School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ben Lomond Elementary School	19-64436-6012447	April 9, 2024/December 11, 2024	August 15, 2024/January 9, 2025

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Ben Lomond Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Ben Lomond Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

Purpose:

The School-Wide Plan (SWP) aims to elevate student achievement for all students, with a particular focus on those not meeting academic standards. By fostering innovative, positive environments, the SWP enhances connections between students and their learning experiences.

Components:

1. **Comprehensive Needs Assessment**: Identifying areas requiring urgent attention and resources.
2. **Reform Strategies:** Implementing methods to close achievement gaps and boost proficiency levels.
3. **Highly Qualified Teachers**: Ensuring all instructors meet high professional standards.
4. **Professional Development:** Providing continuous learning opportunities for staff.
5. **Parental Involvement:** Engaging families in educational processes and decision-making.
6. **Transition Plans:** Supporting students during key educational transitions.
7. **Teacher Assessment Involvement:** Engaging educators in developing and reviewing assessments.
8. **Coordination of Programs:** Efficient integration of various educational services and programs.

Governance and Educational Partner Engagement:

The School Site Council (SSC) plays a critical role in developing, reviewing, and annually updating the School Plan for Student Achievement (SPSA), including managing the budget and making necessary plan adjustments. Involvement extends to parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, as mandated by 5 California Code of Regulations (3932).

CSI and ATSI Planning:

- **CSI Planning:** This plan is specifically designed to meet federal CSI planning requirements for a school eligible for CSI. It details targeted strategies and interventions aimed at addressing the needs identified through comprehensive assessments, focusing on substantial improvements in academic outcomes.
- **ATSI Planning**: For a school eligible for ATSI, this plan serves to meet federal ATSI planning requirements, focusing on targeted supports for subgroups of students identified as underperforming to ensure that disparities in achievement are addressed effectively.

Parent and Community Involvement:

- **Support for Parental Activities:** Parental involvement activities are shaped by annual input from the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), District Town Hall Meetings, and LCAP Advisory groups. This input helps identify family engagement needs, leading to collaborative district priorities and initiatives planning.

- **Informed Parent Participation:** Parents have opportunities for informed participation, with accommodations for those with disabilities. School documents and meetings are accessible in Spanish and other languages upon request, ensuring ADA compliance.
- **Communication:** The district uses translators for school communications and employs outreach liaisons and EL Specialists to facilitate parent education and information sessions in Spanish at school sites.

Alignment with Federal and State Mandates:
The SPSA aligns with ESSA requirements and integrates elements of Compensatory Education, focusing on maximizing federal investments to support underserved students. It aligns with district priorities outlined in the LCAP, focusing on data-driven professional development and instructional planning to promote equitable outcomes.

Title I Implementation:
All nine elementary schools, three middle schools, and one continuation high school operate school-wide Title I programs. Each school conducts an annual needs assessment, reviewing data to identify strengths and weaknesses and brainstorming improvement strategies. These assessments inform each site's SPSA, which outlines the use of Title I funds for initiatives like reading and math interventions, professional development, and supplemental learning materials.

This comprehensive approach ensures that our school meets state and federal requirements and aligns with our commitment to providing a high-quality, equitable education for all students, with robust involvement from our educational partners and the community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Ben Lomond's involvement process for the School Plan for Student Achievement (SPSA) and its annual review and update is designed to be inclusive and collaborative. We engage educational partners, including teachers, staff, parents, and community members, through various means such as surveys, meetings, and open forums. This process ensures that the SPSA reflects our school community's diverse needs and priorities. Each year, we review student performance data and gather input from all educational partners to assess current strategies' effectiveness and identify areas for improvement. This comprehensive approach ensures that our SPSA remains aligned with our goal of providing a high-quality education for all students.

Meaningful involvement of parents, students, faculty, staff, and the broader community is essential to the development and continual improvement of the Single Plan for Student Achievement (SPSA). Our district engages a diverse array of educational partners to ensure the plan is comprehensive and responsive to the needs of all students.

Annual Cycle of Engagement

August - September: Review and Identify Needs

- The School's Leadership Team, comprising administrators and teachers, reviews student achievement data to identify critical areas for improvement and summarize significant findings.
- The School Site Council (SSC), English Learner Advisory Committee (ELAC), and Title I parents provide input on the SPSA goals and the strategies/activities planned, including Title I expenditures.
- Notices in multiple languages facilitate communication with parents, and meetings are scheduled at various times to ensure broad participation.

October/November: Define Goals and Strategies

- The entire school faculty engages in discussions about the impact of various activities on student achievement, fostering a collaborative environment for sharing insights and strategies.

- Input continues to be gathered from district liaisons, SSC, ELAC, and Title I parents to refine the SPSA goals and corresponding strategies/activities.

December/January: Plan Approval

- The finalized plan, incorporating all stakeholder feedback, is submitted for approval to the SSC. District personnel assist with necessary revisions to ensure compliance and quality before submission to the local governing board in January.

January - April: Implementation and Monitoring

- Following approval, the specified purchases and implementations of the plan are executed. The effectiveness of the SPSA is monitored through the use of observational tools and focused classroom walkthroughs.
- Meetings with the SSC and district liaisons discuss ongoing updates and modifications to the plan to ensure it remains effective and relevant.

May/June: Annual Review and Program Evaluation

- At the end of the academic year, school leaders conduct a thorough review of the plan's effectiveness using evidence from educational partner surveys, classroom walkthroughs, and district formative assessments.
- Feedback from this evaluation is shared with the SSC and ELAC, who provide further recommendations. This crucial step informs the refinement of goals and the adjustment of strategies/activities for the next academic year.

Additional Requirements for CSI and ATSI

For schools undergoing Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), the district ensures that the development and implementation of the SPSA are in close partnership with the school and its educational partners, aligning with specific requirements to support these statuses.

This framework outlines a comprehensive and inclusive approach to involving educational partners in the SPSA process, ensuring that the plan reflects diverse community needs and is a strategic tool for enhancing student achievement.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

The ESSA states that resource inequities may include a review of LEA and school-level budgets and address those inequities by implementing the school plan. Potential inequities were identified based on California Dashboard metrics and ESSA requirements. Ben Lomond Elementary qualified for ATSI as our English Learners student group met the criteria for determining Low Performing student groups on indicators on the California School Dashboard. Local, state, and federal resources are allocated to Ben Lomond based on a fair and equitable formula that provides opportunities for site input and flexibility and also provides means to address identified areas for support and improvement. Title I and Supplemental and Concentration Grant funds are allocated based on a qualifying per-pupil allocation. Sites are allocated LCFF Base Funds based on a per-pupil allocation as well. As part of the identified Comprehensive Needs Assessment, detailed information was provided to educational partners on local, state, and federal budgets.

As an ATSI school, Ben Lomond Elementary School monitors site data and budgeting to determine potential inequities at the site level.

Based on the Needs Assessment, the following Resource Inequities were identified for English Learners (Chronic Absenteeism)

- Minimal staff on campus who are trained to serve as translators for families
- Limited after-school tutoring opportunities
- Staff's limited understanding of the disproportionality of EL attendance data

- Implementation of intervention (UA time) varied at grade levels. No consistent programming used in previous years
- Previous funding for busing services for students with high attendance issues (EL specifically).
- Limited resources available to support EL students (besides Lexia) to examine if learning difficulties are language or learning-based

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

On the CA Dashboard, Ben Lomond's Chronic Absenteeism indicator for overall performance is in the Red performance category. It needs immediate attention because chronic absenteeism can significantly affect student learning and the school's overall success.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Ben Lomond has no student groups with performance levels two or more levels below the "all students" performance on the CA Dashboard. While achievement gaps may still exist, no specific group performed significantly below the overall student population.

Other Needs

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

Beyond the data provided by the California School Dashboard, additional needs were identified through locally collected data. This data included local assessment results (iReady, STAR Reading, and District Writing Assessments), attendance records, behavioral reports, and survey feedback from parents, teachers, and students. These sources provided a more detailed understanding of student performance and well-being, helping the school identify areas where students may need additional support, such as social-emotional learning and specific academic and attendance interventions. This comprehensive approach ensures that strategies in this plan are well-targeted and responsive to the unique needs of our students.

Data Analysis

Please refer to the School and Student Performance Data section, where analysis with conclusions is provided.

In creating this plan, we conducted thorough data analyses using a variety of outcome, process, perceptual, and demographic data. Careful attention is paid to California Dashboard Data and the goals related to data found in our district LCAP. Teachers have been provided collaborative data analysis and planning time utilizing Focused Schools Instructional Leadership Teams, Du Four's Professional Learning Communities model.

Surveys

This section describes the surveys (e.g., Student, Parent, and Teacher) used during the school year and summarizes the survey(s)'s results.

Information collected was shared with educational partners through Superintendent Town Hall meetings, DELAC and LCAP advisory groups, and Parent Square updates. A review of the data provided the district with feedback in preparing multiple plans.

Additionally, a district-wide parent survey was administered in English and Spanish each spring. Survey questions included parent feedback and opinions in the following areas:

- Student participation in school activities
- Parent participation in school activities
- District and school priorities

- Parent communication preferences

Information collected was shared with staff and the SSC/ELAC. A review of all surveys provided the district with areas of strength and need. In the present school year, we plan to focus on the following areas in addition to the goals specified within this plan:

- Writing and Mathematics
- Student academic support
- Social-emotional support

The TK-12 parent survey and WASC parent survey findings are utilized to celebrate successes and to determine parent involvement needs. Parents, community representatives, classroom teachers, and other school personnel are involved in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932).

Classroom Observations
Throughout the year, teachers, principals, and district administrators participate in classroom walk-throughs and coaching activities. Teachers visit classrooms to verify evidence of site best teaching practices.
Administrators visit classrooms for both formal and informal observations. Highlights identifying best practices from walkthroughs are shared with all staff. Classrooms are also monitored through the formal evaluation process. Observation and evaluation forms are based on the California Standards for the Teaching Profession.

Analysis of Current Instructional Program
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 student groups as well as individual students who are:

- Not meeting performance goals
- Missing performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on data. Each school plan examines the status of these findings and note the progress made. Special consideration is given to any practices, policies, or procedures found to be non-compliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability
Use of state and local assessments to modify instruction and improve student achievement (ESSA).

At the beginning of the school year, teachers, the School Site Council, ELAC, and the principal review and analyze state-mandated test results from the previous year. Where applicable, multi-year trends are identified. Focus groups are identified. This is a powerful part of the school's Annual Review of the SPSA.

Data is used to monitor student progress on curriculum-embedded assessments and modify instruction.

Teachers meet during collaborative team meetings to do the following:

- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data as well as student work samples
- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Staffing and Professional Development
Status of meeting requirements for highly qualified staff (ESSA)

Covina-Valley strives to provide highly qualified staff for all students at all school sites. Teacher qualifications are monitored using data from the California Department of Education and our Covina-Valley Personnel Department. The California Equity Tools were completed for all Covina-Valley Unified School District schools. The District's goal is to hire teachers with the appropriate credentials for their given assignment using hiring and recruitment strategies included in the Equitable Access Strategy Development Resource available from the California Department of Education. In addition, new teachers in Covina-Valley participate in additional professional development, are assigned a mentor teacher at the school site to provide support, and are closely monitored by site administrators to ensure effective teaching. If ineffective/mis-assigned or out-of-field teachers become a concern in the future, the Personnel Department would develop a plan with the

site administrator, School Site Council, Site Leadership Team, and Board of Education to assist teachers in completing credential work or reassigning the teachers. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional material) (EPC).

Covina-Valley's goal is to hire highly qualified staff with full credentials for the subjects they teach, including those for teaching English Learners. (CLAD) Teachers are provided professional development that includes, as appropriate, SBE-adopted instructional materials. Title I Professional Development is provided to teachers and administrators in the following areas: Focused Schools-Instructional Leadership Teams, best teaching practices, goal setting, and goal monitoring (Title II Funded), Steve Ventura- Achievement Team/PLC Training, standards analysis, pre- and post-assessments (Title II /LCAP Funded). LCAP funds are used to expand Professional Development, including UCI Math Project-Standards analysis, pacing, hands-on math instruction (LCAP Funded), Thinking Maps and Write from the Beginning and Beyond- 8 Thinking Maps linked to thought processes, writing instruction based on Thinking Maps (LCAP Funded), Science, Technology, Engineering, and Mathematics (LCAP Funded), ELD Coach- Coach provides training, assistance with planning, and in-class coaching for teachers in the area of English Language Development (LCAP and Title III
Funded), and much more, including Google, Microsoft, NGSS, supplemental programs, dual language, social/emotional, behavioral, and Career Technical Education (LCAP Funded).

