School Year: **2024-25**

Comprehensive Support and Improvement (CSI)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kempton Street Literacy Academy	37-68197-6038467	May 30, 2023	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 Kempton Street Literacy Academy for meeting ESSA's planning requirements for Comprehensive Support and Improvement (CSI) 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 Comprehensive Support and Improvement (CSI) 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 Kempton Street Literacy Academy 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, Friday, April 12, 2024 from 8:15-9:15 a.m. in Auditorium
- SSC # 4 Meeting, April 17 in Room 21 from 2:30-3:30/SSC #5 2:30-3:30 on May 22, 2024 (SPSA Approval)
- Staff Meetings where the 2024-25 SPSA goals and metrics were discussed: April 30 1:15-2:35 p.m., whole-staff, May 7 and June 11
- Other meetings where the 2023-24 SPSA goals and metrics were discussed: PTA Meeting Friday, May 3 at 9:00 a.m. and Parent Coffee on May 14, 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.

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:
- Behavioral, emotional, and social issues which impact student engagement and/or student achievement
- High student turnover on campus would benefit from increased bilingual office support to build stronger connections with families, follow up phone calls, and support chronic absenteeism.
- Lack of access to transportation for after school intervention
- Lack of ESS staffing to provide additional opportunities for students to be cared for before or after school to assist families with attendance
- Sub shortages limited the ability to engage in peer observations and feedback to improve first, best instruction
- Funds were allocated for after school tutoring program, but unfortunately staffing issues prohibited consistent tutoring throughout the school year
- There are far more students identified as needing intervention support than there is capacity for in the allocated resources for Tier 2 support
- We serve a population of students with high volumes of SARTs, SSTs, 504s, home visits, and attendance monitoring which impacts time for small group counseling, interventions, diversion opportunities, etc.

- We are lacking our full staffing of campus attendants to ensure the safety and follow through of behavior expectations of our students through campus

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 ELA, the dashboard indicators show that All Students "declined" and are also in the "very low" category which is the lowest status attainable. Our English Learners also declined; however, they fell in the "medium" growth/achievement level in the Orange performance category. Our suspension rates are high and increased significantly and is in the Red performance category for all students. In the 2022-2023 school year, or 21% of our students in grades 3-6 met or exceeded the ELA standards.

To address the need for Tier 2b intervention in ELA, our bilingual reading intervention teacher will provide intensive small group pull-out support proactively, targeting our emerging readers. Based on parent and staff input, our CSI budget will be allocated to fund a general education paraprofessional to partner with our bilingual reading intervention specialist to increase the volume of students we can serve.

Kempton's California School Dashboard Indicators show that all of Kempton's 3rd-6th grade students fall in the Red performance category, in the "very low" category and "declined significantly" for Mathematics which is the lowest status attainable on the dashboard. In the 2022-2023 school year, 10% of students in grades 3-6 met or exceeded the mathematics standards.

To address the need for Tier 2b intervention in Mathematics, our Math ELOP intervention teacher will partner with teachers during PLCs in grades 3-5 to provide push-in support, co-teaching and co-planning support for their Tier 1 and Tier 2 a (small group instruction in class) mathematics instruction.

Kempton is implementing strong Tier 1 school-wide behavioral expectations in order to strengthen the culture so students and staff understand expected behaviors. To continue to solidify the implementation of the PBIS framework, our team will be conducting monthly assemblies, providing incentives, and consistently using our Second Step curriculum to strengthen students' socio-emotional skills in and out of the classroom.

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.

Not applicable since our students fell in the lowest status attainable in Mathematics and ELA. Since our all student performance in all indicators was in orange or red, there were no student groups performing 2 or more performance levels below the all student average. See prompt 1 for more information.

Other Needs

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

The California Spanish Assessment (CSA) data and iReady Assessment for Spanish Reading (ASR) reveal the multidimensional nature of our students' academic abilities, highlighting their linguistic assets that may not be fully captured in our English Language Arts (ELA) and Mathematics state testing due to the language barrier. At Kempton, we are embarking on the implementation of a school-wide framework, known as the C6 Biliteracy Instructional Framework and utilization of diverse data points in Spanish to meticulously monitor student growth, develop bridging lessons, and facilitate intentional planning to foster cross-linguistic connections. As an esteemed dual language immersion academy, we maintain the firm belief in the capacity of each student to demonstrate substantial academic progress in both English and Spanish.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Kempton Street Literacy Academy. 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	0.2%	%	0%	1	0	0
African American	6.4%	5.20%	5.96%	36	31	38
Asian	0.9%	1.01%	0.78%	5	6	5
Filipino	1.6%	0.67%	0.47%	9	4	3
Hispanic/Latino	83.4%	86.24%	86.21%	473	514	550
Pacific Islander	0.4%	0.34%	0.31%	2	2	2
White	3.4%	2.68%	2.98%	19	16	19
Multiple/No Response	3.9%	3.69%	3.29%	22	22	21
			Total Enrollment	567	596	638

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	111	103	133
Grade 1	111	90	89
Grade 2	102	102	92
Grade3	86	94	92
Grade 4	96	70	89
Grade 5	61	81	67
Grade 6		56	76
Total Enrollment	567	596	638

Conclusions based on this data:

1. Kindergarten enrollment has increased.

2. Overall school enrollment has increased.

3. Enrollment fluctuates from year to year. 2023-2024 will be the last year for that Kempton has 6th graders, so enrollment will decline.

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)	263	294	296	46.4%	49.3%	46.4%
Fluent English Proficient (FEP)	32	42	56	5.6%	7.0%	8.8%
Reclassified Fluent English Proficient (RFEP)	0		17	0.0%		5.3%

Conclusions based on this data:

1. Our percentage of Emergent Bilinguals stays between 46-50% from year-to-year.

2. Our students at Kempton bring linguistic assets to the classroom.

3. Increasing our percentage of students who RFEP is an area of focus through our DLI Bilingual Academy.

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	84	95	91	0	93	90	0	93	90	0.0	97.9	98.9
Grade 4	91	70	86	0	70	85	0	70	85	0.0	100.0	98.8
Grade 5	67	82	67	0	78	67	0	78	67	0.0	95.1	100.0
Grade 6		55	74		55	74		55	74		100.0	100.0
All Grades	242	302	318	0	296	316	0	296	316	0.0	98.0	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2359.	2346.		6.45	7.78		17.20	6.67		23.66	30.00		52.69	55.56
Grade 4		2404.	2373.		10.00	4.71		14.29	11.76		18.57	17.65		57.14	65.88
Grade 5		2456.	2455.		8.97	14.93		20.51	10.45		25.64	26.87		44.87	47.76
Grade 6		2447.	2480.		5.45	10.81		16.36	18.92		21.82	29.73		56.36	40.54
All Grades	N/A	N/A	N/A		7.77	9.18		17.23	11.71		22.64	25.95		52.36	53.16

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		8.60	4.44		55.91	57.78		35.48	37.78
Grade 4		11.43	2.35		54.29	49.41		34.29	48.24
Grade 5		10.26	5.97		61.54	56.72		28.21	37.31
Grade 6		7.41	13.51		48.15	40.54		44.44	45.95
All Grades		9.49	6.33		55.59	51.27		34.92	42.41

