



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
Lemon Avenue Elementary School	37681976038517	May 24, 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 Lemon Avenue Elementary School 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.

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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 Lemon Avenue Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2024-25 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 12, 2024
- SSC # 4 Meeting, April 12, 2024, ; SSC #5 Meeting, May 24, 2024
- Staff Meetings where the 2024-25 SPSA goals and metrics were discussed: May 28, 2024.
- Other meetings where the 2023-24 SPSA goals and metrics were discussed: PTA Meeting, April. 18, 2024

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.

(THE BELOW IS OUR CURRENT DATA)

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

Students with disabilities, English Language Learners and students who are classified as socio-economically disadvantaged consistently score lower on formal assessments than their peers. CAASPP data for 22-23 school year shows the following student group at or exceeded grade level:

CAASP:

Student Group:	21-22 ELA	22-23 ELA	% +/-	21-22 Math	22-23 Math	% +/-
Students with Disabilities:	13%	10%	-3%	0%	20%	+20%
English Learners	0%	08%	+8%	0%	08%	+08%
Socio Econ Disadvantaged.	58%	62%	+4%	62%	61%	-01%
White	59%	77%	+18%	64%	76%	+12%

Comparatively, students with disabilities perform below non-disabled white peers by 67% in ELA and 56% in math. Students who are English Learners perform below white peers by 69% in ELA and 68% in math.

Students who are identified as socio-economically disadvantaged perform below white peers by 15% in ELA and 15% in math.

I-Ready

The I-Ready Diagnostic 2 showed that 0% of EL students scored "at or above grade level" in ELA, but there were double digit movements from 2 grade levels below to 1 grade level below, and 1 grade level below to early on grade level in all grades. In Math, 0% were at or above grade level while movement was made from being from 2 grade levels below to 1 grade level below, and 1 grade level below to early on grade level with double digit improvements. English Language Learners, particularly new-comer students, could benefit from an additional small group instruction daily, which is not currently part of the academic schedule in all grades.

Attendance is a resource inequity for students who are classified as English Language Learners. There are two students classified as EL who have a chronic absenteeism rate of 75% while other peers have absentee rates of 96%.

We do not qualify for Title 1 funding, so we do not have additional funds to hire staff to support attendance, or to provide additional academic intervention.

In Special Education, if there had been an opportunity for more para support, or an opportunity to reflect on schedules, more push in minutes could potentially impact progress in Special Education. For most of the 2023-2024 school year we had numerous students with SCIA's (one-one-one support) due to behavioral needs, there were limited personnel resources for push in to provide academic support. If we had more funds such as Title 1, the implementation of a campus behavior team would be beneficial.

Our Social Worker had a very full schedule, supporting inventions with students, helping to manage peer conflict and calling parents, supporting attendance interventions and weekly training for Campus Attendants. If there had been a more intentional schedule, the social worker could have done heterogenous groups that would support English Language Learners in establishing relationships with English-only speaking peers and thus supported the acquisition of social language and the cultivation of friendships. This sense of belonging would support English Language Learners in all of their academic learning.

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.

In looking at the EL absenteeism data, we recognized that there were 2 students who are classified as English Language Learners who have an attendance rate of 76%. Overall, English Language Learners were chronically absent 20.63% of the time, while campus wide we had an absentee rate of 16.36%.

In ELA, two groups were in the orange performance category: Socio-economically Disadvantaged students were 10 points below standard on the CA Dashboard Indicators, and Students with Disabilities were 70 points below standard. No student groups were in the orange or red performance category in Math.

White students were 46 points above standard in ELA.

Suspension Rates for the 22-23 school year were 3.6% overall, which was an increase over the previous year. So far in this 23-24 school year, overall suspensions are down to 1.7%.

Socio-economically Disadvantaged students had a suspension rate in 22-23 of 5.1% and that reduced to 3.1% in 23-24. Students with Disabilities a rate of 8.3% and that reduced to 5.4% in 23-24

For suspensions we implemented a restorative system that provided students with alternatives to suspension such as before and after school community service, and access to site substitutes to support research projects on topics such as trust and respect. Staff and students also engaged in restorative conversations.

For EL students chronic absenteeism has been an issue. Numerous supports were put into place including addressing absenteeism at IEP meetings (both were on IEP's), social worker support by phone calls home and home visits, SST meetings to discuss attendance concerns and access to the before and after school program.

Suspensions were addressed through creative strategies involving other staff members on campus to support alternatives to suspension.

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.

Socio-economically disadvantaged students were 10 points below peers in ELA performance. Strategies were implemented such as small reading groups, RTI strategies and Student Study Team meetings with 30 days goals and classroom monitoring.

Students with disabilities were 70 points below peers in ELA performance. These gaps were addressed in IEP meetings and students received comprehensive intervention strategies and curriculum, including push-in support in the classroom, as well as CAASP testing in a separate setting with numerous accommodations such as Speech to Text.

Students with disabilities were 82 points below standard but had an increase of 76.9 points overall. More attention was given to this student group with intentional small group instruction that focused on grade-level content standards.

Other Needs

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

For the 23-24 school year, attention was given to the Comprehension of Informational Text with the strategy of students engaging in close reading, collaborative conversations and writing a Short Constructed Response (SCR). SCR data was analyzed through each cycle. Overall, in November of 2023 with all grade levels reporting, 19% students met the standard for writing a SCR to display comprehension of text and at the end of Cycle 3 in February of 2024, 54% of students were exceeding the standard. Rubrics were aligned to Common Core State Standards.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Lemon Avenue Elementary School. 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	0.6%	0.60%	0.38%	3	3	2
African American	3.7%	4.17%	4.55%	20	21	24
Asian	2.2%	1.98%	2.28%	12	10	12
Filipino	1.3%	0.79%	1.33%	7	4	7
Hispanic/Latino	33.8%	32.74%	32.64%	181	165	172
Pacific Islander	0.4%	%	0.38%	2	0	2
White	45.8%	47.22%	46.49%	245	238	245
Multiple/No Response	12.2%	12.50%	11.95%	65	63	63
Total Enrollment				535	504	527

Enrollment By Grade Level

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

Conclusions based on this data:

1. As with current trends in the state of California (attrition), enrollment is decling overall from the past 3 years.
2. However, we had an increase of 23 students from 21-22 to 22-23.
3. The increase this year could be due to the pandemic season being completely behind us. I had students return to school from our homeschool program as well.

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)	37	27	31	6.9%	5.4%	5.9%
Fluent English Proficient (FEP)	8	12	11	1.5%	2.4%	2.1%
Reclassified Fluent English Proficient (RFEP)	0		3	0.0%		8.1%

Conclusions based on this data:

1. Last year (22/23) we saw growth in EL enrollment over the previous year.
2. The number of students reclassified grew 8.1%.
3. Our EL population remains small in comparison to our other student groups.