Alignment of staff development to content assessed student performance, and professional needs (ESSA).

Covina-Valley Unified provides robust professional learning for all staff. Each year, professional development is planned using the District's three LCAP goals: research on best teaching practices, data on student performance, and additional Dashboard data. This information is teamed with professional development feedback surveys and session evaluations from teachers, administrators, and classified staff. Covina-Valley's professional development system focuses on long-term commitments to research-based programs like professional learning communities, Thinking Maps, and goal setting. Training is differentiated for new and
veteran teachers within these professional development areas. The long-term programs are evaluated and adjusted yearly based on feedback and student performance data. For example, the district has completed training all K-5 teachers on the use of Thinking Maps; however, new teachers are hired each year that need training. We have developed a training cycle, and new teachers receive professional development each year until they are fully trained. Professional growth is measured through teacher session evaluations and student growth in the areas of professional development.

All staff development is aligned to the Local Control Accountability Plan (LCAP) and Common Core State Standards, assessed student performance and professional needs.

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

High-quality professional development and coaching for site instructional leadership teams, made up of teachers and administrators, is provided by Focused Schools. This professional development involves the strategic implementation of focused, evidence-based strategies. Additional professional development is offered depending on grade level, subject, and related experience. New teachers are linked with a veteran teacher-coach to welcome them to the district and assist with the completion of the teacher's university-based induction program and the navigation of district expectations. New teachers receive training on the curriculum and supplemental programs, including Thinking Maps and Write from the Beginning and Beyond. All teachers and administrators participate in 3 district-wide professional development days and additional training according to their school site, grade level, or subject area. Administrators: All principals receive one-on-one coaching, and new principals receive additional coaching, and a Focused Schools change of principal workshop with site staff. All principals participate in monthly professional development and four district-wide administrator professional development days. In addition, administrators learn alongside teachers by participating in teacher professional development opportunities. Covina-Valley builds leadership capacity by offering teacher leadership opportunities outside the classroom, including PLC leaders, Tech Mentors, ELD Coordinators, etc. All teacher leaders work closely with their site principal to develop leadership skills. We also added entry-level leadership positions, including an elementary assistant principal and a secondary dean. Entry-level administrators are paired with a veteran administrator coach to help guide them through the transition to leadership. All teachers
and administrators participate in 3 district-wide professional development days and additional training for their school site, grade level, or subject area.

Teacher collaboration by grade level (K through grade 8 and department (grades 9-12).

Teachers meet during collaborative team meetings to do the following:

- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data as well as student work samples

- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Teaching and Learning
Alignment of curriculum, instruction, and materials to content and performance standards (ESSA).

Curriculum, instruction, and materials are aligned to Common Core State Standards for content areas. The curriculum is adapted from the state-approved adoption list and vetted by a committee of teachers and administrators for alignment with standards and academic rigor.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-12).

Instructional minutes for reading/language arts and mathematics adhere to, and many exceed, state recommendations (ESSA, see K-5 SARC).

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

District pacing guides (TK-5) and master schedules (6-12) allow for student intervention and reteaching throughout the school year. Tier I Intervention is provided by classroom teachers. At K-5 schools, a Title I Intervention Teacher provides Tier 2 and 3 Intervention.

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

All instructional materials are standards-based and available to all staff and students. Covina-Valley continues to receive sufficient reports on Williams requirments.

Availability of SBE-adopted and standards-aligned instructional materials, including intervention materials, and high school students, access to standards-aligned core courses.

SBE-adopted and standards-aligned instructional materials, including intervention materials, are available for all subjects and grade levels. (see RTI Pyramids and SARC) Transition plans to Next Generation Science Standards are created and utilized by teams of TK-12 teachers.

Opportunity and Equal Educational Access
Services provided by the regular program that enable underperforming students to meet standards (ESSA).

Services provided to enable underperforming students to meet standards (see Intervention Pyramids)
- Differentiated instruction allows for additional time and support for students who are not meeting standards
- Students benefit from the Response to Intervention (RTI) model, in which student outcomes are routinely reviewed to determine student needs in terms of strategic or intensive interventions, academic enhancement, and/or referral to the Student Success Team
- Student Success Teams ensure that an individual plan is developed so that underperforming students receive the resources and services needed
- TK-5 learning specialists and TK-12 classroom teachers provide strategic interventions to assist students in meeting standards
- Counseling services are provided on campus and through a variety of community resources
- Opportunities for increased learning time (Title I SWP)
- Use of highly qualified instructional aides to support classroom instruction
- Interventions are provided during the school day whenever possible; additional interventions are provided before and after school.

Evidence-based educational practices to raise student achievement.

Effective Research Models are articulated in the Research Foundation Section of the SPSA. The research is rated according to the adopted ESSA ratings. All of our district programs are rated Strong or Moderate by ESSA research agencies. Our RTI Intervention Pyramids for English Language Arts and Math are also crucial for raising our student achievement.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ben Lomond Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.24%		0	1
African American	5.4%	5.35%	5%	23	22	21
Asian	3.7%	3.65%	4.52%	16	15	19
Filipino	4.4%	3.89%	4.29%	19	16	18
Hispanic/Latino	76.7%	77.62%	79.05%	329	319	332
Pacific Islander	%	%	0%		0	0
White	7.5%	6.33%	4.52%	32	26	19
Multiple/No Response	1.9%	2.68%	1.67%	8	11	7
			Total Enrollment	429	411	420

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	76	102	104
Grade 1	74	59	68
Grade 2	59	65	56
Grade3	66	53	66
Grade 4	72	63	62
Grade 5	82	69	64
Total Enrollment	429	411	420

Conclusions based on this data:

1. The Hispanic/Latino student group has consistently grown over the past three years, reaching 79.05% of the total enrollment in 2022-23, indicating a stable and increasing demographic presence in the school.
2. There has been a notable decline in the percentage of White and African American students, with White students decreasing from 7.5% to 4.52% and African American students from 5.4% to 5% over the three-year period.
3. While overall student enrollment has remained relatively stable, minor fluctuations are evident across different grade levels. Increases are in grades 1 and 3.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	37	38	50	8.6%	9.2%	11.9%
Fluent English Proficient (FEP)	50	29	27	11.7%	7.1%	6.4%
Reclassified Fluent English Proficient (RFEP)	6			16.2%		

Conclusions based on this data:

1. The percentage of English Learners (EL) in the student population has steadily increased over the past three years, rising from 8.6% in 2020-21 to 11.9% in 2022-23.
2. The proportion of Fluent English Proficient (FEP) students has declined, dropping from 11.7% in 2020-21 to 6.4% in 2022-23, suggesting fewer students are maintaining proficiency after initial classification.
3. The available data does not include specific numbers for Reclassified Fluent English Proficient (RFEP) students in the latter years, indicating a need for more comprehensive tracking and reporting of this group's progression.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57	66	68	55	66	66	55	66	66	96.5	100.0	97.1
Grade 4	63	64	70	61	62	69	61	62	69	96.8	96.9	98.6
Grade 5	73	64	68	72	63	66	72	63	66	98.6	98.4	97.1
All Grades	193	194	206	188	191	201	188	191	201	97.4	98.5	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2393.	2408.	2401.	10.91	16.67	21.21	23.64	24.24	15.15	29.09	30.30	28.79	36.36	28.79	34.85
Grade 4	2465.	2443.	2469.	21.31	20.97	28.99	19.67	22.58	26.09	29.51	27.42	23.19	29.51	29.03	21.74
Grade 5	2502.	2509.	2475.	18.06	25.40	16.67	40.28	28.57	27.27	20.83	19.05	21.21	20.83	26.98	34.85
All Grades	N/A	N/A	N/A	17.02	20.94	22.39	28.72	25.13	22.89	26.06	25.65	24.38	28.19	28.27	30.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.36	9.09	15.15	60.00	72.73	63.64	23.64	18.18	21.21
Grade 4	19.67	12.90	20.29	65.57	64.52	63.77	14.75	22.58	15.94
Grade 5	18.06	23.81	19.70	69.44	60.32	54.55	12.50	15.87	25.76
All Grades	18.09	15.18	18.41	65.43	65.97	60.70	16.49	18.85	20.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.64	7.58	4.55	50.91	56.06	56.06	45.45	36.36	39.39
Grade 4	14.75	8.06	8.70	57.38	59.68	69.57	27.87	32.26	21.74
Grade 5	8.33	12.70	13.64	63.89	65.08	51.52	27.78	22.22	34.85
All Grades	9.04	9.42	8.96	57.98	60.21	59.20	32.98	30.37	31.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.73	12.12	15.15	67.27	81.82	62.12	20.00	6.06	22.73
Grade 4	9.84	12.90	14.49	81.97	70.97	68.12	8.20	16.13	17.39
Grade 5	9.72	12.70	12.12	83.33	79.37	69.70	6.94	7.94	18.18
All Grades	10.64	12.57	13.93	78.19	77.49	66.67	11.17	9.95	19.40

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.91	18.18	10.61	69.09	65.15	63.64	20.00	16.67	25.76
Grade 4	16.39	20.97	10.14	75.41	51.61	76.81	8.20	27.42	13.04
Grade 5	20.83	20.63	12.12	66.67	65.08	63.64	12.50	14.29	24.24
All Grades	16.49	19.90	10.95	70.21	60.73	68.16	13.30	19.37	20.90

Conclusions based on this data:

1. Across the grades tested, there was a general trend of slight decrease performance in English Language Arts/Literacy (ELA). Fourth grade cohort data consistently shows improvement in students who are exceeding and meeting standards.
2. The participation rates for students taking the CAASPP ELA assessments remained high, with over 97% of enrolled students participating in the assessments across all grades in the most recent year, ensuring comprehensive data representation.
3. Students consistently performed well in the reading category, with a high percentage of students achieving "At or Near Standard" or "Above Standard" across all grades, indicating students are demonstrating an understanding of literary and non-fictional texts.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57	66	68	56	66	66	56	66	66	98.2	100.0	97.1
Grade 4	63	64	70	60	62	70	60	62	70	95.2	96.9	100
Grade 5	73	64	68	72	63	66	72	63	66	98.6	98.4	97.1
All Grades	193	194	206	188	191	202	188	191	202	97.4	98.5	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2401.	2425.	2411.	10.71	13.64	10.61	19.64	28.79	28.79	25.00	34.85	33.33	44.64	22.73	27.27
Grade 4	2441.	2460.	2455.	13.33	16.13	8.57	6.67	19.35	32.86	45.00	38.71	37.14	35.00	25.81	21.43
Grade 5	2481.	2482.	2498.	12.50	19.05	22.73	19.44	12.70	16.67	30.56	28.57	25.76	37.50	39.68	34.85
All Grades	N/A	N/A	N/A	12.23	16.23	13.86	15.43	20.42	26.24	33.51	34.03	32.18	38.83	29.32	27.72

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.50	24.24	12.12	46.43	57.58	53.03	41.07	18.18	34.85
Grade 4	11.67	11.29	11.43	56.67	59.68	58.57	31.67	29.03	30.00
Grade 5	9.72	11.11	18.18	56.94	53.97	53.03	33.33	34.92	28.79
All Grades	11.17	15.71	13.86	53.72	57.07	54.95	35.11	27.23	31.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.93	13.64	13.64	75.00	72.73	63.64	16.07	13.64	22.73
Grade 4	11.67	14.52	14.29	58.33	62.90	64.29	30.00	22.58	21.43
Grade 5	6.94	14.29	15.15	65.28	55.56	57.58	27.78	30.16	27.27
All Grades	9.04	14.14	14.36	65.96	63.87	61.88	25.00	21.99	23.76

Conclusions based on this data:

1. The percentage of students exceeding and meeting standards in mathematics has generally increased from 2020-21 to 2023-2024, with gains in the "Standard Met" and "Standard Exceeded" categories, indicating an overall improvement in mathematics proficiency.
2. Participation rates for the mathematics assessments were high, with over 98% of enrolled students tested each year, ensuring reliable and comprehensive assessment data across the grades.
3. Students perfomr better in communicating reasoning which demonstrates the ability to support mathematical conclusions.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1325.8	1396.9	1402.6	1330.6	1409.2	1415.4	1314.6	1368.1	1372.6	14	24	23
1	*	*	1405.1	*	*	1410.6	*	*	1399.3	8	7	14
2	*	*	*	*	*	*	*	*	*	7	7	9
3	*	*	*	*	*	*	*	*	*	4	6	7
4	*	*	*	*	*	*	*	*	*	*	8	8
5	*	*	*	*	*	*	*	*	*	6	4	8
All Grades										42	56	69