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		2.15	3.33		44.09	38.89		53.76	57.78
Grade 4		4.29	2.35		50.00	37.65		45.71	60.00
Grade 5		3.85	10.45		58.97	49.25		37.18	40.30
Grade 6		10.91	12.16		20.00	45.95		69.09	41.89
All Grades		4.73	6.65		44.93	42.41		50.34	50.95

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		4.30	4.44		70.97	77.78		24.73	17.78
Grade 4		4.29	0.00		72.86	67.06		22.86	32.94
Grade 5		6.41	20.90		75.64	61.19		17.95	17.91
Grade 6		3.64	6.76		72.73	78.38		23.64	14.86
All Grades		4.73	7.28		72.97	71.52		22.30	21.20

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		5.38	6.67		64.52	51.11		30.11	42.22
Grade 4		5.71	3.53		64.29	52.94		30.00	43.53
Grade 5		7.69	13.43		62.82	59.70		29.49	26.87
Grade 6		3.64	8.11		69.09	59.46		27.27	32.43
All Grades		5.74	7.59		64.86	55.38		29.39	37.03

Conclusions based on this data:

1. In the claim of reading, students declined by 50% from 21-22 to 22-23. Students at or near standard has declined in every grade, except for 3rd. Students who are below standard declined in 3rd and 6th grades, but remained close in 4 and 5th grades. This leads me to conclude that our focus in the coming school year needs to be the comprehension of reading a text.

2. In the claim of writing, our percentage increased in the below standard area. This decline shows our students are struggling to write about what they read. One conclusion is that we need to strengthen students' ability to listen and read before they develop writing fluency.

3. In the claim of listening, 0% of 4th graders were able to reach at or above the standard in 22-23 school year.

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.

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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	84	95	91	0	93	90	0	93	90	0.0	97.9	98.9
Grade 4	91	70	86	0	70	85	0	70	85	0.0	100.0	98.8
Grade 5	67	82	67	0	80	67	0	80	67	0.0	97.6	100.0
Grade 6		55	74		55	74		55	74		100.0	100.0
All Grades	242	302	318	0	298	316	0	298	316	0.0	98.7	99.4

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2376.	2356.		5.38	4.44		11.83	11.11		32.26	23.33		50.54	61.11
Grade 4		2409.	2392.		8.57	1.18		11.43	8.24		30.00	32.94		50.00	57.65
Grade 5		2424.	2416.		3.75	4.48		3.75	2.99		22.50	19.40		70.00	73.13
Grade 6		2442.	2410.		5.45	2.70		9.09	5.41		27.27	9.46		58.18	82.43
All Grades	N/A	N/A	N/A		5.70	3.16		9.06	7.28		28.19	21.84		57.05	67.72

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		8.60	5.56		39.78	34.44		51.61	60.00
Grade 4		11.43	4.71		28.57	34.12		60.00	61.18
Grade 5		2.50	2.99		31.25	22.39		66.25	74.63
Grade 6		5.45	0.00		34.55	16.22		60.00	83.78
All Grades		7.05	3.48		33.89	27.53		59.06	68.99

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		7.53	7.78		47.31	36.67		45.16	55.56
Grade 4		8.57	5.88		35.71	25.88		55.71	68.24
Grade 5		2.50	4.48		41.25	41.79		56.25	53.73
Grade 6		5.45	2.70		40.00	28.38		54.55	68.92
All Grades		6.04	5.38		41.61	32.91		52.35	61.71

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		4.30	3.33		64.52	57.78		31.18	38.89
Grade 4		5.71	4.71		45.71	45.88		48.57	49.41
Grade 5		1.25	2.99		58.75	49.25		40.00	47.76
Grade 6		1.82	1.35		58.18	47.30		40.00	51.35
All Grades		3.36	3.16		57.38	50.32		39.26	46.52

Conclusions based on this data:

1. Overall the % of students who met or exceeded the standards in Mathematics in the 2022-2023 school year was 3.16%.

2. The only grade level that showed an increase was 5th grade by 1%.

3. Math instruction needs to be focused on increasing student proficiency in all three areas of Mathematics, beginning with solidifying concepts of number sense.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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	1404.6	1422.4	1390.8	1415.0	1432.9	1398.7	1380.0	1397.9	1372.1	46	41	62
1	1421.9	1407.7	1424.4	1443.2	1427.1	1441.6	1400.0	1387.8	1406.7	61	37	32
2	1480.7	1465.2	1457.0	1491.5	1477.9	1462.2	1469.3	1452.0	1451.4	62	57	40
3	1496.1	1490.7	1492.4	1509.0	1492.3	1501.9	1482.7	1488.7	1482.5	45	48	54
4	1503.6	1532.7	1507.3	1501.2	1548.7	1511.2	1505.6	1516.3	1502.8	49	37	44
5	1513.2	1535.7	1548.2	1519.9	1534.0	1555.2	1505.8	1536.9	1540.5	35	44	32
6		1534.9	1536.0		1538.9	1527.2		1530.5	1544.2		31	37
All Grades										298	295	301

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores 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	13.04	12.20	11.29	28.26	41.46	32.26	28.26	31.71	27.42	30.43	14.63	29.03	46	41	62
1	6.56	0.00	3.13	22.95	29.73	15.63	32.79	21.62	53.13	37.70	48.65	28.13	61	37	32
2	17.74	14.04	7.50	33.87	33.33	37.50	32.26	28.07	25.00	16.13	24.56	30.00	62	57	40
3	18.18	21.28	22.22	34.09	29.79	25.93	31.82	38.30	27.78	15.91	10.64	24.07	44	47	54
4	14.89	40.54	13.64	44.68	24.32	45.45	27.66	32.43	31.82	12.77	2.70	9.09	47	37	44
5	17.65	36.36	43.75	23.53	36.36	21.88	38.24	9.09	31.25	20.59	18.18	3.13	34	44	32
6		32.26	32.43		29.03	35.14		25.81	13.51		12.90	18.92		31	37
All Grades	14.29	21.77	18.27	31.29	32.31	31.23	31.63	26.87	29.24	22.79	19.05	21.26	294	294	301

Overall Language — Percentage of Students at Each Performance Level for All Students

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	17.39	24.39	12.90	36.96	39.02	35.48	15.22	21.95	20.97	30.43	14.63	30.65	46	41	62
1	24.59	21.62	18.75	32.79	18.92	28.13	26.23	32.43	43.75	16.39	27.03	9.38	61	37	32
2	24.19	36.84	17.50	53.23	28.07	35.00	19.35	22.81	32.50	3.23	12.28	15.00	62	57	40
3	34.09	34.04	37.04	38.64	38.30	27.78	20.45	17.02	18.52	6.82	10.64	16.67	44	47	54
4	31.91	54.05	40.91	42.55	35.14	47.73	14.89	8.11	4.55	10.64	2.70	6.82	47	37	44
5	52.94	54.55	46.88	11.76	27.27	50.00	20.59	4.55	0.00	14.71	13.64	3.13	34	44	32
6		54.84	45.95		25.81	24.32		9.68	13.51		9.68	16.22		31	37
All Grades	29.25	39.46	30.23	37.76	30.61	35.22	19.73	17.01	18.94	13.27	12.93	15.61	294	294	301

