School Year: **2022-23**

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 10, 2022	July 26, 2022

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

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 red level for English language arts, yellow level for mathematics and red 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 six student subgroups will have access to targeted intervention to support their academic progress in core subjects, Modern Curriculum Gallup Student Survey.

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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 2021 Staff Gallup Survey- Total number of Staff Responding the Gallup Staff Survey was _____
Engaged 57%
Not Engaged 43%
Actively Disengaged %
Our lowest performing Q was Q01. Know What's Expected: 4.35.
Our highest performing Q was Q04. Recognition: 4.03.

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 Parent Teacher Conferences. 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 61% in Math on diagnostic 2. Our students with special needs made 46% in ELA and 48% 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 2022-23 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)

21-22 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.

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.
*Due to the COVID19 pandemic, we did not administer these assessment in the 19-20 or 20-21 school years.

After reviewing the CAASPP and iREADY data we saw a low trend in the area of ELA in the subgroups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic Students. 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 socioeconomically disadvantaged group with 59% of students who are on track to make their Typical Growth and 71% of our 5th graders 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 2nd graders meeting 65% 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.

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.

Common Core instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development.

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 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 digtal 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 Meeting, release time, Additional Planning Time

During the 21-22 school year, all staff are provided access with 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 for three hours of mandatory 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.

After this year, it was determined that teachers need more professional learning on Phonics Instruction, Beable, World of Work and Inclusion. Lexington teachers will receive professional learning from our instructional coach, Ed Specialist, district staff and administration to become exemplary in phonics instruction and efficient in Beable implementation with a World of Work focus. Staff will also receive professional learning on creating an inclusive environment with a focus on students with special needs and those who are at risk. A success that we would like to highlight is the implementation of Modern Curriculum.

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 Coach and District Level Content Facilitators will provide ongoing instructional support in the areas of World of Work, Personal Finance, Presentation Literacy, Social Emotional Learning, Science, English Language Arts, Mathematics, English Learner Strategies 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 2022 our World of Work facilitators will conduct a professional learning opportunity on CliftonStrengths for Lexington certificated staff to identify our top five strengths.

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

For the 21-22 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 22-23 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 2022-23 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)

During the 22-23 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.

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

After this year, the specific needs for supplemental curriculum are: Haggerty (digital component: grades K-2) 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. It 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

Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

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.

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 support teacher. Teachers in all grades will implement the USA program for small group instruction in ELA. District ELDA's will also pull reading groups in upper grades and use the program to support this student population.

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: (K - 5)

English Language Arts/ELD   Nat Geo "Reach for Reading"
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
Support Teacher
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: EL, socioeconomically disadvantaged and students with SAI services 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 5th grade.

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
Number Talks & Problem Solving
Mathematical Reasoning
Guided Language Acquisition and Design Strategies (GLAD)
Cognitively Guided Instruction for Mathematics (CGI)
Small-group Instruction
Improvement Science (Plan, Do, Study, Act Cycles)
Needs Assessments

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

Due to COVID19, the district implemented the parent communication platform, 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 2022-23 school year we are going to implement Family Teacher Teams 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. These input meetings take place during: 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 reintroduce Family Teacher Teams to review student data and connect about their child's hopes and dreams.

Funding

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
Professional Development
Reading Intervention Teacher
After-school Tutoring

Yes, the above interventions were effective. We need additional support for our newcomer students. In the 22-23 school year we will refocus positions funded by categorical to appropriately support student success.

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 13%. We were able to maintain our suspension rate at 0.2??? 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 June 10, 2022 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 10, 2022 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. Thrive Team: This committee meets by-monthy and is comprised of administration, classified and certificated support staff. This team focuses on the whole child, attendance, student engagement and mission, vision and brand.

5. 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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	19-20	**20-21**	**21-22**
Kindergarten	152	140	132
Grade 1	133	132	122
Grade 2	132	123	128
Grade3	131	134	109
Grade 4	141	127	130
Grade 5	116	145	110
Total Enrollment	805	801	731

Conclusions based on this data:

1. Total enrollment decreased by 4 students during the 2019-20 and 2021-22 school year. We noticed that our enrollment fluctuates due to families relocating. In the 2022-23 school year, we will focus on identifying needs of our community to increase enrollment.

2. Kindergarten enrollment decreased by 12 students from the 2019-20 to the 2021-22 school year. This presents a need for our site to be culturally proficient and aware of our students academic, social and emotional needs to regain this enrollment.

3. Enrollment increased in 5th grade from 2019-20 to the 2020-21 school year. This demonstrates that family engagement opportunities are providing 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**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	569	544	495	70.7%	67.90%	67.7%
Fluent English Proficient (FEP)	43	67	51	5.3%	8.40%	7.0%
Reclassified Fluent English Proficient (RFEP)	23	22		3.7%	2.70%	

Conclusions based on this data:

1. The amount of English Learners decreased from 2019-20 to 2021-22, ranging from 70.7% to 67.9%. 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 5.3% to 8.4%, with an increase of 3.1% from 2019-20 to 2020-21. 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 maintained our Reclassified Fluent English Proficient students of English Learners from 2019-20 to 2020-21.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)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	141	133	113	139	0	107	139	0	107	98.6	0.0	94.7
Grade 4	130	123	127	126	0	123	126	0	123	96.9	0.0	96.9
Grade 5	121	140	114	116	0	113	116	0	113	95.9	0.0	99.1
All Grades	392	396	354	381	0	343	381	0	343	97.2	0.0	96.9

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2346.		2333.	7.19		7.48	7.91		7.48	22.30		14.95	62.59		70.09
Grade 4	2379.		2355.	7.14		4.07	11.90		9.76	13.49		14.63	67.46		71.54
Grade 5	2430.		2425.	4.31		6.19	12.93		15.93	25.86		23.01	56.90		54.87
All Grades	N/A	N/A	N/A	6.30		5.83	10.76		11.08	20.47		17.49	62.47		65.60

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.91		3.74	36.69		49.53	55.40		46.73
Grade 4	5.56		3.25	34.13		40.65	60.32		56.10
Grade 5	6.03		9.73	37.07		57.52	56.90		32.74
All Grades	6.56		5.54	35.96		48.98	57.48		45.48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	7.19		2.80	31.65		34.58	61.15		62.62
Grade 4	3.97		1.63	30.95		34.15	65.08		64.23
Grade 5	7.76		4.42	50.00		46.02	42.24		49.56
All Grades	6.30		2.92	37.01		38.19	56.69		58.89

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	4.32		7.48	58.27		58.88	37.41		33.64
Grade 4	8.73		5.69	48.41		56.10	42.86		38.21
Grade 5	4.31		6.19	55.17		65.49	40.52		28.32
All Grades	5.77		6.41	54.07		60.06	40.16		33.53

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	7.19		2.80	29.50		55.14	63.31		42.06
Grade 4	6.35		2.44	33.33		51.22	60.32		46.34
Grade 5	6.03		4.42	43.97		57.52	50.00		38.05
All Grades	6.56		3.21	35.17		54.52	58.27		42.27

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the COVID19 pandemic, for the 20-21 school year, Cajon Valley Union School district administered the i-Ready assessment for ELA and Math in place of the CAASPP assessment. Please see the i-Ready section, for data and conclusions.