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	75	83	86	0	82	85	0	82	85	0.0	98.8	98.8
Grade 4	66	53	68	0	53	67	0	53	67	0.0	100.0	98.5
Grade 5	66	61	52	0	61	51	0	61	51	0.0	100.0	98.1
Grade 6	58	59	57	0	58	56	0	58	56	0.0	98.3	98.2
All Grades	265	256	263	0	254	259	0	254	259	0.0	99.2	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2462.	2473.		48.78	45.88		18.29	23.53		15.85	21.18		17.07	9.41
Grade 4		2499.	2504.		35.85	38.81		28.30	28.36		20.75	17.91		15.09	14.93
Grade 5		2514.	2519.		26.23	37.25		32.79	19.61		18.03	13.73		22.95	29.41
Grade 6		2526.	2531.		13.79	21.43		32.76	30.36		32.76	23.21		20.69	25.00
All Grades	N/A	N/A	N/A		32.68	37.07		27.17	25.48		21.26	19.31		18.90	18.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.59	31.76		57.32	61.18		6.10	7.06
Grade 4		33.96	31.34		52.83	53.73		13.21	14.93
Grade 5		32.79	17.65		50.82	66.67		16.39	15.69
Grade 6		13.79	17.86		62.07	58.93		24.14	23.21
All Grades		29.92	25.87		55.91	59.85		14.17	14.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.17	29.41		56.10	61.18		20.73	9.41
Grade 4		20.75	25.37		64.15	59.70		15.09	14.93
Grade 5		14.75	29.41		70.49	47.06		14.75	23.53
Grade 6		17.24	12.50		56.90	64.29		25.86	23.21
All Grades		19.29	24.71		61.42	58.69		19.29	16.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.95	23.53		68.29	67.06		9.76	9.41
Grade 4		18.87	14.93		77.36	71.64		3.77	13.43
Grade 5		18.03	31.37		68.85	52.94		13.11	15.69
Grade 6		13.79	16.07		70.69	76.79		15.52	7.14
All Grades		18.50	21.24		70.87	67.57		10.63	11.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.61	27.06		64.63	65.88		9.76	7.06
Grade 4		26.42	25.37		71.70	65.67		1.89	8.96
Grade 5		24.59	25.49		52.46	52.94		22.95	21.57
Grade 6		15.52	19.64		75.86	62.50		8.62	17.86
All Grades		23.23	24.71		65.75	62.55		11.02	12.74

Conclusions based on this data:

1. Third grade had the highest achievement overall in exceeding the standard in ELA.
2. Fifth grade saw a large increase in reading scores exceeding that nearly doubled over the previous year, while their writing scores decreased significantly in the "near standard" category. For the entire 3rd - 6th grade student body we saw an increase of 5% of students exceeding the standard for ELA.
3. Fifth grade had the largest increase in ELA over with an 11% increase in standard exceeded.

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	75	83	86	0	82	85	0	82	85	0.0	98.8	98.8
Grade 4	66	53	68	0	53	67	0	53	67	0.0	100.0	98.5
Grade 5	66	61	52	0	61	51	0	61	51	0.0	100.0	98.1
Grade 6	58	59	57	0	59	57	0	59	57	0.0	100.0	100.0
All Grades	265	256	263	0	255	260	0	255	260	0.0	99.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2466.	2483.		37.80	43.53		34.15	29.41		13.41	15.29		14.63	11.76
Grade 4		2514.	2512.		41.51	32.84		16.98	35.82		33.96	19.40		7.55	11.94
Grade 5		2480.	2518.		16.39	31.37		16.39	15.69		31.15	21.57		36.07	31.37
Grade 6		2455.	2503.		6.78	12.28		11.86	17.54		25.42	33.33		55.93	36.84
All Grades	N/A	N/A	N/A		26.27	31.54		21.18	25.77		24.71	21.54		27.84	21.15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.46	56.47		47.56	29.41		10.98	14.12
Grade 4		45.28	52.24		43.40	28.36		11.32	19.40
Grade 5		13.11	29.41		54.10	41.18		32.79	29.41
Grade 6		3.39	14.04		33.90	47.37		62.71	38.60
All Grades		26.67	40.77		45.10	35.38		28.24	23.85

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.80	44.71		47.56	40.00		14.63	15.29
Grade 4		33.96	23.88		49.06	59.70		16.98	16.42
Grade 5		16.39	25.49		54.10	49.02		29.51	25.49
Grade 6		5.08	7.02		44.07	59.65		50.85	33.33
All Grades		24.31	27.31		48.63	51.15		27.06	21.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.37	45.88		56.10	42.35		8.54	11.76
Grade 4		35.85	29.85		54.72	55.22		9.43	14.93
Grade 5		6.56	15.69		59.02	60.78		34.43	23.53
Grade 6		5.08	12.28		67.80	61.40		27.12	26.32
All Grades		21.57	28.46		59.22	53.46		19.22	18.08

Conclusions based on this data:

1. As an average, we had huge gains in math between 21/22 and 22/23 with 4% growth of students who exceeded standard, and 10% growth in "at grade level" scores.
2. Fifth grade had the largest overall increase of 15% of exceeding standard.
3. Sixth grade had double digit increase in "at or near grade level" standard in the areas of Problem Solving and Concepts and Procedures.

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
K	*	*	*	*	*	*	*	*	*	6	*	9
1	*	*	*	*	*	*	*	*	*	*	*	4
2	*	*	*	*	*	*	*	*	*	*	*	5
3	*	*	*	*	*	*	*	*	*	7	*	*
4	1543.6	*	*	1554.1	*	*	1532.4	*	*	12	5	4
5	*	*	*	*	*	*	*	*	*	7	7	7
6	*	*	*	*	*	*	*	*	*	7	7	5
All Grades										43	26	37

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	41.67	*	*	33.33	*	*	25.00	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.56	42.31	10.81	27.91	26.92	35.14	32.56	26.92	16.22	6.98	3.85	37.84	43	26	37

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	66.67	*	*	25.00	*	*	8.33	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.49	46.15	27.03	34.88	42.31	35.14	6.98	7.69	2.70	4.65	3.85	35.14	43	26	37

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	8.33	*	*	50.00	*	*	33.33	*	*	8.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.95	15.38	2.70	32.56	34.62	21.62	34.88	26.92	24.32	18.60	23.08	51.35	43	26	37

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	*	*	*	*	*	*	*	*	*	*	*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	
4	66.67	*	*	25.00	*	*	8.33	*	*	12	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	41.86	34.62	16.22	51.16	61.54	51.35	6.98	3.85	32.43	43	26	37	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	75.00	*	*	25.00	*	*	0.00	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.14	57.69	35.14	34.88	34.62	32.43	6.98	7.69	32.43	43	26	37

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.93	30.77	8.11	48.84	46.15	37.84	30.23	23.08	54.05	43	26	37

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	*	91.67	*	*	8.33	*	*	12	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.30	15.38	18.92	74.42	61.54	35.14	16.28	23.08	45.95	43	26	37

Conclusions based on this data:

1. There is no data for 22/23 for ELPAC.

2. Our EL population is small and transient, so year to year comparisons may not show the full picture as the cohorts of students change from year to year.

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.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
527	45.5	5.9	0.2
Total Number of Students enrolled in Lemon Avenue Elementary School.	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	31	5.9
Foster Youth	1	0.2
Homeless	12	2.3
Socioeconomically Disadvantaged	240	45.5
Students with Disabilities	50	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	4.6
American Indian	2	0.4
Asian	12	2.3
Filipino	7	1.3
Hispanic	172	32.6
Two or More Races	63	12
Pacific Islander	2	0.4
White	245	46.5

Conclusions based on this data:

1. 45.5% of our student population is considered socio-economically disadvantaged.
2. Almost 10% of our student population is considered disabled.
3. We continue to have a very small percentage of students who are categorized as English Language Learners.

