School Year: | 2023-24

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lexington Elementary	37-67991-6037683	June 8, 2023	August 8, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement
Students with Disabilities, African American, Asian, Two or More Races

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The overall academic performance of students at Lexington is at the very low level for English language arts, low level for mathematics and very high for attendance. To effectively identify struggling readers Lexington will assess student reading levels at the beginning, middle, and end of the school year. This will provide staff with data on student reading levels allowing for targeted support and intervention. To increase students attendance our Support Team will meet weekly to analyze attendance data, wrap around families with support and provide an MTSS model with positive incentives. Additionally, it will allow for goal setting and progress monitoring throughout the year.

To meet the English language arts needs of all students across the curriculum Lexington will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement GLAD strategies, focus on ELD instruction and effectively use Modern Curriculum to engage all students. Teachers will be offered professional learning opportunities, to ensure learning activities are rigorous and appropriately aligned to CCSS. A school-wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for College and Career and the World of Work.

Lexington shall commit to a team-based approach to learning for our students. We will foster the development of deep and meaningful relationships between staff, students, and families while creating consistency in expectations for students both academically and socially across classrooms.

Lexington's subgroups will have access to targeted intervention to support their academic progress in core subjects, Modern Curriculum Gallup Student Survey.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Lexington Elementary uses several assessments to measure school safety, climate and connectedness.

Annual Gallup Student Survey (5th Grade Students)
Annual Gallup Parent Survey
Annual Gallup Staff Survey

100% of parents, staff, and students (within appropriate grade levels) had the opportunity to participate in annual Gallup surveys.Staff, parents, and community members provide input through stakeholder meetings (LCAP, SCC, ELAC) through needs assessment and evidence based program evaluation.
Please refer to the sections "Student Performance Data: Annual Gallup Parent Survey Data" and "Student Performance Data: Annual Gallup Student Survey Data" for additional information.

May 2022 Staff Gallup Survey- Total number of Staff Responding the Gallup Staff Survey was 67
Engaged 48%
Not Engaged 52%
Our lowest performing Q was Q04 Recognition. 3.61
Our highest performing Q was Q01 Expectation. 4.39

SSC and ELAC members provided input during Needs Assessments and an Annual Review. Due to this input our school was able to evaluate programs and positions to best meet students needs.

Based on this data, identified needs are to increase student, parent and staff engagement. To address these areas of need families and staff will collaborate together during SSC, ELAC and Family Teacher Teams. At these meetings we will focus on the importance of Social Emotional Learning and Modern Curriculum to reinforce engagement and strengthen students connectedness to school.

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

Deep Evaluation Tool: Development Effective Educator Practice is used by principal and certificated staff and teachers to improve teacher effectiveness and growth opportunities. The DEEP Protocol timeline is used as follows- Yearly implementation for temporary and probationary certificated staff and teachers and every 3 - 5 years for tenured teachers.

Procedure for DEEP Process:
Beginning of the School Year- Credential staff/teachers use the self-evaluation tool to identify current practices

Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement

Observations: Principal conducts informal and formal walk-through, pre/post conferences, two formal observations, conferences following each observation

Summative Evaluation: CVUSD Certificated Appraisal From is completed and turned into Personnel Department by May 15th

On an average, the principal visits classrooms and collects qualitative data on teacher effectiveness at least twice a month.

Based on these observations and evaluations, identified needs are….

To summarize the findings from these visits teachers developed lessons plans from Common Core State Standards and met instructional minutes for their grade level in all content areas. Based on this data, our success were in the area of ELA and Mathematics on the iREADY diagnostics. Our students made 61% of their Typical Growth in ELA and 65% in Math on diagnostic 2. Our students with special needs made 3% growth in tier 1 from diagnostic 1 to diagnostic 2 in ELA and 6% in Math. Based on this data, identified needs at Lexington Elementary are to increase overall achievement in ELA, Math and focus on our students in the special needs population. In the 2023-24 school year it is our goal to achieve 75% in ELA and Mathematics and increase our student achievement in the special needs population by accessing our inclusive schoolwide program and adjusting as needed.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

State Assessments Include: ELPAC, CAASPP, CAA, CAST, and Physical Fitness Testing (5th Grade only)
*See the analysis of student performance assessment data conclusions for CAASPP, ELPAC and the California Dashboard.

22-23 Local assessments include: iReady Diagnostic Assessment for ELA/Math (please see sections Student Performance Data: Reading Diagnostic Assessment, Student Performance Data: Reading Diagnostic Growth Reports, Student Performance Data: Math Diagnostic Assessment, Student Performance Data: Math Diagnostic Growth Reports for additional information about our iReady Diagnostic data.

Grade level teams collaborate to determine appropriate benchmark and formative assessments based on the Cajon Valley priority standards by trimester. This data is used to improve instruction, plan small groups, and provide acceleration and/or intervention to students based on their individual needs. Additional data is collected through our adaptive programs which are used by staff to personalize learning based on student need.

After reviewing the CAASPP and iREADY data we saw a low trend in the area of ELA in the subgroups of Students with Disabilities, African American and Two or More Races. Based on this data, an identified need is to increase the overall lexile levels at Lexington Elementary. To address this need, we will conduct reading intervention groups based on iREADY, CORE Assessments and Beable data which will be facilitated by our Reading intervention teacher. Another identified need is to increase the overall Math performance. To address this, we will create a tiered system of support based on iREADY data. Our successes were in our Asian group with 69% of students who are on track to make their Typical Growth in Reading and 65% of our English Learners in Math who are on track to make their Typical Growth aon Diagnostic 3.

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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

After this year, the needs that staff have are: time with their grade level and at staff meetings to analyze student data using the PDSA model with administration, professional learning around personalizing interventions and training on curriculum and programs. This will provide teachers with a bank of resources that they can utilize. For example, using SIPPS (K-2) for students who need tier 2 intervention. Based on this data, our successes were on diagnostic 2 with 61% of students who are on track to meet their Typical Growth in ELA and our white student group meeting 63% of students who are on track to meet their Typical Growth by diagnostic 3 on iREADY.

During the 20-21 school year, district priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment. Staff has planning time embedded throughout the week to monitor student progress on these standards using a variety of instructional resources.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also use CAASPP Interim Assessments to monitor student progress. For the 22-23 school year, teachers utilized the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

Our school has also joined the Literacy Project which focuses on blending brain research and literacy best practices in order to ensure all students are literate. A large component of this project is administering local assessments in order to drive instruction. Teachers currently give these assessments at least three times a year, and modify small group instruction as needed.

To address these needs certificated staff will utilize the PDSA model at grade level and staff meetings to streamline student success and achieve SPSA Goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our school meets all qualifications for highly qualified staff in all areas, Certificated and classified staff are vetted by the Cajon Valley Personnel Department and meet all requirements. In addition, we offer BTSA to our new teachers and pair them with a Cajon Valley teacher as a mentor.

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

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley Union School District Personnel Department. All teachers have access to instructional material training throughout initial curricular adoptions, CVUSD Modern Curriculum, digital badging, staff meetings, Modern Teacher portal, and academies.

After reviewing iREADY data from this year, it was determined that students need more instruction in phonics and phonemic awareness. To address this need primary teachers implemented Heggarty (phonemic awareness program) to promote growth in this area. We will use our learnings from the CORE coursework to become an expert on delivering reading instruction. Upper grade teachers will be provided with collaboration time to develop rich intervention lessons with tier 2 ELA interventions. The reading intervention team will collaborate with teachers to form reading groups to increase overall student growth in ELA. All staff will have access to a book room and digital resources that target specific phonics skills.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional learning opportunities include: digital badging through Cajon365, academies, staff meetings, release time and additional planning time.

All staff are provided access to our online professional learning platform called Cajon365. This platform allows staff to access professional learning 24-7 on hundreds of topics including district initiatives and core curriculum. All certificated staff members are provided compensation up to six hours of professional learning on Cajon365. Any professional learning that is offered, is converted to this platform so that anyone can access it after it is offered live.

Based on our district wide Professional Learning Survey, staff identified the following needs:
- A greater need to understand current instructional resources and standards
- How to effectively apply these resources in an online or blended environment.
- Differentiation of standards in order to personalize learning for all students
- Additional time to plan when initiating new instructional models

Based on feedback, additional digital professional learning modules have been built around effective technology tools such as the iReady program. These self based modules are always available so staff can access professional learning whenever needed.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional Coaches and District Level Program Specialists will provide ongoing instructional support in the areas of World of Work, Personal Finance, Presentation Literacy, Student Development, Science, English Language Arts, Mathematics, English Learner Strategies, Presentation Literacy, and Computer Science.

After this year, we will have professional learning during staff meetings and grade level meetings to incorporate our district's Mission, Vision and Promise. For example, in March 2023 our FACE Team will conduct a professional learning opportunity on a poverty simulation for Lexington staff. This will give staff more skills to deepen relationships with Lexington families which embodies MVP #3 Emphasize Relationships.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

For the 22-23 school year, teachers will be provided grade level collaboration time during early release Mondays.

Minimum Day:
3 Mondays a Month: 1-hour staff meeting and 1 hour of grade level collaboration
1 Monday a Month: 2-hour staff meeting to include professional development

Lexington staff are provided additional grade level release collaboration: Every progress report period (6 weeks) for 4 hours to analyze data and design instructional strategies/materials that meet the needs of specific subgroups and/or at-risk students.

For the 23-24 school year, teachers will be provided 30 minutes of planning and meeting time each day. Teachers will also meet weekly with their grade level and have staff meetings to analyze iREADY and CORE date to best plan for student progress.

After this year, staff asked for planning time and professional learning around Modern Curriculum and new programs. Our management & support team will support this need by providing resources for teachers to explore during grade level collaboration and staff meetings. Our focus for the 2023-24 school year will be to strengthen our students achievement in the area of ELA & Modern Curriculum by providing tiered system of support.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment.

Common Core instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development. We have supplemented our current K-5 Science curriculum with Mystery Science in order to provide students with a richer experience with the NGSS standards.

Additionally, students receive intervention support in the following approved intervention programs: SRA REACH, SIPPS, Barton, Imagine Learning English, iReady Teacher Toolbox and Online Lessons, and ST Math

Based on this data, an identified need is to supplement current social studies/history curriculum as the state has not yet released new standards and our current adoption has become increasingly outdated.

After this year, the specific needs for supplemental curriculum are: Haggerty and Haggerty Bridging the Gap Intervention Lessons (digital component: grades K-5) and Nat Geo (grades 3-5). Haggerty is a tier 2 intervention program for primary grades that will further support students with phonics and phonemic awareness. The Nat Geo Intervention Lessons and iREADY Phonics are supplemental reading intervention program for students who need additional support with English reading skills in the upper grades. This curriculum specifically works on helping students understand English phonics, and the strategies necessary to become proficient readers.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and curriculum manuals.

All schedules have been built around the California Department of Education's Daily Minute Requirements, including 30 minutes of Designated English Language Development for English Learners.

CDE Daily Minutes Requirements (live and independent work)
180 instructional minutes in TK/kindergarten.
230 instructional minutes in grades 1 to 3
240 instructional minutes in grades 4 to 8

After this year, the specific needs within our daily schedules that we will need to provide is 40 minutes of Tier 2/3 Intervention time. During this time (LEAP - Leopards Engaged in Academic Personalization) students will receive reading intervention with our reading intervention team, SAI minutes and other interventions to support students who are at risk and not at grade level.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers work with small groups of students based on their academic needs to provide intensive and targeted support.

Although the district has identified priority standards by trimester, teachers have the flexibility to teach these standards in any order using board adopted and supplemental curriculum.

Based on data collected during the Literacy Project, we found that not all teachers were implementing a common 90 minute literacy block. In order to provide intervention and targeted instruction, each grade level has moved to a common literacy block.

After this year, the specific needs within our lesson pacing and daily schedules that will allow for personalized learning will be to: create integrated units with a focus on ELA, Math and Modern Curriculum. These units will be created during grade level collaboration, teacher planning time and at the end of each trimester when we analyze iREADY, CORE and CAASPP data.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements.