2. Reading and Research and Inquiry continue to be the areas of great need, with 42.52% of Lexington students at/near or above standard in Reading and 41.73% in Research and Inquiry.

3. 17.06% of students met/exceeded in ELA, compared to 19.47% in 2018; when including those who almost met the standard, the percentage is 37.53, a 3.82% decrease from 2018. 62.47% did not meet the standard which is a 2.6% decrease from the prior year. 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)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	141	133	113	140	0	108	140	0	108	99.3	0.0	95.6
Grade 4	130	123	127	128	0	123	128	0	123	98.5	0.0	96.9
Grade 5	121	140	114	119	0	113	119	0	113	98.3	0.0	99.1
All Grades	392	396	354	387	0	344	387	0	344	98.7	0.0	97.2

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2388.		2363.	10.00		3.70	15.71		16.67	25.71		26.85	48.57		52.78
Grade 4	2423.		2382.	4.69		4.88	20.31		8.94	30.47		22.76	44.53		63.41
Grade 5	2448.		2430.	6.72		2.65	10.08		9.73	27.73		28.32	55.46		59.29
All Grades	N/A	N/A	N/A	7.24		3.78	15.50		11.63	27.91		25.87	49.35		58.72

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.14		5.56	25.71		41.67	52.14		52.78
Grade 4	11.72		5.69	31.25		26.02	57.03		68.29
Grade 5	11.76		1.77	25.21		42.48	63.03		55.75
All Grades	15.50		4.36	27.39		36.34	57.11		59.30

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.29		5.56	32.14		44.44	53.57		50.00
Grade 4	7.81		1.63	40.63		38.21	51.56		60.16
Grade 5	10.08		3.54	33.61		44.25	56.30		52.21
All Grades	10.85		3.49	35.40		42.15	53.75		54.36

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.00		3.70	36.43		58.33	48.57		37.96
Grade 4	8.59		4.07	40.63		40.65	50.78		55.28
Grade 5	6.72		3.54	44.54		49.56	48.74		46.90
All Grades	10.34		3.78	40.31		49.13	49.35		47.09

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the COVID19 pandemic, for the 20-21 school year, Cajon Valley Union School district administered the i-Ready assessment for ELA and Math in place of the CAASPP assessment. Please see the i-Ready section, for data and conclusions.

2. Lexington students were lowest in the area of Concepts & Procedures with 42.89% of students at/near or above standard. However, this is still a 4.5% increase from 2018. Lexington students were most successful in Communicating Reasoning with 50.65% at/near or above standard, an increase of 4.12% from 2018. In Problem Solving & Modeling/Data Analysis, 46.25% scored at/near or above standard.

3. 22.74% of Lexington students met/exceeded standard in Math, an increased 1.91% from 2018; when including those who nearly met standard, the percentage is 50.65%, an increase of 1.03% from 2018. 49.35% did not meet standard, a decrease of 1.04% from 2018.

School and Student Performance Data

ELPAC Results

	Overall			Oral Language			Written Language			Number of Students Tested		
ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All Students**												
Grade Level	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	1403.5	1388.5	1383.8	1414.1	1398.7	1400.0	1378.7	1364.6	1345.5	125	91	80
1	1422.2	1401.0	1403.1	1434.1	1406.2	1420.4	1409.8	1395.4	1385.2	108	82	81
2	1474.2	1472.3	1470.7	1477.8	1470.6	1469.5	1470.1	1473.5	1471.4	101	76	77
3	1479.3	1472.0	1465.2	1469.6	1473.6	1467.0	1488.4	1470.0	1463.0	103	102	66
4	1489.2	1490.6	1479.5	1482.5	1492.7	1477.2	1495.4	1487.9	1481.2	99	92	101
5	1498.4	1517.5	1507.2	1488.8	1516.0	1510.3	1507.7	1518.6	1503.6	85	95	83
All Grades										621	538	488

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Overall Language **Percentage of Students at Each Performance Level for All Students**															
Grade Level	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	4.80	5.49	3.75	29.60	19.78	25.00	45.60	42.86	38.75	20.00	31.87	32.50	125	91	80
1	3.70	1.22	3.70	25.00	26.83	9.88	43.52	34.15	32.10	27.78	37.80	54.32	108	82	81
2	4.95	13.16	17.11	47.52	38.16	35.53	35.64	35.53	18.42	11.88	13.16	28.95	101	76	76
3	8.74	10.78	1.54	36.89	31.37	23.08	36.89	32.35	49.23	17.48	25.49	26.15	103	102	65
4	12.12	7.61	9.90	29.29	35.87	23.76	39.39	36.96	32.67	19.19	19.57	33.66	99	92	101
5	14.12	20.00	21.69	32.94	31.58	30.12	31.76	40.00	28.92	21.18	8.42	19.28	85	95	83
All Grades	7.73	9.85	9.88	33.33	30.48	24.49	39.29	36.99	32.92	19.65	22.68	32.72	621	538	486

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	11.20	6.59	10.00	28.00	27.47	23.75	42.40	34.07	30.00	18.40	31.87	36.25	125	91	80
1	12.04	6.10	8.64	32.41	28.05	13.58	34.26	34.15	46.91	21.30	31.71	30.86	108	82	81
2	19.80	17.11	32.89	57.43	44.74	27.63	16.83	28.95	14.47	5.94	9.21	25.00	101	76	76
3	20.39	28.43	13.85	36.89	35.29	44.62	23.30	15.69	18.46	19.42	20.59	23.08	103	102	65
4	23.23	25.00	18.81	36.36	46.74	33.66	25.25	17.39	25.74	15.15	10.87	21.78	99	92	101
5	29.41	36.84	30.12	40.00	46.32	49.40	12.94	11.58	7.23	17.65	5.26	13.25	85	95	83
All Grades	18.68	20.63	19.14	38.00	38.10	31.89	26.89	23.05	24.07	16.43	18.22	24.90	621	538	486

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.00	5.49	1.25	18.40	7.69	7.50	54.40	54.95	46.25	23.20	31.87	45.00	125	91	80
1	2.78	1.22	1.23	12.96	24.39	8.64	41.67	20.73	18.52	42.59	53.66	71.60	108	82	81
2	6.93	10.53	10.53	34.65	30.26	30.26	31.68	27.63	28.95	26.73	31.58	30.26	101	76	76
3	8.74	4.90	0.00	20.39	15.69	9.23	50.49	40.20	44.62	20.39	39.22	46.15	103	102	65
4	7.07	0.00	2.97	21.21	20.65	15.84	40.40	38.04	28.71	31.31	41.30	52.48	99	92	101
5	7.06	11.58	3.61	14.12	17.89	19.28	50.59	42.11	33.73	28.24	28.42	43.37	85	95	83
All Grades	5.96	5.58	3.29	20.29	18.96	15.23	45.09	37.92	32.92	28.66	37.55	48.56	621	538	486