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	15.22	7.32	4.84	15.22	19.51	22.58	28.26	46.34	38.71	41.30	26.83	33.87	46	41	62
1	3.28	0.00	0.00	18.03	16.22	9.38	18.03	16.22	31.25	60.66	67.57	59.38	61	37	32
2	11.29	7.02	5.00	32.26	33.33	27.50	29.03	17.54	27.50	27.42	42.11	40.00	62	57	40
3	4.55	4.26	11.11	22.73	29.79	20.37	38.64	36.17	25.93	34.09	29.79	42.59	44	47	54
4	8.51	13.51	6.82	25.53	24.32	25.00	36.17	35.14	38.64	29.79	27.03	29.55	47	37	44
5	8.82	20.45	28.13	17.65	31.82	15.63	32.35	22.73	37.50	41.18	25.00	18.75	34	44	32
6		12.90	10.81		16.13	37.84		45.16	29.73		25.81	21.62		31	37
All Grades	8.50	9.18	8.97	22.45	25.51	22.92	29.59	30.27	32.89	39.46	35.03	35.22	294	294	301

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	10.87	17.07	11.29	69.57	70.73	61.29	19.57	12.20	27.42	46	41	62
1	29.51	16.22	28.13	60.66	62.16	56.25	9.84	21.62	15.63	61	37	32
2	27.42	27.27	25.00	69.35	61.82	67.50	3.23	10.91	7.50	62	55	40
3	34.09	42.55	22.22	59.09	46.81	53.70	6.82	10.64	24.07	44	47	54
4	42.55	62.16	34.09	44.68	32.43	54.55	12.77	5.41	11.36	47	37	44
5	20.59	18.18	34.38	64.71	63.64	56.25	14.71	18.18	9.38	34	44	32
6		9.68	27.03		70.97	62.16		19.35	10.81		31	37
All Grades	27.89	28.08	24.58	61.56	58.22	58.80	10.54	13.70	16.61	294	292	301

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	19.57	31.71	14.52	47.83	46.34	54.84	32.61	21.95	30.65	46	41	62
1	9.84	21.62	15.63	68.85	51.35	59.38	21.31	27.03	25.00	61	37	32
2	37.70	40.35	22.50	55.74	42.11	55.00	6.56	17.54	22.50	61	57	40
3	61.36	40.43	42.59	29.55	44.68	48.15	9.09	14.89	9.26	44	47	54
4	42.55	54.05	59.09	40.43	43.24	31.82	17.02	2.70	9.09	47	37	44
5	64.71	76.74	90.63	20.59	6.98	6.25	14.71	16.28	3.13	34	43	32
6		80.65	54.05		6.45	24.32		12.90	21.62		31	37
All Grades	36.52	48.12	40.20	46.76	35.49	41.86	16.72	16.38	17.94	293	293	301

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	10.87	7.32	8.06	50.00	73.17	67.74	39.13	19.51	24.19	46	41	62
1	8.20	2.70	0.00	26.23	18.92	37.50	65.57	78.38	62.50	61	37	32
2	14.52	7.14	10.00	58.06	51.79	50.00	27.42	41.07	40.00	62	56	40
3	6.82	6.38	9.26	40.91	51.06	48.15	52.27	42.55	42.59	44	47	54
4	12.77	16.22	6.82	57.45	48.65	52.27	29.79	35.14	40.91	47	37	44
5	8.82	29.55	31.25	52.94	43.18	40.63	38.24	27.27	28.13	34	44	32
6		25.81	16.22		32.26	48.65		41.94	35.14		31	37
All Grades	10.54	12.97	10.96	46.94	46.76	51.16	42.52	40.27	37.87	294	293	301

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	15.22	21.95	24.19	41.30	53.66	40.32	43.48	24.39	35.48	46	41	62
1	1.64	0.00	3.13	45.90	48.65	56.25	52.46	51.35	40.63	61	37	32
2	16.13	12.28	5.00	56.45	47.37	57.50	27.42	40.35	37.50	62	57	40
3	13.64	12.77	12.96	56.82	76.60	51.85	29.55	10.64	35.19	44	47	54
4	8.51	24.32	20.45	59.57	59.46	61.36	31.91	16.22	18.18	47	37	44
5	2.94	25.00	31.25	70.59	52.27	56.25	26.47	22.73	12.50	34	44	32
6		6.45	35.14		80.65	56.76		12.90	8.11		31	37
All Grades	9.86	14.97	18.94	54.08	58.84	53.16	36.05	26.19	27.91	294	294	301

Conclusions based on this data:

1. From the 21-22 to 22-23 school year, we were no longer able to fund two reading intervention teachers with our Title 1 allocations.

2. By 6th grade, 35% of our Emergent Bilinguals are able to write well-developed pieces.

3. 90% of our 5th graders in 22-23 were able to score well developed in speaking.

School and Student Performance Data

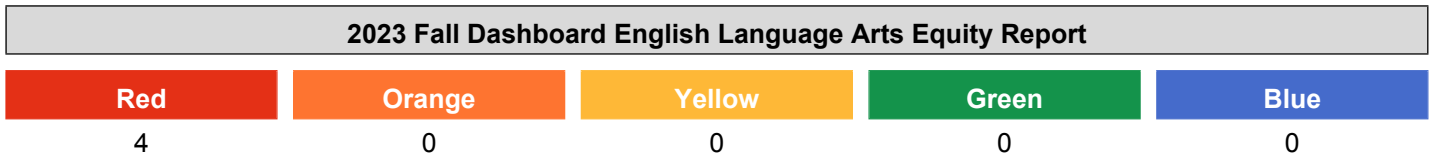## California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
638	**89.3**	**46.4**	**0.2**
Total Number of Students enrolled in Kempton Street Literacy Academy.	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	296	46.4
Foster Youth	1	0.2
Homeless	24	3.8
Socioeconomically Disadvantaged	570	89.3
Students with Disabilities	84	13.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	38	6
Asian	5	0.8
Filipino	3	0.5
Hispanic	550	86.2
Two or More Races	21	3.3
Pacific Islander	2	0.3
White	19	3

Conclusions based on this data:

1. The majority race at Kempton is Hispanic. How do we ensure an inclusive school environment for our minority Pacific Islander, Filipino, Asian, White, and African American students?

2. 90% of students who attend Kempton are socioeconomically disadvantaged.

3. Close to 50% of our students are Emergent Bilinguals at Kempton which is conducive to a strong 50/50 two-way dual language immersion program.

School and Student Performance Data

Overall Performance

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Red
Mathematics Red		
English Learner Progress Orange		

Conclusions based on this data:

1. Our English Learner performance category is the only one that falls in the Orange rather than Red which demonstrates an area of strength at Kempton.

2. Research shows us that students who are emergent bilinguals need explicit bridging lessons to connect what they know in their L1 to their L2.

3. We need to leverage students' linguistic assets to increase their achievement in ELA and Mathematics and other content areas.