After this year, an identified area of need is to support the progress of our newcomer students in all grades in ELA and Math. To address this need Lexington Elementary hired a English Language Facilitator. Teachers in all grades will implement the USA program for small group instruction in ELA and use iREADY Phonics in upper grades to increase academic performance.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards Aligned CVUSD Adopted Curriculum: (TK)
The InvestiGator Club- Let's Investigate. (ELA/ELD/Math/Science/SocialStudies)

Standards Aligned CVUSD Adopted Curriculum: (K - 5)
English Language Arts/ELD   Nat Geo "Reach for Reading"
Spanish Language Arts/ELD   Houghton Mifflin "Wonders/Maravillas"
Mathematics   Houghton Mifflin "Go Math"
Science   MacMillian/McGraw-Hill, California Science
Social Studies   Scott Foresman, History/Social Science for California

After this year, the Lexington team determined that order to meet the need for NGSS Science aligned curriculum teachers will use Mystery Science to meet Common Core State Standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Current adoptions for English Language Arts and Mathematics provide instructional supports for students who are below standards, near and meeting standards. The CVUSD District supports the following interventions for underperforming students:

iReady ELA Toolbox and Online Lessons
iReady Math Teacher Toolbox and Online Lessons
Adaptive Programs (ST Math, Khan Academy, Beable)
School Counselor
Community Liaison
Special Education Classroom Assistant
BMAP Facilitator
English Language Development Assistant
English Language Facilitator
Reading Intervention Teacher
Instructional Coach
Psychologist

After this year, we would like to address students who are underperforming and at risk: Students with Disabilities, African American, Asian and Two or More Races. These ATSI student groups will need intervention with multi-tiered systems of support. The above interventions work, however, we will meet consistently throughout the year to analyze data, plan school wide interventions and monitor systems for the betterment of student learning. We are proud of the gains we made on iREADY diagnostic 2 in our Asian and English Learner groups.

Evidence-based educational practices to raise student achievement

Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance
Teacher Collaboration focused on Data Analysis and Instructional Planning
Guided Language Acquisition and Design Strategies (GLAD)
Cognitively Guided Instruction for Mathematics (CGI); Number Talks & Problem Solving
Small-group Instruction
Improvement Science (Plan, Do, Study, Act Cycles)
Needs Assessments (Quantitative Data & Qualitative Data)
Science of Reading, LETRS Training
Barton Reading and Spelling System

The above interventions are effective and need to be monitored and addressed consistently throughout the school year at grade level, staff and collaboration meetings. The additional evidence based educational practice we need to implement to raise student achievement is more schoolwide data conversations and sharing of best practices that are strategically aligned to increase academic performance.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

School Counselor
Community/Parent Liaison
Parent University and Workshops
Student Study Teams Process (SST)
School Needs Assessment
School Parent Walk-throughs and Program Evaluation
Title 1 Meeting for Data Analysis and LCAP Goals

Our current parent communication platform is Parent Square. This app based tool allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members.

The above interventions are effective. The additional evidence based educational practice we need to raise student achievement is the formation of focus groups who need similar interventions. When we maximize our resources and strategically assign the correct interventions students' performance will rise. In the 2023-24 school year we are going to continue with Family Teacher Teams and Parent Square Workshops to promote effective family communication.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Meetings- Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

The above parent involvement strategies were successful because our staff are well connected to our community. For example, when organizing SSC and Coffee with the Principal we reached out to families using multiple methods and focused on relationship building to promote high attendance. Next year, we will focus on engaging our families who are disengaged or actively disengaged according to the Gallup Parent Survey. To accomplish this task, we will increase the number of positive home visits and provide incentives for families to maintain/improve their child's attendance.

<u>Funding</u>

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to provide the following intervention services for under-performing students:

Instructional Coach
School Counselors
Community/Parent Liaison
English Language Facilitator
English Language Development Assistant
Cajon 365 & Academy Professional Development (GLAD, CGI, LETRS)
Reading Intervention Teacher

Yes, the above interventions were effective. We need additional support for our newcomer students. In the 23-24 school year we will refocus positions funded by categorical to appropriately support student success and hire a BMAP Facilitator.

Fiscal support (EPC)

Title I, II, III, IV
Supplemental Concentration

With our Supplemental Concentration we were able to hire an additional counselor, Instructional coach and English Language Facilitator. The successes we would like to highlight are the gains we made overall on iReady ELA diagnostic 2 with 61% of students on track to make their Typical Growth. The number of students that moved into Tier 1 between diagnostic #1 and diagnostic #2 was 11%. We were able to decrease our suspension rate to 1.4%. These gains/maintenance are due to the positions that were funded with Supplemental Concentration.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on May 25, 2023 was the culminating input meeting for the SPSA development this year.
The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in

two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on June 8, 2023 was the accumulating input meeting when the SPSA was approved.
The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. Our site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:
A. We keep "strategies/activities" that show student growth
B. We refine "strategies/activities" that shows minimal growth, but progress
C. We eliminate an "strategies/activities" and replace it with a different way of approaching the need
Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. Leadership Team: This committee meets monthly and advises the principal on school events, professional development, instructional materials and logistics.

4. Support Team: This committee meets weekly and advises the principal on tier 3 interventions and SAI needs.

5. LEAP Team: This team meets bi-monthly and focuses on tier 2 progress and data analysis with iREADY and CORE.

6. Coffee with the Principal: Meets monthly to address schoolwide focuses throughout the school year. Such as, effective school to home communication, community involvement and volunteer opportunities.

Resource Inequities

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

The resources in the 2023-24 School Plan for Student Achievement are equitable. All students including students who are English Learners and ATSI groups: Students with Disabilities, African American, Asian and Two or More Races will receive services to reach Expected Outcomes in June 2024. For example, in Goal 2 an identified need is to increase Parent Gallup Engagement to 64%. In order to increase family engagement, one of our planned activities and strategies will be for our community liaison to bridge the gap between the school and the community. Our community liaison will facilitate parent workshops, home visits, parent university and parent outreach opportunities.

Our staff, including community liaison, will increase parent connection to the school community, as well as, to our students educational experience in order for parents to be able to support their child socially, emotionally, and academically. We will achieve this by connecting our communities' cultures with schoolwide celebrations and events. We will review this goal annually and update as needed.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.1%	0.41%	0.64%	1	3	5
African American	4.9%	5.47%	5.51%	39	40	43
Asian	4.4%	7.25%	9.49%	35	53	74
Filipino	0.3%	%	0%	2		0
Hispanic/Latino	42.1%	41.59%	42.69%	337	304	333
Pacific Islander	0.9%	0.82%	0.64%	7	6	5
White	41.7%	38.58%	36.54%	334	282	285
Multiple/No Response	0.3%	0.14%	0.13%	2	1	1
			Total Enrollment	801	731	780

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	140	132	150
Grade 1	132	122	127
Grade 2	123	128	120
Grade3	134	109	133
Grade 4	127	130	120
Grade 5	145	110	130
Total Enrollment	801	731	780

Conclusions based on this data:

1. Total enrollment increased by 49 students during the 2022-23 from 2021-22. We noticed that our enrollment fluctuates due to families relocating. In the 2023-24 school year, we will focus on identifying needs of our community to increase enrollment.

2. Kindergarten enrollment increased by 18 students from the 2021-22 to the 2023-24 school year. Lexington will continue to be culturally proficient school and aware of our students academic, social and emotional needs to regain this enrollment.

3. Enrollment decreased in 2nd grade by 8 students from 2021-22 to the 2022-23 school year. This demonstrates the need for more effective engagement opportunities to provide a sense of connectedness and have a positive impact on student learning in this grade level.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	544	495	492	67.90%	67.7%	63.1%
Fluent English Proficient (FEP)	67	51	61	8.40%	7.0%	7.8%
Reclassified Fluent English Proficient (RFEP)	22	13	13	4.0%	2.6%	2.76%

Conclusions based on this data:

1. The amount of English Learners decreased from 2020-21 to 2022-23, ranging from 67.9% to 63.1%. We will collaborate with our site liaison to coordinate activities like Social Emotional Learning and World of Work Workshops to open up our school to the community and foster conversations that will leverage growth.

2. The number of Fluent English Proficient students ranges from 8.4% to 7.8%, with an decrease of 0.6% from 2020-21 to 2022-23. Our reading intervention team will analyze data from CORE and iREADY to develop learning paths where students will become proficient in English.

3. Lexington Elementary increased our Reclassified Fluent English Proficient students of English Learners from 2020-21 to 2022-23.Teachers will continue to participate in data analysis activities during collaboration for English Learners and then design lessons and units that include effective and engaging strategies for all learners, with special attention given to EL Standards and skills.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# 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	133	113		0	107		0	107		0.0	94.7	
Grade 4	123	127		0	123		0	123		0.0	96.9	
Grade 5	140	114		0	113		0	113		0.0	99.1	
All Grades	396	354		0	343		0	343		0.0	96.9	

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

Grade Level	Overall Achievement for All Students														
	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		2333.			7.48			7.48			14.95			70.09	
Grade 4		2355.			4.07			9.76			14.63			71.54	
Grade 5		2425.			6.19			15.93			23.01			54.87	
All Grades	N/A	N/A	N/A		5.83			11.08			17.49			65.60	

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% 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		3.74			49.53			46.73	
Grade 4		3.25			40.65			56.10	
Grade 5		9.73			57.52			32.74	
All Grades		5.54			48.98			45.48	

Grade Level	Writing Producing clear and purposeful writing								
	% 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		2.80			34.58			62.62	
Grade 4		1.63			34.15			64.23	
Grade 5		4.42			46.02			49.56	
All Grades		2.92			38.19			58.89	

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		7.48			58.88			33.64	
Grade 4		5.69			56.10			38.21	
Grade 5		6.19			65.49			28.32	
All Grades		6.41			60.06			33.53	

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		2.80			55.14			42.06	
Grade 4		2.44			51.22			46.34	
Grade 5		4.42			57.52			38.05	
All Grades		3.21			54.52			42.27	

Conclusions based on this data:

1. When comparing our 2018-19 data to our 2021-22 data, we saw less than a 1% decrease in students at grade level in overall achievement. Based on this data, it is clear that an identified need is additional literacy support across our campus.

2. Reading and Research/Inquiry continue to be the areas of great need, with 54.52% of Lexington students at/near or above standard in Reading and 57.73% in Research and Inquiry.

3. 16.91% of students met/exceeded in ELA, compared to 17.06% in 2019; when including those who almost met the standard, the percentage is 34.4, a 3.13% decrease from 2019. 65.60% did not meet the standard. We will make ELA a focus at our leadership meetings and use iREADY to track data and plan instruction to improve ELA achievement schoolwide.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	133	113		0	108		0	108		0.0	95.6	
Grade 4	123	127		0	123		0	123		0.0	96.9	
Grade 5	140	114		0	113		0	113		0.0	99.1	
All Grades	396	354		0	344		0	344		0.0	97.2	

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2363.			3.70			16.67			26.85			52.78	
Grade 4		2382.			4.88			8.94			22.76			63.41	
Grade 5		2430.			2.65			9.73			28.32			59.29	
All Grades	N/A	N/A	N/A		3.78			11.63			25.87			58.72	

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		5.56			41.67			52.78	
Grade 4		5.69			26.02			68.29	
Grade 5		1.77			42.48			55.75	
All Grades		4.36			36.34			59.30	

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		5.56			44.44			50.00	
Grade 4		1.63			38.21			60.16	
Grade 5		3.54			44.25			52.21	
All Grades		3.49			42.15			54.36	

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		3.70			58.33			37.96	
Grade 4		4.07			40.65			55.28	
Grade 5		3.54			49.56			46.90	
All Grades		3.78			49.13			47.09	

Conclusions based on this data:

1. When comparing our 18-19 data to our 21-22 data, we saw a significant decrease in students at grade level in overall achievement. Based on this data, it is clear that an identified need is additional math support across campus.

2. Lexington students were lowest in the area of Concepts & Procedures with 40.7% of students at/near or above standard. This is a 2.19% decrease from 2018. Lexington students were most successful in Communicating Reasoning with 52.91% at/near or above standard, an increase of 2.26% from 2018. In Problem Solving & Modeling/Data Analysis, 45.64% scored at/near or above standard.

