



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 27, 2026	June 16, 2026

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 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 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 2026-27 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, 4-16-26
- * SSC # 3 Meeting on 1-23-26; SSC #4 Meeting on 4.16.26; SSC #5 Meeting on 5-27-26
- * Staff Meetings where the 2026-27 SPSA goals and metrics were discussed: 4-21-26, 5-26-26

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.

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.

Chronic Absenteeism is in the "Orange" performance category.

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.

The Hispanic students had two or more performance levels below "all students" in the area of Math. To address this issue we will consider the following:

-Personalized engagement plan: Work with teachers, Specialized Academic Instructors, Social Worker, and parents to create personalized engagement plans, separate from IEP, for students with disabilities with a history of challenging behaviors that may lead to suspensions. These plans could include tailored interventions that address specific barriers to making appropriate behavior choices.

-Improved Communication: Ensure that communication between home and school is strong and effective. Parents should feel supported and know who to contact for help if their child is facing challenges with concepts and given resources to support at home.

-Regular Monitoring and Support: The teacher, Specialized Academic Instructor, Social Worker and parents will regularly monitor the connectedness of students with disabilities that are showing indicators of escalated behaviors before a suspension occurs. This allows for interventions to be implemented to respond to the students' needs.

The Multilingual English Learners and White students had two or more performance levels below "all students" in the area of suspensions. To address this issue we will consider the following:

-Personalized engagement plan: Work with teachers, Social Worker, Behavior Intervention Team and parents to create personalized engagement plans for students with a history of challenging behaviors that may lead to suspensions.

These plans could include tailored interventions that address specific barriers to making appropriate behavior choices.

-Improved Communication: Ensure that communication between home and school is strong and effective. Parents should feel supported and know who to contact for help if their child is facing challenges with behaviors that may lead to suspensions.

-Regular Monitoring and Support: The teacher, Social Worker and parents will regularly monitor the connectedness of students that are showing indicators of escalated behaviors before a suspension occurs. This allows for interventions to be implemented to respond to the students' needs.

Other Needs

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

According to iReady D#2 data, the following student groups show a discrepancy from "all student" performance. In Reading, 35% of all students performed Mid/Above Grade level. 5% of Multilingual English Learners and 14% of Students with Disabilities performed Mid/Above Grade level. In Math, 26% of all students performed Mid/Above Grade level. 5% of Multilingual English Learners, 12% of Students with Disabilities and 10% of Hispanic students performed Mid/Above Grade level.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.39%	%	0.19%	2		1
African American	4.68%	3.98%	3.72%	24	20	20
Asian	0.97%	2.19%	2.04%	5	11	11
Filipino	1.36%	1.39%	1.30%	7	7	7
Hispanic/Latino	33.53%	29.88%	29.37%	172	150	158
Pacific Islander	0.19%	0.20%	0.19%	1	1	1
White	46.78%	48.21%	48.14%	240	242	259
Multiple/No Response	11.70%	13.94%	14.68%	60	70	79
Total Enrollment				513	502	538

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		47	58
Kindergarten	66	68	81
Grade 1	84	74	71
Grade 2	77	82	78
Grade3	81	81	83
Grade 4	75	79	81
Grade 5	56	71	86
Grade 6	50		
Total Enrollment	513	502	538

Conclusions based on this data:

1. The Hispanic/Latino, Filipino and African American populations have increased for the last 3 years.
2. White students are the largest percentage of students.

3. The number of Kindergarten students significantly decreased from 22-23 and 23-24.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	40	35	39	5.9%	7.8%	7.2%
Fluent English Proficient (FEP)	12	9	13	2.1%	2.3%	2.4%
Reclassified Fluent English Proficient (RFEP)	2	6	2	3%	13%	3%

Conclusions based on this data:

1. The percentage of English Learners has steadily increased each year.
2. Fluent English Proficient students has increased.
3. Lemon Avenue has reclassified English Learners each year.

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 Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	86	83	83	85	80	81	85	80	81	98.8	96.4	97.6
Grade 4	68	72	83	67	71	80	67	71	80	98.5	98.6	96.4
Grade 5	52	54	70	51	53	65	51	53	65	98.1	98.1	92.9
Grade 6	57	54		56	53		56	53		98.2	98.1	
All	263	263	236	259	257	226	259	257	226	98.5	97.7	95.8

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2473.	2438.	2451.	45.88	31.25	37.04	23.53	25.00	23.46	21.18	23.75	20.99	9.41	20.00	18.52
Grade 4	2504.	2512.	2480.	38.81	38.03	30.00	28.36	26.76	25.00	17.91	18.31	20.00	14.93	16.90	25.00
Grade 5	2519.	2502.	2526.	37.25	18.87	32.31	19.61	33.96	26.15	13.73	28.30	20.00	29.41	18.87	21.54
Grade 6	2531.	2497.		21.43	16.98		30.36	15.09		23.21	28.30		25.00	39.62	
All Grades	N/A	N/A	N/A	37.07	27.63	33.19	25.48	25.29	24.78	19.31	24.12	20.35	18.15	22.96	21.68