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	8.33	17.39	14.29	29.17	34.78	35.71	37.50	17.39	50.00	25.00	30.43	14	24	23
1	*	*	0.00	*	*	35.71	*	*	28.57	*	*	35.71	*	*	14
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	5.36	11.59	28.57	33.93	28.99	28.57	30.36	21.74	38.10	30.36	37.68	42	56	69

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	12.50	26.09	7.14	29.17	26.09	42.86	33.33	17.39	50.00	25.00	30.43	14	24	23
1	*	*	21.43	*	*	21.43	*	*	21.43	*	*	35.71	*	*	14
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	19.64	28.99	23.81	35.71	23.19	26.19	14.29	14.49	35.71	30.36	33.33	42	56	69

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	8.70	7.14	8.33	30.43	35.71	62.50	30.43	57.14	29.17	30.43	14	24	23
1	*	*	0.00	*	*	21.43	*	*	28.57	*	*	50.00	*	*	14
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	1.79	4.35	9.52	14.29	20.29	38.10	42.86	27.54	47.62	41.07	47.83	42	56	69

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	16.67	34.78	61.54	45.83	39.13	38.46	37.50	26.09	13	24	23
1	*	*	35.71	*	*	35.71	*	*	28.57	*	*	14
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.39	23.64	38.24	43.90	40.00	30.88	31.71	36.36	30.88	41	55	68

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	20.83	17.39	50.00	50.00	52.17	50.00	29.17	30.43	14	24	23
1	*	*	0.00	*	*	57.14	*	*	42.86	*	*	14
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.90	28.57	20.29	52.38	39.29	43.48	35.71	32.14	36.23	42	56	69

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	4.35	35.71	79.17	69.57	64.29	20.83	26.09	14	24	23
1	*	*	0.00	*	*	57.14	*	*	42.86	*	*	14
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	1.79	1.45	33.33	57.14	53.62	59.52	41.07	44.93	42	56	69

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	12.50	26.09	42.86	62.50	34.78	57.14	25.00	39.13	14	24	23
1	*	*	0.00	*	*	64.29	*	*	35.71	*	*	14
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	7.14	11.59	50.00	57.14	44.93	45.24	35.71	43.48	42	56	69

Conclusions based on this data:

1. The ELPAC results indicate a positive trend in overall language scores, with the percentage of level 4 students increasing by 6.83 % over the last three year.
2. There has been a significant growth in both oral and written language.

3. The number of students participating in the ELPAC assessments has increased over the years, ensuring more comprehensive data collection and a better understanding of the English language proficiency levels across the student population.

School and Student Performance Data

California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
420	**69.8**	**11.9**	**0.7**
Total Number of Students enrolled in Ben Lomond Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	50	11.9
Foster Youth	3	0.7
Homeless	4	1
Socioeconomically Disadvantaged	293	69.8
Students with Disabilities	66	15.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	5
American Indian	1	0.2
Asian	19	4.5
Filipino	18	4.3
Hispanic	332	79
Two or More Races	7	1.7
White	19	4.5

Conclusions based on this data:

1. The student population at Ben Lomond Elementary School is predominantly socioeconomically disadvantaged, with 69.8% of students eligible for free or reduced-price meals. This highlights a significant need for targeted support and resources to address the unique challenges faced by these students.
2. The school's student body is diverse, with Hispanic students making up the largest demographic group at 79%. Other racial and ethnic groups, including African American, Asian, Filipino, and White students, are also represented but in much smaller number
3. The school has a notable proportion of students with additional needs, including 11.9% English Learners and 15.7% students with disabilities. This underscores the importance of providing specialized support and resources to meet these students' diverse educational and developmental needs.

School and Student Performance Data

Overall Performance

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The school's overall performance in Mathematics is at the Green performance level, indicating above-average achievement. This suggests effective teaching strategies and student understanding in this subject area.
2. The performance in English Language Arts (ELA) is at the Yellow performance level, indicating moderate performance with room for improvement. Additional efforts and strategies are needed to enhance reading and writing skills, which will elevate this metric.

3. The Chronic Absenteeism measure is Red, the lowest performance level, highlighting a significant need to improve student attendance. Addressing this issue is critical, as consistent attendance is vital for academic success and overall student engagement.

School and Student Performance Data

Academic Performance

English Language Arts

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow 12.2 points below standard Increased +3.6 points 180 Students	65.6 points below standard Decreased Significantly -18.4 points 19 Students	Less than 11 Students 3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 2 Students	 Orange 24.7 points below standard Decreased -3.1 points 121 Students	 Yellow 59.1 points below standard Increased Significantly +34 points 34 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 20.8 points below standard Maintained -2.3 points 141 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
136.9 points below standard 14 Students	Less than 11 Students 6 Students	9.3 points below standard Increased +3.8 points 149 Students

Conclusions based on this data:

1. The school's performance in English Language Arts (ELA) is at the Yellow level, indicating a moderate performance overall, with students 12.2 points below the standard. There has been a slight improvement of +3.6 points, suggesting progress, but there is still room for growth.
2. English Learners and Socioeconomically Disadvantaged students are underperforming significantly, with scores 65.6 and 24.7 points below the standard, respectively. The English Learners' scores have notably decreased by 18.4 points, highlighting a critical area for targeted intervention and support.
3. The Hispanic student group, representing the largest demographic, is performing 20.8 points below the standard and has maintained a similar performance level over the past year. This indicates a consistent gap in ELA achievement for this group, necessitating focused efforts to address these disparities.

School and Student Performance Data

Academic Performance

Mathematics

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	85.1 points below standard	Less than 11 Students
24.6 points below standard	Decreased Significantly -30.2 points	3 Students
Increased Significantly +16.5 points	21 Students	
180 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Yellow
4 Students	31 points below standard	69 points below standard
	Increased +11.6 points	Increased Significantly +40 points
	121 Students	34 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 26.5 points below standard Increased Significantly +16.8 points 141 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
126.9 points below standard 15 Students	Less than 11 Students 6 Students	21.4 points below standard Increased Significantly +17.3 points 149 Students

Conclusions based on this data:

1. The overall student performance in Mathematics has improved, moving to the Green performance level with a notable increase of +16.5 points, although still 24.6 points below the standard. This indicates effective strategies are in place, but continued efforts are needed to reach the standard.
2. English Learners have faced significant challenges in Mathematics, with a performance of 85.1 points below the standard and a notable decrease of -30.2 points. This highlights a critical need for targeted interventions and support for this group.
3. Both Socioeconomically Disadvantaged students and Students with Disabilities have shown significant improvement, with increases of +11.6 and +40 points, respectively. Despite these gains, they remain below the standard, indicating ongoing efforts are needed to support these student groups.

School and Student Performance Data

Academic Performance

English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
34.6% making progress towards English language proficiency
Number of EL Students: 26 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	13	0	9

Conclusions based on this data:

1. Only 34.6% of English Learners (EL) are making progress toward English language proficiency, indicating that the majority of EL students are not advancing at the expected rate. This suggests a need for more effective language acquisition support and targeted interventions.
2. A significant number of EL students (13 out of 26) maintained their levels at the lower end of the English Language Proficiency Indicator (ELPI), such as levels 1, 2L, 2H, 3L, or 3H. This indicates that many students are struggling to progress beyond these foundational levels, necessitating enhanced instructional strategies.
3. No students maintained an ELPI Level 4, the highest English language proficiency level, highlighting a gap in achieving advanced proficiency among EL students. This underscores the need for targeted programs to help students reach and maintain higher proficiency levels.

School and Student Performance Data

Academic Performance

College/Career Report

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

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
21.2% Chronically Absent	27.1% Chronically Absent	7 Students
Increased 0.5	Increased 2.1	
438 Students	59 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Red
9 Students	26.5% Chronically Absent	39% Chronically Absent
	Increased 2.7	Increased 9.5
	317 Students	82 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
9.1% Chronically Absent	Less than 11 Students	0% Chronically Absent	11.8% Chronically Absent
Declined -9.1	1 Student	Declined -5.3	Increased 5.5
22 Students		20 Students	17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	36.4% Chronically Absent	No Performance Color	13.6% Chronically Absent
23.5% Chronically Absent	Increased 11.4	0 Students	Declined -1.2
Increased 0.9	11 Students		22 Students
345 Students			

Conclusions based on this data:

1. The overall chronic absenteeism rate is 21.2%, with several groups, including English Learners (27.1%), Socioeconomically Disadvantaged students (26.5%), and Students with Disabilities (39%), experiencing particularly high rates. This widespread issue indicates a need for targeted interventions to improve attendance.
2. The data shows an overall increase in chronic absenteeism, with some groups, such as Students with Disabilities, experiencing a significant rise of 9.5 percentage points. This trend suggests that existing measures to encourage regular attendance may need to be reevaluated and strengthened.
3. The data indicates that vulnerable student populations, such as Socioeconomically Disadvantaged students and English Learners, have higher rates of chronic absenteeism. This suggests the necessity for targeted support programs to address the underlying issues contributing to these high absenteeism rates.

School and Student Performance Data

Academic Engagement

Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate

Suspension Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	0	2

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Blue	Less than 11 Students
0.7% suspended at least one day	0% suspended at least one day	7 Students
Increased 0.4	Maintained 0	
449 Students	60 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Blue
9 Students	0.9% suspended at least one day	0% suspended at least one day
	Increased 0.6	Maintained 0
	326 Students	82 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day Maintained 0 23 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 21 Students	0% suspended at least one day Maintained 0 18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 0.8% suspended at least one day Increased 0.6 353 Students	0% suspended at least one day Maintained 0 11 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 22 Students

Conclusions based on this data:

1. The overall suspension rate for the school is low at 0.7%, with a slight increase of 0.4 percentage points from the previous year. This indicates a generally positive school climate with minimal need for suspensions.
2. English Learners, Students with Disabilities, and multiple racial/ethnic groups, including African American, Asian, Filipino, and White students, all have a suspension rate of 0%, demonstrating effective behavioral interventions and inclusive practices.
3. The suspension rate for Socioeconomically Disadvantaged and Hispanic students has seen a slight increase, now at 0.9% and 0.8%, respectively. Although still low, this increase suggests a need to monitor and address any emerging disciplinary issues within these groups to maintain a supportive and equitable school environment.

District/School Goals Alignment

LCAP Goals:

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.

2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.

3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

LCAP and Educational Services Goal Alignments to SPSA

LCAP	Educational Services	SPSA
Goals 1-4	**English Language Arts:** Increase by 5% the number of students that meet or exceed standard in English Language Arts, as measured by CAASPP. **Mathematics:** Increase by 5% the number of students that meet or exceed standard in Mathematics, as measured by CAASPP. **Science:** Increase by 5% the number of students that meet or exceed standard in Science, as measured by CAST. **English Learner Progress:** Increase by 5% the number of students that that are making progress towards English language proficiency, as measured by English Learner Progress Indicator on the CA Dashboard. **Graduation Rate:** Increase by 3% the number of 12th-grade students who graduate high school with a high school diploma. **A-G Rate:** Increase by 6% the number of 12th-grade students meeting UC/CSU A-G college entrance requirements. **Attendance:** Increase Districtwide Attendance Rate to at least 95% or higher.	Goals: ELA, Math, ELD, Science, College & Career Readiness, and Engagement

Research Foundation

The district has identified the following educational research to serve as the foundation for district-wide improvement activities:

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Focused Schools ESSA: Moderate	• Customized training for school-based data, Focus Goals and Instructional Leadership Teams (ILT) • Coaching for Central Office personnel and site leadership • Customized tools and protocols to help create strong structures and systems that support the framework for School Improvement.	Goals, Strategies, & Proposed Expenditures
Professional Learning Communities ESSA: Strong	• Ensuring that All Students Learn (Big Idea #1) • Building a Culture of Collaboration for School Improvement (Big Idea #2) • A Focus on Results (Big Idea #3) • Recognizing Hard Work and Commitment (Dr. Richard DuFour, Dr. Roland Barth, Dr. R. Marzano)	Goals, Strategies, & Proposed Expenditures
Response to Intervention (RTI) ESSA: Strong	• Tiers I, II and III Intervention structure planned and utilized • All schools utilize data from i-Ready and other state, district, and local assessments to meet students' needs • Students receive interventions on a daily basis within the school day and after school (Dr. Carol Tomlinson) (NEA 2007) (Dr. C. Cortiello 2006) (Dr. Coynen, M.D. 2004)	Goals, Strategies, & Proposed Expenditures
i-Ready ESSA: Moderate	• Research-based practices in Assessment, Classroom Instruction, Personalized Learning, and Blended Learning • Powerful adaptive diagnostic and growth measure • Core standards-based instruction, practice, and assessment • Adaptive learning • Personalized on-line instruction (Dr. Laine Bradshaw, Dr. Richard Brown, Dr. Hua Hua Chang, Dr. Mark Ellis, et. al.)	Goals, Strategies, & Proposed Expenditures
Thinking Maps ESSA: Strong	• Eight maps that correspond with fundamental thinking processes: Circle Map - Context; Bubble Map – describing adjectives; Flow Map – sequencing and ordering; Brace Map – part/whole relationships; Tree Map – classifying and grouping; Double Bubble Map – comparing and contrasting; Multi-Flow Map – analyzing causes and effects; Bridge Map - seeing analogies. • Excellent for English Learners and others to understand and access core curriculum • Thinking maps are a "common visual language" for students in all subjects in Grades K-12. (Dr. Katherine McKnight, Dr. Mary McMackin, et. al.)	Goals, Strategies, & Proposed Expenditures
Write from the Beginning and Beyond (TK-5) ESSA: Strong	• Grade level appropriate expectations for effective student writing • Teachers receive instruction for writing at their grade level • Students self-evaluate their writing performance and identify strategies for improvement • Students utilize Thinking Maps individually or in groups to organize and plan expository writing (Dr. John Weida, Dr. Jane C. Buckner)	Goals, Strategies, & Proposed Expenditures