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.40	8.79	11.25	75.20	60.44	58.75	18.40	30.77	30.00	125	91	80
1	29.63	19.51	11.11	56.48	52.44	67.90	13.89	28.05	20.99	108	82	81
2	31.68	14.47	23.68	59.41	69.74	44.74	8.91	15.79	31.58	101	76	76
3	9.71	20.59	20.00	65.05	53.92	50.77	25.24	25.49	29.23	103	102	65
4	23.23	21.74	28.71	52.53	63.04	41.58	24.24	15.22	29.70	99	92	101
5	3.53	29.47	10.84	74.12	58.95	66.27	22.35	11.58	22.89	85	95	83
All Grades	17.39	19.33	17.90	63.93	59.48	54.73	18.68	21.19	27.37	621	538	486

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	12.80	7.69	7.50	66.40	51.65	51.25	20.80	40.66	41.25	125	91	80
1	7.41	3.66	6.17	63.89	59.76	46.91	28.70	36.59	46.91	108	82	81
2	12.87	27.63	44.74	80.20	63.16	28.95	6.93	9.21	26.32	101	76	76
3	36.89	38.61	33.85	46.60	45.54	47.69	16.50	15.84	18.46	103	101	65
4	35.35	41.30	20.00	49.49	47.83	59.00	15.15	10.87	21.00	99	92	100
5	49.41	57.89	73.49	31.76	35.79	14.46	18.82	6.32	12.05	85	95	83
All Grades	24.48	30.35	30.52	57.49	49.91	41.86	18.04	19.74	27.63	621	537	485

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1.60	2.20	2.50	76.80	63.74	57.50	21.60	34.07	40.00	125	91	80
1	7.41	10.98	6.17	42.59	37.80	22.22	50.00	51.22	71.60	108	82	81
2	5.94	17.11	9.21	66.34	53.95	65.79	27.72	28.95	25.00	101	76	76
3	3.88	8.91	0.00	59.22	43.56	29.23	36.89	47.52	70.77	103	101	65
4	6.06	1.09	5.94	49.49	50.00	35.64	44.44	48.91	58.42	99	92	101
5	7.06	12.63	7.23	62.35	50.53	43.37	30.59	36.84	49.40	85	95	83
All Grades	5.15	8.57	5.35	59.90	49.91	42.18	34.94	41.53	52.47	621	537	486

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	26.40	16.48	6.25	46.40	43.96	33.75	27.20	39.56	60.00	125	91	80
1	4.63	1.23	2.47	52.78	43.21	34.57	42.59	55.56	62.96	108	81	81
2	11.88	16.00	15.79	62.38	46.67	56.58	25.74	37.33	27.63	101	75	76
3	15.53	6.86	1.54	75.73	59.80	69.23	8.74	33.33	29.23	103	102	65
4	10.10	1.09	8.91	68.69	71.74	49.50	21.21	27.17	41.58	99	92	101
5	9.41	11.58	7.23	69.41	68.42	62.65	21.18	20.00	30.12	85	95	83
All Grades	13.53	8.77	7.20	61.67	56.34	50.41	24.80	34.89	42.39	621	536	486

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Approximately 71.6% of Lexington students are EL's or RFEP. We've seen an overall language increase in level 4 of 2.12% in the 2018-19 to 2020-21 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. 59.67% 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 5.87% in the speaking domain of well developed students from the 2018-19 to 2020-21 school year. An area of need is in the domain of writing. This domain decreased by 4.76% 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
801	**93.0**	**67.9**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	544	67.9
Foster Youth		
Homeless	9	1.1
Socioeconomically Disadvantaged	745	93.0
Students with Disabilities	121	15.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	39	4.9
American Indian or Alaska Native	1	0.1
Asian	35	4.4
Filipino	2	0.2
Hispanic	337	42.1
Two or More Races	2	0.2
Native Hawaiian or Pacific Islander	7	0.9
White	334	41.7

Conclusions based on this data:

1. The Socioeconomically Disadvantaged student population is 93%. With the number of families identified within this criteria, 100% of students are provided with breakfast and lunch daily.

2. Students with disabilities are 15.1% of the total enrollment and continue to be a student group that has an identified need with academic performance based on the Fall 2019 Dashboard.

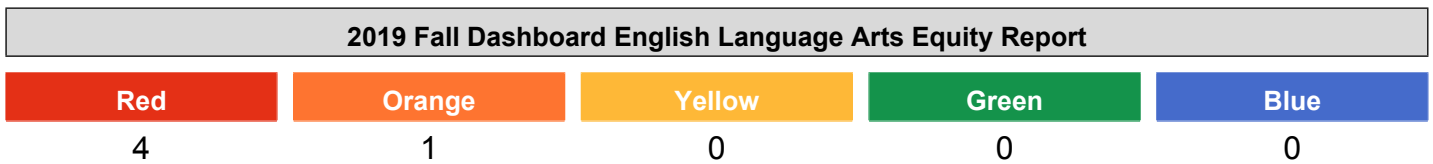# School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Red	**Suspension Rate** Blue
Mathematics Yellow		
English Learner Progress 45.7% making progress		

Conclusions based on this data:

1. With ELA in the Red for the past 3 years it is abundantly clear that we need to make ELA development a focus at Lexington Elementary. One factor is ensuring all students fundamental needs are met, so they can learn and grow academically, socially and emotionally. Another factor is prioritizing ELA as a site to improve student achievement in this content area. Grade level teams, facilitators and administration will meet on an ongoing basis to analyze data, inform instruction and monitor progress to streamline success for students in the area of ELA.

2. Chronic absenteeism is in the red performance level. Lexington Elementary will continue to increase engagement and personalize intervention plans in a Multi-Tiered System of Support. Lexington certificated staff will analyze data, design and modify interventions to deliver effective and relevant instruction.

3. We are in Blue in the area of suspension. This is due to the work of the staff with incorporating an effective PBIS Model. We have positive students supports such as an award incentives, expectation assemblies and Lexington leader drawings. Lexington's staff is committed to creating an environment where students are happy, healthy and on a path to gainful employment. We also proudly implement SEL strategies, presentation literacy and World of Work to facilitate engagement and personalize instruction for students.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	1	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
81.7 points below standard	81.6 points below standard	0 Students
Maintained ++0.2 points	Maintained ++0.6 points	
363	307	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Red
0 Students	82.1 points below standard	118.9 points below standard
	Maintained ++1.5 points	Declined -11.1 points
	336	45

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
78.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	103.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.3 points	1	11	2
20			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Orange
87.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	72.7 points below standard
Declined -9.4 points	1		Increased ++13.8 points
148			165

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
102.2 points below standard	26.5 points above standard	84 points below standard
Increased ++6.4 points	Increased ++5.1 points	Declined -4 points
258	49	54

Conclusions based on this data:

1. Our English Learners are 81.7 points below standard with an increase of 11.5 as a current English Learner or Reclassified EL. English Only students are an area of need with a decline of 4 points. We will continue are interventions for EL's consisting of Sipps and Pals Program, supplement with read naturally and signs for sounds and implementation of GLAD strategies. Long term EL's will continue to participate in the Logic of English Program.