3. 15.41% of Lexington students met/exceeded standard in Math, a decrease of 7.33% from 2018; when including those who nearly met standard, the percentage is 41.28%, a decrease of 9.37% from 2018. 58.72% did not meet standard, a decrease of 9.37% from 2018.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	1388.5	1383.8		1398.7	1400.0		1364.6	1345.5		91	80	
1	1401.0	1403.1		1406.2	1420.4		1395.4	1385.2		82	81	
2	1472.3	1470.7		1470.6	1469.5		1473.5	1471.4		76	77	
3	1472.0	1465.2		1473.6	1467.0		1470.0	1463.0		102	66	
4	1490.6	1479.5		1492.7	1477.2		1487.9	1481.2		92	101	
5	1517.5	1507.2		1516.0	1510.3		1518.6	1503.6		95	83	
All Grades										538	488	

Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	5.49	3.75		19.78	25.00		42.86	38.75		31.87	32.50		91	80	
1	1.22	3.70		26.83	9.88		34.15	32.10		37.80	54.32		82	81	
2	13.16	17.11		38.16	35.53		35.53	18.42		13.16	28.95		76	76	
3	10.78	1.54		31.37	23.08		32.35	49.23		25.49	26.15		102	65	
4	7.61	9.90		35.87	23.76		36.96	32.67		19.57	33.66		92	101	
5	20.00	21.69		31.58	30.12		40.00	28.92		8.42	19.28		95	83	
All Grades	9.85	9.88		30.48	24.49		36.99	32.92		22.68	32.72		538	486	

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	6.59	10.00		27.47	23.75		34.07	30.00		31.87	36.25		91	80	
1	6.10	8.64		28.05	13.58		34.15	46.91		31.71	30.86		82	81	
2	17.11	32.89		44.74	27.63		28.95	14.47		9.21	25.00		76	76	
3	28.43	13.85		35.29	44.62		15.69	18.46		20.59	23.08		102	65	
4	25.00	18.81		46.74	33.66		17.39	25.74		10.87	21.78		92	101	
5	36.84	30.12		46.32	49.40		11.58	7.23		5.26	13.25		95	83	
All Grades	20.63	19.14		38.10	31.89		23.05	24.07		18.22	24.90		538	486	

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	5.49	1.25		7.69	7.50		54.95	46.25		31.87	45.00		91	80	
1	1.22	1.23		24.39	8.64		20.73	18.52		53.66	71.60		82	81	
2	10.53	10.53		30.26	30.26		27.63	28.95		31.58	30.26		76	76	
3	4.90	0.00		15.69	9.23		40.20	44.62		39.22	46.15		102	65	
4	0.00	2.97		20.65	15.84		38.04	28.71		41.30	52.48		92	101	
5	11.58	3.61		17.89	19.28		42.11	33.73		28.42	43.37		95	83	
All Grades	5.58	3.29		18.96	15.23		37.92	32.92		37.55	48.56		538	486	

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	8.79	11.25		60.44	58.75		30.77	30.00		91	80	
1	19.51	11.11		52.44	67.90		28.05	20.99		82	81	
2	14.47	23.68		69.74	44.74		15.79	31.58		76	76	
3	20.59	20.00		53.92	50.77		25.49	29.23		102	65	
4	21.74	28.71		63.04	41.58		15.22	29.70		92	101	
5	29.47	10.84		58.95	66.27		11.58	22.89		95	83	
All Grades	19.33	17.90		59.48	54.73		21.19	27.37		538	486	

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	7.69	7.50		51.65	51.25		40.66	41.25		91	80	
1	3.66	6.17		59.76	46.91		36.59	46.91		82	81	
2	27.63	44.74		63.16	28.95		9.21	26.32		76	76	
3	38.61	33.85		45.54	47.69		15.84	18.46		101	65	
4	41.30	20.00		47.83	59.00		10.87	21.00		92	100	
5	57.89	73.49		35.79	14.46		6.32	12.05		95	83	
All Grades	30.35	30.52		49.91	41.86		19.74	27.63		537	485	

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	2.20	2.50		63.74	57.50		34.07	40.00		91	80	
1	10.98	6.17		37.80	22.22		51.22	71.60		82	81	
2	17.11	9.21		53.95	65.79		28.95	25.00		76	76	
3	8.91	0.00		43.56	29.23		47.52	70.77		101	65	
4	1.09	5.94		50.00	35.64		48.91	58.42		92	101	
5	12.63	7.23		50.53	43.37		36.84	49.40		95	83	
All Grades	8.57	5.35		49.91	42.18		41.53	52.47		537	486	

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	16.48	6.25		43.96	33.75		39.56	60.00		91	80	
1	1.23	2.47		43.21	34.57		55.56	62.96		81	81	
2	16.00	15.79		46.67	56.58		37.33	27.63		75	76	
3	6.86	1.54		59.80	69.23		33.33	29.23		102	65	
4	1.09	8.91		71.74	49.50		27.17	41.58		92	101	
5	11.58	7.23		68.42	62.65		20.00	30.12		95	83	
All Grades	8.77	7.20		56.34	50.41		34.89	42.39		536	486	

Conclusions based on this data:

1. Approximately 74.7% of Lexington students are EL's or RFEP. We've seen an overall language decrease in level 4 of 2.15% in the 2018-19 to 2021-22 school year. Lexington Elementary is committed to providing students with a structured English program that provides a environment for English learners in which nearly all classroom instruction is provided in English but with a curriculum designed for students who are growing in their proficiency.

2. 48.97% of the English Learners at Lexington Elementary are performing at Level 1 or 2 in the Overall Language section. This is due to the number of students that are brand new to the United States. These students are identified as at risk. Funding will be allocated to provide additional language development support for these students to ensure that they acquire proficiency in English as rapidly and effectively as possible.

3. Lexington Elementary increased by 6.04% in the speaking domain of well developed students from the 2018-19 to 2021-22 school year. An area of need is in the domain of writing. This domain decreased by 6.33% of well developed students. To ensure that English learners achieve grade-level academic standards that are expected of all students. Lexington Elementary will develop instruction for English learners by prioritizing English Language Arts and utilize data dives to inform lesson design and promote development in an effective fashion. Lexington Elementary will ensure that English learners are receiving instruction in the area of English Language Arts and English language development from their classroom/intervention team. This will provide consistency in instruction and strengthen teacher student relationships.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
731	**74.3**	**67.7**	**0.1**
Total Number of Students enrolled in Lexington Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	495	67.7
Foster Youth	1	0.1
Homeless	4	0.5
Socioeconomically Disadvantaged	543	74.3
Students with Disabilities	117	16.0

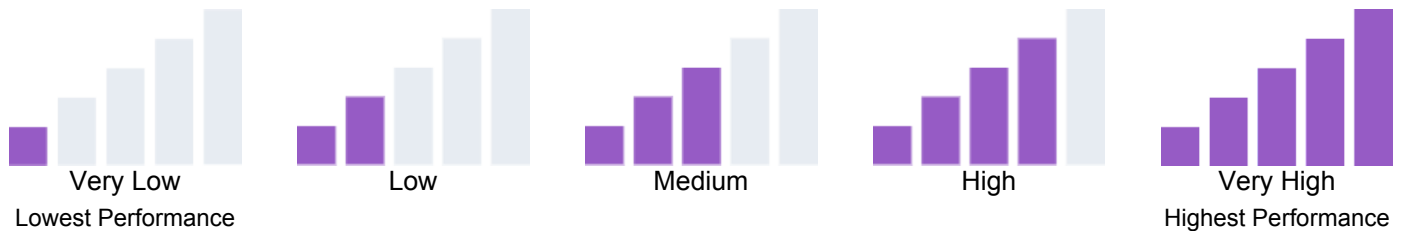| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	40	5.5
American Indian	3	0.4
Asian	53	7.3
Filipino		
Hispanic	304	41.6
Two or More Races	1	0.1
Pacific Islander	6	0.8
White	282	38.6

Conclusions based on this data:

1. The Socioeconomically Disadvantaged student population is 74.3%. With the number of families identified within this criteria, 100% of students are provided with breakfast and lunch daily.

2. African American students are 5.5% of the total enrollment and continue to be a student group that has an identified need with academic performance based on the Fall 2022 Dashboard.
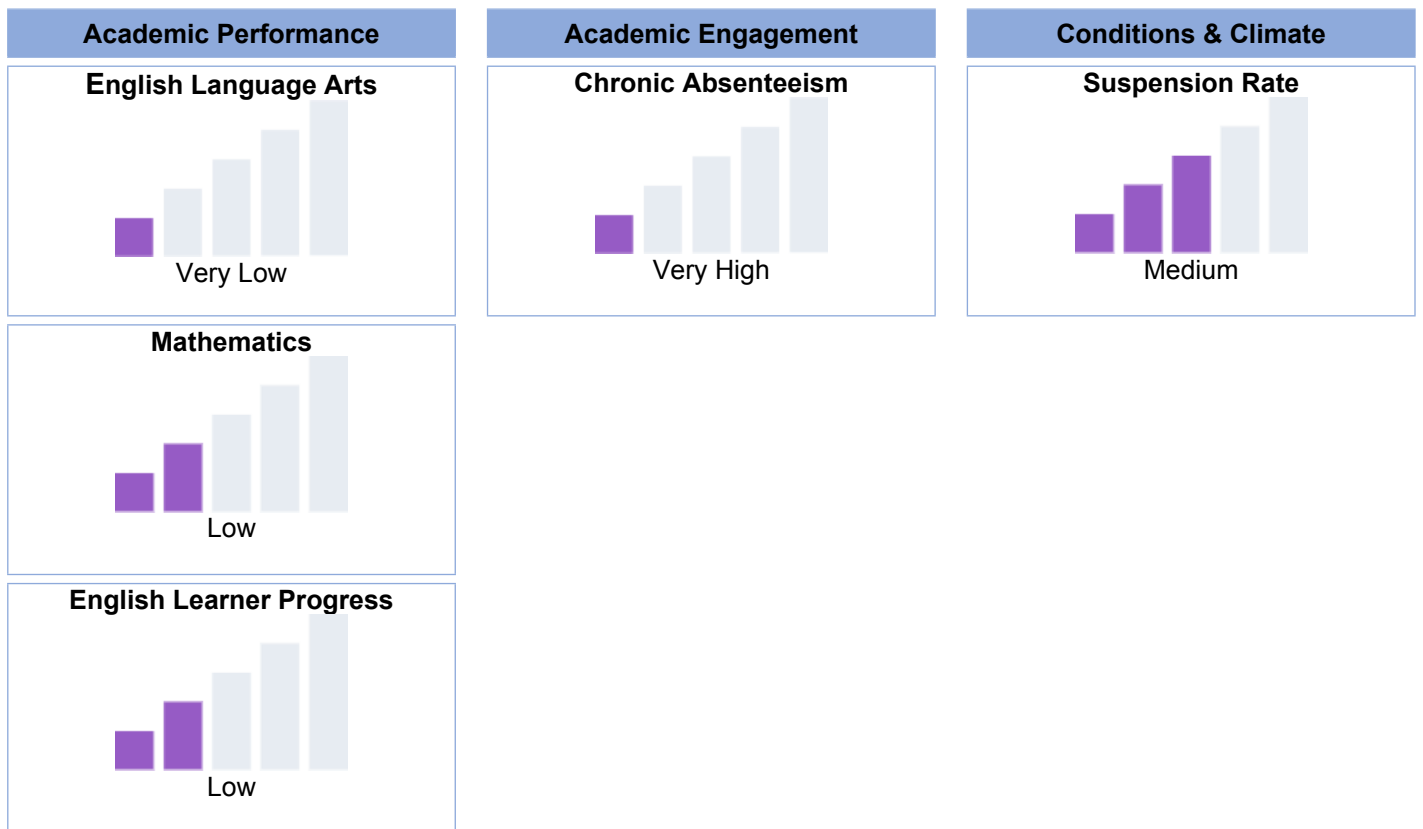
School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Very Low	Very High	Medium
Mathematics		
Low		
English Learner Progress		
Low		

Conclusions based on this data:

1. Based on the Fall 2022 California Dashboard, we performed "very low" in ELA and Math. This identifies a need for a literacy focus for the 23-24 school year.