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	31.76	22.50	23.46	61.18	65.00	62.96	7.06	12.50	13.58
Grade 4	31.34	35.21	20.00	53.73	59.15	66.25	14.93	5.63	13.75
Grade 5	17.65	18.87	26.15	66.67	62.26	53.85	15.69	18.87	20.00
Grade 6	17.86	16.98		58.93	52.83		23.21	30.19	
All Grades	25.87	24.12	23.01	59.85	60.31	61.50	14.29	15.56	15.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.41	18.75	13.58	61.18	55.00	70.37	9.41	26.25	16.05
Grade 4	25.37	21.13	16.25	59.70	66.20	66.25	14.93	12.68	17.50
Grade 5	29.41	13.21	30.77	47.06	62.26	55.38	23.53	24.53	13.85
Grade 6	12.50	15.09		64.29	43.40		23.21	41.51	
All Grades	24.71	17.51	19.47	58.69	57.20	64.60	16.60	25.29	15.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.53	11.25	13.58	67.06	65.00	77.78	9.41	23.75	8.64
Grade 4	14.93	21.13	15.00	71.64	71.83	67.50	13.43	7.04	17.50
Grade 5	31.37	15.09	23.08	52.94	77.36	61.54	15.69	7.55	15.38
Grade 6	16.07	11.32		76.79	67.92		7.14	20.75	
All Grades	21.24	14.79	16.81	67.57	70.04	69.47	11.20	15.18	13.72

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.06	27.50	23.46	65.88	56.25	65.43	7.06	16.25	11.11
Grade 4	25.37	16.90	17.50	65.67	76.06	71.25	8.96	7.04	11.25
Grade 5	25.49	24.53	21.54	52.94	64.15	58.46	21.57	11.32	20.00
Grade 6	19.64	18.87		62.50	66.04		17.86	15.09	
All Grades	24.71	22.18	20.80	62.55	65.37	65.49	12.74	12.45	13.72

Conclusions based on this data:

1. Third and Fifth grades increased in overall achievement of students that exceeded the standard.
2. Grade 5 increased in student writing proficiency by 17%.
3. The percentage of students Below Standard in Research/Inquiry has increased by 1.3%.

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 Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	86	83	83	85	82	82	85	82	82	98.8	98.8	98.8
Grade 4	68	72	83	67	71	82	67	71	82	98.5	98.6	98.8
Grade 5	52	54	70	51	54	68	51	54	68	98.1	100	97.1
Grade 6	57	54		57	52		57	52		100.0	96.3	
All	263	263	236	260	259	232	260	259	232	98.9	98.5	98.3

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2483.	2440.	2475.	43.53	28.05	39.02	29.41	24.39	31.71	15.29	25.61	13.41	11.76	21.95	15.85
Grade 4	2512.	2514.	2480.	32.84	33.80	26.83	35.82	26.76	20.73	19.40	25.35	26.83	11.94	14.08	25.61
Grade 5	2518.	2489.	2505.	31.37	16.67	33.82	15.69	22.22	11.76	21.57	31.48	17.65	31.37	29.63	36.76
Grade 6	2503.	2490.		12.28	17.31		17.54	11.54		33.33	25.00		36.84	46.15	
Grade 11															
All Grades	N/A	N/A	N/A	31.54	25.10	33.19	25.77	22.01	21.98	21.54	26.64	19.40	21.15	26.25	25.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	56.47	30.49	46.34	29.41	46.34	39.02	14.12	23.17	14.63
Grade 4	52.24	43.66	30.49	28.36	36.62	42.68	19.40	19.72	26.83
Grade 5	29.41	11.11	33.82	41.18	55.56	30.88	29.41	33.33	35.29
Grade 6	14.04	15.38		47.37	26.92		38.60	57.69	
Grade 11									
All Grades	40.77	27.03	37.07	35.38	41.70	37.93	23.85	31.27	25.00

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.71	24.39	41.46	40.00	51.22	47.56	15.29	24.39	10.98
Grade 4	23.88	30.99	28.05	59.70	49.30	41.46	16.42	19.72	30.49
Grade 5	25.49	14.81	23.53	49.02	53.70	51.47	25.49	31.48	25.00
Grade 6	7.02	13.46		59.65	48.08		33.33	38.46	
All Grades	27.31	22.01	31.47	51.15	50.58	46.55	21.54	27.41	21.98