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Expository Reading and Writing Course (ERWC) 6-12 ESSA: Moderate	• Professional Development for teachers • Aligned to California's ELA Common Core Standards • Text-Based Grammar for Expository Reading and Writing • New relevant student topics for enhanced motivation • Reading and writing in both literary and informational texts (California Department of Education (CCSS), California State University course syllabus)	Goals, Strategies, & Proposed Expenditures
UCI Math Project ESSA: Moderate	• Research -based hands-on professional development. • Standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics, including the 8 mathematical practices. • Increases pedagogical knowledge in areas such as How the Brain Learn Math, classrooms management, mathematical mindset, math discourse, student motivation, engagement, and questioning strategies, research and theory on student, learning, and homework. • Intervention curriculum to fill in the gaps for students below grade level. • Scaffolded English Language Learners supports. (Fong, T., Perry, R., Reade, F., Klarin, B., & Jaquet, K., 2016) (Perry, Rebecca, Marple, Stacy., & Reade, Frances, 2019)	Goals, Strategies, & Proposed Expenditures
Lindamood-Bell ESSA: Strong	• Tiers I, II, III intervention • Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling develops symbol imagery for reading and spelling. • Visualizing and Verbalizing: develops concept imagery as a basis for comprehension and higher order thinking. • Professional development to develop the underlying process necessary for a student to learn to read and comprehend. (Donnelly, P.M., Huber, E., & Yeatman, J. D., 2019) (Sadoski, M. & Wilson, V., 2006)	Goals, Strategies, & Proposed Expenditures
Ruler ESSA: Moderate	• A system approach to Social-Emotional Learning. • RULER is an acronym for the five skills of emotional intelligence: Recognizing; Understanding; Labeling; Expressing; Regulating. • RULER supports the entire school community in: Understanding the value of emotions; Buildings the skills of emotional intelligence; and Creating and maintaining a positive school climate. (Nathanson, L., Rivers, S. E., Flynn, L.M., & Brackett, M. A., 2016)	Goals, Strategies, & Proposed Expenditures
Character Strong/Purposeful People ESSA: Moderate	• Curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. • SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making • Character Development: Patience, Kindness, Honesty, Respect, Selfishness, Forgiveness, Commitment, Humility (Elias, M. J., & Arnold, H. (Eds.), 2006). (Brackett, M. A., & Katulak, N. A., 2006).	Goals, Strategies, & Proposed Expenditures

In addition, the school has identified the following educational research to serve as the foundation for schoolwide improvement activities:

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
AVID ESSA: Moderate	AVID: provides professional development, resources, and ongoing support to increase student achievement, close the achievement gap and prepare students for college and career through collaboration, inquiry and organization.	Goals, Strategies, & Proposed Expenditures
Positive Behavioral Supports and Interventions (PBIS) ESSA: Moderate	Provide a consistent and systematic framework for providing students with a learning environment that promotes the positive social, emotional, and academic outcomes that helps the staff to close the achievement gap.	Goals, Strategies, & Proposed Expenditures

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts
By June 2025, Ben Lomomd will increase the percentage of students who will meet and exceed standards as measured by the CAASPP ELA by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

Based on a review of the Dashboard and local data, there is a clear need to increase the percentage of students who meet and exceed the standards on the CAASPP ELA assessment. The current data indicates that 45.28% of all students are proficient, with a notably lower proficiency rate of 16.66% among Students with Disabilities (SWD). This data highlights several areas requiring significant improvement:
Performance Gaps Among Student Groups
Areas of Low Performance: Low performance in critical areas such as reading comprehension, writing, and analytical skills

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	All Students- 45.28% Met or Exceeded Standard SWD- 16.66% Met or Exceeded Standard SED- 37.89%Met or Exceeded Standard EL- 0% Met or Exceeded Standard	All Students- 50.28% Met or Exceeded Standard SWD- 21.66% Met or Exceeded Standard SED- 42.89% Met or Exceeded Standard EL- 5.00% Met or Exceeded Standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

1.1	Teachers in grades TK-5 will implement the Common Core Standards in ELA, delivering a comprehensive reading and language arts program. They will focus on developing student skills in communication, creativity, critical thinking, and collaboration, with an emphasis on increasing reading achievement. All students will have access to district-adopted curriculum and its components. Teachers will be provided with professional development opportunities, including AVID training, and will have access to supplemental instructional materials, technology, software, professional books, incentives, and other resources needed to to support the instruction of the ELA Common Core Standards. Additionally, teachers will teach the Growth Mindset, and students will receive mental health support from elementary counselors, social work interns, and social workers.	All students	3546 Title I - Site Allocation Books and Supplies 752 Title I - Homeless Books and Supplies
1.2	All staff will implement the school's MTSS model to enhance student achievement. TK-5 students performing below grade level will have access to extended day interventions (before and after school) and during-school interventions, based on assessment data. A pre-test and post-test will monitor student progress in these interventions. A Title I Teacher and a Title I instructional assistant will provide both strategic and intensive interventions, depending on the time and frequency needed. The Library Media Center (LMC) will be open before and after school for teacher-led and technology-based intervention programs, and teachers will offer tutoring before, during and/or after school.	All students	3000 LCFF S/C Tutoring (2226) Certificated Salaries
1.3	Parents will have opportunities for involvement through workshops, training, and family literacy night events to help support their children's learning. The principal and counselor will host "Coffee with the Principal/counselor" meetings to share information about school programs, curriculum, Common Core Standards, assessment data, community resources, and nutrition.	All students	552 Title I- Parent Involvement Books and Supplies
1.4	Classified staff, including but not limited to instructional assistants, will support ELA instruction and interventions. They will participate in professional development and be provided with supplies, professional books, resources, and instructional materials to help raise student achievement.	All students	23491 Title I Part A Instructional Aide (30100.0) Classified Salaries 7000 LCFF S/C Site Innovation (3313) Classified Salaries
1.5	Technology will be integrated into daily instruction to provide engaging, interactive, and innovative learning experiences. Purchases will include, but are not limited to, devices, software, hardware, peripheral devices, headphones, tech accessories, professional development, supplemental materials, and supplies to support student learning.	All students	1050 LCFF S/C Site Innovation (3313) Books and Supplies
1.6			

1.8	Teachers will work in professional learning communities (PLC) and use the Achievement Teams to: • Plan instruction based on Common Core State Standards • Use interim and common formative assessments to monitor student progress • Analyze student data to adjust instruction and pacing • Plan appropriate interventions • Implement Thinking Maps across all grade levels • Implement Write from the Beginning and Beyond • Implement close reading strategies • Develop Close Reading progression TK-5	All students	1000 LCFF S/C AVID (4401) Books and Supplies
1.10	All teachers and support staff will receive professional development and collaboration time to analyze data and develop strategies for increasing student achievement. This may include working with instructional coaches and consultants.	At risk students	District funded
1.11	Ben Lomond's leadership team and staff will analyze school-wide data to establish or reaffirm the school's focus, SMARTe goals, action plans, and professional development to enhance student achievement. Professional development and release time will be provided to the leadership team to develop their skills as teacher leaders.	All students	District funded
1.12	Provide opportunities for Grade Level Summits and Cross-Grade Level meetings for the implementation of AVID strategies. Provide opportunities to attend additional AVID training. Implement AVID culture building practices. Provide opportunities for College Field Trips	All students	4000 LCFF S/C AVID (4401) Professional/Consulting Services 1200 LCFF S/C College Campus Visit (04423.0)
1.13	Provide new teachers resources and materials to support student learning and implement teaching and grade level standards.	all students	2000 LCFF S/C New Teacher (2223)

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Common Core Standards in ELA (1.1): Implementing Common Core Standards across grades TK-5 include professional development (such as AVID training), district-adopted curriculum, and supplemental materials. This approach aimed to develop communication, creativity, critical thinking, and collaboration skills. The percentage of students above standard in the reading claim in ELA saw a modest increase from 15.18% to 18.41% for all students indicating some positive impact but not reaching the desired 7.5% increase.

RTI Model and Interventions (1.2): The RTI model provided extended day interventions and strategic/intensive support for students below grade level. Despite these efforts, the increase in proficiency was marginal, suggesting a need for more targeted or intensified interventions, especially for SWD. This suggests that the RTI interventions may need to be more targeted or adjusted to better meet students' needs.

Parent Involvement (1.3): The school offered various parent involvement opportunities, including workshops and literacy nights. While these activities aimed to support students' learning at home, their direct impact on student proficiency was not significantly measurable.

Support Staff and Instructional Assistants (1.4): A key strategy involved instructional assistants and other classified staff supporting ELA instruction. They were provided with professional development and resources, contributing to the overall support structure for students. However, the effectiveness of these supports was limited, as indicated by the slight increase in proficiency rates.

Technology Integration (1.5): Incorporating technology and programs to engage students and enhance learning. While this strategy is innovative and enhances classroom engagement, the impact on ELA proficiency was not as substantial as expected.

Transition Programs (1.6): Transition programs for preschool to kindergarten and fifth to middle school students were implemented. These programs focused on readiness and easing transitions.

Professional Learning Communities (1.8): PLCs and Achievement Teams focused on using data to plan instruction and interventions. The implementation of Thinking Maps, Write from the Beginning and Beyond, and close reading strategies were intended to improve student outcomes. This collaborative approach supported some improvement in student outcomes, though not to the extent needed to achieve the 7.5% proficiency increase.

Professional Development and Collaboration (1.10): Ongoing professional development and collaboration time were provided. However, the overall effectiveness of these activities in raising student proficiency was limited, as indicated by the modest increase in scores.

Leadership Team and Data Analysis (1.11): The leadership team analyzed school-wide data to create action plans and professional development opportunities. While this approach was comprehensive, the impact on student achievement was less significant than expected.

Grade-Level Summits and Cross-Grade Meetings (1.12): AVID strategies were discussed and implemented during Grade-Level Summits and Cross-Grade meetings. This approach aimed to strengthen instructional practices, particularly in developing critical thinking and study skills. However, the overall impact on ELA proficiency was moderate.

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

There were no significant differences between the intended implementation and the actual execution of strategies. The budgeted expenditures were aligned with the planned activities, including professional development, technology integration, and interventions. However, the allocation of resources may need to be reconsidered, particularly in supporting SWD, as this group's proficiency rate declined.

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.

Updated Goal Description: Our new goal is to increase the percentage of students who meet or exceed the standards in the CAASPP ELA test by 5% by June 2025. This aligns with our district's commitment to providing high-quality education and ensuring equity for all students.