2. Chronic absenteeism is in the "very high" performance level. Lexington Elementary will continue to increase engagement and personalize intervention plans in a Multi-Tiered System of Support. Lexington staff will work
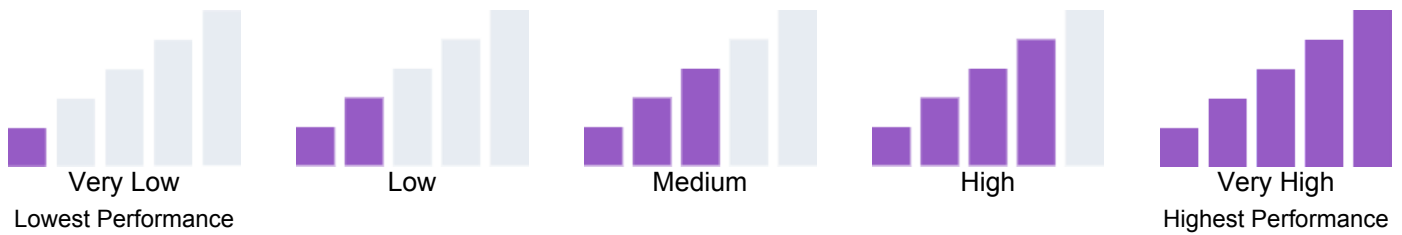
alongside the district office to develop student and parent incentives and parent educational opportunities to increase our attendance in the 23-24 school year.
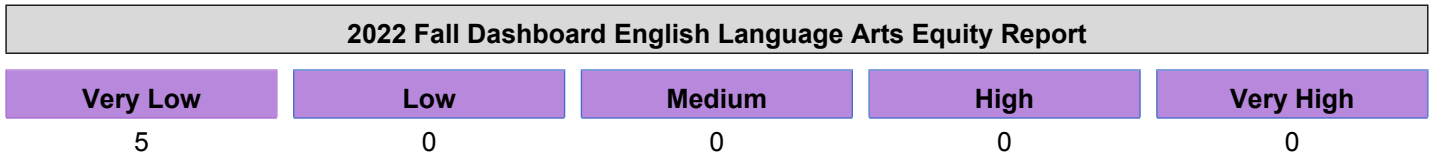
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
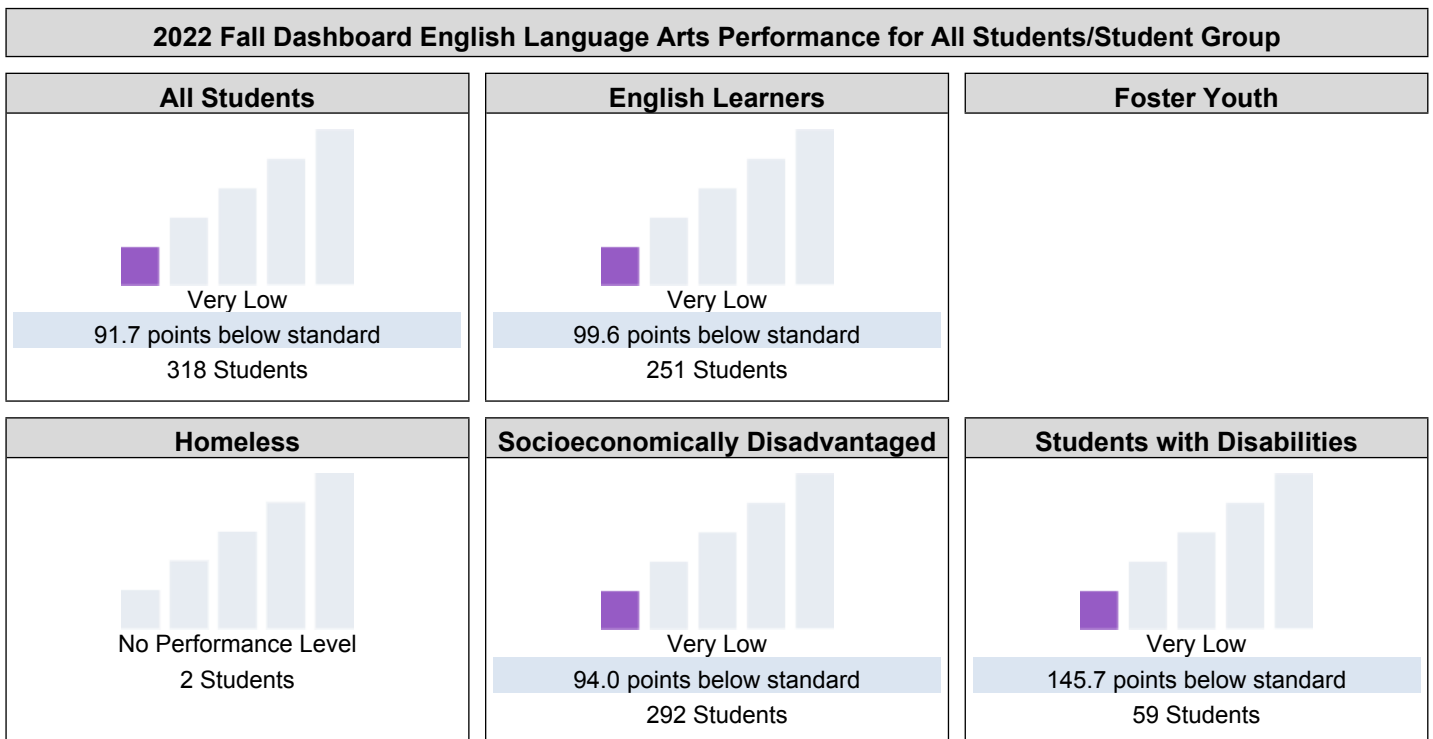
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
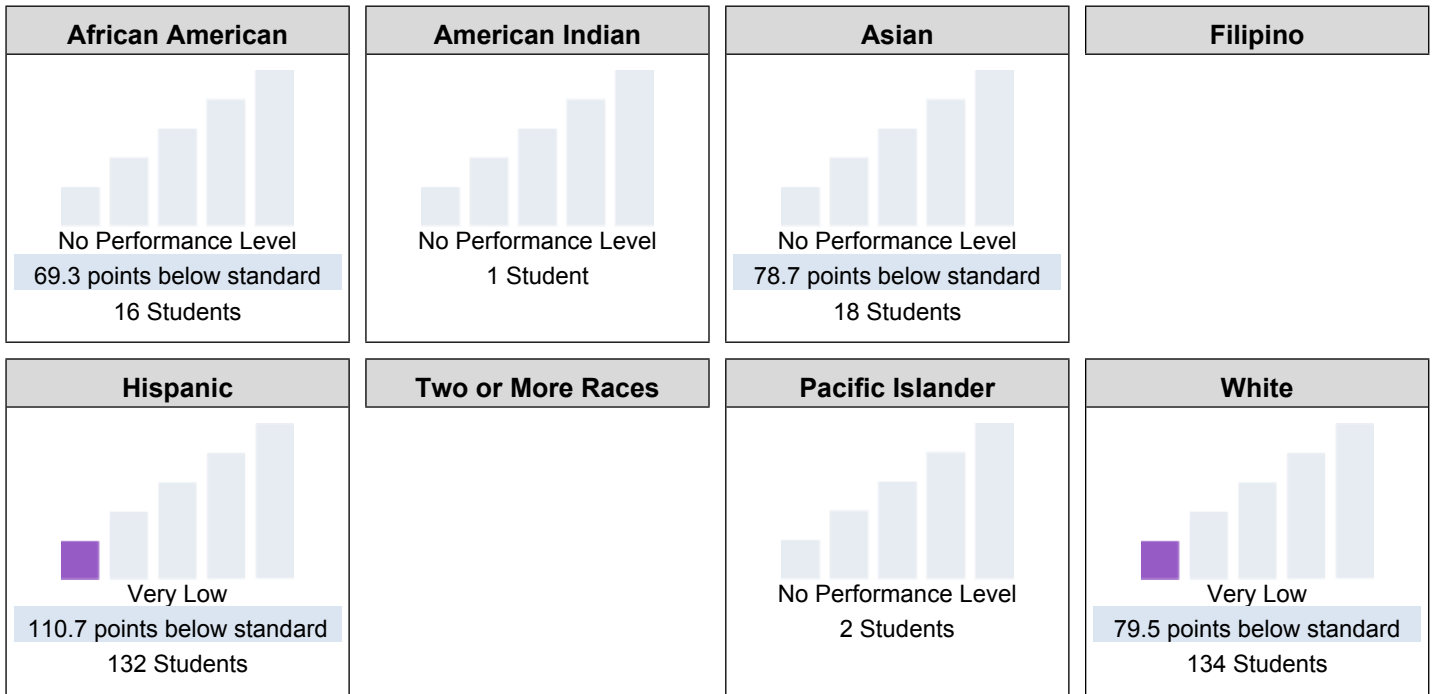

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
5	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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	
91.7 points below standard	99.6 points below standard	
318 Students	251 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
2 Students	94.0 points below standard	145.7 points below standard
	292 Students	59 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
69.3 points below standard	1 Student	78.7 points below standard	
16 Students		18 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very Low		No Performance Level	Very Low
110.7 points below standard		2 Students	79.5 points below standard
132 Students			134 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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

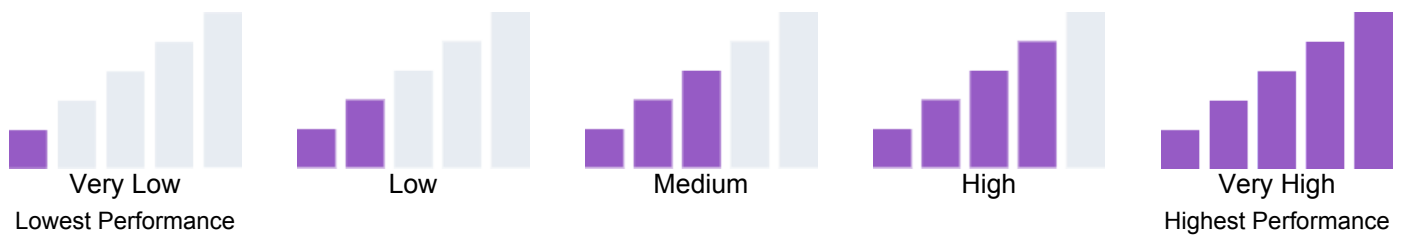| Current English Learner	Reclassified English Learners	English Only
122.8 points below standard	22.6 points above standard	63.3 points below standard
211 Students	40 Students	59 Students

Conclusions based on this data:

1. We are an ATSI site for the subgroups of: Students with Disabilities, African American, Asian and Two or More Races. Our Students with Disabilities are at 145.7 points below standard. Ed Specialists, SLP's and all SPED staff will continue to analyze data and receive professional learning to increase student achievement in this subgroup.

2. We are in the Very Low Level in all sub groups. All stakeholders agree that English Language Arts will to be our school focus for the 2023-2024 school year. There is an identified need in ELA and especially in the sub groups of: Students with Disabilities, African American, Asian and Two or More Races. We will continue our reading intervention program and will expand it by providing opportunities for teachers to use the PDSA Model and facilitate growth in this content area for Lexington students.