School and Student Performance Data

Academic Performance
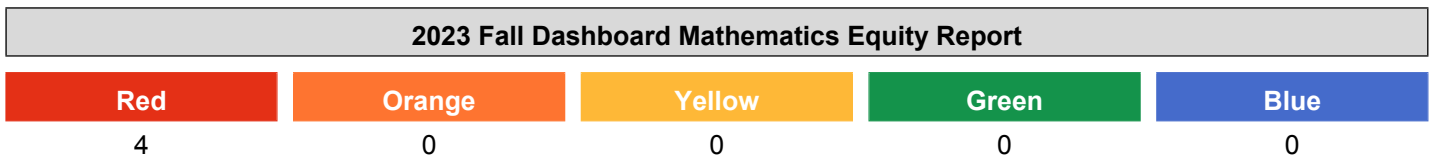### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	0	0	0	0

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	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
71 points below standard	80.1 points below standard	0 Students
Decreased -5.3 points	Decreased -6.6 points	
309 Students	187 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Red
	74.9 points below standard	143.1 points below standard
10 Students	Decreased -6.4 points	Decreased -5.4 points
	277 Students	56 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
88.4 points below standard	No Performance Color	No Performance Color	Less than 11 Students
Decreased -10.8 points	0 Students	0 Students	2 Students
17 Students			

Hispanic	Two or More Races	Pacific Islander	White
Red	29.9 points below standard	No Performance Color	Less than 11 Students
71.9 points below standard	Decreased Significantly - 28.4 points	0 Students	10 Students
Maintained -1.5 points	14 Students		
266 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
99.9 points below standard	27.6 points above standard	57 points below standard
Decreased -13.8 points	Maintained +2.6 points	Maintained -0.9 points
158 Students	29 Students	103 Students

Conclusions based on this data:

1. We are red in all areas on the Dashboard, with our greatest decrease of 28.4 points was from students in the two or more races group in ELA. We will continue to provide reading intervention, and small group instruction to all student groups that score below grade level and both designated and integrated English Language Development to all emergent bilinguals at Kempton in order to increase student achievement in English Language Arts.

2. We decreased by 6.6 points with our English Learners. Our overall ELA score for all students decreased by 5.3 points.

3. All other areas saw a decrease. Our focus needs to continue to support a strong literacy/biliteracy program and provide tier 2 intervention in the general education classroom for those students who need extra support.

School and Student Performance Data

Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	0	0	0	0

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	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
102.9 points below standard	111.7 points below standard	0 Students
Decreased Significantly -20.8 points	Decreased Significantly -22.9 points	
309 Students	187 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Red
10 Students	107.4 points below standard	160.6 points below standard
	Decreased Significantly -21.7 points	Decreased Significantly -21.1 points
	277 Students	56 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
101.5 points below standard Increased +9.4 points 17 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 104.5 points below standard Decreased Significantly -20.5 points 266 Students	62 points below standard Decreased Significantly -33.3 points 14 Students	No Performance Color 0 Students	Less than 11 Students 10 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**
121.6 points below standard Decreased Significantly -25 points 158 Students	58.1 points below standard Decreased Significantly -29.8 points 29 Students	86.9 points below standard Decreased -10 points 103 Students

Conclusions based on this data:

1. Overall we decreased in all areas in mathematics.

2. Our Emergent Bilinguals had the greatest decrease of -22.9 points.

3. Continued focus on visual math strategies, using manipulatives and thinking strategies to increase number sense. We will continue to provide intervention through an ELOP-funded intervention teacher for the 24-25 school year.

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
Orange
46.2% making progress towards English language proficiency
Number of EL Students: 225 Students
Performance Level: 3
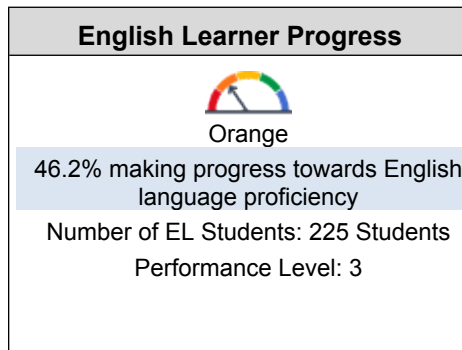
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
47	74	27	77

Conclusions based on this data:

1. 77% of our Emergent Bilinguals progressed at least one ELPI level.

2. Our EL progress is the only category which Kempton scored in the Orange domain.

3. Our teachers are leveraging students' linguistic assets to maximize their learning and bridge lessons.

School and Student Performance Data

Academic Engagement
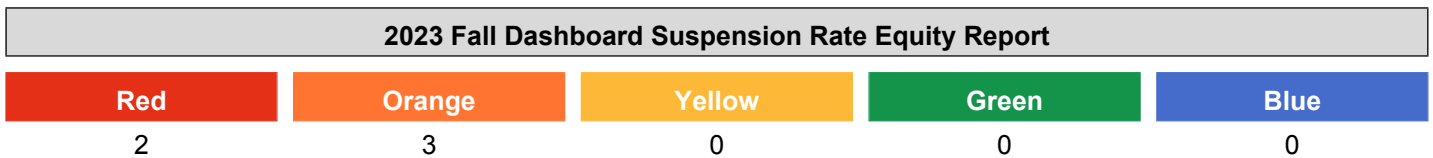### Chronic Absenteeism

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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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
46.4% Chronically Absent	43% Chronically Absent	
Declined Significantly -4.2	Declined Significantly -5.4	2 Students
653 Students	328 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
57.1% Chronically Absent	Yellow	Orange
Declined -16.2	47.7% Chronically Absent	48.7% Chronically Absent
21 Students	Declined Significantly -4.4	Declined -9.7
	585 Students	113 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Less than 11 Students	Less than 11 Students
37.1% Chronically Absent	0 Students	5 Students	3 Students
Declined -8.3			
35 Students			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	47.8% Chronically Absent	Less than 11 Students	45% Chronically Absent
47.3% Chronically Absent	Declined -4.3	2 Students	Declined -10.6
Declined Significantly -3.7	23 Students		20 Students
565 Students			

Conclusions based on this data:

1. Our African American students showed the lowest percentage of chronic absenteeism at 37.1% compared to our overall school average of 46.4% chronically absent.

2. Our homeless students showed the greatest decline of 16.2%.

3. Focus will need to be on decreasing absenteeism in all populations.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	3	0	0	0

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

All Students	English Learners	Foster Youth
Red	Orange	Less than 11 Students
3.3% suspended at least one day	1.5% suspended at least one day	2 Students
Increased Significantly 2.3	Increased 0.9	
674 Students	332 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
8% suspended at least one day	Red	Orange
Increased 8	3.2% suspended at least one day	3.5% suspended at least one day
25 Students	Increased Significantly 2.3	Increased 0.5
	600 Students	114 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Less than 11 Students	Less than 11 Students
9.8% suspended at least one day	0 Students	5 Students	4 Students
Increased 9.8			
41 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	0% suspended at least one day	Less than 11 Students	15% suspended at least one day
2.4% suspended at least one day	Maintained 0	2 Students	Increased 15
Increased 1.3	23 Students		20 Students
579 Students			

Conclusions based on this data:

1. The suspension rate has increased due to more clearly defined behavior expectations and progressive discipline process.