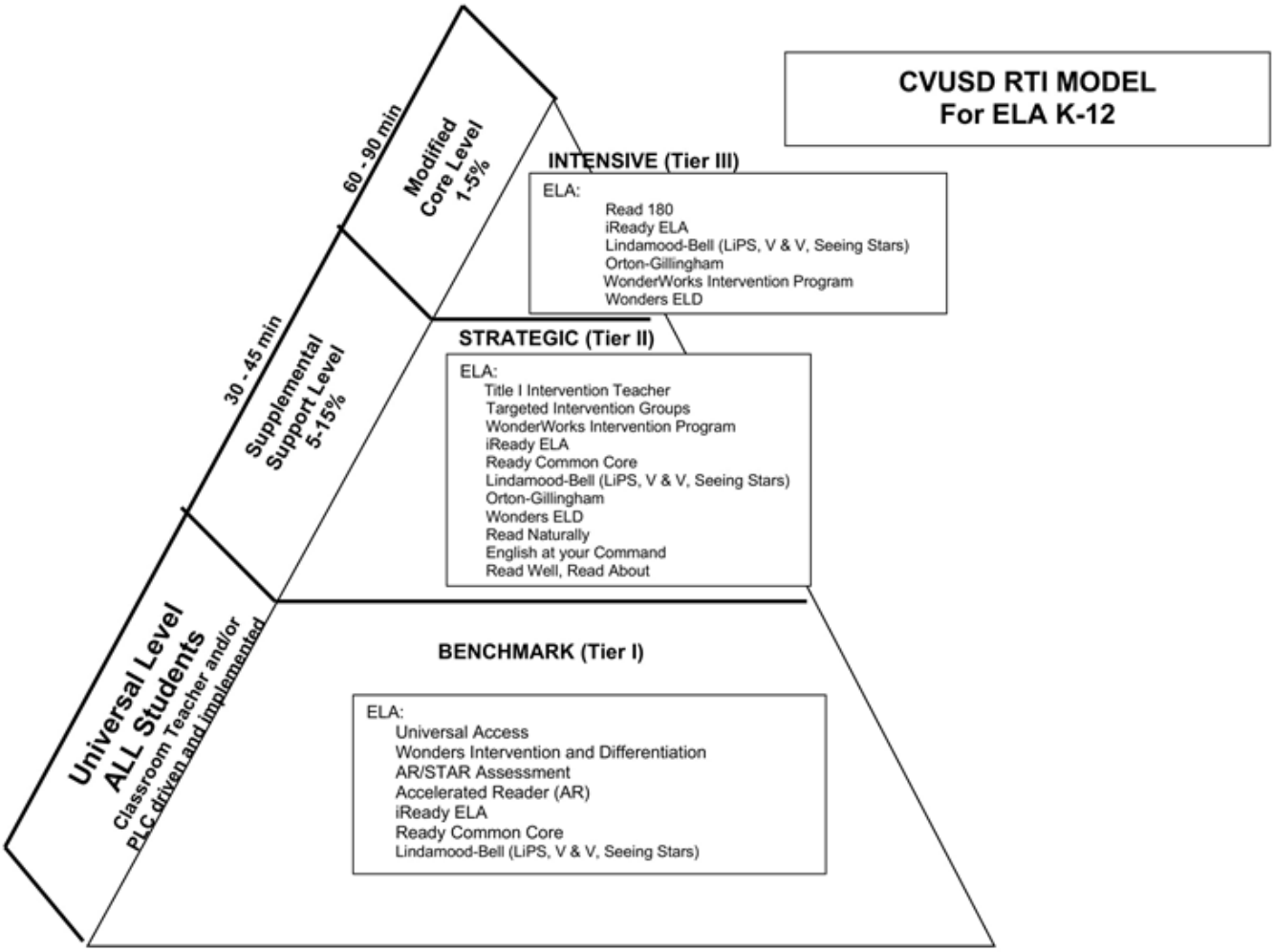
Updated Identified Need: We have identified significant gaps in performance, especially among Students with Disabilities (SWD) and other underperforming groups. We need to focus more on helping these students improve their ELA skills.

Updated Baseline and Expected Outcomes: Based on the latest available data, we have updated the baseline and expected outcome data for all students, including specific focus areas for Students with Disabilities (SWD), socioeconomically disadvantaged students, and English Learners (EL). These updates reflect our commitment to improving proficiency levels across all groups, ensuring targeted support and resources are provided to meet the needs of each student population.

Edited Strategies and Activities: We have updated our strategies to ensure they are clear and actionable.

Updated Proposed Expenditures: These proposed expenditures reflect the prioritized needs identified through the comprehensive needs assessment and engagement with educational partners. They are designed to address specific student performance gaps and provide the necessary resources to support the updated goal of increasing CAASPP ELA proficiency. These expenditures are outlined in the updated SPSA, ensuring transparency and accountability in using funds to achieve the articulated goals.

RTI Pyramid: District ELA



Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math
By June 2025, we will increase the percentage of students who meet or exceed standards on the math portion of the CAASPP by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

Based on the current data and a thorough review of the Dashboard and local data, several areas require attention to achieve the stated goal:

Overall Low Math Proficiency: The overall math proficiency rate of 40.10% for all students is well below the desired standard, indicating a need for improved instruction and support in mathematics.

Significant Performance Gaps Among Student Groups: Only 13.89% of SWD met or exceeded the standard, highlighting a substantial gap compared to the overall student population. This indicates a critical need for specialized support and tailored instructional strategies to help SWD succeed in math. With 33.95% proficiency, SED students are also performing below the overall average, pointing to the need for targeted interventions and resources to support these students. The proficiency rate of 5.56% for EL students is particularly concerning, suggesting significant barriers to accessing and mastering the math curriculum. Language barriers and a lack of foundational math skills may contribute to this low performance.

Critical Math Skill Development: Across all groups, there is a need to focus on developing critical math skills, including problem-solving, analytical thinking, and application of mathematical concepts. The data suggests that students struggle particularly with complex, higher-order math skills necessary for academic success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	All Students- 40.1% Met or Exceeded Standard SWD- 13.89% Met or Exceeded Standard SED- 33.95% Met or Exceeded Standard EL- 5.56% Met or Exceeded Standard	All Students- 45.1% Met or Exceeded Standard SWD- 18.89% Met or Exceeded Standard SED- 38.95% Met or Exceeded Standard EL- 13.56% Met or Exceeded Standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will continue to teach Common Core Math standards using the state and district-adopted curriculum, incorporating manipulatives, math models, and a vocabulary-rich environment. They will teach the Standards of Mathematical Practice and provide opportunities for students to develop communication, creativity, critical thinking, and collaboration skills. Teachers will be provided with professional development opportunities. They will have access to supplemental instructional materials, technology, software, professional books, student incentives, and other resources needed to support the instruction and fully implement the Common Core Standards.	All Students	5000 LCFF S/C Site Innovation (3313) Books and Supplies 752 Title I - Homeless Books and Supplies
2.2	Teachers will work in Professional Learning Communities and Achievement Teams to: • Plan instruction based on Common Core State Standards • Use interim and common formative assessments to monitor student progress • Analyze student data to adjust instruction and pacing • Plan appropriate interventions • Implement Thinking Maps across all grade levels • Implement Write from the Beginning and Beyond • Implement close reading strategies	All Students	District funded
2.3	Strategic and intensive interventions will be provided for students before, after, and during school. Materials such as instructional supplies, software, professional books, technology, workbooks, support materials, and manipulatives will be purchased to support these interventions. Additional math support will be offered, with the interventionist using manipulatives, hands-on activities, differentiated teaching, and research-based strategies to enhance student achievement.	At risk students	2500 Site Allocation (26000.0) Certificated Salaries 4500 LCFF S/C Tutoring (2226) Certificated Salaries 1500 Title I - Site Allocation

			Books and Supplies
2.4	Teachers will use Thinking Maps, Write from the Beginning, AVID, Focused Schools, i-Ready Math, GLAD strategies, and district-adopted supplemental materials to enhance mathematics vocabulary and improve student achievement in math.	All Students	2000 LCFF S/C Site Innovation (3313) Books and Supplies
2.5	Students will have access to enrichment opportunities beyond the core curriculum, including competitions and extended day enrichment classes. Teachers and support staff will also provide tutoring opportunities after school to support students.	All Students	1000 LCFF S/C Site Innovation (3313) Books and Supplies 4000 LCFF S/C Site Innovation (3313) Certificated Salaries 2000 LCFF S/C Tutoring (2226) Classified Salaries
2.6	Parents will have opportunities for involvement through education workshops, training, and family math night events to help support their children's learning. The principal and counselor will host Coffee with the Principal and Counselor meetings to share information about school programs, curriculum, Common Core Standards, assessment data, community resources, and nutrition.	All Students	452 Title I- Parent Involvement Books and Supplies
2.7	Teachers will meet in grade-level and cross-grade-level teams to discuss pacing and assessment outcomes to guide instruction and intervention.	All Students	6000 LCFF S/C Site Innovation (3313) Certificated Salaries 1000 Title I - Site Allocation Books and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Common Core Math Standards and Balanced Math Program (2.1): The implementation of the Common Core Math standards and a balanced math program was consistent across all grade levels. Teachers utilized manipulatives, math models, and fostered a vocabulary-rich environment. They also focused on the Standards of Mathematical Practice and provided opportunities to develop communication, creativity, critical thinking, and collaboration skills. Professional development and supplemental instructional materials were provided to support these efforts. The effectiveness of these strategies is reflected in the increased proficiency rates, with overall student proficiency rising from 36.65 to 40.10%.

Professional Learning Communities and Achievement Teams (2.2) and Supplemental Programs (2.4): Teachers collaborated in Professional Learning Communities (PLCs) and Achievement Teams to plan instruction, use formative

assessments, analyze data, and plan interventions. These collaborative efforts helped adjust instruction and pacing, contributing to the overall improvement in student performance. The use of Thinking Maps, Write from the Beginning and Beyond, and close reading strategies supported students' understanding and application of mathematical concepts.

Strategic and Intensive Interventions (2.3): Strategic and intensive interventions were provided before, after, and during the school day. These interventions included differentiated teaching, hands-on activities, manipulatives, and educational software. The interventionist played a key role in guiding students' learning. These supports were effective in increasing proficiency rates, particularly for SWD.

Enrichment Opportunities (2.5): Students were offered enrichment opportunities beyond the core curriculum, including competitions and extended day classes. These activities provided additional practice and challenge for students, contributing to overall skill development in math.

Parent Involvement (2.6): The school provided various opportunities for parent involvement, including workshops, family literacy nights, and meetings with the principal. These initiatives aimed to enhance parents' ability to support their children's learning at home, though their direct impact on student performance is less quantifiable.

Grade-Level and Cross-Grade Level Collaboration (2.7): Teachers met regularly in grade-level and cross-grade-level teams to discuss pacing and assessment outcomes. This collaboration ensured that instruction and interventions were consistent and aligned with student needs.

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

The implementation of the strategies generally adhered to the planned activities. However, there were some deviations in the use of budgeted expenditures:

Additional Resources for Interventions:
More resources were allocated toward intervention materials and technological devices than initially planned. This adjustment was made to better support the increased number of students needing intensive interventions.

Professional Development:
Additional funds were allocated for professional development to better equip teachers to meet diverse student needs.

Overall, the strategies and activities were effectively implemented, leading to significant improvements in math proficiency.

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.

Updated Goal Description: Our new goal is to increase the percentage of students who meet or exceed the standards in the CAASPP Math assessment by 5% by June 2025. This aligns with our district's commitment to providing high-quality education and ensuring equity for all students.

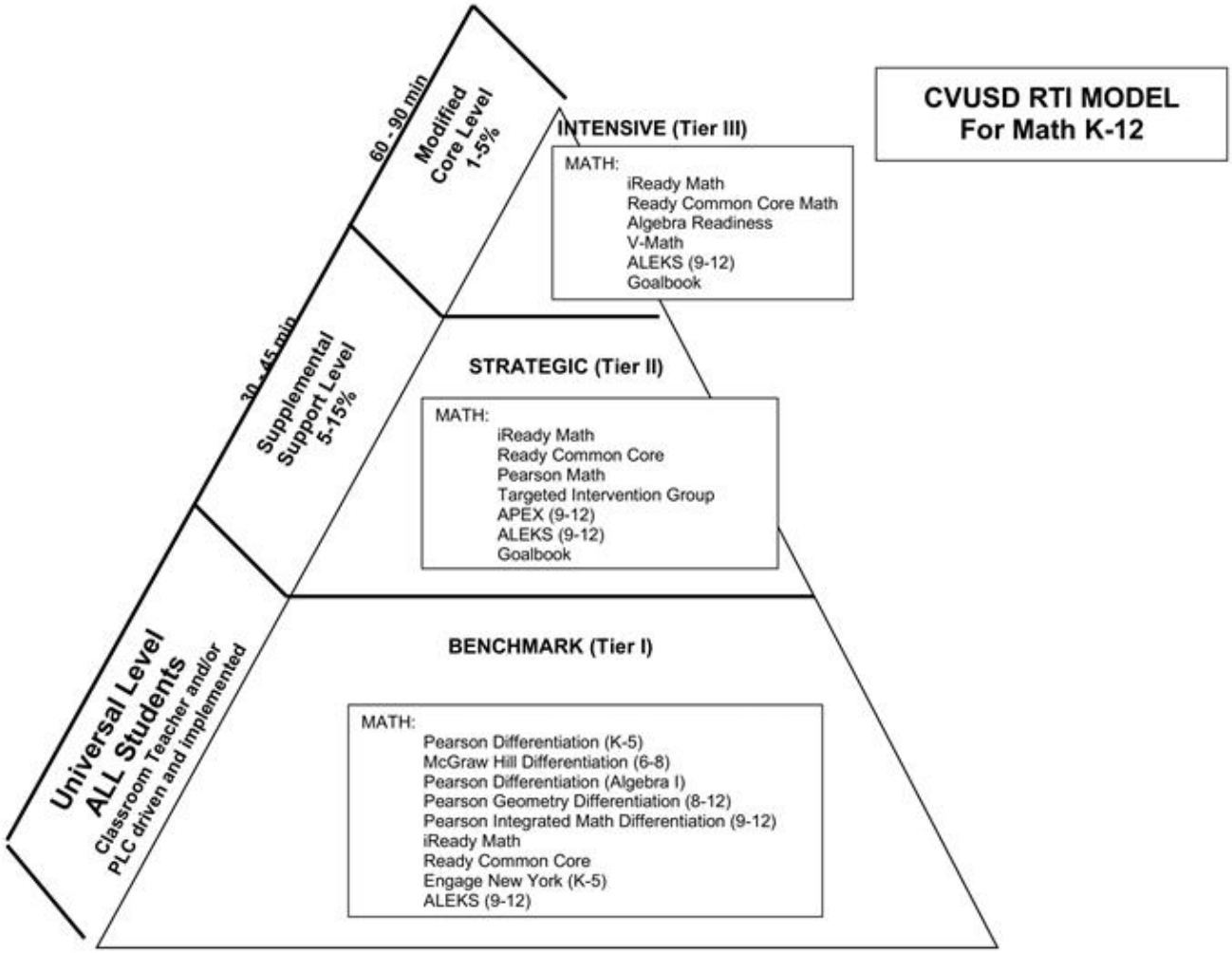
Updated Identified Need: We have identified significant gaps in performance, especially among Students with Disabilities (SWD) and other underperforming groups. We need to focus more on helping these students improve their math skills.