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	45.88	24.39	32.93	42.35	62.20	53.66	11.76	13.41	13.41
Grade 4	29.85	30.99	24.39	55.22	59.15	54.88	14.93	9.86	20.73
Grade 5	15.69	11.11	19.12	60.78	61.11	47.06	23.53	27.78	33.82
Grade 6	12.28	13.46		61.40	55.77		26.32	30.77	
All Grades	28.46	21.24	25.86	53.46	59.85	52.16	18.08	18.92	21.98

Conclusions based on this data:

1. The overall achievement of all students in Math has increased by 8%.
2. Overall performance declined from 2022–23 to 2023–24, then improved again in 2024–25. For example, in all grades for Concepts & Procedures, the percentage of students above standard dropped from 40.77% (22–23) to 27.03% (23–24) and then increased to 37.07% (24–25), showing a clear dip followed by recovery.
3. Upper elementary grades, especially Grade 5, continue to have the greatest need for support. These grades consistently show lower percentages of students above standard and higher percentages below standard, particularly in Problem Solving & Modeling/Data Analysis.

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/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	9	7	7
1	*	*	*	*	*	*	*	*	*	4	8	7
2	*	*	*	*	*	*	*	*	*	5	4	7
3	*	*	*	*	*	*	*	*	*	*	6	5
4	*	*	*	*	*	*	*	*	*	4	6	10
5	*	*	*	*	*	*	*	*	*	7	4	8
6	*	*		*	*		*	*		5	9	
All										37	44	44

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
All	10.81	11.63	11.36	35.14	30.23	20.45	16.22	25.58	25.00	37.84	32.56	43.18	37	43	44

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
All	27.03	27.91	20.45	35.14	34.88	27.27	2.70	13.95	15.91	35.14	23.26	36.36	37	43	44

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*		*	*		*	*		*	*		*	*	
All	2.70	6.98	6.82	21.62	13.95	6.82	24.32	34.88	31.82	51.35	44.19	54.55	37	43	44

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	16.22	23.08	18.18	51.35	53.85	50.00	32.43	23.08	31.82	37	39	44

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	35.14	41.86	27.27	32.43	39.53	34.09	32.43	18.60	38.64	37	43	44

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	8.11	4.65	4.55	37.84	39.53	34.09	54.05	55.81	61.36	37	43	44

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	18.92	16.28	13.64	35.14	55.81	43.18	45.95	27.91	43.18	37	43	44

Conclusions based on this data:

1. We have decreased in students scoring as Well Developed in the Reading and Writing domains.
2. We have increased in students scoring Well Developed in the Speaking and Listening domains.
3. The number of student taking the ELPAC has steadily increased over the last three years.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
502	44.4%	7%	0.0%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	7%
Foster Youth	0	0.0%
Homeless	15	3%
Socioeconomically Disadvantaged	223	44.4%
Students with Disabilities	70	13.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	4%
American Indian	0	0.0%
Asian	11	2.2%
Filipino	7	1.4%
Hispanic	150	29.9%
Two or More Races	70	13.9%
Pacific Islander	1	0.2%
White	242	48.2%

Conclusions based on this data:

- 1. Socioeconomically disadvantaged students make up about 44% of the overall student population.
- 2. One-third of our population is of Hispanic decent.
- 3. White students are our largest student population at 48%.

School and Student Performance Data

Overall Performance

The 2025 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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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. The highest performance area is Math with a blue rating.
2. The academic performance in English Language Arts is green.

3. The lowest performance are is Chronic Absenteeism with an orange rating.

School and Student Performance Data

Academic Performance English Language Arts

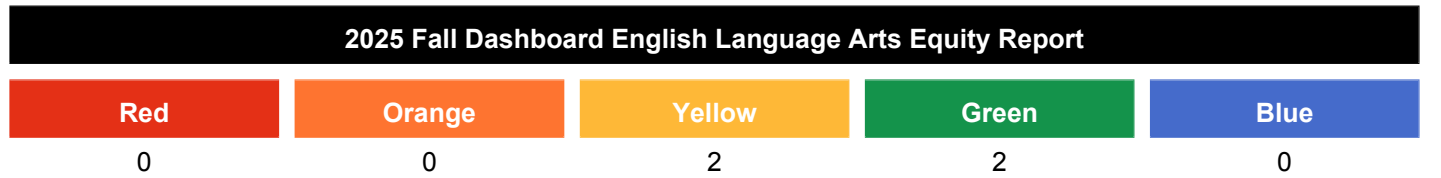
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 20.3 points above standard Increased 14.1 points 219 Students	 No Performance Color 88.1 points below standard Declined 5.1 points 16 Students	

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 24.3 points below standard Increased 18 points 93 Students
Students with Disabilities  Yellow 45.9 points below standard Increased 32 points 43 Students	African American  No Performance Color 71.5 points below standard Increased 15 points 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Green 3.2 points below standard Increased 5.4 points 65 Students
Two or More Races  No Performance Color 32.8 points above standard Increased 34.5 points 33 Students	Pacific Islander  No Performance Color 0 Students	White  Green 44.5 points above standard Increased 14.7 points 102 Students

Conclusions based on this data:

1. The academic performance of students with disabilities has increased by 32 points with a yellow rating.
2. The academic performance of socioeconomically disadvantaged students has increased by 18 points with a yellow rating.
3. All students groups showed an increase in performance in ELA.