2. Our White student population has had 15% of the population suspended at least once.

3. Many of our suspended students are counted in more than one category.

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 21% to 29% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 14% to 24% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 20% to 29% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 2% to 10% (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 13% to 19% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 5% to 15% (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 11% to 20% (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 3% to 11% (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"**
60% Bilingual Reading Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I 82234.20 Achieve 3000 (3rd-6th) 4000-4999: Books And Supplies Title I 14696.04 Site Sub (Small Group Support & Collaboration/PD/ Coaching for	Teachers will meet regularly with their professional learning community and engage in structured collaboration. • Grade level PLC'S will work collaboratively to disaggregate data, improve teaching skills, plan lessons, plan bridging lessons in our Dual Language Immersion Program (DLIP), create formative assessments, adjust instruction,	iReady data, PLC notes in the PLC Roadmap (Slide Deck)	The data is showing that our bilingual reading intervention teacher and her work is positively impacting our reading data. Our PLCs are collaborating on lessons, looking at student work, and determining next steps for instruction. Due to our extra hours for our LLRT beginning later in the year, we do not sufficient data to determine whether or	Modify We believe our Bilingual Reading Intervention teacher is making a positive impact on our literacy scores based on the growth her students have shown throughout the school year. We will continue to fund our Bilingual Reading Intervention Teacher (increase to 100% from Title 1); however, we will discontinue funding a

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"**
Teachers) 1000-1999: Certificated Personnel Salaries Title I 49136 LLRT Extra hours for literacy intervention 2000-2999: Classified Personnel Salaries Title I 18673	and share expertise. • Staff Meetings and Site Learning Days will be used to analyze data from iReady, Achieve 3000, and other summative assessments to drive further instruction, re-teach and provide intervention, and increase effective instruction in each classroom. • PLC's will work to create lessons in both English and Spanish to align with La Mesa Spring Valley Essential Standards and the California ELD and SLD standards. • Staff will deepen their understand of effective use of assessment data to inform instruction through collective inquiry. • Staff will continue to work with the district-funded IDS teacher to analyze data, plan student-centered lessons, engage in coaching cycles with teachers, and develop interventions.		not the additional hours are making a positive impact on student literacy. We were not able to hire a site based sub.	site based sub for next year. Due to funding, we will not longer be able to offer additional LLRT hours for small group instruction.
Achieve 3000 (Duplicate Cost) 4000-4999: Books And Supplies Title I	Achieve 3000 will positively impact students with disabilities by providing them informative texts at their level of instruction. Teachers will be able to use Achieve 3000 as a tool to differentiate instruction in a small group setting. Our students with disabilities will build their self-efficacy through	N/A	Unable to purchase for this school year	Continue We will purchase, if able, for students who are proficient on iReady,

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"**
	the engaging articles at their instructional level.			
60% Bilingual Intervention (Duplicate Cost) 1000-1999: Certificated Personnel Salaries Title I	Our bilingual reading intervention teacher will provide targeted interventions for our 1-3rd grade (Kinder in the third trimester) English Language Learners to build upon their linguistic assets and promote literacy for students in our English-only, traditional classroom as well as our students in our Dual Language Immersion Program.	iReady	Despite the intended focus being 1-3 for bilingual reading intervention, our iReady data showed that many students needed critical help to close gaps in literacy instruction.	Continue We believe our Bilingual Reading Intervention teacher is making a positive impact on our literacy scores based on the growth her students have shown throughout the school year. We will continue to fund our Bilingual Reading Intervention Teacher and ensure we target the early grades.
Scholastic Magazine 4000-4999: Books And Supplies Title I 4,714.36	Providing students with a monthly magazine with colorful, relevant articles in English and Spanish will engage students and help build a home-school connection in which students can share with their families. These magazines provide practical vocabulary and scaffolding techniques to build proficiency as well as activities with supporting media to improve grammar and comprehension.	N/A	Unable to purchase for this school year.	Continue We will purchase, if able, for all students in upper grades to supplement ELA/SLA curriculum.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Strategies were largely implemented as written. The major difference was that materials like Achieve 3000, Spanish and English Scholastic magazines need to be ordered before the school year kicks off, so our team will need to ensure requisitions are in ahead of the school year. Additionally, we want to ensure our Bilingual Reading Intervention teacher is being use to proactively target instruction and interventions before the gaps become too big in upper grades

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.

Strategy 1 will be changed to increase our Bilingual Reading Intervention Teacher from 60% to 100%. We will no longer be able to set aside money for an additional site sub or additional LLRT hours.

Goal #2

Statewide Assessments:

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

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

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 11% to 19% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 0% to 8% (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 13% to 19% (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 1% to 10% (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 3% to 11% (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 2% to 10% (minimum of 8% increase).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
Math Manipulatives, Math for Love 4000-4999: Books And Supplies Title I 4,500	Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Math Standards. • Teachers will use District developed resources to inform instructional decisions around Math assessment design and best instructional practice in alignment with LMSV Essential Math Standards. • Staff Meetings, Site Learning Days, grade-level meetings, and release days will	iReady and CAASPP scores are used to monitor the effectiveness of these actions.	By engaging in standards unwrapping, defining mastery levels, and backward planning, educators are equipped to tailor instruction to meet the diverse needs of students. Additionally, fostering a Growth Mindset among teachers and staff not only enhances their professional development but also models resilience and perseverance for students, promoting a positive learning environment.	Modify We will decrease the amount spent on Math Manipulatives since we were able to provide teachers in K-6 with manipulatives to use during instruction. Funding will decrease to provide new teachers with manipulatives or to supplement materials and/or provide prizes for students reaching Stretch Growth on iReady Math in Trimester 2

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"**
	be used to support teachers in deepening their understanding of Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. • Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction. • Teachers will participate in professional development to strengthen math content knowledge and increase math instruction expertise using manipulates to engage mathematicians. • Staff will continue to work with the district funded IDS teacher to analyze data, plan lessons and develop interventions in Math. • Teachers and staff will learn about what it means to have a Growth Mindset and how to model this concept for students.			Diagnostic assessment.
(Duplicate) Math Manipulatives,	In order to promote the use of a variety of instructional approaches to help students	iReady Math, CAASPP scores are used to monitor the effectiveness of these actions.	Providing manipulatives for students with disabilities improves	Continue

	Copied from your SPSA	Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
Math for Love 4000-4999: Books And Supplies Title I	with disabilities learn math, we will provide each class with manipulatives. Several studies support the use of a concrete representational-abstract instructional approach to help students with disabilities grasp mathematical concepts (Maccini and Gagnon 2000; Miller and Mercer 1993). Some evidence suggests that students who use concrete materials develop more precise and more comprehensive mental representations and are more successful at applying math ideas to real-life situations (Harrison and Harrison1986; Suydam and Higgins 1977). Manipulative materials—models, blocks, tiles, and other objects used to explore math ideas and solve math problems—can help students grasp mathematical ideas while promoting flexible thinking (English and Halford 1995). The Council for Exceptional Children (2007) recommends the use of graphic organizers, formative evaluation, and direct instruction. Both organizations identify cooperative learning, differentiated instruction, and grouping strategies as practices that have some research support.		their understanding of math concepts, supported by research. Concrete materials aid in developing precise mental representations and real-life application of math ideas. Recommendations from organizations emphasize effective instructional approaches like cooperative learning and differentiated instruction.	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The major difference between the intended implementation and the budgeted expenditures lies in the allocation of funds for materials required to support the implementation of the strategies. While the intended implementation focused on

aligning curriculum, providing professional development, and fostering a growth mindset, the budgeted expenditures had to be adjusted to accommodate the increased cost of ensuring all grade levels received the necessary materials, including manipulatives and hands-on math resources to support math instruction. This shift reflects a prioritization of resource allocation to ensure the successful execution of the strategies outlined in the implementation plan.