School and Student Performance Data

Overall Performance





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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Red	Suspension Rate  Red
Mathematics  Blue		

Conclusions based on this data:

- Overall in ELA and Math, Lemon Avenue saw up to double digit increases for students at or exceeding grade level.
- The suspension rate grew last year due to a new principal attempting to respond to staff concerns over students being physical on campus. This year, the principal has implemented numerous alternatives to suspension for physical incidents such as:
 - Partnering with the custodian and parents so students arrive to campus early for "community service."

2. Teachers, parents, social worker and principal partner in supporting students completing research projects surrounding the area of concern (respect, safety, trust to name a few).

3. Principal implemented a "Student Wellness Center" where students who are struggling to maintain control in standard recess settings can still access socialization, movement and enjoyment but in a smaller, highly supervised environment. Activities include art, trampoline rebounding, stretching and movement areas with visual guides, board games and music. These opportunities reduce physical escalations on the playground due to the competitive nature of sports.

These approaches have supported the reduction of suspensions and our current YTD suspension data for the 23-24 school is down to .06% from 3.6%.

3. Chronic absenteeism resulted from our small population of English Language Learners. 2 students out of 29 had a 75% attendance rate. Our social worker worked with parents and provided support to encourage attendance. These two students are in 5th grade and will be promoting to middle school.

Overall, our Social Worker, Health Technician and Principal implemented class-wide attendance rewards, completed home visits and called parents for students who struggled with absenteeism and tardiness. The staff also successfully moved several students to the Extended School Services program which provided students with attendance scholarships and allowed parents to drop off and pick up at times that aligned with their work schedules.

School and Student Performance Data

Academic Performance English Language Arts

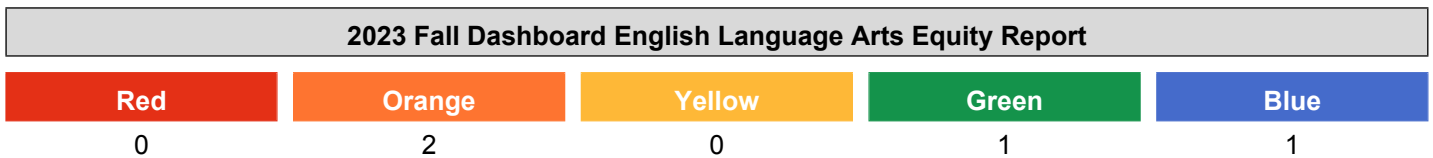
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This section provides number of student groups in each level.



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		
All Students  Green 26.5 points above standard Increased +8.8 points 256 Students	English Learners 41.9 points below standard Decreased Significantly -31.3 points 22 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Orange 10.7 points below standard Maintained +0.8 points 114 Students	Students with Disabilities  Orange 70.1 points below standard Increased +6.7 points 37 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
34.5 points below standard 15 Students	Less than 11 Students 2 Students	Less than 11 Students 7 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.4 points above standard Increased +3.5 points 90 Students	43.7 points above standard Increased Significantly +22.6 points 22 Students	Less than 11 Students 1 Student	 Blue 45.6 points above standard Increased Significantly +17.7 points 117 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
123.3 points below standard Decreased Significantly -81.8 points 15 Students	Less than 11 Students 8 Students	33 points above standard Increased +12.8 points 233 Students

Conclusions based on this data:

- Overall, Lemon Avenue students are performing in the green performance level on the California State Dashboard for ELA (26.5 points above the state standard) with an increase of almost 9 points over the previous year.
- White students scored in the blue category at 45.6 points above standard (a 17 point increase over last year) while African American students (15 students of the population) were 34.5 points below standard. Hispanic students were in the green category with 8.4 points above standard and an increase of 3.5 points over the previous year.
- English learners (15 students) are 123.3 points below standard and decreased 81.8 points over the previous year, while English only students (233 students) are 33 points above standard and increased 12.8 points over last year. This could be impacted by the amount of "new comer" students to our school who have had no exposure to English prior to attending.

School and Student Performance Data

Academic Performance Mathematics

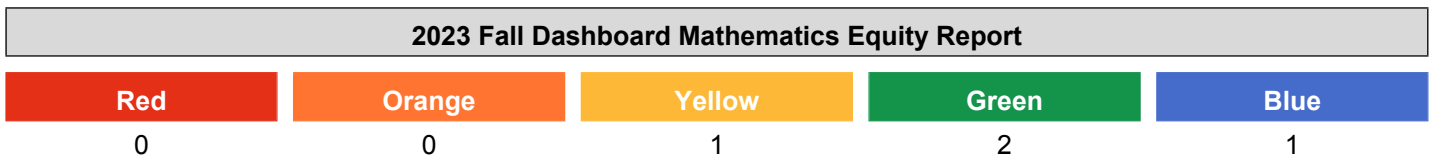
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This section provides number of student groups in each level.



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		
All Students Blue 11.9 points above standard Increased Significantly +29.2 points 256 Students	English Learners 66.3 points below standard Decreased Significantly -15.4 points 23 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged Green 17.6 points below standard Increased Significantly +39.2 points 114 Students	Students with Disabilities Yellow 82.3 points below standard Increased Significantly +76.9 points 37 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
75.9 points below standard 15 Students	Less than 11 Students 2 Students	Less than 11 Students 7 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.9 points below standard Increased Significantly +35.4 points 90 Students	13.6 points above standard Increased +8.7 points 22 Students	Less than 11 Students 1 Student	 Blue 37.9 points above standard Increased Significantly +37.7 points 117 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
113.3 points below standard Decreased Significantly -24.5 points 15 Students	Less than 11 Students 8 Students	18.1 points above standard Increased Significantly +32.4 points 233 Students

Conclusions based on this data:

1. Overall, Lemon Avenue students are performing in the blue performance level on the California State Dashboard for Math (11.9 points above the state standard).
2. Math performance overall increased 29.2 points at Lemon Avenue from the 21-22 to the 22-23 school year.
3. English learners were 66 points below standard and decreased from the 21-22 school year 15.4 points. Socio-economically Disadvantaged students were in the green category and Students with Disabilities were in the yellow category with an increase of 76.9 points.

School and Student Performance Data

Academic Performance English Learner Progress

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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

English Learner Progress
33.3% making progress towards English language proficiency
Number of EL Students: 21 Students
Performance Level: No Performance Level

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
4	10	0	7

Conclusions based on this data:

1. We did not have enough English Language Learner students at this time to determine a proficiency 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.

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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																
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td> Red</td> </tr> <tr style="background-color: #e6f2ff;"> <td>21% Chronically Absent</td> </tr> <tr> <td>Increased Significantly 4</td> </tr> <tr> <td>542 Students</td> </tr> </tbody> </table>	All Students	 Red	21% Chronically Absent	Increased Significantly 4	542 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td> Red</td> </tr> <tr style="background-color: #e6f2ff;"> <td>34.1% Chronically Absent</td> </tr> <tr> <td>Increased 9.1</td> </tr> <tr> <td>41 Students</td> </tr> </tbody> </table>	English Learners	 Red	34.1% Chronically Absent	Increased 9.1	41 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	1 Student	
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2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>48.1% Chronically Absent</p> <p>Increased 4.7</p> <p>27 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>30.8% Chronically Absent</p> <p>0</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>25.1% Chronically Absent</p> <p>Increased Significantly 3.3</p> <p>179 Students</p>	<p> Red</p> <p>21.2% Chronically Absent</p> <p>Increased 7.6</p> <p>66 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p> Orange</p> <p>15% Chronically Absent</p> <p>Increased 1.9</p> <p>246 Students</p>

Conclusions based on this data:

- 21% of students are chronically absent, which increased 4 points over the previous year.
- All students fell in the red category for the 22-23 school year.
- 34.1% English Language Learners were chronically absent for the 22-23 school year.