2. We are in the Red Performance Level in all sub groups except the White subgroup. All stakeholders agree that English Language Arts will to be our school focus for the 2021-2022 school year. There is an identified need in ELA and especially in the sub groups of English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities. 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. Students who are Hispanic decreased 9.4 points. As we participate in a Reading Improvement Cohort and use this collaboration as an opportunity to identify best practices we will 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
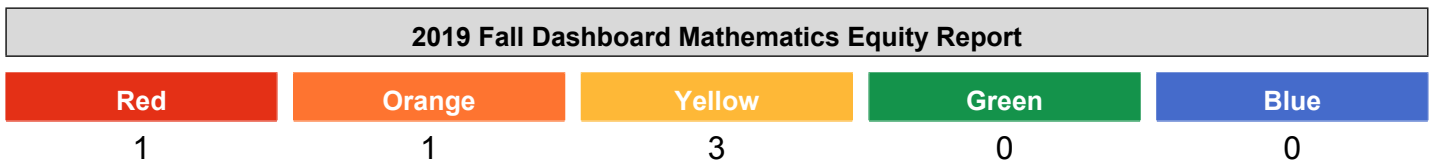
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	
61 points below standard	60.6 points below standard	
Increased ++3.1 points	Increased ++3.6 points	
363	307	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Yellow	Red
	61.4 points below standard	98.6 points below standard
	Increased ++4.2 points	Declined -6.2 points
	336	45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
78.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	64.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -8 points	1	11	2
20			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		Yellow
71.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy		47.4 points below standard
Declined -5.3 points	1		Increased ++14.5 points
148			165

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
75.4 points below standard	17.3 points above standard	63.2 points below standard
Increased ++7.9 points	Increased ++6.7 points	Maintained ++0.1 points
258	49	54

Conclusions based on this data:

1. Socioeconomic students at 61.4 points below standard and hispanic students at 71.7 points below standard need the most support with mathematics. We need to create a tiered system of support for students with iREADY invention lessons.

2. In the area of Students with Disabilities we had a decline of 6.2 points. Administration will collaborate with SPED teachers to address this need.

3. Although we increased to the yellow performance level we declined in our Hispanic and African American subgroups. We will continue to monitor our EL students and excel in our Reclassified student group.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
45.7 making progress towards English language proficiency
Number of EL Students: 468
Performance Level: Medium
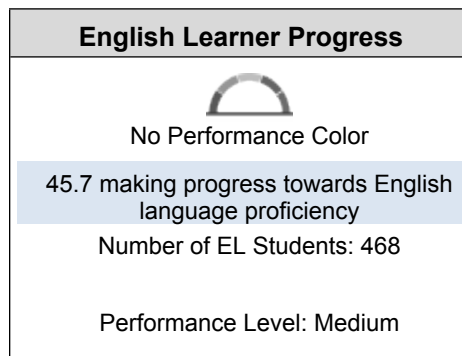
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
14.9	39.3	1.9	43.8

Conclusions based on this data:

1. With 468 EL students we need to teach intentional language development lessons and have daily dedicated ELD time.

2. According the the 18-19 ELPAC, only 45.7% of English Learner Student progressed one ELPI level. In order to continue to move student forward in their language acquisition, intentional planning and professional learning is needed around ELD standards.

3. 70 students decreased an ELPI level, indicating risk of LTEL status in the future. Intentional data collection is needed to determine which students are at risk of becoming an LTEL in order to plan effective interventions.

School and Student Performance Data

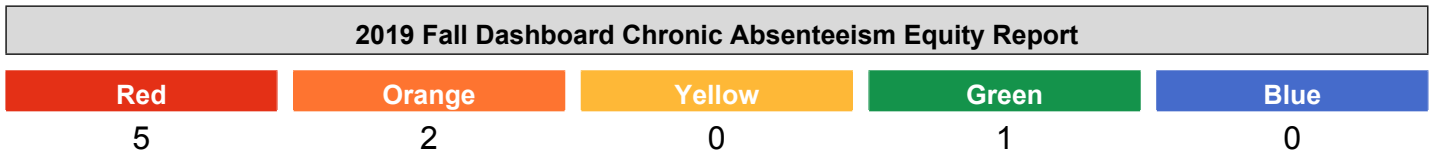## Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
5	2	0	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
16.2	13.4	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +4.9	Increased Significantly +5.1	2
914	663	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
Less than 11 Students - Data Not Displayed for Privacy	15.4	21.1
2	Increased Significantly +5.1	Maintained -0.4
	838	123

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	No Performance Color
19.3	Less than 11 Students - Data Not Displayed for Privacy	3	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.3	1	Declined -9.5	3
57		33	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	No Performance Color	Red
18.7	28.9	Less than 11 Students - Data Not Displayed for Privacy	13.4
Increased +3	Increased +8	2	Increased Significantly +8.1
363	38		417

Conclusions based on this data:

1. Based on the Fall 2019 Dashboard, Chronic Absenteeism increased 5.1% for our English Language Learners. Of the 663 students considered ELs, 13.4% are considered chronically absent, which is about 88 of our students.

2. Chronic absenteeism is a concern in several subgroups. Both Socioeconomic and English Learner, Hispanic and White and 2 or more races and increased in their chronic absenteeism rates. This is an identified need. Through our PBIS system we've set up cultural and moral items for Lexington Leader, Student Success and iREADY Award. Lexington counselors also connect with families regularly throughout the year to share supports for families and resources.

School and Student Performance Data

Conditions & Climate
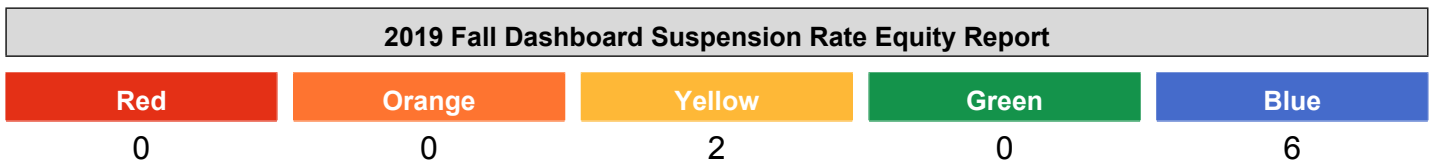## Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	0	6

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.2	0	Less than 11 Students - Data Not 2
Maintained 0	Maintained -0.1	
936	674	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Yellow
Less than 11 Students - Data Not 2	0.2	0.8
	Maintained 0	Increased +0.8
	857	124

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Blue	No Performance Color
1.6	Less than 11 Students - Data 1	0	Less than 11 Students - Data 3
Maintained 0		Maintained 0	
61		34	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Blue
0	0	Less than 11 Students - Data 2	0.2
Maintained 0	Maintained 0		Maintained 0
371	39		425

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.2	0.2

Conclusions based on this data:

1. We maintained our suspension rate this year. We are in the blue performance area for all students. Our overall score was 0.2% of our students who were suspended. This was approximately 1.8 of our student population. This is due to teachers use of GLAD strategies and effectively planning to meet students needs.

