Please note that these results include TK-6 for the 23-24 school year and will only include TK-5 for the 24-25 school year.</p>	<p>The percentage of students who respond favorably will increase to the following percentages in each domain:</p> <p>Relationship Skills - 8/10  Social Awareness - 8/10  Self Management - 7.5/10  Self Awareness - 8/10  Responsible Decision Making - 8/10</p>
Annual Parent Survey Results	<p>The percentage of parents who responded favorably in the domains listed below are as follows:</p> <p>Support for Academic Learning - 92%  Sense of Community - 91%  Sense of Safety - 86%</p>	<p>The percentage of parents who respond favorably will increase to the following percentages in each domain:</p> <p>Support for Academic Learning - 93%  Sense of Community -92%  Sense of Safety - 87%</p>
Suspension Data	<p>Our school's suspension rate for the 2023-24 school year is 1%.</p> <p>ATSI - SWD suspension rate was 4.17% .</p>	<p>The percentage of students suspended will maintain at 1%.</p> <p>The percentage of SWD suspended will decrease to 3.17%.</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Culture and Climate</p> <ul style="list-style-type: none"> <li>At La Mesa Dale we regularly celebrate student identities, stories, and successes during our daily school-wide broadcast, our weekly school-wide Peace Square, at monthly awards assemblies, and with positive phone calls home.</li> <li>The entire exterior of the campus will get a fresh coat of paint, including exterior walls and doors.</li> <li>We expect all La Mesa Dale Lions to use their "P.A.W.S." Play Safe. Act Kind. Work Hard. Stay Healthy. We review school-wide expectations during Monday's Peace Square, daily school-wide broadcasts, and during assemblies that are held at the beginning of the school year and upon return from each two-week break. Additionally,</li> </ul>	All Students	

	<p>expectations are reviewed regularly in classrooms by classroom teachers.</p> <ul style="list-style-type: none"> <li>• Teachers begin the school year by helping students build relationships with one another. These relationships are the foundation of restorative practices key to success over the course of the school year. Teachers regularly provide students with opportunities to collaborate and work together, building important social skills and social awareness alongside essential academic skills.</li> <li>• Teachers strive to ensure students see themselves represented in what is taught in the classroom.</li> <li>• Parents are welcome at La Mesa Dale as partners in their child's education. We work collaboratively with families to ensure their student's physical, emotional, and educational needs are being met in a way that ensures every student's success.</li> <li>• Ongoing training for both certificated and classified staff on building relationships, maintaining high expectations, and supporting students in reflecting on/learning from mistakes and mending relationships when they make mistakes (Restorative Practices).</li> </ul>		
<p><b>4.2</b></p>	<p>Parent - Community Engagement and Support To promote community engagement, we will:</p> <ul style="list-style-type: none"> <li>• Establish, maintain, and utilize website updates, Twitter feed, and other social media platforms to foster communication with parents and families specifically, and the community at large.</li> <li>• Use ClassDojo school-wide for communication with families in over 30 languages.</li> <li>• Strive to have SSC, ELAC, and PTA membership that reflects school demographic proportions.</li> <li>• Invite family members to participate in daily morning Run Club.</li> <li>• Host family curricular nights: Family Math Night, Family Reading Night, Family Science Night, etc.</li> <li>• PTA Multicultural Night celebrating a variety of cultures represented in our wonderfully diverse school.</li> <li>• Provide regular parent education: Mrs. Babbitt will continue teaching the six-part Parenting the Love and Logic Way series, San Diego Youth Services will continue providing parent education related to nutrition, vaping education, etc.</li> </ul>	<p>All Families</p>	
<p><b>4.3</b></p>	<p>Social and Emotional Learning</p>	<p>All Students</p>	