School and Student Performance Data

Conditions & Climate Suspension Rate

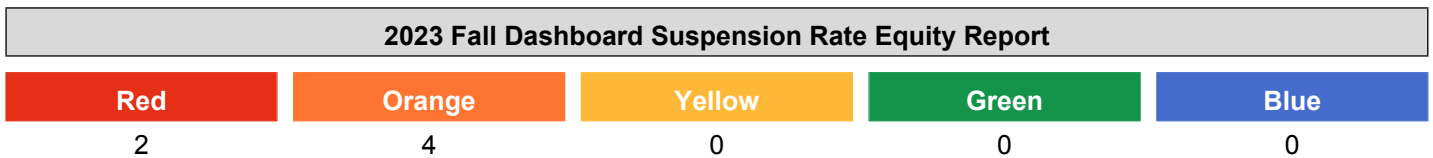
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This section provides number of student groups in each level.



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													
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Increased Significantly 3 561 Students													
English Learners													
 Orange													
4.5% suspended at least one day													
Increased 1.5 44 Students													
Foster Youth													
Less than 11 Students 1 Student													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">30.8% suspended at least one day</td> </tr> <tr> <td>13 Students</td> </tr> </tbody> </table>	Homeless	30.8% suspended at least one day	13 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.1% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 4.2 257 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Red	5.1% suspended at least one day	Increased Significantly 4.2 257 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">8.3% suspended at least one day</td> </tr> <tr> <td>Increased 5.6 84 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Red	8.3% suspended at least one day	Increased 5.6 84 Students
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>14.3% suspended at least one day</p> <p>Increased 10.3 28 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>6.3% suspended at least one day</p> <p>16 Students</p>	<p>Less than 11 Students 7 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>2.1% suspended at least one day</p> <p>Increased 1.1 188 Students</p>	 <p>Orange</p> <p>6% suspended at least one day</p> <p>Increased 6 67 Students</p>	<p>Less than 11 Students 2 Students</p>	 <p>Orange</p> <p>2.8% suspended at least one day</p> <p>Increased Significantly 2.8 251 Students</p>

Conclusions based on this data:

1. 3.6% of students were suspended in the 22-23 school year which was an increase of 3%.
2. Students with disabilities were the greatest population of students suspended at 8.3%.
3. Students of 2 or more races were suspended at a rate of 6%.

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 63% to 66% (minimum of 3% increase).

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

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 62% to 70% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 21% to 29% (minimum of 8% increase).

Local Assessments:

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

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

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

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 13% to 21% (minimum of 8% increase).

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"
	<p>English Learner student proficiency will be analyzed, and areas of development will be identified.</p> <ul style="list-style-type: none"> * Teacher release time to attend English learner professional development and collaborate around EL strategies * Designate an additional 30 minutes of structured EL support each week for students who are Long term English learners or at risk of becoming long-term English learners. * Content-Focused Coaching (CFC) is a professional 	<p>English Language Learners continued to be supported as defined. Teachers were given release time to receive specific support from the EL Teacher on Special Assignment. IDS teacher provided CFC in class with demonstrations and supported this work in PLC meetings. New Comers and Long Term English Learners have been receiving intensive 30 minutes a day of additional support through SIPPS which is our phonics program.</p>	<p>Designated ELD and Integrated ELD continue to provide students with support in becoming more fluent in class and in accessing grade level content. Where we still need improvement is in providing resources to New Comers and Long Term English Learners regarding access to comprehension strategies. While we have seen an increase in listening and speaking skills and the acquisition</p>	<p>Modify</p> <p>The current service model will be mostly continued for the 24-25 school year. ELAC team suggests that the school adopt a method to keep parents informed of the EL program, the progress of the students, and how parents can support the work at home.</p>

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"
	development approach in which district coaches (IDS Teacher) provide in-class demonstrations, attend weekly grade-level PLC meetings, and provide individual monthly visits to all teachers for co-teaching, observation, and feedback. The coaches themselves receive extensive training in the literacy strategies and in coaching methods.		of verbal communication skills, and an increase in reading skills, vocabulary mastery and comprehension are still weaknesses for our EL students.	
	<p>A comprehensive service model will continue to be implemented to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI)</p> <ul style="list-style-type: none"> * The SAI teacher will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs * SAI and general education teachers will meet regularly to articulate, plan instruction, and review student progress * Data will be analyzed to determine placement in an intervention (less than two years below grade level) and replacement curriculum (Read Well, Flex) * Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension) 	<p>Our service model for students with disabilities is working. We saw a large increase in math scores on the SBAC last year (16%) for students on IEP's.</p> <p>Teachers meet regularly to plan and review student progress.</p> <p>Students are getting daily targeted reading in struction in small groups.</p>	<p>This year, students from our caseload who required individualized intensive intervntion moved to new programs and we were able to hire 2 additional para professionals, so our team is fully staffed.</p> <p>Students who are two or more grade levels below should be receiving complete replacement curriculum for the entirety of the core academic instructional window in grades 3 through 6. This is not happening because of a lack of an aligned instructional window across grade levels. For example, some upper grades go to PE in the middle of the morning instructional window, which does not allow for the special education teacher to keep students in her room for all of their replacement curriculum. (One example.)</p>	<p>Modify</p> <p>In the 24-25 school year a dedicated synergistic and school-wide schedule needs to be adopted. Students two or more grade levels below should be receiving replacement curriculum and small group instruction in large windows of time (60 to 90 minutes depending on the content, student need, IEP service minutes and recess schedule).</p>
	<p>All teachers will deliver targeted reading instruction</p> <ul style="list-style-type: none"> * Teachers will engage in regular progress monitoring and use targeted instructional lessons in iReady in order to 	<p>All of the strategies listed have been engaged in this school year for most of the grade levels.</p> <p>Teachers have engaged in 3 fill cycles of professional</p>	<p>Most teachers have delived small group reading instruction the entirety of the year. This has been observed in informal observations. As well, site subs have</p>	<p>Modify</p> <p>In the 24-25 school year, Kinder teachers will be provided with supplemental</p>

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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"
	<p>provide reading instruction at each student's individual level.</p> <ul style="list-style-type: none"> * Leveled reading books for novel studies in grades 4-6 to enhance the learning of close reading strategies. * Release time for teachers to collaborate on skills for reading and writing responses in relation to informational text * Professional learning focused on student mastery of reading and writing responses to informational text * IDS teacher will coach teachers on reading standards and successful reading and writing practices in the classroom * Celebrations for student progress in reading and writing each trimester * Teachers will participate in the Cycle of Professional Learning, engaging in peer observations and aligning to quality indicators as outlined in Site Learning Day Professional Development <p>Based on data from iReady, Literably, and SIPPS assessments teachers will deliver the weekly evidence-based intervention to cohorts of students not reading at grade level.</p> <ul style="list-style-type: none"> * Evidence-based intervention materials to support learning * Release time for teachers to analyze data and collaborate on targeted reading lessons including comprehension of informational text * Additional district funding for classroom teachers to provide reading and phonics intervention after school to students reading below grade level (SIPPS) 	<p>learning and will complete a 4th "cycle light" by the end of the year.</p> <p>Training has occurred in Site Learning Days as provided by the IDS teacher and the principal. These trainings have focused on professional reading, instructional demonstrations, data analysis, standards-aligned practice and planning by grade level, and celebrations of staff and the success they have seen with student learning.</p> <p>Students needed additional support have been receiving instruction through the ELOP Reading Intervention Teacher.</p> <p>Teachers have received release time to meet with an I-Ready professional, and have met with the IDS teacher and principal after every I-Ready Diagnostic to review individual student data.</p>	<p>been provided in classrooms to assist the classroom teachers in first grade to ensure that all students are receiving small group reading instruction.</p> <p>Kindergarten teachers are waiting until the end of the year to start small reading groups. This is something that is being addressed in PLC and they are being provided release time to observe small reading groups at another school who begins small reading groups at the beginning of the year.</p>	<p>materials to support the acquisition of phonics. Materials such as ABC Bootcamp, Secret Stories, and support for direct explicit instruction of handwriting and spelling.</p>

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.