3. Our Reclassified English Learners scored 22.6 points above standard. As we participate in the Literacy Project and use this collaboration as an opportunity to identify best practices we will continue to focus on strategies for students who are of this decent. We will provide coaching support to general education teachers as they implement effective reading practices.
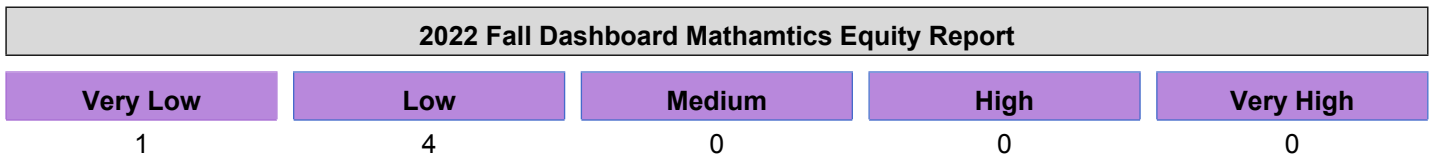
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
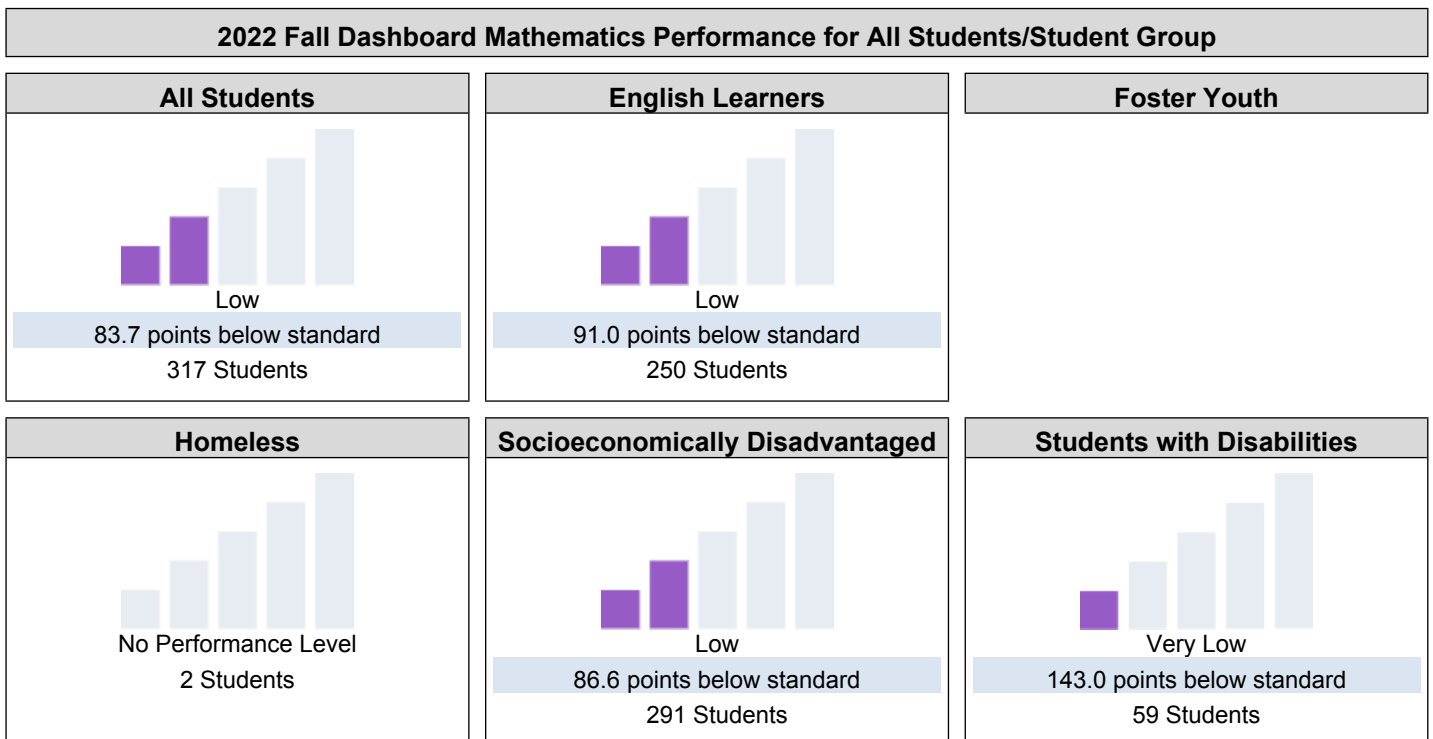
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
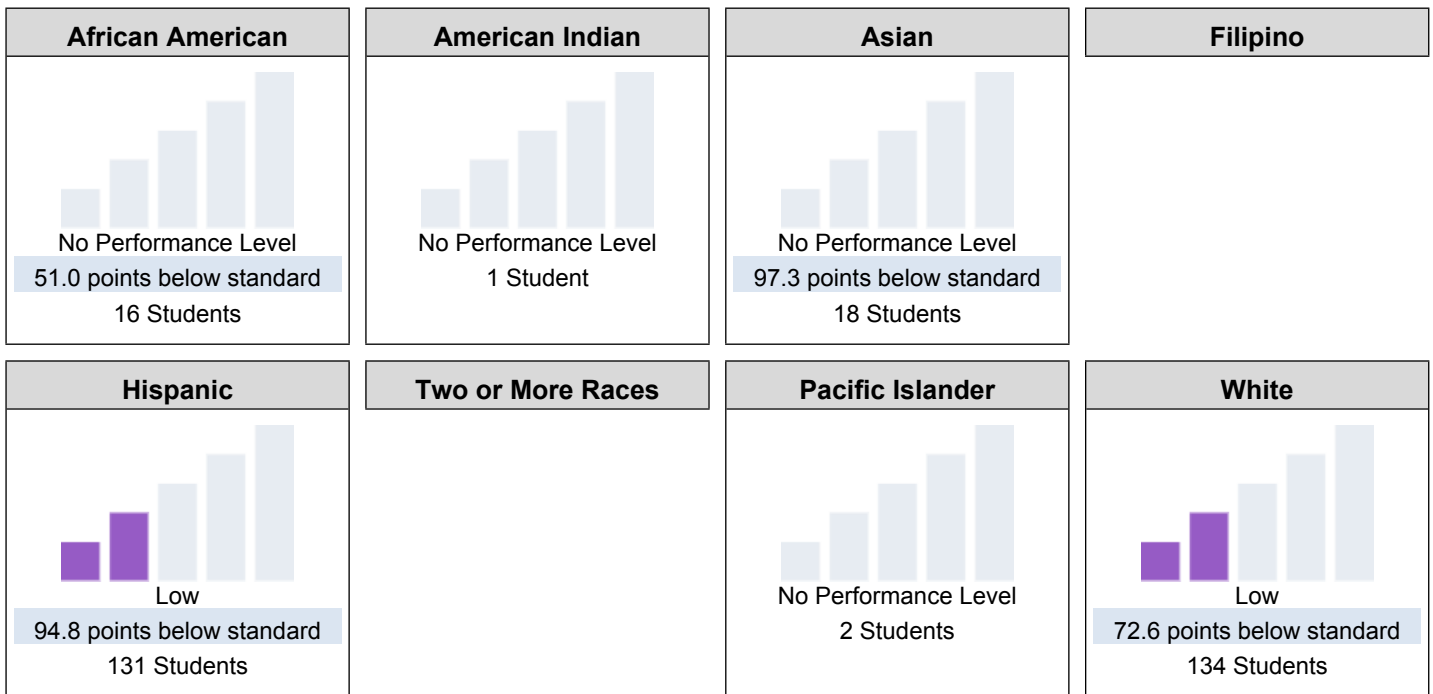
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	4	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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Low	
83.7 points below standard	91.0 points below standard	
317 Students	250 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
2 Students	86.6 points below standard	143.0 points below standard
	291 Students	59 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level
51.0 points below standard
16 Students

American Indian

No Performance Level
1 Student

Asian

No Performance Level
97.3 points below standard
18 Students

Filipino

Hispanic

Low
94.8 points below standard
131 Students

Two or More Races

Pacific Islander

No Performance Level
2 Students

White

Low
72.6 points below standard
134 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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

109.4 points below standard
210 Students

Reclassified English Learners

5.4 points above standard
40 Students

English Only

61.4 points below standard
59 Students

Conclusions based on this data:

1. We are an ATSI site for the subgroups of: Students with Disabilities, African American, Asian and Two or More Races. Students with Disabilities scored 143 points below standard. According to this data, our Students with Disabilities are our lowest performing student group, indicating a need for additional focus on math support for our Students with Disabilities.

2. Our Reclassified English Language Learners scored above standard. We will continue to offer teachers professional learning for GLAD and ELD to support the students in this subgroup.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Low

37.2 making progress towards English language proficiency

Number of EL Students: 363 Students

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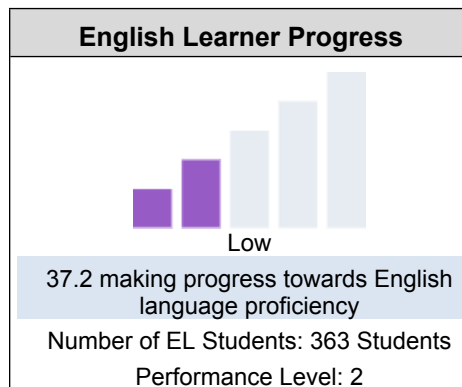
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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
24.0%	38.8%	2.2%	35.0%

Conclusions based on this data:

1. Based on the Fall 2022 Dashboard, 35% of our English learners progressed one ELPI level placing us at a Low student progress indicator. Based on this data, an identified need is to continue support for our English Learners in order to move all students towards English language proficiency.

2. Based on this data, we have found that 24% of our students declined one level on the ELPAC assessment last year. Based on this identified need, we will need to continue funding our English Language Facilitator, Arabic ELDA and Reading Intervention teacher.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
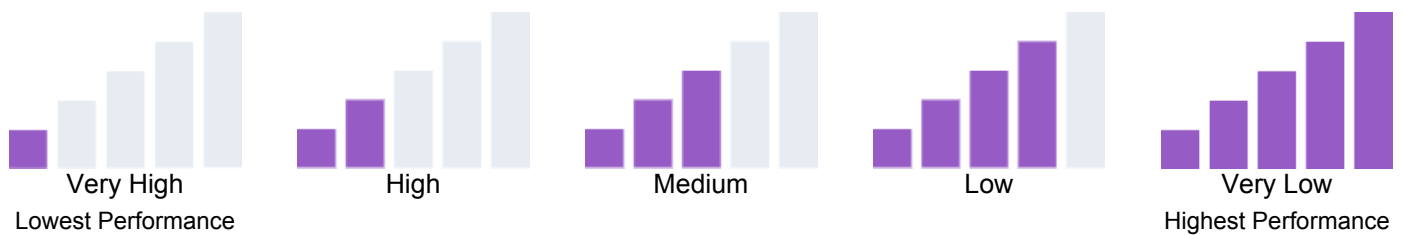
Conclusions based on this data:
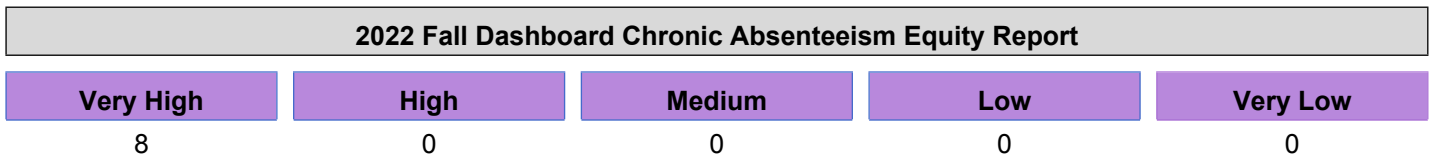
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
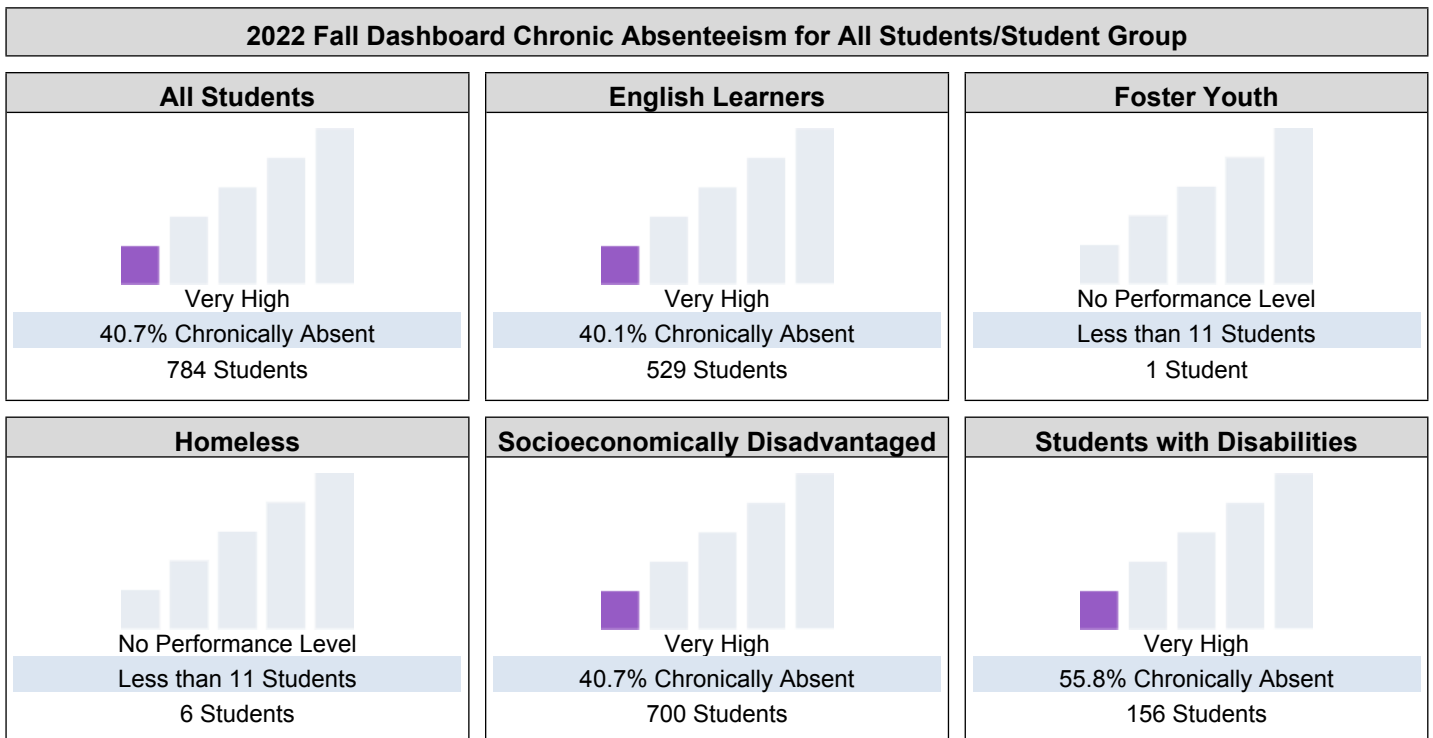
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
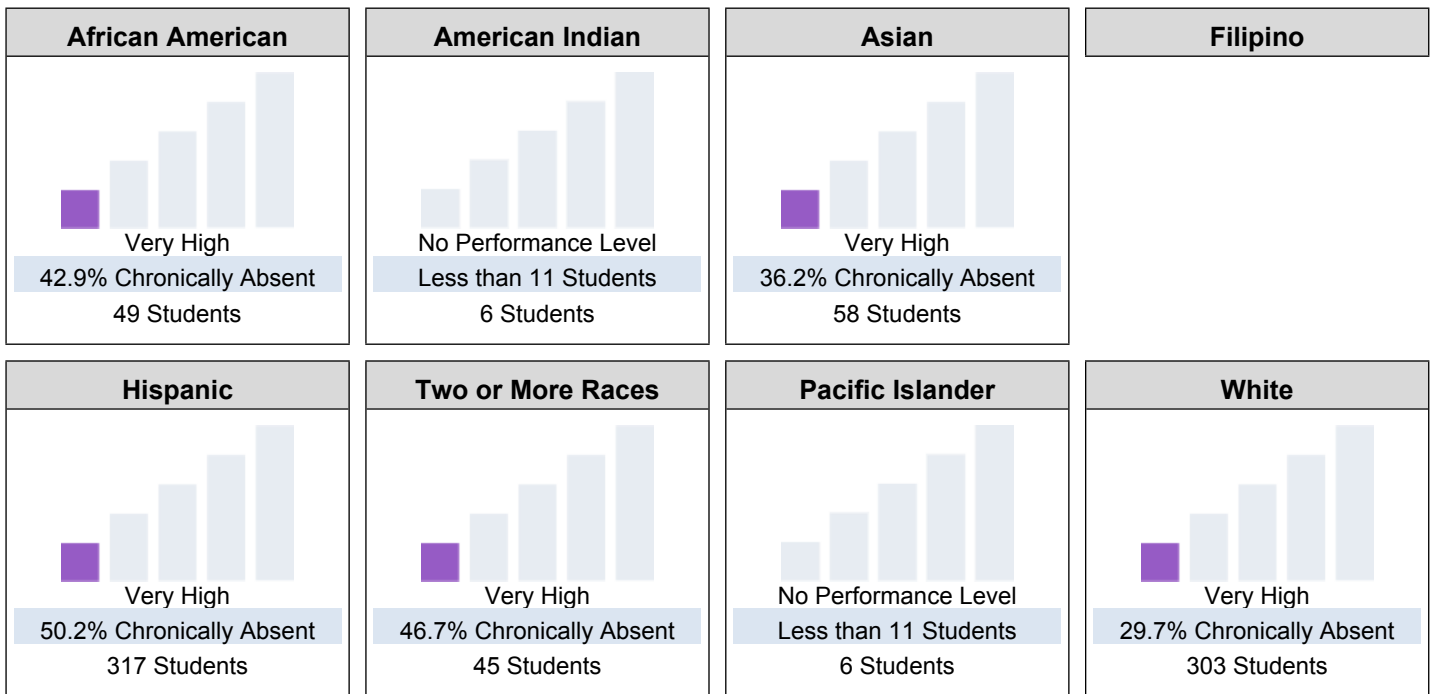
Very High	High	Medium	Low	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
8	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
40.7% Chronically Absent	40.1% Chronically Absent	Less than 11 Students
784 Students	529 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	40.7% Chronically Absent	55.8% Chronically Absent
6 Students	700 Students	156 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	No Performance Level	Very High	
42.9% Chronically Absent	Less than 11 Students	36.2% Chronically Absent	
49 Students	6 Students	58 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High	No Performance Level	Very High
50.2% Chronically Absent	46.7% Chronically Absent	Less than 11 Students	29.7% Chronically Absent
317 Students	45 Students	6 Students	303 Students