	<ul style="list-style-type: none"> <li>• All teachers are trained to use the research-based Second Step Social Emotional Learning Curriculum. Our site social worker also conducts class lessons using this curriculum and trains teachers to use the curriculum with their own classes.</li> <li>• Education on managing big emotions and how to navigate conflicts with peers begins with our school-wide broadcast and is reinforced in the classroom. Education on prosocial behaviors provides students with tools that give an alternative to misbehavior and empower students to manage themselves.</li> <li>• Teachers begin the school year by helping students build relationships with one another, forming the foundation of restorative practices. Teachers regularly provide students with opportunities to collaborate and work together, building important social skills and social awareness alongside essential academic skills. In addition to Second Step, Spot of Feelings Curriculum, and ClassDojo's Big Idea Lessons on the following topics: Growth Mindset, Perseverance, Empathy, and Respect.</li> <li>• Continue to provide character education and anti-bullying education.</li> <li>• Teachers and staff are trained in facilitating restorative conversations between individuals in conflict. These conversations help to repair relationships and through these conversations, we can provide tools for prosocial engagement in the future.</li> <li>• Before Spring Break, we provide online safety training for students in grades 4-6.</li> <li>• Through our partnership with San Diego Youth Services, we will continue to offer Dino School with class lessons and small groups for grades PreK-3.</li> <li>• Continue with daily school-wide broadcast that includes tips for self-management.</li> </ul>		
<p><b>4.4</b></p>	<p><b>Campus Safety</b></p> <ul style="list-style-type: none"> <li>• Construction will begin at our school site to move the front office and the front of the school to a new location on Olive Ave., allowing La Mesa Dale to have a single point of entry and to substantially increase campus security. Expected project completion between August 2025 and January 2026.</li> <li>• La Mesa Dale has a teacher in charge of Health and Safety. This teacher works collaboratively with the school principal and LMSV's Director of Safety and Risk Management to develop a</li> </ul>	<p>All students</p>	

	<p>Comprehensive School Safety Plan (CSSP). This plan is reviewed annually and provided to all staff. More frequent reviews are implemented as needed. CSSP is updated any time the team deems updates necessary for school safety.</p> <ul style="list-style-type: none"> <li>• La Mesa Dale has a minimum of two Campus Attendants supervising each recess/lunch area. Campus Attendants wear blue vests with yellow stripes to make it easy for students to identify them.</li> <li>• Ensure Safety Patrol and those supervising arrival and dismissal have the materials they need to do the job safely (signs, uniforms, etc.)</li> <li>• Monthly Safety Drills are conducted to ensure all staff and students know what to do in the case of specific types of emergencies.</li> </ul>		
<b>4.5</b>	<p>For SWD exhibiting behaviors that continue after interventions in General Education, an IEP meeting will be held to discuss possible next steps to support prosocial behaviors and prevent suspension.</p> <p>Refer SWD to Diversion, counseling, and/or Dino School for education in lieu of suspension when appropriate.</p>	Students with Disabilities	
<b>4.6</b>	<p>Safe School Ambassadors 40 students plus staff participated in Safe School Ambassadors Training. The Safe School Ambassadors® Program (SSA) is an evidence-based program that harnesses the power of students to prevent and stop bullying and mistreatment.</p>	All Students	
<b>4.8</b>	<p>ESSPN is an opportunity for students to build character, confidence, responsibility, work ethic, and a connection to school through sports and social-emotional learning. The goals of this program are: to establish a sense of community and support, encourage positive socialization between peers, instill confidence and leadership in youth, and teach confidence to boost self-esteem.</p>	Grade 4-6 Students	
<b>4.10</b>	<p>Hire parent liaisons to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district.</p>	All Students	1,832.34 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$135,946.34
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$138,912.34
Total Federal Funds Provided to the School from the LEA for CSI	\$--

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$134,114.00
Title I Part A: Parent Involvement	\$1,832.34
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$135,946.34

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 (\$)
0100/0105	\$2,966.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$2,966.00

Total of federal, state, and/or local funds for this school: \$138,912.34

# 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
0100/0105	2,966.00
Title I	134,114.00
Title I Part A: Parent Involvement	1,832.34

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	137,080.00
2000-2999: Classified Personnel Salaries	1,832.34

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0100/0105	2,966.00
1000-1999: Certificated Personnel Salaries	Title I	134,114.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,832.34

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	137,080.00

Goal 4

1,832.34

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

## **Name of Members**

## **Role**

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



# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 25, 2024.

Attested:



Principal, Tammie Babbitt on May 25, 2024

SSC Chairperson, Sandy Bristol on May 25, 2024

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 *EC* 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.
- Funding Sources: List the 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.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.



# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI 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](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

5. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023