2. The highest number of suspensions are among African American students 1.6% and Students with Disabilities at 0.8%. 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

21-22 iReady Reading Diagnostic Assessment

21-22 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2020)
Diagnostic #2 (Winter 2021)
20-21 Diagnostic #3 (Spring 2020)

All Students	Diagnostic #1	Diagnostic #2	Diagnostic #3
Tier 1 % of students (On Grade Level)	10	23	31
Tier 2 % of students (One Grade Level Below)	40	42	34
Tier 3 % of students (Two or More Grade Levels Below)	50	35	36

21-22 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2020)
Diagnostic #2 (Winter 2021)
20-21 Diagnostic #3 (Spring 2020)

English Learners	Diagnostic #1	Diagnostic #2	Diagnostic #3
Tier 1 % of students (On Grade Level)	5	14	24
Tier 2 % of students (One Grade Level Below)	35	42	35
Tier 3 % of students (Two or More Grade Levels Below)	59	44	41

21-22 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2020)
Diagnostic #2 (Winter 2021)
20-21 Diagnostic #3 (Spring 2020)

Socioeconomically Disadvantaged	Diagnostic #1	Diagnostic #2	Diagnostic #3
Tier 1 % of students (On Grade Level)	10	24	34
Tier 2 % of students (One Grade Level Below)	42	42	38
Tier 3 % of students (Two or More Grade Levels Below)	48	34	28

21-22 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2020)
Diagnostic #2 (Winter 2021)
20-21 Diagnostic #3 (Spring 2020)

Student with Disabilities	Diagnostic #1	Diagnostic #2	Diagnostic #3
Tier 1 % of students (On Grade Level)	7	14	14
Tier 2 % of students (One Grade Level Below)	25	34	25
Tier 3 % of students (Two or More Grade Levels Below)	68	51	62

21-22 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2020)
Diagnostic #2 (Winter 2021)
20-21 Diagnostic #3 (Spring 2020)

Race/Ethnicity	Performance	Diagnostic #1	Diagnostic #2	Diagnostic #3
American Indian or Alaska Native	Tier 1 % of students (On Grade Level)			
	Tier 2 % of students (One Grade Level Below)			
	Tier 3 % of students (Two or More Grade Levels Below)			
Asian	Tier 1 % of students (On Grade Level)	8	22	30
	Tier 2 % of students (One Grade Level Below)	53	52	26
	Tier 3 % of students (Two or More Grade Levels Below)	39	26	45
Black or African American	Tier 1 % of students (On Grade Level)	8	26	42
	Tier 2 % of students (One Grade Level Below)	46	42	33
	Tier 3 % of students (Two or More Grade Levels Below)	46	32	24

Race/Ethnicity	Performance	Diagnostic #1	Diagnostic #2	Diagnostic #3
Native Hawaiian or Other Pacific Islander	Tier 1 % of students (On Grade Level)			
	Tier 2 % of students (One Grade Level Below)			
	Tier 3 % of students (Two or More Grade Levels Below)			
White	Tier 1 % of students (On Grade Level)	10	22	31
	Tier 2 % of students (One Grade Level Below)	42	43	34
	Tier 3 % of students (Two or More Grade Levels Below)	48	35	35

Conclusions based on this data:

1. The number of students that moved into Tier 1 between diagnostic #1 and diagnostic #2 was 13%. 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 white group with 10% 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 EL group. Based on this data, an identified need is strong tier 1 ELD instruction and progress monitoring of tier 2 and 3 interventions for our EL population. Teachers will collaborate to create ELD lessons and we will hire an additional support teacher for the 2022-2023 school year.

School and Student Performance Data

21-22 iReady Reading Diagnostic Growth Reports

21-22 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2021)
20-21 Diagnostic #3 (Spring 2020)

	Diagnostic #2 (Goal 70%)	Diagnostic #3 (Goal 70%)
All Students % of Annual Typical Growth	61	65
English Learner % of Annual Typical Growth	56	63
Socioeconomically Disadvantaged % of Annual Typical Growth	61	65
Students with Disabilities % of Annual Typical Growth	46	54

21-22 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2021)
20-21 Diagnostic #3 (Spring 2020)

	Diagnostic #2 (Goal 70%)	Diagnostic #3 (Goal 70%)
American Indian or Alaska Native % of Annual Typical Growth		
Asian % of Annual Typical Growth	59	72
Black or African American % of Annual Typical Growth	74	83
Native Hawaiian or Other Pacific Islander % of Annual Typical Growth		
White % of Annual Typical Growth	61	66

Conclusions based on this data:

1. On diagnostic #2, our annual typical growth score was equal to 61%. Our goal for diagnostic #3 is 70%. Based on this data we will continue with interventions we have in place.

2. Our student group with the highest growth was Black or African American. 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

21-22 iReady Math Diagnostic Assessment

21-22 Math Diagnostic Assessments

Diagnostic #1 (Fall 2020)
Diagnostic #2 (Winter 2021)
20-21 Diagnostic #3 (Spring 2020)

All Students	Diagnostic #1	Diagnostic #2	Diagnostic #3
Tier 1 % of students (On Grade Level)	5	14	29
Tier 2 % of students (One Grade Level Below)	46	54	43
Tier 3 % of students (Two or More Grade Levels Below)	50	32	29

21-22 Math Diagnostic Assessments

Diagnostic #1 (Fall 2020)
Diagnostic #2 (Winter 2021)
20-21 Diagnostic #3 (Spring 2020)

English Learners	Diagnostic #1	Diagnostic #2	Diagnostic #3
Tier 1 % of students (On Grade Level)	2	9	22
Tier 2 % of students (One Grade Level Below)	40	51	46
Tier 3 % of students (Two or More Grade Levels Below)	58	40	32

21-22 Math Diagnostic Assessments

Diagnostic #1 (Fall 2020)
Diagnostic #2 (Winter 2021)
20-21 Diagnostic #3 (Spring 2020)

Socioeconomically Disadvantaged	Diagnostic #1	Diagnostic #2	Diagnostic #3
Tier 1 % of students (On Grade Level)	5	14	34
Tier 2 % of students (One Grade Level Below)	47	55	43
Tier 3 % of students (Two or More Grade Levels Below)	48	31	23

21-22 Math Diagnostic Assessments

Diagnostic #1 (Fall 2020)
Diagnostic #2 (Winter 2021)
20-21 Diagnostic #3 (Spring 2020)

Student with Disabilities	Diagnostic #1	Diagnostic #2	Diagnostic #3
Tier 1 % of students (On Grade Level)	2	7	14
Tier 2 % of students (One Grade Level Below)	31	43	32
Tier 3 % of students (Two or More Grade Levels Below)	67	50	53

21-22 Math Diagnostic Assessments

Diagnostic #1 (Fall 2020)
Diagnostic #2 (Winter 2021)
20-21 Diagnostic #3 (Spring 2020)