Conclusions based on this data:

1. We are an ATSI site for the subgroups of: Students with Disabilities, African American, Asian and Two or More Races. Based on the Fall 2022 Dashboard, we are in the Very High performance level for Chronic Absenteeism. Students with Disabilities are the highest with 55.8% who are chronically absent. This indicates a need for a focus on parent and student engagement in these subgroups.

2. Chronic absenteeism is a concern in all subgroups of ATSI. This is an identified need. In the 2023-24 school year we will expand our PBIS system and focus on student and parent incentives for attendance. We will continue to fund our counselors and liaison to assist with this expansion. Lexington counselors also connect with families regularly throughout the year to share supports for families and resources.
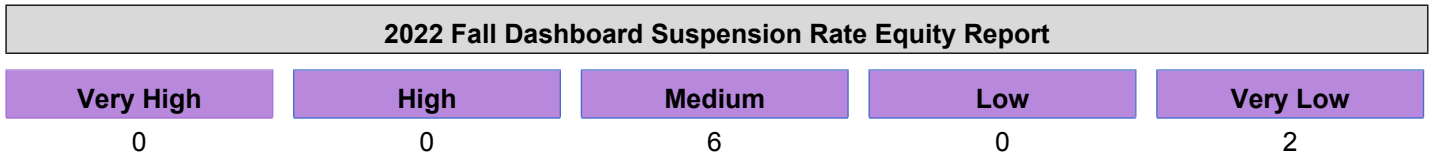
School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
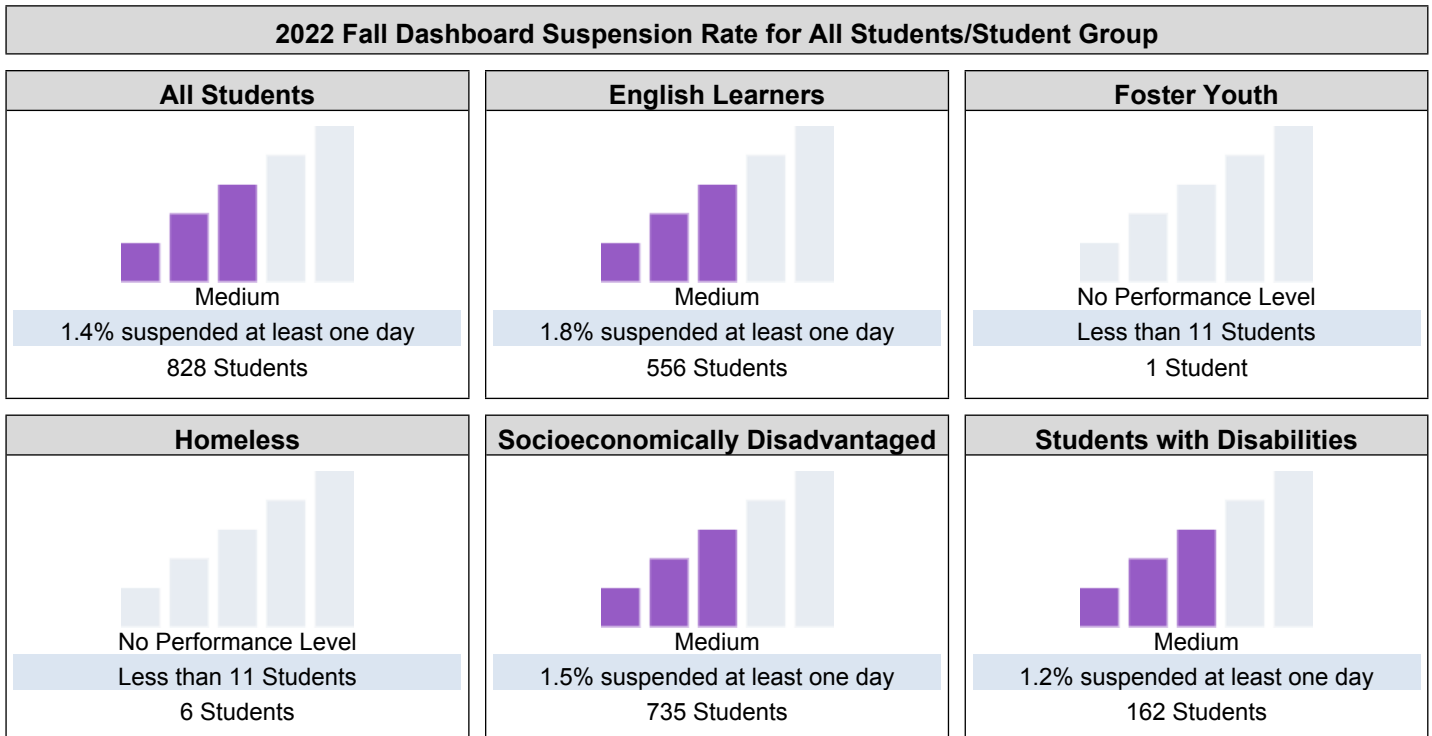
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very High | High | Medium | Low | Very Low |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	6	0	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Medium	No Performance Level
1.4% suspended at least one day	1.8% suspended at least one day	Less than 11 Students
828 Students	556 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	Medium
Less than 11 Students	1.5% suspended at least one day	1.2% suspended at least one day
6 Students	735 Students	162 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

Very Low

0% suspended at least one day

52 Students

American Indian

No Performance Level

Less than 11 Students

7 Students

Asian

Medium

1.6% suspended at least one day

62 Students

Filipino

Hispanic

Medium

1.2% suspended at least one day

330 Students

Two or More Races

Very Low

0% suspended at least one day

45 Students

Pacific Islander

No Performance Level

Less than 11 Students

6 Students

White

Medium

2.1% suspended at least one day

326 Students

Conclusions based on this data:

1. We are in the very low to medium performance levels for suspensions. Our overall score was 1.4% suspended at least one day. This medium performance level is due to teachers implementing calming corners and modern curriculum in classrooms to effectively meet students needs.

2. The highest number of suspensions are among our white students 2.1% and English Learners at 1.8%. This identified need will impact actions and strategies in Goal 2, as we plan to make school welcoming and empowering for all students.

School and Student Performance Data

22-23 iReady Reading Diagnostic Assessment

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	35	39	40
Tier 3 % of students (Two or More Grade Levels Below)	31	50	38

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	36	34	40
Tier 3 % of students (Two or More Grade Levels Below)	40	62	49

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	34	38	40
Tier 3 % of students (Two or More Grade Levels Below)	28	51	38

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	32	30	33

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	50	65	59

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	37	40	42
	Tier 3 % of students (Two or More Grade Levels Below)	27	54	36
Black or African American	Tier 2 % of students (One Grade Level Below)	45	32	43
	Tier 3 % of students (Two or More Grade Levels Below)	17	53	35
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	36	38	41
	Tier 3 % of students (Two or More Grade Levels Below)	29	52	37

Conclusions based on this data:

1. The number of students that moved into Tier 1 between diagnostic #1 and diagnostic #2 was 11%. Based on this data, an identified need is effective small group reading instruction and progress monitoring for students.

2. Our student group with the highest performance was our Asian group with 6% on diagnostic #1 and 22% on diagnostic #2. Based on this data, an identified need is tier 2 and 3 reading interventions for the other student groups.

3. Our student group with the lowest performance was our Students with Disabilities. Based on this data, an identified need is strong tier 1 instruction and progress monitoring of tier 2 and 3 interventions for our Students with Disabilities group. Staff will collaborate to refresh our MTSS model and identify instructional needs to increase academic performance in this group.

School and Student Performance Data

22-23 iReady Reading Diagnostic Growth Reports

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2021)
21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	52	61
English Learner % of Students On Track to Meet Typical Growth Goal	50	61
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	52	62
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	45	49

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	46	69
Black or African American % of Students On Track to Meet Typical Growth Goal	46	54
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	56	63

Conclusions based on this data:

1. On diagnostic #2, our annual typical growth score was equal to 61%. Our goal for diagnostic #3 is 75%. Based on this data we will continue with interventions we have in place.

2. Our student group with the highest growth was Asian. Based on this data, an identified need is to continue with the culturally proficient practices we have in place for this student group and increase cultural awareness in other student groups.

3. Our student group with the lowest growth was Students with Disabilities. Based on this data, an identified need is to provide interventions to support this group. To accomplish this task, we will monitor inclusion in classrooms and build awareness in supporting this student population schoolwide.

School and Student Performance Data

22-23 iReady Math Diagnostic Assessment

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	45	47	51
Tier 3 % of students (Two or More Grade Levels Below)	27	49	33

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	47	39	51
Tier 3 % of students (Two or More Grade Levels Below)	35	60	42

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	46	46	53
Tier 3 % of students (Two or More Grade Levels Below)	25	50	32

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	43	37	44

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	45	61	48

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	49	36	45
	Tier 3 % of students (Two or More Grade Levels Below)	20	58	36
Black or African American	Tier 2 % of students (One Grade Level Below)	40	51	63
	Tier 3 % of students (Two or More Grade Levels Below)	24	43	25
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	46	48	54
	Tier 3 % of students (Two or More Grade Levels Below)	27	49	30

Conclusions based on this data:

1. The number of students that moved into Tier 1 between diagnostic #1 and diagnostic #2 was 12%. Based on this data, an identified need is effective small group math instruction and progress monitoring for students.

2. Our student groups with the highest performance was the Asian and White group with 13% growth from diagnostic 1 to diagnostic 2. Based on this data, an identified need is to provide strategic support in the other student groups.