School and Student Performance Data

Academic Performance Mathematics

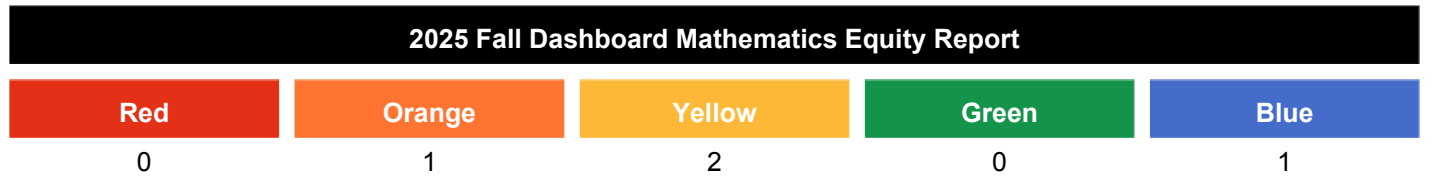
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Blue 11.1 points above standard Increased 20.1 points 221 Students	 No Performance Color 65.3 points below standard Increased 41.3 points 18 Students	

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 34 points below standard Increased 27 points 96 Students
Students with Disabilities  Yellow 64.8 points below standard Increased 26.2 points 42 Students	African American  No Performance Color 71.6 points below standard Increased 50.7 points 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 30.7 points below standard Maintained -0.4 points 65 Students
Two or More Races  No Performance Color 25.5 points above standard Increased 37.5 points 33 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 45 points above standard Increased 25.7 points 102 Students

Conclusions based on this data:

1. All students increased in Math by a total of 20.1 points.
2. The performance for socioeconomically disadvantaged students and students with disabilities increased to a yellow rating.
3. The only student group that did not increase, but maintained, was hispanic students.

School and Student Performance Data

Academic Performance Science

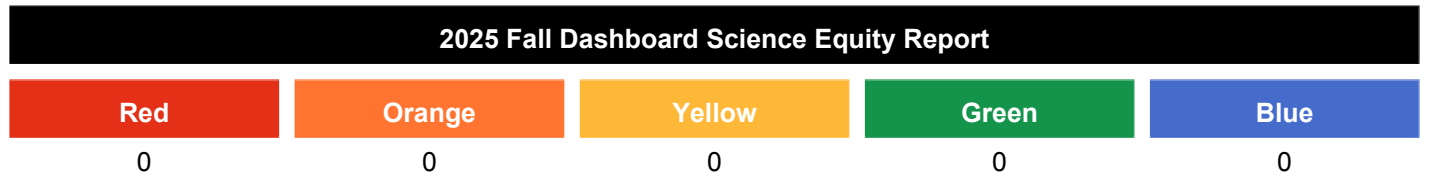
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 60 science points Increased 4.5 points 63 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color 0 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 49.1 science points Maintained -0.7 points 32 Students
Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 54.8 science points Increased 4.7 points 23 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 67.3 science points Increased 5.3 points 29 Students

Conclusions based on this data:

1. The 5th Graders increased in their Science performance by 4.5 points.
2. The Science performance is in the green.
3. Hispanic students increased in their performance by 4.7 points, but there were not enough students in the group to be assigned a color.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 48 making progress. Number Students: 25 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16%	36%	0%	48%

Conclusions based on this data:

1. 48% of my students progressed at least one level, which is a 13.5% increase from last year.
2. 36% of my students maintained their current level.
3. 16% of my student decreased by one level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

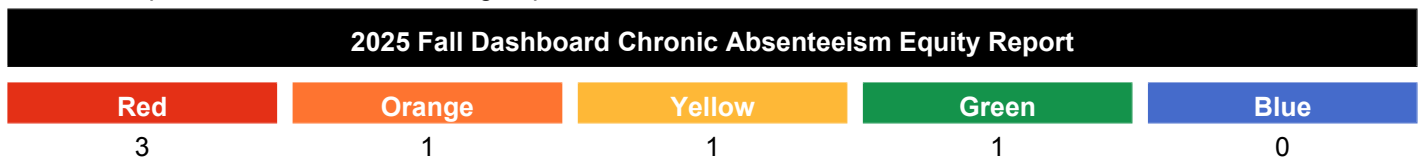
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange 14.9% Chronically Absent Increased 1 531 Students	 Red 39.6% Chronically Absent Increased 20.5 53 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color 29.4% Chronically Absent Declined 6.3 17 Students	 Red 24.5% Chronically Absent Increased 3.5 257 Students

Students with Disabilities  Yellow 19.5% Chronically Absent Declined 9.8 87 Students	African American  No Performance Color 25% Chronically Absent Increased 5 24 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 46.7% Chronically Absent 0 15 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Red 24.5% Chronically Absent Increased 1.7 159 Students
Two or More Races  Orange 11.4% Chronically Absent Increased 5.2 79 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 6.9% Chronically Absent Declined 2 246 Students

Conclusions based on this data:

1. Overall, the percentage of chronically absent students has increased by 1% to 14.9%.
2. 39.6% of English Learners are chronically absent which is an increase of 20.5%.
3. 19.5% of students with disabilities are chronically absent which is decline by 9.8%.