Race/Ethnicity	Performance	Diagnostic #1	Diagnostic #2	Diagnostic #3
American Indian or Alaska Native	Tier 1 % of students (On Grade Level)			
	Tier 2 % of students (One Grade Level Below)			
	Tier 3 % of students (Two or More Grade Levels Below)			
Asian	Tier 1 % of students (On Grade Level)	4	9	19
	Tier 2 % of students (One Grade Level Below)	55	67	40
	Tier 3 % of students (Two or More Grade Levels Below)	41	24	40
Black or African American	Tier 1 % of students (On Grade Level)	5	12	38
	Tier 2 % of students (One Grade Level Below)	59	61	40
	Tier 3 % of students (Two or More Grade Levels Below)	36	27	22

Race/Ethnicity	Performance	Diagnostic #1	Diagnostic #2	Diagnostic #3
Native Hawaiian or Other Pacific Islander	Tier 1 % of students (On Grade Level)			
	Tier 2 % of students (One Grade Level Below)			
	Tier 3 % of students (Two or More Grade Levels Below)			
White	Tier 1 % of students (On Grade Level)	6	16	31
	Tier 2 % of students (One Grade Level Below)	49	54	42
	Tier 3 % of students (Two or More Grade Levels Below)	46	31	27

Conclusions based on this data:

1. The number of students that moved into Tier 1 between diagnostic #1 and diagnostic #2 was 9%. Based on this data, an identified need is to implement tier 2 and 3 supports to increase the student performance data in the Students with Disabilities group.

2. Our student group with the highest performance was the White student group. Based on this data, an identified need is to provide strategic support in the other student groups.

3. Our student group with the lowest performance was Students with Disabilities . Based on this data, an identified need is to increase support and interventions with this student group.

School and Student Performance Data

21-22 iReady Math Diagnostic Growth Reports

21-22 Math Diagnostic Assessments

Diagnostic #2 (Winter 2021)
20-21 Diagnostic #3 (Spring 2020)

	Diagnostic #2 (Goal 70%)	Diagnostic #3 (Goal 70%)
All Students % of Annual Typical Growth	61	66
English Learner % of Annual Typical Growth	59	65
Socioeconomically Disadvantaged % of Annual Typical Growth	60	68
Students with Disabilities % of Annual Typical Growth	48	53

21-22 Math Diagnostic Assessments

Diagnostic #2 (Winter 2021)
20-21 Diagnostic #3 (Spring 2020)

	Diagnostic #2 (Goal 70%)	Diagnostic #3 (Goal 70%)
American Indian or Alaska Native % of Annual Typical Growth		
Asian % of Annual Typical Growth	66	75
Black or African American % of Annual Typical Growth	67	77
Native Hawaiian or Other Pacific Islander % of Annual Typical Growth		
White % of Annual Typical Growth	56	66

Conclusions based on this data:

1. On diagnostic #2, our annual typical growth score was 61% which is 9% below our LCAP goal of 70%. Our goal for diagnostic #3 is 70%. 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 white student group. Based on this data, we will increase our support 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 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

20-21 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.	4.54	91%	2%
I feel proud to be a parent at my child's school.	4.67	93%	0%
This school is perfect for my child.	4.59	90%	1%

Conclusions based on this data:

1. Based on our current Gallup Parent Data, our engagement changed from 57% to 51%. Based on this data, an identified need is to increase parent engagement to 53%.

2. 11% 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, This school is perfect for my child, 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	

Gallup Student Engagement Items

2021 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	3.86	3.92
At this school, I get to do what I do best every day	3.28	3.52
My teachers make me feel my schoolwork is important	4.03	4.05
I feel safe in this school.	3.67	4.10
I have fun at school.	3.59	3.66
I have a best friend at school	4.10	4.26
In the last seven days, someone has told me I have done good work at school.	3.31	3.60
In the last seven days, I have learned something interesting at school.	4.01	3.78
The adults at my school care about me.	3.97	4.02
I have at least one teacher who makes me excited about the future.	4.43	4.12

Lexington Elementary

Conclusions based on this data:

1. 47% 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, In the last seven days, someone has told me I have done good work at school.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 at least one teacher who makes me excited about the future. showed the most growth, 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 2023, 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 2023, we will decrease our chronic absenteeism by 2% for our English Learners student group by ensuring each student on campus has an adult mentor.

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 3.55. In addition our lowest performing engagement metric was "When I am angry or upset, I am very good at explaining what is bothering me to other people (3.60)." An identified need is to create strength based classroom that celebrates an environment where are students can achieve their best self. To accomplish this teachers will incorporate Modern Curriculum into their classroom daily. Increasing engagement in the classroom will lower chronic absenteeism which currently is at 16% 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	21/22 Lexington Elementary had 15 students participate in our TEDx Club	By June 2023, Lexington will have 30 students participate in Lexington's site Tedx club.
Gallup Student Poll	21/22 Student Engagement 51% "At this school, I get to do what I do best everyday (3.41)"	By June 2023, Increase Student Engagement to 61% "At this school, I get to do what I do best everyday (Increase mean score to 3.61)"
Beable RIASEC Interest Survey	As of June 2022, 89% of students have completed the RIASEC Survey.	By June 2023, 95% of students will complete the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		RIASEC Survey on Beable. (Grades 2-5)
Beable Modern Curriculum Course Completion	As of June 2022 96% of students have claimed their Beable accounts.	By June 2023, 95% of students will complete assigned Modern Curriculum courses in Beable.

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 and educational excursions. 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)
88,200	Title I 1000-1999: Certificated Personnel Salaries .60 Instructional Coach
2,000	S/C 1000-1999: Certificated Personnel Salaries Collaboration
5,000	Title I 1000-1999: Certificated Personnel Salaries Professional Development
2,484	S/C 0000: Unrestricted Print Shop
8,000	Title I 5000-5999: Services And Other Operating Expenditures Educational Excursions
2,762	Title I 4000-4999: Books And Supplies Modern Curriculum

4,000	Title I 1000-1999: Certificated Personnel Salaries After School Enrichment

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

Each teacher will be provided with 15 hours of grade level collaboration to 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)
10,000	Title I 1000-1999: Certificated Personnel Salaries Swing Subs

Annual Review

SPSA Year Reviewed: 2021-22

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 2022, 86% of students in grades 2 - 5 completed their RIASEC interest survey and Beable coursework which is on track to meet 90% by June 2022. 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 10 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 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 decreased from 3.60 to 3.41. Next year, we will analyze Beable data to streamline instruction and match student needs in the 2022-23 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 student accounts claimed in Beable.

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. This increase allowed us to allocate funding
towards: teacher release time to create integrated units for core and modern curriculum, print shop expenditures to beautify our school entrance, educational excursions to support students with hands on learning to real world experiences, after school tutoring for students who are at risk in ELA. We also added additional campus aide contracted hours to supervise students safety during unstructured time. Our team is looking forward to collaborating together to reach expected outcomes and prepare for 2022-2023.

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 2022-2023 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 continue to focus on our LTEL, 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, thrive, inclusion and leadership 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 2023, Lexington Elementary will increase parent, staff and student engagement by 5% as measured by the annual Gallup surveys.