3. Our student groups with the lowest performance was our English Learners, Students with Disabilities and Black or African American with 6% growth from diagnostic 1 to diagnostic 2. Based on this data, an identified need is to increase support and interventions with these student groups.

School and Student Performance Data

22-23 iReady Math Diagnostic Growth Reports

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2021)
21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	46	65
English Learner % of Students On Track to Meet Typical Growth Goal	44	65
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	46	65
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	39	62

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	50	74
Black or African American % of Students On Track to Meet Typical Growth Goal	41	53
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	42	69

Conclusions based on this data:

1. On diagnostic #2, our annual typical growth score was 65% which is 10% below our LCAP goal of 75%. Our goal for diagnostic #3 is 75%. Based on this data, an identified need is to increase interventions in mathematics. We will complete this by having data dives during staff meetings and increasing small group instruction in classrooms.

2. Our student group with the highest growth was our Asian student group. Based on this data, we will increase our support in other student groups.

3. Our student group with the lowest growth was Black or African American Based on this data, an identified need is to provide interventions for this student group to increase growth. To provide this intervention, we will monitor our inclusion model and adjust an as needed basis.

School and Student Performance Data

Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	57	29	14
19-20 Parent Survey	51	38	11
20-21 Parent Survey	60	35	5
21-22 Parent Survey	63	33	5

21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.52	97	3
I feel proud to be a parent at my child's school.	4.76	98	2
This school is perfect for my child.	4.64	98	2

Conclusions based on this data:

1. Based on our current Gallup Parent Data, our engagement changed from 60% to 63%. Based on this data, an identified need is to increase parent engagement to 65%.

2. 5% of parents are actively disengaged. An identified need is to conduct empathy interviews with parents to determine why parents feel actively disengaged.

3. Of the three key engagement items, My child's school always delivers on what it promises was our lowest score, as a site we need to ask parents what a "5" would look like on this indicator.

School and Student Performance Data

Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	75	25	
19-20 Student Survey	57	43	
20-21 Student Survey	42	58	
21-22 Student Survey	51	--	

Gallup Student Engagement Items

2021-22 Mean Scores	Lexington Elementary Item Mean: The average response to an item based on a 1-5 scale	Cajon Valley Union School District Item Mean: The average response to an item based on a 1-5 scale
Overall Engagement	3.95	3.89
At this school, I get to do what I do best every day	3.41	3.55
My teachers make me feel my schoolwork is important	4.32	4.01
I feel safe in this school.	3.69	3.84
I have fun at school.	3.94	3.77
I have a best friend at school	4.47	4.44
In the last seven days, someone has told me I have done good work at school.	3.65	3.58
In the last seven days, I have learned something interesting at school.	4.10	3.82
The adults at my school care about me.	4.00	3.91
I have at least one teacher who makes me excited about the future.	4.04	4.02

Lexington Elementary

Conclusions based on this data:

1. 49% of students are actively disengaged. An identified need is to conduct empathy interviews with students to determine why students feel actively disengaged.

2. Of the engagement items, At this school, I get to do what I do best every day was our lowest score, as a site we need to ask students what a "5" would look like on this indicator.

3. Of the engagement items, I have a best friend at school had the highest mean score, we will continue to make Modern Curriculum our focus in Goal 1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Course Access

LEA/LCAP Goal

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

Goal 1

At Lexington Elementary, All students will engage in a Modern Curriculum that will prepare them for the World of Work, based on their strengths, interests, and values. By June 2024, 95% of all students in Grades TK-5 will complete the RIASEC interest survey and will complete assigned Beable courses in World of Work. In addition, we will increase our student engagement score by 2%. By June 2024, we will decrease our chronic absenteeism by 2% for our English Learners student group by ensuring each student on campus has tiered systems of support.

Identified Need

After analyzing Lexington's Elementary School's Gallup Student Data two identified areas of need are Social and Emotional Learning with an overall grandmean of 3.59 with the lowest metric being "My classmates care about me (3.22)." An identified need is to create a sense of connectedness in classrooms where students can achieve their best self. Increasing Social and Emotional Learning in the classroom will lower chronic absenteeism which currently is at 40.7% as per the California Accountability Dashboard. In addition, with higher engagement comes higher performance in academic standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TEDx Club on Site	22/23 Lexington Elementary had 20 students participate in our TEDx Club.	By June 2024, Lexington will have 25 students participate in Lexington's site Tedx club.
Gallup Student Poll	22/23 Student Engagement 50% "At this school, I get to do what I do best everyday (3.53)."	By June 2024, Increase Student Engagement to 52% "At this school, I get to do what I do best everyday (Increase mean score to 3.73)"
Beable RIASEC Interest Survey	As of June 2023, 82% of students have completed the RIASEC Survey.	By June 2024, 84% of students will complete the RIASEC Survey on Beable (Grades 2-5).

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students to be served: All Students & English Learners

Strategy/Activity

The instructional coach will provide professional learning opportunities to teachers during staff and grade level meetings to facilitate integrated modern curriculum units. This will personalize professional development to meet the needs of teachers at our site. By setting goals with teachers, modeling lessons, observing, providing feedback and engaging in meaningful discussions, instruction will impact student learning. The instructional coach will also facilitate grade level collaboration in which teachers analyze data, collaborate, plan, and share best practices. This also improves student achievement in a positive way. The instructional coach will also lead our TEDx club at Lexington Elementary.

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

Amount(s)	Source(s)
91,643	Title I 1000-1999: Certificated Personnel Salaries .60 Instructional Coach

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students to be served: All Students & English Learners

Strategy/Activity

An English Language Facilitator will be hired to collaborate with teachers and develop integrated modern curriculum units geared towards EL students. Lessons will can be completed during ELD time or their instructional day.

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

Amount(s)	Source(s)
132,154	Title I 1000-1999: Certificated Personnel Salaries .90 English Language Facilitator

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Lexington's focus for Goal 1 was for all students to engage in Modern Curriculum that will prepare them for the World of Work. As of March 2023, 86% of students in grades 2 - 5 completed their assigned Modern Curriculum courses in Beable coursework which is on track to meet 95% by June 2023.

After analyzing the Actual Outcome Data the planned Strategies/Activities were determined to be effective. The instructional coach created a TED Ed club that was very successful! We exceeded our goal of 15 students and have students that will speak at our district's TEDx event. In Strategies/Activities 2 each teacher was provided with 15 hours of grade level collaboration to develop modern curriculum units. Due to this collaboration, students were able to develop personal career paths based on their strengths, interests and their values.

Our Student Gallup metric," At this school, I get to do what I do best everyday maintained at 55% in March 2022 and 2023. Next year, we will analyze Student Gallup Data to streamline instruction and match student needs in the 2023-24 school year. We will continue to have goal oriented conversations during our evaluations, grade-level and staff meetings to increase our Gallup Student Engagement and metrics.

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

Lexington's expenditures changed due to having an increase in our Title 1 Budget. Most of our funds were allocated to positions from the COLA increases. This increase also allowed us to allocate funding towards: teacher release time to create integrated units for core and modern curriculum, print shop expenditures, GLAD materials and educational excursions to support students in connecting the classroom to the community. We also purchased headphones for our third grade students to ensure that students could access modern curriculum on Beable. Our team is looking forward to collaborating together to reach expected outcomes and prepare for 2023-2024.

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.

The changes that Lexington Elementary will make for the 2023-2024 school year in Goal 1 are to increase Student Gallup and Beable Data. To accomplish this task, our instructional coach and principal will collaborate with teachers to lead discussions with students on what makes them thrive. We will implement our new Thrive Deck which will give students a voice in their Engagement, Hope, Belonging and Social Emotional Learning. We will continue to focus on our EL, reclassification rates, and students with special needs by keeping the Baseline and Expected Outcome Data consistent. We will also continue to support all students by using progress

monitoring through classroom visits and collaboration at management, grade level, leadership and staff meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent involvement, student engagement, school climate, and Basic Services

LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

Goal 2

All students, staff, and families feel safe, empowered, and respected. By May 2024, Lexington Elementary will increase parent, staff and student engagement by 2% as measured by the annual Gallup surveys.

By June 2024, Chronic Absenteeism of all students will decrease from 40.7% to 38.7% as per the California Accountability Dashboard, with a focus on decreasing absenteeism for our ATSI student groups of: Students with Disabilities, African American, Asian and Two or More Races.

Identified Need

After reviewing Lexington Elementary Gallup Data, the California Dashboard and local data in our needs assessment there are a few areas of need for the 2023-2024 school year:

In the March, 2023 Parent Gallup Survey 62% reported to be Fully Engaged. This left nearly a third of our parent community who reported of being Indifferent or Actively Disengaged. In the March, 2023 Student Gallup Survey 50% were Fully Engagement leaving half of our student population in the Indifferent or Disengaged category. In the May 2023 Staff Gallup Survey ???% reported to be Fully Engaged.

In the School and Performance Data section Lexington is an ATSI School in the student groups of: Students with Disabilities 55.8%, African American 42.9%, Asian 36.2 and Two or More Races 46.7% in the Indicator of Chronic Absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gallup Staff Survey	Spring 2023 Staff Engagement: ???% • "I know what's expected of me at work" (Mean Score: ???)	By June 2024, Increase overall Staff Engagement to ???% • "I know what's expected of me at work" (Increase Mean Score to ???)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard: Chronic Absenteeism Zangle: Chronic Absenteeism Local Data Daily Attendance rate will be maintained at 95% or above	Fall 2022 Dashboard • 40.7%: All Students • 40.1%: English Learners • 55.8%: Students with Disabilities • 42.9% African American • 36.2%: Asian • 46.7%: Two or More Races: Zangle: • Overall Chronic Absence Rate 38.7% • Daily Attendance Rate: 89.5%	By June 2024, Reduce Chronic Absence Rate to: • 38.7% for All Students • 38.1% for English Learners • 53.8% for Students with Disabilities • 40.9% for African American • 34.2% for Asian • 44.7% for Two or More Races Zangle: Reduce Chronic Absence Rate to: 36.7% Increase Daily Attendance Rate to: 91.5%
Gallup Student Survey	Spring 2023 Student Engagement: 50% • "I have fun at school" (Mean Score: 3.72)	By June 2024, Increase overall Student Engagement to 52% • "I have fun at school" (Increase Mean Score to 3.92)
Gallup Parent Survey	Spring 2023 Parent Engagement: 62% • "This school is perfect for my child" (Mean Score: 4.54)	By June 2024, Increase overall Parent Engagement to 64% • "This school is perfect for my child" (Maintain Mean Score of 4.74 or higher

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students to be served: All Students, Students with Disabilities, African American, Asian and Two or More Races.

Strategy/Activity

In order to decrease chronic absenteeism and improve student engagement for All Students and ATSI Student Groups we will hire two full time counselors will be hired to provide MTSS.

The team will proved data driven services and classroom lessons for students who are at risk. The counselors will use trauma-informed practices, teach coping skills, and employ strategies for success in academic and social/emotional domains. The counselor will connect with students who are excessively absent and their families to identify and eliminate barriers to attending school as part of our home visit program.

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

Amount(s)	Source(s)
35,112	S/C 1000-1999: Certificated Personnel Salaries .30 Counselor
21,696	S/C 4000-4999: Books And Supplies Instructional Materials
13,866	S/C 5000-5999: Services And Other Operating Expenditures Modern Curriculum Software

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students to be served: All Students and English Learners

Strategy/Activity

In order to increase family engagement, our community liaison will support bridging the gap between the school and the community. Our community liaison will facilitate parent workshops, home visits, parent university, and parent outreach.

Our staff, including community liaison, will increase parent connection to the school community, as well as, to our students educational experience in order for parents to be able to support their child socially, emotionally, and academically. We will achieve this by connecting our communities cultures with schoolwide celebrations and events.

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

Amount(s)	Source(s)

35,783	Title I 2000-2999: Classified Personnel Salaries .45 Community Liaison
2,386	Title I Parent Involvement 1000-1999: Certificated Personnel Salaries Parent Outreach
2,020	Title I Parent Involvement 4000-4999: Books And Supplies Instructional Materials
400.00	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Child Care for Parent Outreach Events

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students to be Served: All Students

Strategy/Activity

The Lexington team will implement our PBIS system with a specific focus on Social and Emotional Learning. In order to support students in building positive relationships with peers, we will hire additional campus aides and equipment will be provided so students can participate in team building activities and cooperative play. Student assemblies will also be scheduled to promote a whole child focus and meeting students where they are in their overall success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
23,000	S/C 2000-2999: Classified Personnel Salaries Campus Aide

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Lexington's focus for Goal 2 was to increase parent, staff and student engagement by 5% as measured by the annual Gallup surveys. Our Student Gallup decreased from 51% in 2022 to 50%

in 2023, Parent Gallup decreased from 63% in 2022 to 62% in 2023 and Staff Gallup increased from 48% in 2022 to ???% in 2023.