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies. As planned, a portion of the budget was spent on substitutes for release times to support teacher collaboration, learning, TOSA support, data analysis and planning.

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

A change in the school-wide schedule will be implemented next year to support students receiving replacement curriculum in special education and to support small reading groups in the primary grades. There will be a focus school-wide on "making every minute count" and whole-campus synergistic schedule protecting the academic window in the a.m. times. For English Language Learners, parents will be informed of programs, progress and how they can support students at home.

Goal #2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 58% to 61% (minimum of 3% increase).

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

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 60% to 68% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 18% to 26% (minimum of 8% increase).

Local Assessments:

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

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

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

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 19% to 27% (minimum of 8% increase).

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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"
	Teachers will focus on aligning curriculum, instructional practice, and assessment with essential math standards at their grade level. * Teachers will use iReady data and chapter assessments to inform instructional decisions * Staff meetings and professional learning communities (PLC), and release time for collaboration will be used to support teachers in deepening their understanding of math essential standards and backward planning. * Teachers will participate in professional development to	Nearly all of the actions outlined were achieved this school year. Cycles of professional learning were fully embraced. Staff members had release time to collaborate, analyze I-Ready data, and to plan for instruction. Staff participated in peer observations and learning walks. The IDS teacher worked with all grade levels at different times in the year to provide modeling of new instructional strategies.	Most classes embraced math warm ups and math talks. Some teachers worked with students to design their own math assessments. A focus was given to common formative assessments, strategic math review and small group math support in all grades. The math TOSA taught all grades in Math For Love games and strategies, which was purchased for the 23-24 school year.	Continue

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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"
	<p>fortify math content knowledge and increase math instruction expertise.</p> <ul style="list-style-type: none"> * Teachers will collaborate with the IDS teacher for coaching and support * Teachers will participate in the Cycle of Professional Learning, engaging in peer observations and aligning to quality indicators as outlined in Site Learning Day Professional Development 			
	<p>Teachers will utilize strategies from "Making Thinking Visible" to promote engagement, understanding, and independence for all learners during math.</p> <ul style="list-style-type: none"> * Classroom walk-throughs will be conducted to observe, analyze, and calibrate evidence of high-quality teaching and learning * Teachers will collaborate on and implement thinking routines to promote learning, create effective student questioning, enhance listening to make thinking visible during math lessons 	<p>District TOSA provided training on thinking routines in the primary grades while in the secondary grades the District TOSA trained students on Math-i-gon. Classroom walk throughs took place and targeted feedback was provided. Teachers used thinking routines, math warm ups and peer feedback as opportunities for collaboration.</p>	<p>Thinking routines and math warm ups along with collaboration opportunities are working. Also, allowing students to problem solve in small hetergenious groups is an effective strategy.</p>	Continue
	<p>A school-wide system of differentiated instruction and interventions will be put into place to help students master math standards.</p> <ul style="list-style-type: none"> * Students working below grade level may participate in daily small-group math instruction. * Teachers will utilize iReady targeted supplemental lessons to support intervention at home and at school * Teachers will meet individually with at-risk students and conduct math data chats each trimester to set short-term and long-term goals 	<p>All of these strategies were implemented. I-Ready was a focus and student data chats occurred.</p>	<p>Training with the I-Ready specialist was provided along with a data review of each diagnositic period with teachers and grade level teams. Teachers leveraged their PLC to discuss data, common formative asesments, standards and success criteria. Learning intentions and I-can statements were reviewed with students and displayed in classrooms.</p> <p>Teachers had 1:1 data chats with students and tracked student's personalized pathway progress to provide</p>	Continue

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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"
			individualized support for lessons that were not passed. Some teachers relied on I-Ready's Standards Mastery to form small math intervention groups throughout the year.	
	<p>A comprehensive service model will continue to be implemented to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI)</p> <ul style="list-style-type: none"> * The SAI teacher will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs * SAI and general education teachers will meet regularly via PLC meetings data days, and check ins to articulate, plan instruction, and review student progress * Data will be analyzed to determine placement in an intervention (less than two years below grade level) and Math Expressions Tier 3 Interventions * Students performing below grade level will receive daily-targeted math instruction in small groups to address their assessed needs (fluency and mathematical reasoning) 	<p>Students with Disabilities continued to receive the comprehensive service model to receive their minutes and services on their IEPs. SAI and Gen Ed collaborated some in PLC and prior to IEPs to discuss present levels and collaborate on goals for the next year's IEP. Students received daily targeted math intervention in small groups often in a separate setting.</p>	<p>Math scores increased for students with IEP by 16 points on the 22-23 CAASP.</p>	<p>Modify</p> <p>While the intervention is working, students who are 2 ore more grade levels below require more time in the pull out setting, for the entirety of the math block window. A barrier to this is the wide vareity of schedules on campus. A campus-wide committment to a cohseive schedule for instructional time is necessary so that all students are receiving math instruction during the same window of time and students on IEPs are receiving math intervention at the same time as their gen ed peers. This would alleviate students being pulled after lunch and away from science or enrichment activities in order to receive math intervention in a separate setting. Students should be receiving Teir 3 Intervention in the district-adopted curriculum so that they have access to the same grade-level content standards as general education peers while receiving support for math</p>

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"
				concepts not yet mastered.
	<p>Integrated and Designated English Language Development (ELD) We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs) *Students will be clustered by overall EL Proficiency level for designated ELD instruction *Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD *Teachers will implement integrated ELD through scaffolding strategies for math and math-specific language development. *Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk in math</p>	<p>Most of the strategies were implemented this year. Integrated and Designated ELD were conducted for every English Language Learner. Some grade levels received extra DELD through qualified classroom volunteers and staff student helpers. All staff who teach the EL cluster received support from the district TOSA. Support for collaborative conversations around math occurred in all classrooms.</p>	<p>EL students remain far below their peers in math competency as seen on both the CAASP and in I-Ready. More training could have been provided in Staff Meetings and SLD's for math support for all students that will also benefit EL's.</p>	<p>Modify</p> <p>Next year, more focus on math and collaborative conversations in math along with GLAD strategies can be provided in SLD and Staff Meetings. Also, having the TOSA out more frequently to model and support in classrooms should occur, along with more support with the IDS teacher.</p> <p>Students should have an opportunity to meet daily in heterogeneous small groups to review math problems and problem solve together. This would allow small group intervention to happen everyday by using peer support. (This model would also provide extension opportunities for GATE students.)</p> <p>ELAC team suggests that the school adopt a method to keep parents informed of the EL program, the progress of the students, and how parents can support the work at home.</p>

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.