Updated Baseline and Expected Outcomes: Based on the latest available data, we have updated the baseline and expected outcome data for all students, including specific focus areas for Students with Disabilities (SWD), socioeconomically disadvantaged students, and English Learners (EL). These updates reflect our commitment to improving proficiency levels across all groups, ensuring targeted support and resources are provided to meet the needs of each student population.

Edited Strategies and Activities: We have updated our strategies to ensure they are clear and actionable.

Updated Proposed Expenditures: These proposed expenditures reflect the prioritized needs identified through the comprehensive needs assessment and engagement with educational partners. They are designed to address specific student performance gaps and provide the necessary resources to support the updated goal of increasing CAASPP math proficiency. These expenditures are outlined in the updated SPSA, ensuring transparency and accountability in using funds to achieve the articulated goals.

RTI Pyramid: District Math



Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

ELD
By June 2025, we will increase by 5% the percentage of English learners who meet or exceed standards on the math and ELA portions of the CAASPP and increase by 5% the English language proficiency rate on the Summative ELPAC.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

Overall Low Performance in ELA and Math: The proficiency rates for EL students in both ELA and Math are significantly low at 5.88%. This indicates that many EL students struggle to meet grade-level standards in these critical areas. The data highlights a pressing need to enhance the quality and effectiveness of instruction tailored to the unique needs of EL students.

Performance Gaps Among Student Groups: A noticeable performance gap exists between EL students and their non-EL peers. EL students face language acquisition challenges, which impact their ability to grasp and excel in academic content areas, particularly reading comprehension and mathematical problem-solving. The gap suggests that existing support mechanisms may not be sufficient or appropriately targeted.

Language Proficiency and Academic Achievement: The data suggests a correlation between language proficiency and academic achievement in EL students. Low performance in both ELA and Math may be linked to insufficient mastery of academic language and vocabulary, which are critical for understanding and expressing complex concepts. This underscores the need for focused interventions that develop both language skills and academic content knowledge.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (EL Student Group)	EL- 0% Met or Exceeded Standard	EL- 5.00% Met or Exceeded Standard
CAASPP Math (EL Student Group)	EL-5.56% Met or Exceeded Standard	EL- 10.56% Met or Exceeded Standard
ELPAC Proficiency	11.59% Proficiency (Level 4 - Well Developed)	15.59% Proficiency (Level 4 - Well Developed)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Teachers will provide Designated ELD language support based on Common Core standards for at least 30 minutes daily for TK-5 students, using state and district-adopted materials. They will also utilize the ELD Assessment scale, Thinking Maps, Write from the Beginning, Lexia, and supplemental materials. Additional instructional materials, resources, professional books, technology, and supplies will be purchased to support effective ELD instruction.	EL Students	500 Title I - Site Allocation Books and Supplies
3.2	Teachers will integrate ELD Common Core standards into core content instruction for English Language Learners (ELs), differentiating instruction to meet their needs. They will use research-based strategies to make the curriculum accessible to EL students.	EL Students	District funded
3.3	Teachers will participate in professional development and coaching provided by the district EL TOSA to enhance English Learners' achievement, align instruction with the CA ELD standards, and improve teachers' knowledge and skills in research-based instructional strategies for English Learners.	EL Students	District funded
3.4	Teachers and staff will monitor the progress of EL students in core academic areas, including EL, RFEP, and LTELs. The focus will be on academic language, language conventions, and added rigor through higher-level questioning and depth of knowledge. All LTELs and at-risk RFEP students will receive necessary interventions to close instructional gaps. Teachers and instructional assistants will provide targeted interventions. Progress will also be monitored through PLCs to ensure continuous support and improvement.	EL Students	District funded
3.5	The ELD Coordinator will enhance English Language Development by providing targeted support and resources for teachers. This includes professional development on ELD Standards and strategies, instructional support, resource creation, and monitoring student progress using ELPAC and ELD rubric data.	EL Students	District funded
3.6	Parent involvement opportunities will be offered to help parents support their children's achievement. English Language Advisory Committee (ELAC) meetings will be held for parents of English Language Learners. The Outreach Liaision will provide Spanish-speaking EL parents with verbal and written translations, fostering a strong home-school connection. The Liaison and principal will increase parent involvement among EL families by inviting them to meetings and events, and addressing their needs through training, resources, and support.	EL Students	500 Title I- Parent Involvement

3.7	Provide translation during parent conferences, parent meetings and campus events	EL Students	District funded 1000 LCFF S/C Site Innovation (3313) Classified Salaries
3.8	Teachers and support staff will provide targeted after school intervention to provide additional support to struggling learners	EL students	2000 LCFF S/C Tutoring (2226)

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Designated ELD Instruction (3.1): Teachers provided daily designated ELD instruction for at least 30 minutes, using state and district-adopted materials. This approach was supplemented with Thinking Maps, Write from the Beginning, and other materials to support English language development. Despite these efforts, the data shows a decrease in ELA proficiency (from 9.09% to 5.88%) and a modest increase in Math proficiency (from 0% to 5.58%). This indicates a need for further refinement in instructional strategies and materials to better support EL students.

Integration of ELD Standards in Core Content (3.2): Teachers integrated ELD standards into core content instruction and differentiated instruction to meet the needs of EL students and students with disabilities. They used strategies like GLAD and SDAIE to make content accessible. While this approach facilitated some improvement in Math, it was less effective in ELA, suggesting a need for more focused support in language arts.

Professional Development and Coaching (3.3): Professional development and coaching were provided to align instruction with new CA ELD standards and enhance teachers' skills in supporting EL students. Teachers also worked in PLCs to design lessons addressing EL instructional gaps. The mixed results in proficiency gains highlight the need for ongoing professional development and more targeted coaching.

Monitoring EL Student Progress (3.4): The staff monitored EL, RFEP, and LTEL student progress in core academic areas, focusing on academic language and language conventions. While monitoring was consistent, the effectiveness of interventions for LTELs and at-risk RFEP students needs improvement, as evidenced by the lower proficiency gains in ELA.

Interventions and Lexia Language Lessons (3.5): Teachers and instructional assistants provided interventions and Lexia Language lessons to support EL students. The modest improvement in Math proficiency suggests these interventions were somewhat effective, but there is room for growth, particularly in ELA.

Administration of ELPAC Assessment (3.6): Our ELD coordinator facilitated the ELPAC assessment and compliance documentation, ensuring proper administration and tracking of EL student progress. This process was effective in monitoring language proficiency but did not translate into significant gains in academic proficiency.

Support from Outreach Liaison (3.7): The Outreach Liaison supported students and families, including reviewing assessment results and communicating with families. This support helped maintain a connection between home and school but requires further enhancement to boost academic outcomes.

Parent Involvement Opportunities (3.8 & 3.9): ELAC meetings and other parent involvement opportunities were offered, with translation services provided. These efforts aimed to engage parents in their children's education, yet the impact on student achievement was limited, indicating a need for more targeted parent engagement strategies.

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

Resource Allocation: Additional resources were allocated to professional development and instructional materials to better support EL students. However, the expected outcomes in ELA were not achieved, indicating a potential need for reallocation or additional resources in specific areas.

Overall, the strategies and activities were implemented as planned, with some adjustments to resource allocation. The results indicate a need for ongoing and possibly intensified support, particularly in ELA, to increase the number of EL students meeting or exceeding standards by 5%. Further evaluation and refinement of instructional strategies and interventions are essential to better support EL students' academic growth.

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.

Updated Goal Description: Our new goal is to increase by 5% the percentage of English learners who meet or exceed standards on the math and ELA portions of the CAASPP and by 5% the English language proficiency rate on the Summative ELPAC by June 2025. This aligns with our district's commitment to providing high-quality education and ensuring equity for all students.

Updated Identified Need: Based on the evaluation of data, the need to close the performance gap between EL and non-EL students, which highlights challenges in language acquisition, suggests the need for enhanced, targeted instructional support to improve academic language and content knowledge.

Updated Baseline and Expected Outcomes: We have updated the baseline and expected outcomes for English learners based on the latest data. We have also added the Summative ELPAC Proficiency metric to measure and evaluate the effectiveness of updated ELD strategies.

Edited Strategies and Activities: We have refined our strategies to make them clear and actionable and removed redundant actions.

Updated Proposed Expenditures: These proposed expenditures reflect the prioritized needs identified through the comprehensive needs assessment and engagement with educational partners. They are designed to address EL student performance gaps and provide the necessary resources to support the updated goal of increasing CAASPP EL proficiency. These expenditures are outlined in the updated SPSA, ensuring transparency and accountability in using funds to achieve the articulated goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Science
By June 2025, we will increase the percentage of student proficiency in Science by 5% as measured by CAST.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

Overall Low Proficiency in Science: The overall proficiency rate of 30.31% indicates that a substantial portion of students are not meeting the expected standards in science. This suggests a need for improved instructional practices, resources, and support to help more students achieve proficiency.

Performance Gaps Among Student Groups: With a proficiency rate of 0%, SWD performs significantly below the overall student population. This highlights the need for specialized instructional strategies and resources to support these students effectively. The proficiency rate for SED students is 19.23%, indicating that they are also underperforming compared to their peers. Limited access to resources outside of school may contribute to this gap, necessitating additional interventions and support.

Key Areas in Science Education: Students across all groups show weaknesses in foundational science concepts, which are crucial for building more advanced knowledge. This area needs reinforcement to ensure students can grasp and apply scientific principles effectively. Many students struggle with critical thinking and problem-solving, essential skills for scientific inquiry and understanding. Enhancing these skills is vital for improving overall science proficiency.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST	All Students- 30.31% Met or Exceeded Standard SWD- 0% Met or Exceeded Standard SED- 19.23% Met or Exceeded Standard	All Students- 35.31% Met or Exceeded Standard SWD- 5% Met or Exceeded Standard SED- 24.23% Met or Exceeded Standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Teachers will use district-adopted curriculum and supplemental materials to enhance science concepts and strategies aligned with the NGSS. They will integrate content literacy and the writing process across the science curriculum. Supplemental materials, professional development, resources, technology, software, and supplies will be provided to support science instruction.	All Students	5000 LCFF S/C Site Innovation (3313) Books and Supplies
4.2	Teachers will differentiate instruction to meet the needs of English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.	EL SED SWD	District funded
4.3	Intervention and enrichment opportunities will be offered before and after school to support and enhance the TK-5 science content standards. Teachers and students will have access to materials and resources that promote, support, enrich, and challenge the core curriculum. Professional development, supplemental materials, supplies, subscriptions, and technology will be purchased to support intervention and enrichment programs.	All Students	3000 LCFF S/C Site Innovation (3313) Books and Supplies 3000 LCFF S/C Tutoring (2226) Certificated Salaries
4.4	Teachers will implement STEAM learning experiences for all students. Supplies, professional development, instructional materials, and other resources will be provided to support this.	All Students	500 Title I - Site Allocation Books and Supplies 2500 LCFF S/C Tutoring (2226) Classified Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Core Curriculum and Supplemental Materials (4.1): Teachers effectively utilized the core curriculum and supplemental materials to strengthen science concepts and align instruction with Common Core Science Standards. Additional instructional materials and technology supported the integration of content literacy and the writing process into the science curriculum. However, this did not provide desired outcomes, with a decrease of 34% proficient to 30% proficiency. Consequently, the progress indicates that further enhancements in instructional strategies and resources may be needed to reach the 5% improvement goal.