School and Student Performance Data

Conditions & Climate Suspension Rate

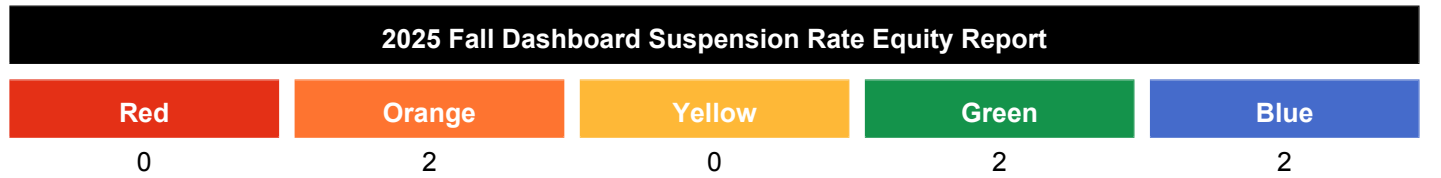
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.3% suspended at least one day Declined 1.1% 536 Students	English Learners  Orange 3.5% suspended at least one day Increased 3.5% 57 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0% suspended at least one day Declined 14.3% 17 Students	Socioeconomically Disadvantaged  Green 1.1% suspended at least one day Declined 2.3% 262 Students

Students with Disabilities  Green 2.3% suspended at least one day Declined 4.2% 88 Students	African American  No Performance Color 4.2% suspended at least one day Maintained 0.2% 24 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 15.8% suspended at least one day 19 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Blue 0% suspended at least one day Declined 3.8% 160 Students
Two or More Races  Blue 0% suspended at least one day Declined 3.1% 79 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 1.2% suspended at least one day Increased 0.4% 246 Students

Conclusions based on this data:

- 1.3% of students were suspended which was an decrease of 1.1%.
- English Learners were the greatest population of students suspended at 3.5%.
- The two student groups in orange are white students and hispanic 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

By June 2027, all students, including English Learners and socioeconomically disadvantaged students, will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP ELA (grades 3–5) and the i-Ready ELA Diagnostic in English Language Arts.

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.

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)	CAASPP 2024-2025 All students, Grades 3-5 - 58% English Learners, Grades 3-5 - 15% Socioeconomically Disadvantaged Students, Grades 3-5 - 39% Students with Disabilities, Grades 3-5 - 22%	CAASPP 2026-2027: All students, grades 3-5- 61% English Learners, of testing age - 23% Socioeconomically Disadvantaged Students, of testing age - 47% Students with Disabilities, of testing age - 30%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2 -35% English Learners - 5% Socioeconomically Disadvantaged Students - 24% Students with Disabilities - 13%	2026-2027 i-Ready Diagnostic 2: All students - 38% English Learners - 13% Socioeconomically Disadvantaged Students - 32% Students with Disabilities - 21%

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	Lemon Avenue is committed to providing quality Tier 1 instruction for all students by deepening their implementation of research based systematic phonemic awareness and phonics curriculum in primary grades, differentiated small group instruction in all grades and the alignment of instruction to California State Standards. Tier 1: K-2 Students: - All students will engage in UFLI lessons 4-5 days a week as an essential piece of the ELA instructional block. Teachers will collaborate with their teams to ensure grade level alignment. - Teachers will administer the DIBELS Screener and use the data to make instructional decisions for small groups. - During reading rotations, students will reinforce and apply skills introduced during UFLI whole-group instruction. All Students: - Teachers will collaborate with the ELEI TOSA and their PLCs to apply Universal Design for Learning (UDL) principles, aligning grade-level standards with the depth of understanding and expectations for student outcomes while intentionally designing instruction to ensure all students have equitable access to the content. - Teachers will implement strategies and utilize resources to deliver instruction that is rigorous, standards-aligned, and appropriately differentiated to promote meaningful student engagement. - Continue to strengthen instructional practice through the use of the Gradual Release of Responsibility model, with a focused emphasis on designing and implementing rigorous, standards-aligned independent learning tasks that promote student ownership and critical thinking. Tier 2: All Students: - Implement Tier 2 literacy support through ongoing diagnostic assessments to guide targeted, skill-based small group instruction using Core Phonics, while leveraging i-Ready Tools for Instruction	All Students	