There were no major differences with budgeted expenditures; the Math For Love was purchased and used and the TOSA came to train teachers and students. More time in SLD and Staff Meeting to review GLAD strategies and to introduce new ideas in differentiation was needed.

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.

Two major changes will be made to the strategies for next year. The staff will agree to a cohesive academic instructional time that will support the pull out of students on IEPs. Principal and IDS teacher will work together to schedule and provide GLAD strategy trainings/refershers on math interventions and classroom math strategies that support small group intervention and peer support with a focus on collaboration and academic vocabulary for all learners.

Goal #3

The percentage of students who are chronically absent from school will decrease by 1% each year from 24.4% to 23.4%.

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

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

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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"
	<p>The site social worker will support site engagement and attendance through a variety of interventions.</p> <ul style="list-style-type: none"> * Weekly check-ins to increase school connectedness * Communication with families through phone calls, Zoom, emails, in-person meetings, and home visits * Welcome phone calls to families within the first week of attending school to connect with families and assess for potential needs * Check in with each new student on the first in-person day at school * Co-support for families with the District New Comer Teacher On Special Assignment (TOSA) * The resource Attendance Playbook will be used to guide staff in Foundational Support, Targeted Support, and Intensive Support. 	<p>The site social worker supported engagement and attendance through many of the interventions listed. Communication about the importance of attendance has been consistent campus-wide in parent emails and Dojo posts. The attendance was measured by school attendance rate and shared at monthly at monthly attendance meetings.</p>	<p>Lemon Avenue's absenteeism rate fell from 24.4% to 16.36% for the 23-24 school year, YTD as of April of 2024.</p> <p>The social worker involvement has provided much needed support for families. Through her effort some students were provided scholarships for before and after school care which helped improve attendance greatly for those students. Some students with disabilities have parents with work schedules that kept students home as parents could not drop off or pick up. The enrollment in ESS (Extended School Services) eliminated this barrier.</p> <p>The principal intentionally welcomes new students and their parents/guardians to campus.</p> <p>District support for New Comers has been very helpful.</p>	Continue
	<p>Students with more than 15% of absences in a given trimester will have an Attendance Plan put into place if students are at risk for disengagement. The staff will</p>	<p>School link referrals were made if needed, and before and after school care was supported when possible. SST and IEP teams discussed attendance in meetings with</p>	<p>Individual students with more than 3 unexcused absences per trimester received a formal letter from the school. However, there was no</p>	<p>Modify</p> <p>Attention to students with 15% or more absenteeism should occur next year. The</p>

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	<p>support and encourage students who are at risk for not engaging.</p> <ul style="list-style-type: none"> * The principal and site social worker will do a home visit * The teacher will set up a plan for ongoing communication with parents regarding attendance * Staff will determine the student's needs, including academic support, physical or mental health concerns, social services, etc. * Possible School Link referral made for services/resources to ongoing support or wrap-around services for families * Student Study Team (SST) or IEP meeting to discuss concerns and strategize solutions * One-on-one or small group support from the site social worker * Written notice to parents regarding attendance and disengagement 	<p>parents. Written notices were sent home. The attendance team met regularly to review attendance and discuss incentives and students who needed additional support. School wide incentives were implemented at this meeting.</p>	<p>planning with teachers, principal and social worker outside of an SST to help students with absentee rates of 15% or more. While attendance plans were implemented, it was for students who had 79% attendance and 56% attendance.</p>	<p>focus and agenda of the Attendance Meeting will focus on all studentst with 15% or more absentism and a plan should be agreed upon by all parties to include the teacher, create a plan and provide family outreach.</p>
	<p>The student team of stakeholders will meet for an IEP meeting to address attendance issues. This will include the SAI Case Manager, Service Providers, School Psychologist, Social Worker, Gen Ed Teacher, and Principal.</p> <ul style="list-style-type: none"> * Weekly check-ins to increase school connectedness * Communication with families through phone calls, Zoom, emails, in-person meetings, and home visits * Welcome phone calls to families within the first week of attending school to connect with families and assess for potential needs * Check in with each new student on the first in-person day at school * The resource Attendance Playbook will be used to guide staff in Foundational Support, Targeted Support, and Intensive Support. 	<p>These actions did occur and attendance was addressed at IEP meetings. Ideas and interventions as defined inthe Resource Attendance Playbook were used.</p>	<p>Follow up with parents, weekly check ins by the teacher and social woker and discussing attendance in IEP meetings did help some students bring up their attendance.</p>	<p>Continue</p>

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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"

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.

There were no major differences between the intended implementation. The strategy to identify and follow up with students at 15% abesentism did not happen, while students with much higher rates were addressed and supported.

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.

Next year, the attendance team will focus on all students who have 15% or more in absentism, as defined in Goal 3, "Student Engagement." We will continue to monitor our metric on chronic absenteeism. We will continue to monitor our metric on English Language Learner attendance.

Goal #4

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

- Culture/Climate- 22/23- 73.25 to 23/24- 74.51 (increase of .26%)
- Growth Mindset- 22/23- 71.79 to 23/24- 67.26 (decrease of 4.53%)
- Self-Management- 22/23- 57.83 to 23/24- 67.37 (increase of 9.54%)
- Self-Efficacy- 22/23- 61.29 to 23/24- 59.23 (decrease of 2.06%)
- Social Awareness 22/23- 61.67 to 23/24- 68.29 (increase of 6.62%)

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

- Support for Academic Learning- 23/24- 87%
- Sense of Community- 23/24- 88%
- Sense of Safety- 23/24- 82%

The number of students suspended will decrease from 3.21% to 2.7%.

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"
	<p>Restorative Practices</p> <ul style="list-style-type: none"> * Establish positive relationships between staff and students through community activities * Through professional development at staff meetings, the staff will learn how to establish a climate of understanding around trauma-informed care and responses * Training for the campus attendant on how to use restorative principles when intervening and interacting with students * Decrease the suspension rate by providing meaningful alternative consequences that do not create a loss in student learning * Parent workshops around managing challenging behavior presented by the site social worker 	<p>Many of these practices were implemented. Campus attendants received restorative practices training and a variety of options were used in leu of suspension.</p>	<p>Suspension rates have decreased from 3.21 to 1.74% (data pulled March 30, 2024).</p>	<p>Continue</p>
	<p>Social Emotional Learning</p> <ul style="list-style-type: none"> Daily social-emotional learning lessons and activities in every classroom In-class restorative circles and class meetings The site social worker provides monthly lessons in each classroom Parent workshops for parents to learn how to support their child at home 	<p>Most teachers are not using the lessons in the SEL curriculum. A few teachers use it regularly. Restorative circles and morning meetings/circles are utilized in many of the classes.</p>	<p>There is a large focus on correcting behavior and making ammends, along with the PBIS focus of being safe, responsible and respectful.</p>	<p>Modify</p> <p>More parent workshops.</p>