Focus on Common Core Content Science Standards (4.2): Emphasis was placed on teaching science through the Next Generation Science Standards (NGSS) lens, particularly those assessed by the CAST. Professional development for teachers was prioritized to enhance their understanding and delivery of these standards. This approach helped refine

lesson plans and ensure that instruction was aligned with state expectations, contributing to the incremental improvement in student proficiency.

Differentiated Instruction (4.3): Differentiation strategies were implemented to meet the diverse needs of English Learners (ELs), Gifted and Talented Education (GATE) students, and Students with Disabilities (SWD). By tailoring instruction to individual learning styles and needs, teachers aimed to make science more accessible and engaging for all students. While this strategy provided targeted support, the overall effectiveness in significantly boosting proficiency rates suggests additional differentiation techniques or resources may be necessary.

Enrichment Opportunities and Science Club (4.4): The school offered enrichment opportunities, including a Science Club, to enhance students' understanding of the TK-5 content standards for science. These activities provided additional learning experiences outside the regular curriculum, fostering a deeper interest and engagement in science. Professional development, resources, and materials were provided to support these enrichment activities. Although beneficial, the impact on overall proficiency was modest, indicating potential areas for expansion or increased participation.

Integration of Technology (4.5): Investments in technology, including software, supported the core science curriculum. This integration aimed to provide students with 21st-century learning experiences, making science instruction more interactive and relevant. While technology played a crucial role in enhancing instruction, further exploration into the most effective technological tools and platforms may be required to maximize student outcomes.

Implementation of STEAM Learning Experiences (4.6): STEAM (Science, Technology, Engineering, Arts, and Mathematics) learning experiences were implemented to provide a holistic approach to education. Supplies, resources, and professional development were allocated to support this initiative. After-school and before-school intervention and enrichment programs were also offered. These programs aimed to broaden students' exposure to science and related fields, contributing to a well-rounded educational experience. However, the overall impact on proficiency rates suggests a need for a more targeted or expanded approach to STEAM education.

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

Resource Allocation Adjustments: The initial budgeted expenditures anticipated specific needs for instructional materials, professional development, and technology. However, as the strategies were implemented, adjustments were made to allocate more resources in areas where teachers needed additional support to deliver the curriculum effectively.

Expansion of Enrichment Programs: The budget for enrichment programs was increased to accommodate more students and provide a broader range of materials and resources. This expansion aimed to enhance the quality and reach of these programs, although the desired impact on proficiency rates suggests that further adjustments may be needed.

Overall, the strategies and activities were implemented with fidelity, with some adjustments in resource allocation to better meet the needs of students and teachers. While there was some progress toward the goal, the results indicate a need for continued focus on refining instructional practices, expanding enrichment opportunities, and leveraging technology to achieve the desired increase in proficiency in science.

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.

Updated Goal Description: Our new goal is that by June 2025, we will increase the percentage of student proficiency in Science by 5% as measured by CAST. This aligns with our district's commitment to providing high-quality education and ensuring student equity.

Updated Identified Need: Based on the data evaluation, the overall science proficiency rate of 30.31% indicates a need for better instructional practices and resources, particularly to support SWD and SED students who show significantly lower proficiency rates. Key areas needing improvement include foundational science concepts and critical thinking skills, which are essential for scientific inquiry and understanding.

Updated Baseline and Expected Outcomes: Based on the latest data, we have updated the baseline and expected outcomes for all students, Students with Disabilities, and Socioeconomically Disadvantaged students.

Edited Strategies and Activities: We have refined our strategies to make them clear and actionable and removed redundant actions.

Updated Proposed Expenditures: These proposed expenditures reflect the prioritized needs identified through the comprehensive needs assessment and engagement with educational partners. They are designed to address student performance gaps and provide the necessary resources to support the updated goal of increasing CAST proficiency. These expenditures are outlined in the updated SPSA, ensuring transparency and accountability in using funds to achieve the articulated goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Attendance
By June 2025, we will reduce the percentage of students who are chronically absent by 5%, as measured by DataQuest.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

Overall High Rates of Chronic Absenteeism: The current data shows that 21.2% of all students are chronically absent, which is significantly higher than desired. This indicates a need for a more comprehensive approach to improving attendance and addressing the barriers that lead to chronic absenteeism.

Significant Performance Gaps Among Student Groups: The chronic absenteeism rate for EL students is 27.1%, highlighting a significant gap compared to the overall student population. Language barriers, cultural differences, and a lack of understanding of the importance of regular attendance may contribute to this higher rate. At 39.0%, SWD has the highest rate of chronic absenteeism. This suggests a critical need for specialized support and accommodations to ensure this student group can attend school regularly. Factors such as medical needs, accessibility issues, and a lack of tailored support could be contributing to these high rates. The chronic absenteeism rate for SED students is 26.5%. This group may face unique challenges, including limited access to transportation, unstable housing, and other socioeconomic factors that hinder regular attendance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism (DataQuest)	All Students- 21.2% EL- 27.1% SWD- 39.0% SED- 26.5%	All Students- 28.7% EL- 34.6% SWD- 31.5% SED- 34%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

5.1	An attendance review team will proactively monitor and address chronic absences, building a positive school culture by raising awareness among school personnel, parents, and guardians about the importance of regular attendance. Strategies include offering incentives such as assemblies, "Crash the Class" rewards, home visits, and other activities to celebrate good attendance. The initiative will also involve sending informational letters and flyers, regularly acknowledging positive attendance, and using the Home/School Outreach Liaison to communicate with families and develop interventions. Additionally, parent workshops will be provided to emphasize the importance of attendance. The team will collaborate with counselors and teachers to create supportive environments for students, offering personal invitations to Saturday School, after school tutoring, and increasing opportunities for at-risk student groups to connect on campus.	All students	500 LCFF Attendance (03308) Books and Supplies 1000 LCFF S/C Tutoring (2226) Services and other operating expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Attendance Review Team and Early Intervention (5.1): Establishing an attendance review team aimed to identify and address chronic absenteeism early. The team regularly reviewed attendance data and coordinated interventions for at-risk students. Despite these efforts, chronic absenteeism rates increased across all student groups, suggesting that the interventions may not have been sufficient or effectively targeted.

Building a Positive School Culture (5.1): Efforts were made to build a positive school culture and raise awareness about the importance of attendance among school personnel, parents, and guardians. Activities included assemblies, campaigns, and staff training. However, the slight increase in chronic absenteeism indicates that these efforts did not sufficiently impact student attendance behavior, and additional or more engaging activities might be needed.

Attendance Incentives (5.1): The school implemented incentives to encourage good attendance, such as assemblies, postcards home, "Crash the Class" incentives and home visits. While these incentives aimed to make attendance a rewarding experience, the data suggests they were not effective enough in reducing absenteeism, as the rates increased for all student groups.

Communication with Parents (5.1): Regular communication with parents was maintained through informational letters, flyers, and direct contact from the Home/School Outreach Liaison. These communications emphasized the importance of attendance and provided updates on students' attendance status. However, despite these efforts, the increase in absenteeism rates among English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students indicates that the communication may not have been fully effective in addressing underlying issues.

Parent Workshops and Home/School Liaison Involvement (5.1): Parent workshops were offered to reinforce the importance of attendance, and the Home/School Outreach Liaison was involved in communications with families. While these initiatives aimed to engage parents and address barriers to attendance, the data shows that absenteeism rates increased, suggesting that these measures may need to be enhanced or better tailored to the needs of the families.

Student Engagement and Campus Connection (5.1): Efforts to help students feel more connected to the school included working with counselors and teachers to create a welcoming environment and provide personal invites to Saturday

School. However, these strategies did not decrease absenteeism rates, indicating that additional support or alternative engagement strategies may be necessary.

Afterschool Tutoring (5.1): Afterschool tutoring was offered, specifically targeting EL and SWD students, to provide additional academic support. While beneficial for academic achievement, this strategy did not appear to significantly impact attendance rates, suggesting that the link between academic support and attendance needs further strengthening.

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

Resource Allocation: In an attempt to engage students and families more effectively, more resources were allocated towards attendance incentives than initially planned. However, these increased efforts did not reduce chronic absenteeism rates, indicating a need for reevaluating the resource allocation and strategies used.

Engagement and Communication Strategies: Despite the planned communications and workshops, the engagement with families may have been less impactful than intended. More personalized or culturally relevant approaches may be needed to effectively communicate with and support families facing challenges with regular school attendance.

Overall, the strategies and activities implemented to reduce chronic absenteeism did not achieve the desired outcomes, as indicated by the increased absenteeism rates across all groups. This suggests a need for a comprehensive review and possible overhaul of the current strategies, focusing on understanding the root causes of absenteeism and developing more targeted, effective strategies.

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.

Updated Goal Description: Our new goal is to reduce the percentage of students who are chronically absent by 5% by June 2025, as measured by DataQuest. This aligns with our district's commitment to providing high-quality education and improving attendance rates.

Updated Identified Need: Based on the data evaluation, we updated the identified need to address the overall high rate of chronic absenteeism, which stands at 21.2% for all students. This highlights the need for a more comprehensive approach to attendance improvement. Significant performance gaps were noted among specific student groups, with EL students at 27.1%, SWD at 39.0%, and SED at 26.5%, indicating the need for targeted support and accommodations to address language barriers, medical needs, and socioeconomic challenges.

Updated Baseline and Expected Outcomes: Based on the latest data, we have updated the baseline and expected outcomes for all students, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

Edited Strategies and Activities: We have rephrased our attendance strategy for clarity and action.

Updated Proposed Expenditures: These proposed expenditures reflect the prioritized needs identified through the comprehensive needs assessment and engagement with educational partners. They are designed to address attendance concerns and provide the necessary resources to support the updated goal of decreasing chronic absenteeism. These expenditures are outlined in the updated SPSA, ensuring transparency and accountability in using funds to achieve the articulated goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

School Culture and Climate
Our school will maintain a positive school culture and climate where all students will be connected and thrive both in and out of the classroom.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

In addition to addressing Chronic Absenteeism as reviewed in Goal 5, maintaining a positive school culture and climate will address suspension rates, referrals, and student extracurricular participation. When students have positive connections to their school they will thrive academically and emotionally.
When students feel a sense of belonging, safety, and support within their school environment, they're more likely to engage in their academic work, develop positive behaviors, and build strong relationships with peers and staff.

Expanding our PBIS program to include bi-monthly prize days for positive behavior and monthly extended recess will reward and recognize students. Providing opportunities for positive social emotional and educational enrichment during and after school will aid in achieving this goal.
This goal will be measured by our overall attendance rates, suspension rates, "yellow" slip behavior referrals, and increased extracurricular curricular participation.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Analytics Attendance Data	Student attendance is 94%	96% for all students
Dataquest Suspension Rates	.7% suspended	.3% for all students

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

6.1	Character Award Monthly Assemblies/Trimester Awards/Student of the month	All Students	1000 LCFF Base Books and Supplies
6.2	PBIS Bear Bucks Store, Golden Bear Recess Supplies and Activities	All students	1500 LCFF S/C Site Innovation (3313) Books and Supplies 1350 LCFF Base Classified Salaries
6.3	Extra curricular clubs and activities: service learning group, volleyball club, enrichment, Drama Club, clubs	All students	1000 LCFF S/C Site Innovation (3313) Books and Supplies 3000 Prop 28 (67700) Certificated Salaries 1500 LCFF S/C Site Innovation (3313) Certificated Salaries 2000 Prop 28 (67700) Classified Salaries 2718 Prop 28 (67700) Books and Supplies
6.4	Motivational Assemblies, Positive SEL activities	All students	3000 LCFF Base Professional/Consulting Services 1000 LCFF Base Certificated Salaries
6.5	Provide transition opportunities for preschool students entering kindergarten and fifth-grade students moving to middle school. Assess kindergarten readiness skills before school starts, and meet with preschool teachers to review curriculum and essential skills. Conduct a kindergarten round-up with registration, skill assessment, orientation, and readiness materials. Kindergarten teachers will use assessment data for classroom assignments. Fifth-grade teachers will have release time to meet with middle school teachers to discuss the transition. Fifth-grade students will attend an assembly with the middle school principal and assistant principal, visit the middle school campus, and receive a tour and information.	Incoming preschool students/5th grade students	1500 LCFF S/C Site Innovation (3313) 1000 LCFF S/C Site Innovation (3313) Books and Supplies