After analyzing our implementation of the Strategies/Activities it was determined that they are effective. For example, our counselors, liaison, English Language Facilitator and instructional coach created school wide family engagement opportunities to promote a deeper connection to school and community. At Coffee with the Principal, we discussed topics such as Social Emotional Learning and Modern Curriculum to facilitate student growth and parent involvement. In Trimester 1 and 3, we hosted You Belong at Lexington Night to showcase our school and celebrate the many cultures at Lexington. After our family engagement events, we updated our PBIS Model, aligned it with cultural needs and gathered input form all stakeholders.

We also planned our Strategies and Activities to decrease chronic absenteeism from 16% to 14%. After analyzing our implementation of the Strategies/Activities it was determined that we need to revamp these for the 2023-2024 school year. We are excited to have attendance meetings with families in the upcoming school year, implement school wide attendance incentives and continue our positive home visit program to build positive relationships.

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

Lexington Elementary allocated funds towards extending collaboration for staff to plan for our growing newcomer population and modern curriculum implementation. Our team met on an ongoing basis to adjust, plan and pivot to promote student success. We also allocated funds for home visits and parent outreach for students who are at risk. To keep our community connected we increased our family engagement opportunities by hosting Lucky Leopard Run, You Belong at Lexington Night, Read with Me and Lunch on the Lawn. At these events, we discussed the importance of Gallup, Social-Emotional Learning, EL support, and attendance. We also budgeted additional hours for classified staff to supervise students during unstructured time and implement our PBIS system. As we approach the end of the school year we will continue to review Gallup and the California Dashboard Data to build and refine our SPSA for 2023-2024.

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.

Lexington Elementary will continue to increase parent, staff and student engagement by 10%. In 2023-2024, Modern Curriculum will continue to be implemented throughout the school day during structured and unstructured time. We have high absenteeism rates. In March 2023 our Chronic Absenteeism rate was 40.7%. Our future goal will be to reduce this percentage to 38.7% by adjusting our Strategies/Activities in Goal 2. One adjustment we will make is to work with our families to build stronger family teacher teams and incorporate more opportunities for families to plan with staff and create a personal connection from home to school. A metric that we will add is to increase our home visits for at-risk students, a parent welcome at the beginning of the school year, attendance meetings each trimester and ongoing progress monitoring at leadership, support, management, grade level and staff meetings. During collaboration we will devise a plan, set a timeline, and monitor student progress to promote overall student success.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

State standards, student outcomes, and student achievement

LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics. By June 2024, Lexington Elementary school will improve academic achievement in ELA from 16.91% meeting standard to 18.91% as measured by the CAASPP Summative Assessment. By June 2024, Lexington Elementary school will improve academic achievement in math from 15.41% meeting standard to 17.41% as measured by the CAASPP Summative Assessment.

In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 75% of students making typical growth on Diagnostic #3. In addition, 67% of English Language Learners will meet their typical growth on iReady Diagnostic assessments.

Lexington is an ATSI School in the student group of Students with Disabilities.

Identified Need

Lexington students need support in both English Language Arts and Mathematics on the CAASPP with 37.2% of our English learners are making notable progress toward English language proficiency. Based on our local assessment data, collected in February 2023 (iReady Diagnostic #2), 61% of students are at or above grade level in ELA and 65% of students are at or above grade level in math. On that same assessment in February of 2023, 58% of our English Learners were on track to make one year's growth in ELA, compared with 61% of our non-English Learner students.

In the School and Performance Data section Lexington is an ATSI School in the student groups of: Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Results (ELA and Math): All Students	ELA As of Diagnostic #2 (Feb 2023): Tier 1 (On/Above Grade Level): 22% 61% of all students made typical growth on Diagnostic #2.	On ELA Diagnostic #3 (June 2024), 27% of students will be in Tier 1. 75% of students will make typical growth.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Math As of Diagnostic #2 (Feb 2023): Tier 1 (On/Above Grade Level): 16% 65% of all students made typical growth on Diagnostic #2.	On Math Diagnostic #3 (June 2024), 21% of students will be in Tier 1. 75% of students will make typical growth.
iReady Diagnostic Results (ELA and Math): English Learners	ELA As of Diagnostic #2 (Feb 2023): EL Tier 1(On/Above Grade Level): 10% 62% of all students made typical growth on Diagnostic #2. Math As of Diagnostic #2 (Feb 2023): Tier 1 (On/Above Grade Level): 8% 53% of all students made typical growth on Diagnostic #2.	ELA On Diagnostic #3 (June 2024), 15% of students will be in Tier 1. 67% of students will make typical growth. Math On Diagnostic #3 (June 2024), 13% of students will be in Tier 1. 58% of students will make typical growth.
CAASPP Overall Achievement ELA	On the 21/22 CAASPP Assessment, all students scored 91.7 below standard in ELA.	On the 23/24 CAASPP Assessment, all students will score 86.7 below standard in ELA.
CAASPP Overall Achievement ELA English Learners	On the 21/22 CAASPP Assessment, English Language Learners scored 99.6 points below standard in ELA.	On the 23/24 CAASPP Assessment, English Language Learners will score 94.6 points below standard in ELA.
CAASPP Overall Achievement Math English Learners	On the 21/22 CAASPP Assessment, English Language Learners scored 91.0 below standard in Math.	On the 23/24 CAASPP Assessment, English Language Learners will score 86.0 below standard in Math.
CAASPP Overall Achievement Math	On the 21/22 CAASPP Assessment, all students scored 83.7 below standard in Math.	On the 23/24 CAASPP Assessment, all students will score 78.7 below standard in Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard: ELPI	On our 22/23 Dashboard, 35.0% of English Language Learners grew one ELPI Level.	On our 23/24 Dashboard, 40% of English Language Learners will grow one ELPI Level.
iReady Diagnostic Results (ELA and Math): Students with Disabilities.	ELA As of Diagnostic #2 (Feb 2023): Students with Disabilities Tier 1(On/Above Grade Level): 8% 49% of all students made typical growth on Diagnostic #2. Math As of Diagnostic #2 (Feb 2023): Tier 1 (On/Above Grade Level): 15% 62% of all students made typical growth on Diagnostic #2.	ELA On Diagnostic #3 (June 2024), 10% of students will be in Tier 1. 51% of students will make typical growth. Math On Diagnostic #3 (June 2024), 17% of students will be in Tier 1. 64% of students will make typical growth.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students to be served by this Strategy/Activity: ATSI Student Group: Students with Disabilities

Strategy/Activity

Administration, counselors and special education staff will conduct weekly support team meetings to analyse student data on iReady and facilitate an effective MTSS Model.

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

Amount(s)	Source(s)
43,692	S/C 1000-1999: Certificated Personnel Salaries .40 Counselor
43,691	Title I 1000-1999: Certificated Personnel Salaries

	.40 Counselor

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students to be Served by this Strategy/Activity: English Learners

Strategy/Activity

Funding: English Language Facilitator & ELDA

After reviewing Lexington Elementary's California Dashboard and local data an identified area of need is the reclassification of our EL population. The EL Facilitator will oversee the the support for Lexington's English Learners. She or he will work collaboratively with classroom teachers to form appropriate grouping for Designated ELD. Based on data from the iReady diagnostic assessment our English Language Facilitator & ELDA will deliver weekly evidence based intervention to cohorts of EL students who are in grades K - 5 who are not reading at grade level using iREADY and intervention lessons.

The English Language Facilitator will also teach Newcomers emphasizing the development of their Oral and Written language. She or he will oversee the reclassification of English Learners and monitor their progress. The English Language Facilitator will plan and organize appropriate recognitions for students as they meet their language proficiency goals. This will ensure that all teachers are supported with professional development related to the needs of the site's English Learners. Our Facilitator will also plan, organize, and lead monthly English Learner Advisory Committee meetings and communicate the feedback from parents to the school site council.

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

Amount(s)	Source(s)
	Title I 1000-1999: Certificated Personnel Salaries English Language Facilitator
20,885	Title I 2000-2999: Classified Personnel Salaries English Lang. Dev. Asst. (ELDA)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students to be served by this Strategy/Activity: All Students

Strategy/Activity

Based on data from the iReady Diagnostic assessment a reading intervention teacher will deliver weekly evidence based intervention to cohorts of students who are in grades K to 5 who are not

reading at grade level using iREADY and intervention lessons. Teachers will also implement CORE assessments to facilitate growth in the areas of ELA.

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

Amount(s)	Source(s)
116,375	Title I 1000-1999: Certificated Personnel Salaries .95 Reading Intervention Teacher

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The overall implementation of the strategies and activities went well in Goal 3. Our LEAP team met weekly to analyze our iREADY Diagnostic Data to plan effective interventions for students. When we compared the data from iREADY Diagnostic 1 and 2 it was determined that we increased our students in tier 1 by 11% and our EL students increased by 58%. Our students met 61% of their typical growth on Diagnostic 2 which almost meets the district goal of 75% for Diagnostic 3. To increase our typical growth we allocated more collaboration time to have data driven discussions and align best practices.

One of the strategies that will remain in Lexington's SPSA for next year is that our LEAP team will continue to pull at-risk students and implement iREADY intervention lessons. Lexington's EL Facilitator, Reading Intervention Teacher and administrator will develop frameworks and schedules for teachers to utilize when planning for tiered systems of support. In the 2023-2024 school year we will analyze iREADY data and use the PDSA model at our grade level and staff meetings to achieve academic success for our Lexington Leopards.

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

Our original expenditures were allocated toward creating a tiered system of support for students that encompassed Literacy. This was determined as overall effective. It is because of our collaboration and teamwork that we were able to achieve growth in Goal 3. To accomplish this, we allocated Title 1 funds to provide teachers with additional time to receive Professional Learning in iREADY, small group instruction and analyzing CORE data/implementing activities. By the end of this school year, our team will be able to develop instructional goals to best meet the needs of students in reading, writing, listening, speaking, and mathematics with Modern Curriculum weaved throughout the instructional day.

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.

Lexington Elementary will strengthen our MTSS structure in the upcoming school year. In our Annual Outcomes, we will maintain CAASPP Metrics and add Beable Data. Our Strategies/Activities will stay consistent for our overall population and EL student group. To further support our students who are at-risk, our EL Facilitator will pull students who are newcomers to provide intervention at their instructional level. These changes will be reflected in the 2023-2024 SPSA in Goal 3. We will also have a greater focus on Cognitively Guided Instruction 2023-2024 school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$582,703.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$440,531.00
Title I Parent Involvement	$4,806.00

Subtotal of additional federal funds included for this school: $445,337.00

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 ($)
S/C	$137,366.00

Subtotal of state or local funds included for this school: $137,366.00

Total of federal, state, and/or local funds for this school: $582,703.00

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
S/C	137,366	0.00
S/C Carryover		
Title I	440,531	0.00
Title I Parent Involvement	4,806	0.00
Title I Carryover		

Expenditures by Funding Source

Funding Source	Amount
S/C	137,366.00
Title I	440,531.00
Title I Parent Involvement	4,806.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	465,053.00
2000-2999: Classified Personnel Salaries	80,068.00
4000-4999: Books And Supplies	23,716.00
5000-5999: Services And Other Operating Expenditures	13,866.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	78,804.00
2000-2999: Classified Personnel Salaries	S/C	23,000.00
4000-4999: Books And Supplies	S/C	21,696.00

5000-5999: Services And Other Operating Expenditures	S/C	13,866.00
1000-1999: Certificated Personnel Salaries	Title I	383,863.00
2000-2999: Classified Personnel Salaries	Title I	56,668.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	2,386.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	400.00
4000-4999: Books And Supplies	Title I Parent Involvement	2,020.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	223,797.00
Goal 2	134,263.00
Goal 3	224,643.00

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:

School Principal

Classroom Teachers

Name of Members	Role
Lesley Ezop	Principal
Sarah Nanoff	Other School Staff
George Morse	Classroom Teacher
Shauna Stueve-Malone	Other School Staff
Jennifer Abbott	Classroom Teacher
Sarai Ambrocio	Parent or Community Member
Shamin Elahi	Parent or Community Member
Lucy Bautista	Parent or Community Member
Miranda Issa	Parent or Community Member
Dyana Fraidoon	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
Mrs. Welch	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 10, 2022.

Attested:

LE	Principal, Lesley Ezop on June 8, 2023
Dyana Fraidoon	SSC Chairperson, Dyana Fraidoon on June 8, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

  A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

    1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

        i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

        ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

        iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

        iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

        v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

  B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

  A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019