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"
	Engage English Language Learner's Families Intentionally *Provide a detailed explanation alongside the EL Catch Up Plans to support parent understanding *Have a Class Dojo "Sign Up" night with technology and language support on hand to help parents connect to Class Dojo	Detailed explanations accompany EL Catch up plans.	Per ELAC input, The Clas Dojo Sign Up at Back to School Night is important and we should keep it as part of our plan.	Continue
	PBIS Extension Plan Implementation *Create a PBIS Steering Committee with the following representatives: classroom teacher, paraprofessional, campus attendant, ESS leader, parents of students (typically developing, English Language Learner, and student with disabilities), social worker, principal *Implementation of campus-wide digital behavior referral system that will allow data collection and analysis by PBIS Committee and PLC Groups *PBIS Steering Committee meets regularly to review and continue to develop PBIS strategies on campus and to review behavior data with a focus on decreasing the number of behavioral referrals and increasing the amount of student-originated advocacy, resulting in the reduction of suspension rate *PBIS signage updated campus-wide *Classroom teachers to train students on PBIS locations and expectations around campus throughout the year *Supplement SEL lessons by the Social Worker with KidPower resources	A PBIS team was formed and met twice in the year, while no formal actions or plans from those meetings were implemented. Digital behavioral referral system was implemented. PBIS signage was updated on campus and training occurred for students.	While PBIS Committee meetings were held, there were no actionable items from those meetings, so there was no PBIS development this year. Also, no classified staff or parents volunteered for the committee.	Modify PBIS committee needs to be additionally staffed with a parent and a classified staff member next year. After meetings, actionable items should be implemented and followed up on.

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.

There are no major differences between the intended implementation and the strategies to meet the articulated goal.

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

While strategies and metrics will remain the same from the previous year, the modifications listed above are strategic, and will result in a greater impact to 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 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 XX% to XX% (increase of 3%)

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from X% to XX%. (increase of 8%)

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from XX% to XX%. (increase of 8%)

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from XX% to XX%. (increase of 8%)

Local Assessments (I-Ready D2):

The percentage of all students scoring mid or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 34% to 37%. (3% increase)

The percentage of English Learners scoring mid or above grade level on i-Ready (ELA) will increase from 0% to 8%. (increase of 8%)

The percentage of socioeconomically disadvantaged students scoring mid or above grade level on i-Ready (ELA) will increase from 20% to 38%. (increase of 8%)

The percentage of students with disabilities scoring mid or above grade level on i-Ready (ELA) will increase from 2% to 10%. (increase of 8%)

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.

There is a significant gap between the performance of EL students and non-EL students, as well as students with disabilities and non-disabled peers.

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 - XX%</p> <p>English Learners, Grades 3-6 -XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>	<p>ALL students, of testing age XX%</p> <p>English Learners, of testing age - XX%</p> <p>Socioeconomically Disadvantaged Students, of testing age - XX%</p> <p>Students with Disabilities, of testing age - XX%</p>
i-Ready ELA Assessment - % of students at or above grade level (All grades)	<p>ALL students -34%</p> <p>English Learners - 0%</p> <p>Socioeconomically Disadvantaged Students - 20%</p> <p>Students with Disabilities - 2%</p>	<p>ALL students - 37%</p> <p>English Learners - 8%</p> <p>Socioeconomically Disadvantaged Students - 38%</p> <p>Students with Disabilities - 10%</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>English Learner student proficiency will be analyzed, and areas of development will be identified.</p> <p>* Teacher release time to attend English learner professional development and collaborate around EL strategies</p> <p>* Designate an additional 30 minutes of structured EL support each week for students who are Long term English learners or at risk of becoming long-term English learners.</p> <p>* Content-Focused Coaching (CFC) is a professional development approach in which district coaches (IDS Teacher) provide in-class demonstrations, attend weekly grade-level PLC meetings, and provide individual monthly visits to all teachers for co-teaching, observation, and feedback. The coaches themselves receive extensive training in the literacy strategies and in coaching methods.</p> <p>*Communication will be sent home to EL families with information on the interventions being used and how the parents can support EL students at home.</p>	English Learners	
1.2	A comprehensive service model will continue to be implemented to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI)	Students with Disabilities	

	<ul style="list-style-type: none"> * The SAI teacher will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs. * SAI and general education teachers will meet regularly to articulate, plan instruction, and review student progress. * Data will be analyzed to determine placement in an intervention (less than two years below grade level) and replacement curriculum (Read Well, Flex). Students 2 or more grade levels below will receive replacement curriculum for the entirety of the academic block. * Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension) 		
<p>1.3</p>	<p>All teachers will deliver targeted reading instruction</p> <ul style="list-style-type: none"> * Teachers will engage in regular progress monitoring and use targeted instructional lessons in iReady in order to provide reading instruction at each student's individual level. * Leveled reading books for novel studies in grades 4-6 to enhance the learning of close reading strategies. * Release time for teachers to collaborate on skills for reading and writing responses in relation to informational text. * Professional learning focused on student mastery of reading and writing responses to informational text. * IDS teacher will coach teachers on reading standards and successful reading and writing practices in the classroom. * Celebrations for student progress in reading and writing each trimester * Teachers will participate in the Cycle of Professional Learning, engaging in peer observations and aligning to quality indicators as outlined in Site Learning Day Professional Development <p>Based on data from iReady, Literably, and SIPPS assessments teachers will deliver the weekly evidence-based intervention to cohorts of students not reading at grade level.</p> <ul style="list-style-type: none"> * Evidence-based intervention materials to support learning * Release time for teachers to analyze data and collaborate on targeted reading lessons including comprehension of informational text * Additional district funding for classroom teachers to provide reading and phonics intervention after school to students reading below grade level (SIPPS) 	<p>All Students</p>	

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 XXX. (increase of 8%)

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from XXX. (increase of 3%)

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from XXX. (increase of 3%)

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from XXX. (increase of 3%)

Local Assessments:

The percentage of all students scoring mid or above grade level on i-Ready Diagnostic #2 (Math) will increase from 24% to 27%. (increase of 3%)

The percentage of English Learners scoring mid or above grade level on i-Ready Diagnostic #2 (Math) will increase from 0% to 8%. (increase of 8%)

The percentage of socioeconomically disadvantaged students scoring mid or above grade level on i-Ready Diagnostic #2 (Math) will increase from 0% to 8%. (increase of 8%)

The percentage of students with disabilities scoring mid or above grade level on i-Ready Diagnostic #2 (Math) will increase from 11% to 19%. (increase of 8%)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

There is a significant gap between the performance of EL students and non-EL students, as well as students with disabilities and non-disabled peers.