	to support differentiation and intervention as needed. Utilize WIN (What I Need) time across grade levels to differentiate instruction and target specific skill needs for all students.		
1.2	Lemon Avenue is committed to the continuous improvement of using data to drive instructional decisions. Lemon Avenue will use multiple data indicators to inform decisions regarding curriculum, instruction, and professional learning at multiple levels. Teachers: - Use daily formative data to guide instruction. - Monitor reading progress through Literably, iReady, DIBELS (K–2), Core Phonics and Wonders assessments. - Apply iReady Diagnostic results to form instructional groups and utilize Tools for Instruction. Grade Levels: - Collaborate during PLCs to collectively analyze student data and drive curriculum and instructional planning. - Engage in shared lesson reflection during PLCs, using formative assessment data to collectively monitor student progress. - Collectively identify students not mastering ELA essential standards and co-plan differentiation and intervention strategies. - Jointly implement and monitor Tier 1 interventions, using PLC time to share what is and isn't working across classrooms. School Leadership: - Use multiple data sources to identify school-wide trends, prioritize areas for continuous improvement, and drive professional learning decisions - Partner with teachers through scheduled individual and grade level data meetings each trimester to collaboratively review progress and align on next steps. - Provide dedicated release time for teachers to analyze data and collaborate on targeted reading instruction, with a focus on the Gradual Release of Responsibility.	All Students	
1.3	Lemon Avenue is committed to the ongoing support of our Multilingual English Learners. All MEL students will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to	Multilingual English Learners	

	promote fluency and academic discourse. • Provide teacher release time for dedicated MEL professional learning, with a focus on building capacity around GLAD strategies and collaborative planning. • Ensure MEL families are informed and empowered through regular communication about interventions being used and meaningful ways to support their child's learning at home. • Designate Staff Meetings and/or Site Learning Days to strengthen the consistent and effective implementation of integrated and designated ELD across classrooms. • Honor the reclassification of MEL students to English Proficient through two dedicated celebrations — one at the beginning of the school year and one at the end — bringing together the school community and families to recognize this milestone.		
1.4	Lemon Avenue is committed to the ongoing support of our Students with Disabilities. • Student core instructional time will be prioritized in the general education class, with appropriate supports, as determined by the IEP team. • Teachers will apply Universal Design for Learning (UDL) principles to intentionally plan scaffolds that support students with disabilities in accessing grade-level standards, while prioritizing meaningful engagement and structured collaborative discourse to deepen understanding. • Communication will be regularly shared with SAI families regarding the interventions being implemented and ways to support their students at home, with an emphasis on building strong, collaborative relationships between school and home to promote student success.	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 2

Title and Description of School Goal

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

Math

By June 2027, all students, specifically English Learners, Socioeconomically Disadvantaged and Student with Disabilities will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP Math (grades 3–5) and the i-Ready Diagnostic in Math.

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.

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, students with disabilities and non-disabled peers, as well as socioeconomically disadvantaged students and their more advantaged peers, highlighting the urgent need for targeted support, equitable access to rigorous instruction, and intentional practices that address the diverse needs of every learner.

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)	2024-2025 SBAC Math, Grades 3-5: All students - 55%	2026-2027 SBAC Math, Grades 3-5: All students - 58%
	English Learners, Grades 3-6 - 5%	English Learners, of testing age - 13%
	Socioeconomically Disadvantaged Students, Grades 3-6 - 35%	Socioeconomically Disadvantaged Students of testing age- 43%
	Students with Disabilities, Grades 3-6 - 22%	Students with Disabilities of testing age - 30%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	2025-2026 i-Ready Diagnostic 2: All Students - 26%	2026-2027 i-Ready Diagnostic 2: All Students - 29%
	English Learners - 5%	English Learners - 13%
	Socioeconomically Disadvantaged Students - 15%	Socioeconomically Disadvantaged Students - 23%
	Students with Disabilities - 13%	Students with Disabilities - 21%

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	Lemon Avenue is committed to strong Tier 1 instruction for all students in Math. • Build capacity with the new Math curriculum, developing deep familiarity with its scope, sequence, and instructional routines to ensure consistent and effective implementation across classrooms. • Align curriculum, instructional practice, and assessment with grade level math standards while integrating the Standards of Mathematical Practice into daily instruction. • Utilize mathematical discourse in collaborative groups to deepen student understanding of mathematical concepts, leveraging the structures and routines embedded in the new curriculum. • Provide regular opportunities for students to engage with mathematical concepts through games, hands-on practice, and math centers to strengthen conceptual understanding. • Regularly use formative and summative assessments through the new curricular resources and iReady data to inform instructional decisions and monitor student progress.	All Students	
2.2	Lemon Avenue is committed to the ongoing support of our Students with Disabilities through Specialized Academic Instruction (SAI). • Prioritize schedule alignment to ensure students with disabilities have consistent access to core Math instruction within the general education classroom alongside their peers. • Use IEP goals to complement, not replace, core Math instruction, ensuring pull-out support is intentionally scheduled to avoid missing Tier 1 instruction. • Collaborate between general education and special education teachers to co-plan and co-deliver Math instruction using the new curriculum, ensuring students with disabilities receive meaningful access to grade level content. • Provide accommodations and modifications within the general education setting that support full participation in mathematical discourse,	Students with Disabilities	