By June 2023, Chronic Absenteeism of all students will decrease from 16% to 14% as per the California Accountability Dashboard, with a focus on decreasing absenteeism for English Learners and Students will Disabilities.

Identified Need

After reviewing Lexington Elementary Gallup Data, the California Dashboard and local data in our needs assessment there are few areas of need for the 2022-2023 school year:

In the March, 2022 Parent Gallup Survey 63% 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, 2022 Student Gallup Survey 51% were Fully Engagement leaving almost half of our student population in the Indifferent or Disengaged category. In the May 2021 Staff Gallup Survey 57% reported to be Fully Engaged.

In the School and Performance Data section Lexington scored high in Chronic Absenteeism in several subgroups, but primarily increased in English Learners and Students will Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gallup Staff Survey	21/22 Staff Engagement: 57% "I know what's expected of me at work" (Mean Score: 4.35)	22/23 By June 2023, Increase overall Staff Engagement to 67% "I know what's expected of me at work" (Increase Mean Score to 4.4)
California Dashboard: Academic Engagement Chronic Absenteeism	21/22 Due to the pandemic, chronic absenteeism rates significantly increased across the district.	22/23 By June 2023, Reduce Chronic Absence Rate to 14.6% for All Students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Zangle: Chronic Absenteeism Local Data Daily Attendance rate will be maintained at 95% or above	Based on the 2019 California Accountability Dashboard (RED) • All Students: 16.2% • English Learners: 13.4% • Students with Disabilities: 21.1% Based on Zangle: • Overall Chronic Absence Rate 8.3% • Daily Attendance Rate: 92%	Reduce Chronic Absence Rate to 11.4% for English Learners Reduce Chronic Absence Rate to 19.1% for Students with Disabilities
Gallup Student Survey	21/22 Student Engagement: 51% • "I have fun at school" (Mean Score: 3.94)	22/23 By June 2023, Increase overall Student Engagement to 56% "I have fun at school" (Increase Mean Score to 4.14)
Gallup Parent Survey	21/22 Parent Engagement: 63% "This school is perfect for my child" (Mean Score: 4.64)	22/23 By June 2023, Increase overall Parent Engagement to 68% "This school is perfect for my child" (Maintain Mean Score of 4.64 or higher
Home Visits	21/22 Increase home visits by 5% annually. 13 home visits were conducted in 2022.	22/23 25 home visits will be conducted by June 22/23

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 and Students with Disabilities

Strategy/Activity

In order to decrease chronic absenteeism and improve student engagement for English Learners and Students with Disabilities a full time counselor, English Language Facilitator and instructional coach will be hired to provide MTSS. This team, will collaborate to provide professional learning and resources for all staff to support implementation of Modern Curriculum and instruction.

Our MTSS will include:
- Access

100% students, staff and families will have consistent and predictable access to a counseling provider through a consistent referral system and a consistent website presence.

- Data Driven Services

100% of individual and small group interventions will be driven by data (student needs assessment, teacher needs assessment and caregiver needs assessment).

- Direct Instruction

100% of students will have access to 2 guidance lessons per semester supporting the SEL priority standards.

The counselor will provide school-based counseling support for students who are at risk. The counselor 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)
95,000	S/C 1000-1999: Certificated Personnel Salaries 1.1 Counselor
80,000	Title I 1000-1999: Certificated Personnel Salaries English Language Facilitator
	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach .60 FTE
2,500	Title I 1000-1999: Certificated Personnel Salaries Collaboration/Home Visits
6,000	Title I 5000-5999: Services And Other Operating Expenditures Print Shop

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)
37,000	Title I 2000-2999: Classified Personnel Salaries Community Liason
3,562	Title I Parent Involvement 4000-4999: Books And Supplies Parent Outreach
1,000	Title I Parent Involvement 1000-1999: Certificated Personnel Salaries Parent Outreach

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

Strategy/Activity

Our counselors and campus aides will revise our PBIS system with a specific focus on Social and Emotional Learning. In order to support students in building positive relationships with peers, 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)
	S/C 1000-1999: Certificated Personnel Salaries 1.0 Counselor
5,000	Title I 5000-5999: Services And Other Operating Expenditures Assemblies

Annual Review

SPSA Year Reviewed: 2021-22

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 57% in 2019 to 51% in 2022, Parent Gallup increased from 51% in 2019 to 63% in 2022 and Staff Gallup decreased from 58% in 2019 to 57% in 2021.

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 2, we hosted You Belong at Lexington Night to showcase our inclusion model 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 COVID greatly impacted our attendance. We are excited to have attendance meetings with families in the upcoming school year and we will continue our home visit program to build relationships and cultural awareness.

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 after school tutoring for students who are at risk in ELA. To keep our community connected we invited families back on campus for Open House, Lucky Leopard Run 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 will we continue to review Gallup and the California Dashboard Data to build and refine our SPSA for 2022-2023.

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 2022-2023, Modern Curriculum will be woven throughout the school day during structured and unstructured time. COVID greatly impacted our absenteeism rates. In March 2022 our Chronic Absenteeism rate was 8.3%. Our future goal will be to reduce this percentage to 6.3% by adjusting our Strategies/Activities in Goal 2. One adjustment we will make is to implement Family Teacher Teams and streamline communication between our staff and community. 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, thrive and staff meetings. During collaboration we will devise an 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 2023, Lexington Elementary school will improve academic achievement in ELA from 17.06% meeting standard to 20.06% as measured by the CAASPP Summative Assessment. An overall ELA performance on CAASPP will increase from 7.87% to 10.87% meeting standard. In Math performance on CAASPP 22.74% of Lexington students met/exceeded standard with an increase of 1.91% from 2018.

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 65% of students making Typical Growth on Diagnostic #3. In addition, 60% of students making their stretch growth goals. In addition, 60% of English Language Learners will meet their typical growth on iReady Diagnostic assessments.