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 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>	<p>ALL students of testing age, XX</p> <p>English Learners, of testing age - XX</p> <p>Socioeconomically Disadvantaged Students of testing age- XX</p> <p>Students with Disabilities of testing age - XX</p>
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	<p>ALL students - 24%</p> <p>English Learners - 0%</p> <p>Socioeconomically Disadvantaged Students - 11%</p> <p>Students with Disabilities - 0%</p>	<p>ALL students of testing age - 27%</p> <p>English Learners - 8%</p> <p>Socioeconomically Disadvantaged Students - 19%</p> <p>Students with Disabilities - 8%</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>Teachers will focus on aligning curriculum, instructional practice, and assessment with essential math standards at their grade level.</p> <p>* Teachers will use iReady data and chapter assessments to inform instructional decisions</p> <p>* Staff meetings and professional learning communities (PLC), and release time for collaboration will be used to support teachers in deepening their understanding of math essential standards and backward planning.</p> <p>* Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.</p> <p>* Teachers will collaborate with the IDS teacher for coaching and support</p> <p>* Teachers will participate in the Cycle of Professional Learning, engaging in peer observations and aligning to quality indicators as outlined in Site Learning Day Professional Development</p>	All Students	
2.2	<p>Teachers will utilize strategies from "Making Thinking Visible" to promote engagement, understanding, and independence for all learners during math.</p>	All Students	

	<ul style="list-style-type: none"> * Classroom walk-throughs will be conducted to observe, analyze, and calibrate evidence of high-quality teaching and learning * Teachers will collaborate on and implement thinking routines to promote learning, create effective student questioning, enhance listening to make thinking visible during math lessons 		
2.3	<p>A school-wide system of differentiated instruction and interventions will be put into place to help students master math standards.</p> <ul style="list-style-type: none"> * Students working below grade level may participate in daily small-group math instruction. * Teachers will utilize iReady targeted supplemental lessons to support intervention at home and at school * Teachers will meet individually with at-risk students and conduct math data chats each trimester to set short-term and long-term goals 	All Students	
2.4	<p>A comprehensive service model will continue to be implemented to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI)</p> <ul style="list-style-type: none"> * The SAI teacher will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs * SAI and general education teachers will meet regularly via PLC meetings data days, and check ins to articulate, plan instruction, and review student progress * Data will be analyzed to determine placement in an Intervention (less than two years below grade level) and Math Expressions Tier 3 Interventions * Students performing below grade level will receive daily-targeted math instruction in small groups to address their assessed needs (fluency and mathematical reasoning) 	Students with Disabilities	
2.5	<p>Integrated and Designated English Language Development (ELD)</p> <p>We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs)</p> <ul style="list-style-type: none"> *Students will be clustered by overall EL Proficiency level for designated ELD instruction *Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD *Teachers will implement integrated ELD through scaffolding strategies for math and math-specific language development. *Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk in math *Teachers will involved EL families at home by notifying them of the interventions used and EL parents will support students at home. 	English Learners	Language

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

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.

There is a significant gap between the attendance EL students and non-EL students.

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 15.23%. In 2023-24, our EL chronic absenteeism was 29.4%	In 2024-2025, we will reduce the rate of chronic absenteeism from 15.23% to 14.23%. (1% reduction) In 2024-2024, we will reduce the rate of chronic absenteeism by 29.4% to 24.4% (5% reduction)

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	The site social worker will support site engagement and attendance through a variety of interventions. * Weekly check-ins to increase school connectedness * Communication with families through phone calls, Zoom, emails, in-person meetings, and home visits	English Learners	Language

	<ul style="list-style-type: none"> * Welcome phone calls to families within the first week of attending school to connect with families and assess for potential needs * Check in with each new student on the first in-person day at school * Co-support for families with the District New Comer Teacher On Special Assignment (TOSA) * The resource Attendance Playbook will be used to guide staff in Foundational Support, Targeted Support, and Intensive Support. 		
3.2	<p>Students with more than 15% of absences in a given trimester will have an Attendance Plan put into place if students are at risk for disengagement. The staff will support and encourage students who are at risk for not engaging.</p> <ul style="list-style-type: none"> * The principal and site social worker will do a home visit * The teacher will set up a plan for ongoing communication with parents regarding attendance * Staff will determine the student's needs, including academic support, physical or mental health concerns, social services, etc. * Possible School Link referral made for services/resources to ongoing support or wrap-around services for families * Student Study Team (SST) or IEP meeting to discuss concerns and strategize solutions with parent/caregiver and teacher * One-on-one or small group support from the site social worker * Written notice to parents regarding attendance and disengagement 	Students with an absentee rate 15% or greater.	
3.3	<p>The student team of stakeholders will meet for an IEP meeting to address attendance issues. This will include the SAI Case Manager, Service Providers, School Psychologist, Social Worker, Gen Ed Teacher, and Principal.</p> <ul style="list-style-type: none"> * Weekly check-ins to increase school connectedness * Communication with families through phone calls, Zoom, emails, in-person meetings, and home visits * Welcome phone calls to families within the first week of attending school to connect with families and assess for potential needs * Check in with each new student on the first in-person day at school * The resource Attendance Playbook will be used to guide staff in Foundational Support, Targeted Support, and Intensive Support. 	Students with Disabilities	

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:

Culture/Climate- 74.51

Growth Mindset- 67.26

Self-Management- 67.37

Self-Efficacy- 59.23

Social Awareness - 68.29

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

Support for Academic Learning- 87%

Sense of Community- 88%

Sense of Safety- 82%

The number of students suspended will decrease from 1.7 to 1.5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

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.

Student suspension rate is 1.7% and that needs to decrease to 1.5% next year.

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 (4th, 5th, 6th, 7th, 8th grade)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate- 74.51% Growth Mindset- 67.26% Self-Management- 67.37% Self-Efficacy- 59.23% Social Awareness - 68.29%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate- 74.51% to 77.51% Growth Mindset- 67.26% to 70.26% Self-Management- 67.37% to 70.37% Self-Efficacy- 59.23% to 62.23% Social Awareness - 68.29% to 71.29%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning- 87% Sense of Community- 88% Sense of Safety- 82%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - from 87% to 90% Sense of Community -88% to 91% Sense of Safety - 82% to 85%
Suspension Data	Our school's suspension rate for the 2023-24 school year is 1.74%.	The percentage of students suspended will decrease to 1.54%

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	Restorative Practices * Establish positive relationships between staff and students through community activities * Through professional development at staff meetings, the staff will learn how to establish a climate of understanding around trauma-informed care and responses * Training for the campus attendant on how to use restorative principles when intervening and interacting with students * Decrease the suspension rate by providing meaningful alternative consequences that do not create a loss in student learning * Parent workshops around managing challenging behavior presented by the site social worker	All Students	
4.2	Social Emotional Learning Daily social-emotional learning lessons and activities in every classroom In-class restorative circles and class meetings The site social worker provides monthly lessons in each classroom Parent workshops for parents to learn how to support their child at home	All Students	

<p>4.3</p>	<p>Engage English Language Learner's Families Intentionally *Provide a detailed explanation alongside the EL Catch Up Plans to support parent understanding *Have a Class Dojo "Sign Up" night with technology and language support on hand to help parents connect to Class Dojo</p>	<p>English Learners</p>	<p>Language</p>
<p>4.4</p>	<p>PBIS Extension Plan Implementation *Create a PBIS Steering Committee with the following representatives: classroom teacher, paraprofessional, campus attendant, ESS leader, parents of students (typically developing, English Language Learner, and student with disabilities), social worker, principal *Implementation of campus-wide digital behavior referral system that will allow data collection and analysis by PBIS Committee and PLC Groups *PBIS Steering Committee meets regularly to review and continue to develop PBIS strategies on campus and to review behavior data with a focus on decreasing the number of behavioral referrals and increasing the amount of student-originated advocacy, resulting in the reduction of suspension rate *PBIS signage updated campus-wide *Classroom teachers to train students on PBIS locations and expectations around campus throughout the year *Supplement SEL lessons by the Social Worker with KidPower resources</p>	<p>All Students</p>	
<p>4.6</p>			

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

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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

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

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount
----------------	--------

Expenditures by Budget Reference

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

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

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

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

Name of Members

Role

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 24, 2024.

Attested:



Principal, Natalie Jager on May 24, 2024



SSC Chairperson, Monica Garrot on May 24, 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](#)
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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.

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.

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 as 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.

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/>

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