	hands-on practice, and collaborative learning structures.		
2.3	Lemon Avenue is committed to the ongoing support of our Multilingual English Learners. All MEL students will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse. • Implement integrated ELD within Math instruction by embedding scaffolding strategies that support math-specific language development and make content accessible for all learners. • Strengthen the use of structured routines and language frames to promote meaningful collaborative conversations and rich mathematical discourse across all classrooms. • Provide teacher release time for dedicated MEL professional learning, with a focus on building capacity around GLAD strategies and collaborative planning. • Ensure MEL families are informed and empowered through regular communication about interventions being used and meaningful ways to support their child's learning at home.	English Language Learners	

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

By June 2027, the school will decrease chronic absenteeism school-wide by 1%, and for each specified student group in the Annual Measurable Outcome section, as measured by end of year chronic absenteeism rates, by addressing the barriers through the strategies listed below.

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.

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 as well as Socioeconomically Disadvantaged and their more advantaged 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
California Dashboard Rate of Chronic Absenteeism	At the end of 24-25 school year, our rate of chronic absenteeism was 14.9%. English Language Learners: 39.6% Socioeconomically Disadvantaged Students: 24.5% Students with Disabilities: 19.5%	In 2026-2027, we will reduce the rate of chronic absenteeism by 2%. English Language Learners: 36% Socioeconomically Disadvantaged Students: 21% Students with Disabilities: 16%

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	Students identified with absences exceeding 15% in a given trimester will receive a personalized Attendance Plan, with staff taking a proactive and compassionate approach to re-engage and support every at-risk student.	Students with an absentee rate 15% or greater.	

	• The classroom teacher will establish a consistent communication plan with families to keep parents informed and actively involved in improving attendance • The attendance team will conduct a holistic review of each student's needs, considering academic, physical, mental health, and social service factors to ensure the right supports are in place • The site social worker will provide one-on-one or small group support to build trust, address barriers, and strengthen the student's connection to school • School Link referrals will be made as needed to connect families with ongoing services and wrap-around community resources • A Student Study Team (SST) or IEP meeting will be convened as appropriate to bring together parents, caregivers, and staff to collaboratively identify concerns and develop solutions		
3.2	Lemon Avenue is committed to reducing barriers to attendance and increasing school engagement by ensuring all students and families feel welcomed, supported, and connected to the school community. The site social worker, in collaboration with school staff and support teams, will implement proactive and targeted attendance interventions designed to strengthen relationships, identify barriers early, and increase students' sense of belonging and connectedness to school. • Personally welcoming new students on their first day to establish an immediate sense of belonging and connection to the school community. • Contacting identified families within the first week of enrollment through welcoming phone calls to build trust, assess for potential barriers to attendance, and connect families with available supports and resources. • Conducting periodic student check-ins and facilitating small groups to strengthen school connectedness and engagement. • Maintaining consistent and flexible communication with families through phone calls, Zoom, email, in-person meetings, and home visits to ensure families feel informed, supported, and engaged as partners in their child's education.	All Students	
3.3	• Providing intentional outreach to students experiencing disengagement related to economic hardship, housing instability, transportation challenges, or food insecurity.	Socioeconomically Disadvantaged	

	Connecting families with school and community-based resources, including School Link referrals, food assistance, clothing support, and mental health services, to address barriers contributing to chronic absenteeism.		
3.4	- For students with disabilities experiencing chronic absenteeism, the IEP team, including the SAI Case Manager, Service Providers, School Psychologist, Social Worker, General Education Teacher, and Principal, will collaborate to identify attendance barriers and develop targeted supports aligned to the student's individual needs. - Conducting intentional check-ins aligned to students' IEP goals, accommodations, and social-emotional needs to strengthen students' sense of safety, belonging, and school connectedness. - Maintaining ongoing collaboration and flexible communication with families to ensure they feel fully informed, supported, and included as equal partners in improving attendance and student success.	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

By June 2027, the school will improve overall school climate by reducing suspension rates, increasing student and parent perceptions of safety, belonging, and school satisfaction, and strengthening parent engagement and partnership in school decision-making and activities, as measured by the indicators in the Annual Measurable Outcomes section below.

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.

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.