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

The strategy involving the provision of math manipulatives will be adjusted which will include a decrease in spending on math manipulatives. Instead of providing manipulatives to all grade levels, the focus will shift to providing manipulatives to new teachers or supplementing current teachers' materials. Additionally, funds may be allocated for prizes for students reaching Stretch Growth on the iReady Math Trimester 2 Diagnostic assessment.

Goal #3

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

Out ATSI student groups (Students experiencing Homelessness, Students with Disabilities, African Americans) and our Hispanic students who are chronically absent from school will decrease by 3% each year.

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"**
School Office Assistant 2000-2999: Classified Personnel Salaries Title I 24863	Consistent Attendance • Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance. • Begin each and every day with morning announcements that include student shout outs, prizes. • Begin each and every day with a community circle with the classroom teacher. • Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). • Provide personalized early, caring, and constructive outreach to families already missing school. • Look for and identify barriers to attendance, then	Chronic Absentee Rates, Parent surveys, qualitative data	Our SOA started on May 6, 2024 and we will be closely monitoring our student absenteeism as well as our parent survey and qualitative data to monitor the effectiveness of this position to target student groups being impacted.	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	provide assistance, if possible. • Work with social worker to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate. • Stress the importance of good attendance at ELAC, SSC and Family Reading Friday parent education. • Conduct home visits and individual referrals for school linked services or truancy intervention based on individual students needs. • Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement. • Conduct SST meetings with parents of foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner.			
	Our School Office Assistant will prioritize the student groups listed above in order to positively impact attendance and connections to families.	Chronic Absentee Rates, Parent surveys, qualitative data	Our SOA started on May 6, 2024 and we will be closely monitoring our student absenteeism as well as our parent	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	We will also hold focus groups to work to determine their barriers to attendance and to determine incentives. Adding a School Office Assistant (SOA) will: • Support bilingual communication to families • Follow up phone calls for attendance • Communicate to social worker regarding family needs • Support behavior interventions in the office		survey and qualitative data to monitor the effectiveness of this position to target student groups being impacted.	

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.

We were unable to find someone for the position of SOA until April of 2024 and the start date of May 6, 2024.

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.

No major changes have been made. We will monitor the activities of the SOA role/position to determine the effectiveness on improving attendance and parent or guardian feelings of belonging and inclusivity.

Goal #4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:
Culture/Climate
Growth Mindset
Self-Management
Self-Efficacy
Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:
Support for Academic Learning
Sense of Community
Sense of Safety

The number of students suspended will decrease from 1.32% to .5%

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"
Tier 1 Incentives for PBIS and Tier 2 Supports & Tools 4000-4999: Books And Supplies Title I 5,845.12	Implement anti-bullying program: • Expand and increase the implementation of Safe School Ambassadors • Investigate and implement systematic anti-bullying program • Ensure common language, strategies and consistent responses • Implement "tip form" for anonymous reporting by students • Recognize "upstanders" or "ambassadors" to encourage intervention • Educate and actively partner with families in anti-bullying campaign • Elicit family input on safety concerns Restorative Practices • Establish positive relationships between staff and	Suspension Rates, Parent Survey	Our suspension rates are higher than the previous year; however based on the Parent Survey administered in Spring of 2024, parents do feel that discipline is fair at Kempton and there has been an improvement in the sense of safety of their children at Kempton. Using our PBIS Store as an incentive to be present to each Cougar Cash has made a positive impact on our school climate and culture. Next year, through solidifying our Tier 2 interventions, we can begin to see a decrease in suspensions as we partner with parents and stakeholders in providing alternatives like diversion.	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	students and among students with strategies such as morning meetings or community circles, check-in/check-out system, 2 by 10 strategy. • Work with staff to establish a climate with an understanding of trauma-informed responses and classroom practices • Work with Student Supports to train Campus Attendants and Paraprofessionals to use Restorative Principles when intervening with students Positive Behavior Interventions and Supports (PBIS) • Solidify School Culture Team at Kempton • Implement School-wide behavior matrix for all student areas on campus • Create a flow chart to include definition of behaviors and consequences for behaviors that are logical and natural • Teacher accountability and support for Tier 1 (ex. Class Dojo, Table Points, etc.) and Tier 2 behavior supports (ex. Behavior Contract, Behavior Intervention Plan, Calm Corners in to help students regulate emotions)			

	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"**
	in the classroom and opportunity to make amends and repair harm. • Decrease the number of suspension through the district's diversionary program. • Hold behavior assemblies once a trimester to review the school-wide behavior expectations			
	Implement school-wide Social Emotional Learning Programs • Ensure consistent and systematic implementation of social emotional learning in all classrooms • Train all staff in Second Step • Ensure weekly SEL lessons in all classrooms • Release time for planning and peer observation for SEL lessons • Social workers model and co-teach SEL lessons • Social workers provide small-group and individual supports to assist with emotional regulation and conflict mediation • Continue to partner with San Diego Youth Services-Dinosaur School and School Link to provide families with SEL and mental health supports for	Suspension Rates, Parent Survey, Student Surveys	In all areas of our student survey, from Fall to Spring of the 2023-2024 school year, we saw an increase of self-efficacy, growth mindset, etc. Through the school-wide implementation of Second Step, there will be a cumulative effect that will take place and continue to positively impact the way our students view themselves and mistakes/failures as opportunities to grow and learn.	Continue

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"
	students and families			
Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 2,845.12	Hire a parent liaison to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by: Planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students Coordinating without outside organizations and assist parents in utilizing community service and other resources Serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school	Parent Survey, Parent Events	We are seeing an increase of parent involvement.	Continue
Materials for Parent Academies 4000-4999: Books And Supplies Title I 1,000	Provide Kempton Parent Academies twice a year • Share with families about the importance of attendance • Use Parent Survey to determine other topics to share	Parent Survey, Parent Events	We are seeing an increase of parent involvement.	Discontinue We will use a different budget.

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.

We ended up funding parent materials, supplies, etc. out of our site budget.

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.

Aside from the change to funding for parent materials, we will continue with our strategies outlined.

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 21%.

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

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

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

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 12% to 50%.

The percentage of English Learners scoring at or above grade level on i-Ready (ELA) will increase from 3% to 30%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready (ELA) will increase from 10% to 50%.

The percentage of students with disabilities scoring at or above grade level on i-Ready (ELA) will increase from 3% to 30%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

All student groups.