Identified Need

Lexington students need support in both language arts and math on the CAASPP, and approximately half of our English learners are making notable progress toward English language proficiency. Based on our local assessment data, collected in February 2022 (iReady Diagnostic #2), 61% of students are at or above grade level in ELA and 61% of students are at or above grade level in math. On that same assessment in February of 2022, 57% of our English Learners were on track to make one year's growth in ELA, compared with 67% of our non-English Learner students. In February of 2022, 50% of our HIspanic students were on track to make one year's growth in ELA and 62% of our Hispanic students were on track to make one year's growth in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Results (ELA and Math): All Students	ELA As of Diagnostic #2 (Feb 2022): Tier 1 (On/Above Grade Level): 24% 61% of all students made typical growth on Diagnostic #2. Math	On ELA Diagnostic #3 (June 2023), 33% of students will be in Tier 1. 65% of students will make typical growth. On Math Diagnostic #3 (June 2023), 31% of students will be in Tier 1.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	As of Diagnostic #2 (Feb 2022): Tier 1 (On/Above Grade Level): 15% 56% of all students made typical growth on Diagnostic #2. ELA As of Diagnostic #3 (June 2021): Tier 1 (On/Above Grade Level): 31% 76% of all students made typical growth on Diagnostic #3. Math As of Diagnostic #3 (June 2021): Tier 1 (On/Above Grade Level): 29% 74% of all students made typical growth on Diagnostic #3.	65% of students will make typical growth.
iReady Diagnostic Results (ELA and Math): English Learners	ELA As of Diagnostic #2 (Feb 2022): EL Tier 1(On/Above Grade Level): 14% 59% of all students made typical growth on Diagnostic #2. Math As of Diagnostic #2 (Feb 2022): Tier 1 (On/Above Grade Level): 2% 54% of all students made typical growth on Diagnostic #2. ELA As of Diagnostic #3 (June 2021): Tier 1 (On/Above Grade Level): 25%	ELA On Diagnostic #3 (June 2023), 27% of students will be in Tier 1. 65% of students will make typical growth. Math On Diagnostic #3 (June 2023), 24% of students will be in Tier 1. 65% of students will make typical growth.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	75% of all students made typical growth on Diagnostic #3. Math As of Diagnostic #3 (June 2021): Tier 1 (On/Above Grade Level): 22% 72% of all students made typical growth on Diagnostic #3.	
CAASPP Overall Achievement ELA	On the 18/19 CAASPP Assessment, 17.06% of all students are at or above grade level in ELA.	On the 22/23 CAASPP Assessment, 22.06% of all students are at or above grade level in ELA.
CAASPP Overall Achievement ELA English Learners	On the 18/19 CAASPP Assessment, English Language Learners scored 81.6 points below standard in ELA.	On the 22/23 CAASPP Assessment, English Language Learners will score 76.2 points below standard in ELA.
CAASPP Overall Achievement Math English Learners	On the 18/19 CAASPP Assessment, English Language Learners scored 60.6 below standard in Math.	On the 22/23 CAASPP Assessment, English Language Learners will score 55.8 below standard in Math.
CAASPP Overall Achievement Math	On the 18/19 CAASPP Assessment, 22.74% of all students are at or above grade level in Math.	On the 22/23 CAASPP Assessment, 27.74% of all students are at or above grade level in Math.
California Dashboard: ELPI	Based on the Fall 2019 Dashboard, 43.8% of English Language Learners grew one ELPI Level.	On our 22/23 Dashboard, 48% of English Language Learners will grow one ELPI Level.
iReady Diagnostic Results (ELA and Math): Students with Disabilities	ELA As of Diagnostic #2 (Feb 2022): Tier 1 (On/Above Grade Level): 5% 37% of all students made typical growth on Diagnostic #2. Math As of Diagnostic #2 (Feb 2022):	On Diagnostic #3 (June 2023), 11% of students will be in Tier 1. 50% of students will make typical growth. On Diagnostic #3 (June 2023), 10% of students will be in Tier 1. 50% of students will make typical growth.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Tier 1 (On/Above Grade Level): 4% 34% of all students made typical growth on Diagnostic #2. ELA As of Diagnostic #3 (June 2021): Tier 1 (On/Above Grade Level): 9% 49% of all students made typical growth on Diagnostic #3. Math As of Diagnostic #3 (June 2021): Tier 1 (On/Above Grade Level): 8% 48% of all students made typical growth on Diagnostic #3.	

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: 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)
	S/C 1000-1999: Certificated Personnel Salaries 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's

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.

After reviewing Lexington Elementary's California Dashboard and local data an identified area of need is the reclassification of our LTEL population. To reclassify these students we will work with the site English Language Facilitator, her team, district ELDA support, provide targeted ELD instruction within the classroom and our site liaison to provide additional support with English reading skills.

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
35,000	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 and activities and Cognitive Guided Instruction to facilitate growth in the areas of ELA and mathematics.

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)

110,000	Title I 1000-1999: Certificated Personnel Salaries Reading Intervention Teacher
15,000	S/C 1000-1999: Certificated Personnel Salaries Instructional Materials
15,000	Title I 1000-1999: Certificated Personnel Salaries Instructional Materials

Strategy/Activity 4

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: Students with Special Needs

Strategy/Activity

Our inclusion team will attend professional learning opportunities addressing ways to improve student results in language arts and math. Certificated staff will collaborate on the best practices and implement new strategies.

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)
5,000	S/C 1000-1999: Certificated Personnel Salaries Teacher Release & Professional Learning

Strategy/Activity 5

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

Purchase research- based technology to support students academic growth in language arts and math.

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)
4,000	Title I 4000-4999: Books And Supplies Headphones & Chargers

6,500	Title I 5000-5999: Services And Other Operating Expenditures Software - Seesaw, Raz-Kids, ESGI & IXL

Annual Review

SPSA Year Reviewed: 2021-22

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 support 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 18% and our EL students increased by 9%. Our students met 61% of their typical growth on Diagnostic 2 which almost meets the district goal of 70%. To increase our typical growth we 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 our intervention team will continue to pull at-risk students and implement iREADY intervention lessons. Lexington's instructional coach will also create lessons for teachers to differentiate for student's individual learning paths. In the 2022-2023 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 redefine 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 in we will add after school tutoring for at risk students. These changes will be

reflected in the 2022-2023 SPSA in Goal 3. We will also have a stronger focus on Cognitively Guided Instruction 2022-2023 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	$543,008.00

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	$418,962.00
Title I Parent Involvement	$4,562.00

Subtotal of additional federal funds included for this school: $423,524.00

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	$119,484.00

Subtotal of state or local funds included for this school: $119,484.00

Total of federal, state, and/or local funds for this school: $543,008.00

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	119,484	0.00
S/C Carryover	346	346.00
Title I	423,524	4,562.00
Title I Parent Involvement	4,562	0.00
Title I Carryover	83,202	83,202.00

Expenditures by Funding Source

Funding Source	Amount
S/C	119,484.00
Title I	418,962.00
Title I Parent Involvement	4,562.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,484.00
1000-1999: Certificated Personnel Salaries	432,700.00
2000-2999: Classified Personnel Salaries	72,000.00
4000-4999: Books And Supplies	10,324.00
5000-5999: Services And Other Operating Expenditures	25,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	S/C	2,484.00
1000-1999: Certificated Personnel Salaries	S/C	117,000.00

1000-1999: Certificated Personnel Salaries	Title I	314,700.00
2000-2999: Classified Personnel Salaries	Title I	72,000.00
4000-4999: Books And Supplies	Title I	6,762.00
5000-5999: Services And Other Operating Expenditures	Title I	25,500.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	1,000.00
4000-4999: Books And Supplies	Title I Parent Involvement	3,562.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	122,446.00
Goal 2	230,062.00
Goal 3	190,500.00

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
Autumn Welch	Other School Staff
Rebeca Larsen	Classroom Teacher
Shauna Stueve-Malone	Classroom Teacher
Shelly Frizell	Classroom Teacher
Marvet Al Batra	Parent or Community Member
Mohammed Bouzerma	Parent or Community Member
Amal Gagy	Parent or Community Member
Maria Carrasco	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:

Signature	
LE	Principal, Lesley Ezop on June 10, 2022
Maria Carrasco	SSC Chairperson, Maria Carrasco on June 10, 2022

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