6.6	Provide parent nights and parent education opportunities.	All parents	1000 LCFF S/C Site Innovation (3313) Certificated Salaries 612 LCFF S/C Site Innovation (3313) Books and Supplies 500 LCFF S/C Site Innovation (3313)

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NA: New Goal for 2024-25

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$33,545.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$120,475.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I - Homeless	$1,504.00
Title I - Site Allocation	$7,046.00
Title I- Parent Involvement	$1,504.00

Subtotal of additional federal funds included for this school: $10,054.00

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 ($)
LCFF Attendance (03308)	$500.00
LCFF Base	$6,350.00
LCFF S/C AVID (4401)	$5,000.00
LCFF S/C College Campus Visit (04423.0)	$1,200.00
LCFF S/C New Teacher (2223)	$2,000.00
LCFF S/C Site Innovation (3313)	$43,662.00
LCFF S/C Tutoring (2226)	$18,000.00
Prop 28 (67700)	$7,718.00
Site Allocation (26000.0)	$2,500.00
Title I Part A Instructional Aide (30100.0)	$23,491.00

Subtotal of state or local funds included for this school: $110,421.00

Total of federal, state, and/or local funds for this school: $120,475.00

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
Title I - Site Allocation	7,046.00	0.00
Title I Part A Instructional Aide (30100.0)	23,491.00	0.00
Title I - Homeless	1,504.00	0.00
Title I- Parent Involvement	1,504.00	0.00
LCFF S/C Site Innovation (3313)	43,662.00	0.00
LCFF S/C AVID (4401)	5,000.00	0.00
LCFF S/C Tutoring (2226)	18,000.00	0.00
LCFF Attendance (03308)	500.00	0.00
LCFF S/C New Teacher (2223)	2,000.00	0.00
LCFF S/C College Campus Visit (04423.0)	1,200.00	0.00
Site Allocation (26000.0)	2,500.00	0.00
Prop 28 (67700)	7,718.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Attendance (03308)	500.00
LCFF Base	6,350.00
LCFF S/C AVID (4401)	5,000.00
LCFF S/C College Campus Visit (04423.0)	1,200.00
LCFF S/C New Teacher (2223)	2,000.00
LCFF S/C Site Innovation (3313)	43,662.00
LCFF S/C Tutoring (2226)	18,000.00
Prop 28 (67700)	7,718.00
Site Allocation (26000.0)	2,500.00
Title I - Homeless	1,504.00
Title I - Site Allocation	7,046.00
Title I Part A Instructional Aide (30100.0)	23,491.00
Title I- Parent Involvement	1,504.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,700.00
Books and Supplies	35,934.00
Certificated Salaries	29,500.00
Classified Salaries	39,341.00
Professional/Consulting Services	7,000.00
Services and other operating expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Books and Supplies	LCFF Attendance (03308)	500.00
Books and Supplies	LCFF Base	1,000.00
Certificated Salaries	LCFF Base	1,000.00
Classified Salaries	LCFF Base	1,350.00
Professional/Consulting Services	LCFF Base	3,000.00
Books and Supplies	LCFF S/C AVID (4401)	1,000.00
Professional/Consulting Services	LCFF S/C AVID (4401)	4,000.00
	LCFF S/C College Campus Visit (04423.0)	1,200.00
	LCFF S/C New Teacher (2223)	2,000.00
	LCFF S/C Site Innovation (3313)	2,000.00
Books and Supplies	LCFF S/C Site Innovation (3313)	21,162.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	12,500.00
Classified Salaries	LCFF S/C Site Innovation (3313)	8,000.00
	LCFF S/C Tutoring (2226)	2,000.00
Certificated Salaries	LCFF S/C Tutoring (2226)	10,500.00
Classified Salaries	LCFF S/C Tutoring (2226)	4,500.00
Services and other operating expenditures	LCFF S/C Tutoring (2226)	1,000.00
Books and Supplies	Prop 28 (67700)	2,718.00
Certificated Salaries	Prop 28 (67700)	3,000.00

Classified Salaries	Prop 28 (67700)	2,000.00
Certificated Salaries	Site Allocation (26000.0)	2,500.00
Books and Supplies	Title I - Homeless	1,504.00
Books and Supplies	Title I - Site Allocation	7,046.00
Classified Salaries	Title I Part A Instructional Aide (30100.0)	23,491.00
	Title I- Parent Involvement	500.00
Books and Supplies	Title I- Parent Involvement	1,004.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,591.00
Goal 2	30,704.00
Goal 3	4,000.00
Goal 4	14,000.00
Goal 5	1,500.00
Goal 6	22,680.00

Positions Funded by School's Categorical Programs

Position and Time Funded	How Many	Funding Sources	Percentage
Administrative Positions			
None	0	N/A	N/A

Certificated Positions	How Many	Funding Sources	Percentage
Title I Intervention Teacher	1	District Funded	100%

Classified Positions	How Many	Funding Sources	Percentage
Instructional Aide	1	Title I	100%

School Safety Plan SB187

Pursuant to Education Code EC 35294 et seq., every school in California is required to develop a comprehensive school safety plan to address safety concerns identified through a systematic planning process. A school site council or safety planning committee shall review and update the plan by March 1st of each year. Each school shall report on the status of the plan in the annual School Accountability Report Card (SARC).

This is to certify that Ben Lomond Elementary School has complied with Senate Bill 187 Comprehensive School Safety Plan requirements established by California Education Code EC 35294 et seq. And approved by our School Site Council for the current school year.

Principal: Ryan Price

Signature

11/12/2024

Date

School Site Council President: Silvia Diaz

Signature

Date

In the 2002 legislative session, Senate Bill (SB) 1667, School Violence and Assembly Bill (AB) 2198: School Violent Crime were approved by the Legislature and became effective January 1, 2003.

SB 1667 requires the following school safety plan changes:
EC 35294 requires schools to hold a public meeting at the school site to allow members of the public the opportunity to express an opinion about the plan. SB 1667 amends EC 3524.8 to require schools to notify, in writing, the public of the meeting.

This is to certify that the Covina-Valley Unified School District has complied with SB 1667, pursuant to EC 35294.8 to notify the public of the public meeting.

District Representative: Fernando Sanchez. Director of Student Services

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Ryan Price	Principal
Colleen Caldwell	Classroom Teacher
Rhonda Yarnell	Classroom Teacher
Silvia Diaz	Parent or Community Member
Stacy Martinez	Parent or Community Member
Christy Cruz	Other School Staff
Amelia Munoz	Classroom Teacher
Genesis Arellano	Parent or Community Member
Marlene Ramirez	Parent or Community Member
	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.

English Learner Advisory Committee Members

Ben Lomond Elementary School

The English Learner Advisory Committee is the representative body responsible for advising the principal and staff on the development of the school plan and needs assessment, administration of the language census and importance of school attendance at schools where there are more than 21 students identified as English Language Learners. The current make-up of the council is as follows:

Name of Members	Principal	Parent or Community Member	DELAC Parent *
Ryan Price	X		
Nicole Yap		X	
Christy Cruz			
Lucero Romero		X	
Karen Stewart		X	
Stacy Martinez		X	
Wendy Oyuela			X
Reyna Flynn		X	
Maria Cecilia Gaytan Sierra		X	
Numbers of members of each category	**1**	**6**	**1**

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 12/11/24.

Attested:

Principal, Ryan Price on 12/11/24

SSC Chairperson, Silvia Diaz on 12/11/24

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix B: Categorical District Services Budget

	Title I	Title II	Title III	Title IV	Perkins
Entitlement	$2,519,228.00	$370,040.00	$151,220.00	$176,591.00	$107,050.00
Carryover	$177,868.24	$138,215.80	$116,876.54	$36,074.80	
Indirect Costs	$184,429.72	$34,754.96	$18,332.67	$14,542.27	$5,097.62
Admin Costs	$167,365.44	$31,539.27			$8,865.42

Title I Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Licenses/ Consultants Transportation 5000s	Indirect Costs	Total
Indirect Costs						$184,429.72	$ 184,429.72
Admin Costs	$ 41,732.00	$ 54,918.00	$ 33,607.00		$ 19,225.00		$ 149,482.00
Homeless				$ 1,504.00			$ 1,504.00
Parent and Family Engagement		$ 748.00	$ 256.00	$ 500.00			$ 1,504.00
Other Title I Activities	$ 1,108,852.00		$386,716.00	$206,755.00	$ 94,418.00		$1,796,741.00

Title II Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	PD Contracts/ Conferences 5000s	Indirect Costs	Total
Education Services	$ 101,303.00	$ 4,319.00	$ 24,677.00	$ 4,000.00	$ 250,100.00	$ 34,754.96	$ 419,153.96

Title III Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services	$ 69,391.00	$ -	$ 25,953.00	$ 10,000.00	$ 35,520.00	$ 18,332.67	$ 159,196.67

Title IV Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services				$ -	$ 197,646.00	$ 14,542.27	$ 212,188.27

Perkins Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services						$ 5,097.62	$ 5,097.62

Centralized Services Description

Funding Source	Allocated Centralized	Description of the Specific Services to be Provided
Title I	**6,835.01**	**This page is provided by the Educational Services Department charging for services.** The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I education program for educationally disadvantaged students. These include areas of program development, Single Plan review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state-required reports and documents. In addition, the Director Equity, Assessment, and Evaluator of Programs provides technical assistance for schools.
Title II	**$17,854**	The Educational Services Department provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. This includes improving teacher and principal quality, professional development, and support for professional growth. In addition, Title II, Part A is offered to eligible nonprofit private schools located within Covina-Valley boundaries. The Director Equity, Assessment, and Evaluator of Programs consults with participating private schools.
Title III	**BASED ON NEED**	EL Support Programs provide direction and coordination for District services designed to meet the needs of EL students. It includes staff development, fiscal accounting, legal compliance, state language census, management and evaluation activities, cooperative planning with schools, curriculum assistance, advisory committees, and writing program applications. The District TK-12 ELD Instructional Coach facilitates conversations amongst educators using formative and summative EL achievement data analysis to drive instructional decisions and effective implementation of EL instructional strategies.
Title IV	**$8134.00**	The Educational Services Department provides direction and coordination for District student support and academic enrichment to improve students' academic achievement. This includes providing students access to a well-rounded education and safe and healthy student activities. The Director Equity, Assessment, and Evaluator of Programs provides consultation for Title IV, Part A, and equitable services are offered to nonprofit private schools located within Covina-Valley boundaries.
Perkins V		The Director of Curriculum and Instruction 6-12, provides direction and coordination for District Perkins V allocations to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

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2024 School Plan for Student Achievement	2024-12-09		View	View	46

Previous Section	Current Section	Next Section
Positions Funded by School's Categorical Programs	**School Safety Plan SB187**	School Site Council Membership

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School Safety Plan SB187

Pursuant to Education Code EC 35294 et seq , every school in California is required to develop a comprehensive school safety plan to address safety concerns identified through a systematic planning process A school site council or safety planning committee shall review and update the plan by March 1st of each year Each school shall report on the status of the plan in the annual School Accountability Report Card (SARC)

This is to certify that Ben Lomond Elementary School has complied with Senate Bill 187 Comprehensive School Safety Plan requirements established by California Education Code EC 35294 et seq And approved by our School Site Council for the current school year

Clear

Principal: Ryan Price

Signature

11/12/2024

Date

Clear

School Site Council President:
Silvia Diaz

Signature

12/12/24

Date

In the 2002 legislative session, Senate Bill (SB) 1667, School Violence and Assembly Bill (AB) 2198: School Violent Crime were approved by the Legislature and became effective January 1, 2003

SB 1667 requires the following school safety plan changes:
EC 35294 requires schools to hold a public meeting at the school site to allow members of the public the opportunity to express an opinion about the plan SB 1667 amends EC 3524 8 to require schools to notify, in writing, the public of the meeting

This is to certify that the Covina-Valley Unified School District has complied with SB 1667, pursuant to EC 35294.8 to notify the public of the public meeting

District Representative Fernando Sanchez Director of Student Services

Previous Section
Positions Funded by School's Categorical Programs

Current Section
School Safety Plan SB187

Next Section
School Site Council Membership

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Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2024 School Plan for Student Achievement	2024-12-06		View	View	46

Previous Section	Current Section	Next Section
English Learner Advisory Committee Members	**Recommendations and Assurances**	Instructions_Overview

Yes, there are unsaved changes that have not been saved.

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
Clear	☐ State Compensatory Education Advisory Committee
Clear	☑ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

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 12/12/24

Attested:

Clear Principal, Ryan Price on 12/11/24

Ryan Price

Silvia Diaz Clear SSC Chairperson, Silvia Diaz on 12/08/24

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