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)	ALL students, Grades 3-6 - 21% English Learners, Grades 3-6 - 14% Socioeconomically Disadvantaged Students, Grades 3-6 - 20% Students with Disabilities, Grades 3-6 - 2%	ALL students, of testing age 50% English Learners, of testing age - 30% Socioeconomically Disadvantaged Students, of testing age - 50% Students with Disabilities, of testing age - 30%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	ALL students - 12% English Learners - 3% Socioeconomically Disadvantaged Students - 10% Students with Disabilities - 3%	ALL students - 50% English Learners - 30% Socioeconomically Disadvantaged Students - 50% Students with Disabilities - 30%

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	Teachers will meet regularly with their professional learning community and engage in structured collaboration. • Grade level PLC'S will work collaboratively to disaggregate data, improve teaching skills, plan lessons, plan bridging lessons in our Dual Language Immersion Program (DLIP), create formative assessments, adjust instruction, and share expertise. • Staff Meetings and Site Learning Days will be used to analyze data from iReady, Achieve 3000, and other summative assessments to drive further instruction, re-teach and provide intervention, and increase effective instruction in each classroom. • PLC's will work to create lessons in both English and Spanish to align with La Mesa Spring Valley Essential Standards and the California ELD and SLD standards. • Staff will deepen their understand of effective use of assessment data through collective inquiry. • Staff will continue to work with the district-funded IDS teacher to analyze data, plan student-centered lessons, engage in	ALL students	137,080 Title I 1000-1999: Certificated Personnel Salaries 100% Bilingual Reading Intervention Teacher 8,500 Title I 4000-4999: Books And Supplies Achieve 3000 (3rd-6th) for Students Proficient on iReady

		• coaching cycles with teachers, and develop interventions. • Achieve 3000 will positively impact students who are proficient in Reading by providing them informative texts at their level of instruction. Teachers will be able to use Achieve 3000 as a tool to differentiate instruction in a small group setting.		
1.2	Professional Learning opportunities directed at supporting our students with disabilities.	Students with disabilities		
1.3	Our bilingual reading intervention teacher will provide targeted interventions for our 1-3rd grade (Kinder in the third trimester) English Language Learners to build upon their linguistic assets and promote literacy for students in our English-only, traditional classroom as well as our students in our Dual Language Immersion Program. We will hire a general education paraprofessional to support our intervention teacher with targeted small group instruction and brief check-ins with students.	English Language Learners	Title I 1000-1999: Certificated Personnel Salaries 100% Bilingual Intervention (Duplicate Cost) 54,000 CSI 2000-2999: Classified Personnel Salaries General Education Paraprofessional
1.4	Providing students with a monthly magazine with colorful, relevant articles in English and Spanish will engage students and help build a home-school connection in which students can share with their families. These magazines provide practical vocabulary and scaffolding techniques to build proficiency as well as activities with supporting media to improve grammar and comprehension.	All students, especially our students with disabilities	4,714.36 Title I 4000-4999: Books And Supplies Scholastic Magazine

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 14%.

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

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

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

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 3% to 30%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 1% to 30%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 3% to 30%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 0% to 20%.

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.

All 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
SBAC Math Assessment - % of students meeting standard (of testing age)	ALL students, Grades 3-6 - 10% English Learners, Grades 3-6 - 6% Socioeconomically Disadvantaged Students, Grades 3-6 - 11% Students with Disabilities, Grades 3-6 - 0%	ALL students of testing age, 50% English Learners, of testing age - 30% Socioeconomically Disadvantaged Students of testing age- 30% Students with Disabilities of testing age - 20%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	ALL students - 3% English Learners - 1% Socioeconomically Disadvantaged Students - 3% Students with Disabilities - 0%	ALL students of testing age - 30% English Learners - 30% Socioeconomically Disadvantaged Students - 30% Students with Disabilities - 20%

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	Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Math Standards. • Teachers will use District developed resources to inform instructional decisions around Math assessment design and best instructional practice in alignment with LMSV Essential Math Standards. • Staff Meetings, Site Learning Days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. • Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction. • Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise. • Staff will continue to work with the district funded IDS teacher to analyze data, plan	ALL students	500 Title I 4000-4999: Books And Supplies Math Manipulatives, Math for Love

	lessons and develop interventions in Math. • Teachers and staff will learn about what it means to have a Growth Mindset and how to model this concept for students.			
2.2	In order to promote the use of a variety of instructional approaches to help students with disabilities learn math, we will provide each class with manipulatives. Several studies support the use of a concrete representational-abstract instructional approach to help students with disabilities grasp mathematical concepts (Maccini and Gagnon 2000; Miller and Mercer 1993). Some evidence suggests that students who use concrete materials develop more precise and more comprehensive mental representations and are more successful at applying math ideas to real-life situations (Harrison and Harrison1986; Suydam and Higgins 1977). Manipulative materials—models, blocks, tiles, and other objects used to explore math ideas and solve math problems—can help students grasp mathematical ideas while promoting flexible thinking (English and Halford 1995). The Council for Exceptional Children (2007) recommends the use of graphic organizers, formative evaluation, and direct instruction. Both organizations identify cooperative learning, differentiated instruction, and grouping strategies as practices that have some research support.	Students with Disabilities		Title I 4000-4999: Books And Supplies (Duplicate) Math Manipulatives, Math for Love

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

All 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 21%.	In 2024-2025, we will reduce the rate of chronic absenteeism by 10% to 11%.

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	Consistent Attendance • Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance. • Begin each and every day with morning announcements that include student shout outs, prizes. • Begin each and every day with a community circle with the classroom teacher.	All students	24863 Title I 2000-2999: Classified Personnel Salaries School Office Assistant

	• Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). • Provide personalized early, caring, and constructive outreach to families already missing school. • . Look for and identify barriers to attendance, then provide assistance, if possible. • Work with social worker to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate. • Stress the importance of good attendance at ELAC, SSC and Family Reading Friday parent education. • Conduct home visits and individual referrals for school linked services or truancy intervention based on individual students needs. • Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement. • Conduct SST meetings with parents of foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner.			
3.2	Our School Office Assistant will prioritize the student groups listed above in order to positively impact attendance and connections to families. We will also hold focus groups to work to determine their barriers to attendance and to determine incentives. Adding a School Office Assistant (SOA) will: • Support bilingual communication to families • Follow up phone calls for attendance • Communicate to social worker/counselor regarding family needs • Support behavior interventions in the office	Homeless Students, Students with Disabilities, African American and Hispanic Students, English Learners		
3.3	Our Kempton team of educators will engage students and families to take part in more events hosted by our staff to strengthen community and educate parents/guardians.	All students	2,000 Title I 0001-0999: Unrestricted: Locally Defined Books, Supplies, Light Refreshments, etc.	