Lemon Avenue is proud to maintain an exceptional suspension rate of 0.35%, well below the 1.5% threshold.

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
Annual Spring Panorama Survey (3-5 grades only)	The percentage of 3rd-5th grade students who responded favorably in the 2026 Spring Panorama domains listed below are as follows: Emotional Regulation 50% Grit 55% Growth Mindset 59% School Climate 55% School Safety 58% Self-Efficacy 57% Self-Management 71% Sense of Belonging 63% Social Awareness 69% Supportive Relationships 89%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 55% Grit 60% Growth Mindset 64% School Climate 60% School Safety 63% Self-Efficacy 62% Self-Management 76% Sense of Belonging 68% Social Awareness 74% Supportive Relationships 94%
La-Mesa Spring Valley Annual Spring Parent Survey Results	The percentage of parents who responded favorably in the 2026 Spring domains listed below are as follows: Support for Academic Learning - 93% Sense of Community - 92% Sense of Safety - 89%	The percentage of parents who respond favorably in the Spring 2027 survey will increase to the following percentages in each domain: Support for Academic Learning - 95% Sense of Community - 95% Sense of Safety - 92%

California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is .35%.	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will remain at or less than .35%.
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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	Lemon Avenue is committed to building a positive, empathetic, and resilient school community by integrating Social-Emotional Learning, Growth Mindset, and Restorative Practices into all aspects of campus life fostering a culture of belonging, reflection, and continuous growth for every student. - Staff will participate in professional development focused on trauma-informed care, restorative principles, and growth mindset to ensure a consistent and compassionate approach across all campus interactions. - All teachers will incorporate Second Step lessons into their daily schedule, using common language and strategies consistently in staff and student conversations throughout the school day. - Growth mindset principles will be embedded across all areas of campus, encouraging students to embrace challenges, learn from mistakes, and view effort as a pathway to improvement. - Campus attendants will receive targeted training on restorative principles to ensure consistent, relationship-centered responses when interacting with students. - Restorative circles and class meetings will be regularly facilitated to strengthen community connectedness, promote empathy, and elevate student voice. - Character will be celebrated four times a year through family-attended recognition events that honor students who exemplify the school's core values. - Family workshops will be offered each trimester to equip caregivers with strategies and common language to support their child's social-emotional growth at home.	All Students	
4.2	Lemon Avenue is committed to building upon and strengthening existing PBIS structures to create a positive, connected, and consistent school culture where all students feel a sense of belonging and understand behavioral expectations.	All Students	

	- Two teacher leaders will co-facilitate the School Culture Team alongside the principal, with representation from each grade level to ensure all voices are heard and all perspectives inform school-wide decisions. - The School Culture Team will engage in ongoing reflection of current PBIS structures, identify areas of concern, implement updated procedures and signage for greater clarity, and provide intentional direction and support in response to emerging behavior trends across campus. - Classroom teachers will explicitly re-teach the Behavior Matrix and school-wide expectations following every two-week break and whenever the need arises, ensuring students have consistent, clear, and reinforced guidance for expected behaviors in all campus locations.		
4.3	Lemon Avenue is committed to intentionally strengthening the connection between the school community and its English Learner families, ensuring every family feels welcomed, informed, and empowered as active partners in their child's education. - The site social worker will facilitate periodic family workshops designed to holistically support English Learner families across multiple areas of need, including digital literacy and navigation of school communication platforms, understanding of school programs and resources, and connections to community services and support. Language support will be available throughout all workshops to ensure every family can fully participate, ask questions, and leave feeling informed, confident, and connected to their child's educational journey. - The social worker, classroom teacher, principal, and school office manager will collaborate as a unified team to actively connect English Learner families to campus community events, ensuring intentional outreach, culturally responsive welcoming, and language support so that every family feels a genuine sense of belonging and inclusion.	English Learners	

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	\$TBD
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 (\$)

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

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

State or Local Programs	Allocation (\$)

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

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

Budgeted Funds and Expenditures in this Plan

Budget Allocations

- Budget allocations will be added to this document.
- Totals will auto-populate from expenses entered in the SPSA.
 - **Do not adjust numbers on this page.**

If total expenses exceed available funds, revise your **funding sources** in the SPSA.

For **duplicate costs** (e.g., an intervention teacher supporting ELA and Math)

- List the funding source twice
- Enter the cost only once; leave the second entry as duplicate (no dollar amount).

Funding Notes:

All Title I and CSI funds must be fully budgeted

Other funding sources may be used but do not require SSC approval.

Community Schools: Document Community Schools grant-funded expenses in the SPSA

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
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Expenditures by Funding Source

Funding Source	Amount
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Expenditures by Budget Reference

Budget Reference	Amount
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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
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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 27, 2026.

Attested:



Principal, Erin Krekeler on May 27, 2026



SSC Chairperson, Alexandra Clemens on May 27, 2026