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 73%
Growth Mindset 59%
Self-Management 51%
Self-Efficacy 49%
Social Awareness 59%

Parent survey results will demonstrate an increase of parents who respond positively in these areas:
Support for Academic Learning 90%
Sense of Community 89%
Sense of Safety 88%

The number of students suspended will decrease from 1.99% to 1.5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

All 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
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 - 73% Growth Mindset - 59% Self-Management- 51% Self-Efficacy- 49% Social Awareness- 59%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 85% Growth Mindset - 75% Self-Management- 80% Self-Efficacy- 75% Social Awareness- 75%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows:	The percentage of parents who respond favorably will increase to the following percentages in each domain:

		Support for Academic Learning - 90% Sense of Community - 89% Sense of Safety - 88%	Support for Academic Learning - 95% Sense of Community -95% Sense of Safety - 95%
Suspension Data		Our school's suspension rate for the 2023-24 school year is 1.99%.	The percentage of students suspended will decrease to 1.5%

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	Implement anti-bullying program: • Expand and increase the implementation of Safe School Ambassadors • Investigate and implement systematic anti-bullying program • Ensure common language, strategies and consistent responses • Implement "tip form" for anonymous reporting by students • Recognize "upstanders" or "ambassadors" to encourage intervention • Educate and actively partner with families in anti-bullying campaign • Elicit family input on safety concerns Restorative Practices • Establish positive relationships between staff and students and among students with strategies such as morning meetings or community circles, check-in/check-out system, 2 by 10 strategy • Work with staff to establish a climate with an understanding of trauma-informed responses and trauma-informed classroom practices • Work with Student Supports to train Campus Attendants and Paraprofessionals to use Restorative Principles when intervening with students Positive Behavior Interventions and Supports (PBIS) • School Culture, Climate, and Safety Team at Kempton will solidify Tier 1 implementation of PBIS • Implement School-wide behavior matrix for all student areas on campus • Examine flow chart to include definition of behaviors and consequences for behaviors that are logical and natural • Teacher accountability and support for Tier 1 (ex. Class Dojo, Table Points, etc.) and Tier 2 behavior supports (ex. Behavior Contract, Behavior Intervention	All students	3,500 Title I 4000-4999: Books And Supplies Tier 1 Incentives for PBIS and Tier 2 Supports & Tools, and Safe School Ambassadors Program

	Plan, Calm Corners in to help students regulate emotions) in the classroom and an opportunity to make amends and repair harm • Decrease the number of suspension through in-school diversion • Hold behavior assemblies once a trimester to review the school-wide behavior expectations. An assembly schedule and supplemental school-wide behavioral expectations mini-lessons for staff to reinforce wanted behaviors will be created with the SCCS Team.		
4.2	Implement school-wide Social Emotional Learning Programs • Ensure consistent and systematic implementation of social emotional learning lessons in all classrooms using Second Step • Ensure weekly SEL lessons are being taught in all classrooms to produce a cumulative effect • Release time for planning and peer observation of social emotional lessons • Social worker and counselor model and co-teach SEL lessons • Social worker and counselor provide small-group and individual supports to assist with emotional regulation and conflict mediation • Continue to partner with San Diego Youth Services-Dinosaur School and School Link (Family Health Centers) for SEL and mental health supports for students and families	All students	
4.3	Hire a parent liaison to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by: Planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students Coordinating without outside organizations and assist parents in utilizing community service and other resources Serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school	All Students	2485.11 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Dual Language Immersion
Statewide Assessments:

The percentage of 3rd graders scaled score on California Spanish Assessment will increase from 341.6 (Level 1).

The percentage of 4th graders scaled score on California Spanish Assessment will increase from 440.9 (Level 1).

The percentage of 5th graders scaled score on California Spanish Assessment will increase from 543.2 (Level 1).

The percentage of 6th graders scaled score on California Spanish Assessment will increase from 649.0 (Level 2).

Local Assessment

The percentage of students reading at/above grade level in Spanish as measured by Literably will increase from 20%.

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, specifically 1.7 Dual Language Immersion. (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.

All students enrolled in our dual language immersion program.

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
We will use the California Spanish Assessment (CSA) scaled scores for grade levels 3 through 6.	22-23 California Spanish Assessment The percentage of 3rd graders scaled score on California Spanish Assessment will increase from 341.6 (Level 1). The percentage of 4th graders scaled score on California Spanish Assessment will increase from 440.9 (Level 1). The percentage of 5th graders scaled score on California Spanish Assessment will increase from 543.2 (Level 1). The percentage of 6th graders scaled score on California Spanish Assessment will increase from 649.0 (Level 2). Local Assessment The percentage of students reading at/above grade level in Spanish as measured by Literably will increase from 20%.	23-24 California Spanish Assessment The percentage of 3rd graders scaled score on California Spanish Assessment will increase to 340. The percentage of 4th graders scaled score on California Spanish Assessment will increase to 455. The percentage of 5th graders scaled score on California Spanish Assessment will increase to 560. The percentage of 6th graders scaled score on California Spanish Assessment will increase to 660. Local Assessment The percentage of students reading at/above grade level in Spanish as measured by Literably will increase to 30%.

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
5.1	To provide teachers targeted feedback based on the C6 Biliteracy Instructional Framework, we will consult with Dr. José Medina to provide job-embedded coaching in the fall.	All students in the DLI program	12,000 Dual Language Grant 5800: Professional/Consulting Services And Operating Expenditures Dr. José Medina
5.2	Teacher professional Learning and Collaboration around the implementation of the C6 Biliteracy Instructional Framework	All students	50,000 Dual Language Grant 1000-1999: Certificated Personnel Salaries Certificated Personnel Salaries for teachers to engage in collaboration and planning, professional learning, conference attendance
5.3	Additional classroom support for small group instruction to occur in TK where our DLI program is expanding.		10,000 Dual Language Grant 2000-2999: Classified Personnel Salaries

			Classified Personnel Salaries for additional support in the classroom.

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	$184,377.11
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$309,642.47
Total Federal Funds Provided to the School from the LEA for CSI	$54,444.00

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 ($)
CSI	$54,000.00
Title I	$181,157.36
Title I Part A: Parent Involvement	$2,485.11
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $237,642.47

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 ($)
Dual Language Grant	$72,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $72,000.00

Total of federal, state, and/or local funds for this school: $309,642.47

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
CSI	54,000.00
Dual Language Grant	72,000.00
Title I	181,157.36
Title I Part A: Parent Involvement	2,485.11

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	2,000.00
1000-1999: Certificated Personnel Salaries	187,080.00
2000-2999: Classified Personnel Salaries	91,348.11
4000-4999: Books And Supplies	17,214.36
5800: Professional/Consulting Services And Operating Expenditures	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	CSI	54,000.00
1000-1999: Certificated Personnel Salaries	Dual Language Grant	50,000.00
2000-2999: Classified Personnel Salaries	Dual Language Grant	10,000.00

5800: Professional/Consulting Services And Operating Expenditures	Dual Language Grant	12,000.00
0001-0999: Unrestricted: Locally Defined	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	137,080.00
2000-2999: Classified Personnel Salaries	Title I	24,863.00
4000-4999: Books And Supplies	Title I	17,214.36
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,485.11

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	204,294.36
Goal 2	500.00
Goal 3	26,863.00
Goal 4	5,985.11
Goal 5	72,000.00

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
Janet Nellys Josa	Principal
Jennifer Alcaraz	Classroom Teacher
Anabel Grinnell	Classroom Teacher
Steven Cooper	Classroom Teacher
Veronica Lopez	Other School Staff
Mary Ramirez Williams	Parent or Community Member
Curt Williams	Parent or Community Member
Carmen Ramirez	Parent or Community Member
Fabiola Nunez	Parent or Community Member
Melissa Bueno	Parent or Community Member
Celina Bejarano	Parent or Community Member

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
	Other: Classroom Teacher-Jennifer Alcaraz

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 22, 2024.

Attested:

	Principal, Janet Nellys Josa on May 23, 2024
	SSC Chairperson, Mary Ramirez Williams on May 23, 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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (S*ections: 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 (S*ections: 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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