

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Palmas Middle School	19644366012538	10/07/24	August 15, 2024/ January 09, 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 Las Palmas Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 Las Palmas Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 Las Palmas Middle 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

At Las Palmas Middle School, we value the input and involvement of our parents, students, teachers, staff, and the broader community in planning and improving our school. Creating a supportive and effective learning environment requires collaboration and open communication with all our educational partners.

We held regular meetings throughout the year to engage parents and guardians to discuss our school's programs and plans. These meetings provided a platform for parents to share their thoughts, concerns, and suggestions. Additionally, we distributed surveys to gather feedback on various aspects of school life, ensuring that parents' voices were heard and considered in our decision-making process.

We also strongly emphasized student involvement. We organized discussion groups where students could openly share their experiences and express their needs and preferences. Student surveys further allowed us to collect valuable insights into their daily experiences at school, helping us understand what supports their learning and what challenges they face.

Our teachers and staff played a crucial role in shaping our plans. Through regular staff meetings, they provided insights into how we can enhance student learning and well-being. These meetings allowed us to refine our goals and strategies collectively. We also gathered feedback from teachers and staff through surveys, ensuring their needs and perspectives were addressed.

Community involvement was another key aspect of our planning process. We invited local community members, including businesses and organizations, to share their ideas and suggestions for supporting our students. These partnerships helped us bring additional resources and opportunities to our school, further enriching the educational experience for our students.

By involving everyone in these discussions and planning sessions, we ensured that our Single Plan for Student Achievement (SPSA) reflects our entire school community's diverse needs and ideas. We are committed to continuing this collaborative approach.

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.

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.

Based on a thorough review of the California School Dashboard, Las Palmas Middle School has identified no state indicators where the overall performance falls into the "Red" or "Orange" performance categories.

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

The dashboard does highlight areas of concern for specific student groups. The performance for English Learners in the Chronic Absenteeism indicator is in the "Red" category, two performance levels below the "Yellow" category for all students. Similarly, the Suspension Rate for English Learners is also in the "Red" category, two levels below the "Yellow" rating for all students. These disparities indicate significant performance gaps that need to be addressed to ensure equitable outcomes for all student groups.

To address these areas, the school is implementing targeted interventions to improve attendance and reduce suspension rates among English Learners. These steps include increasing engagement, providing additional support and resources, and enhancing communication with families to ensure all students have the support they need to succeed.

Other Needs

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

In addition to the data provided by the California School Dashboard, Las Palmas Middle School uses locally collected data to identify and address other areas of need. This data includes student performance, behavior, and engagement measures not captured by the state indicators. An area of focus is enhancing academic support for students not meeting grade-level standards in core subjects such as math and English. Local assessments and teacher feedback have highlighted the need for additional support, targeted interventions, and differentiated instruction to help these students catch up and succeed. The school is expanding its after-school tutoring program and providing professional development for teachers on effective instructional strategies. In addition, Las Palmas is increasing efforts to engage parents through regular updates, parent education, and events, and is working to strengthen partnerships with local organizations and businesses. These locally identified needs are being addressed alongside the priorities highlighted by the California School Dashboard to support all Las Palmas Middle School 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 requirements.

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 Las Palmas Middle 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	0.1%	%	0%	1	0	0
African American	1.4%	1.69%	2.37%	11	13	19
Asian	3.7%	4.69%	4.99%	29	36	40
Filipino	3.1%	2.48%	2.62%	24	19	21
Hispanic/Latino	85.7%	85.92%	84.79%	669	659	680
Pacific Islander	%	%	0%		0	0
White	5.3%	4.43%	4.61%	41	34	37
Multiple/No Response	0.8%	0.52%	0.37%	6	4	3
Total Enrollment				781	767	802

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	243	257	276
Grade 7	263	247	267
Grade 8	275	263	259
Total Enrollment	781	767	802

Conclusions based on this data:

1. The enrollment data indicates that the Hispanic/Latino student group consistently constitutes the largest segment of the student population, representing approximately 85% of the total enrollment over the past three years. This reflects stable enrollment among Hispanic/Latino students.
2. The overall enrollment at Las Palmas has remained relatively stable, slightly increasing from 781 students in 2020-21 to 802 students in 2022-23. However, there are noticeable fluctuations at specific grade levels, such as an increase in sixth-grade enrollment and a slight decrease in eighth-grade enrollment over the past three years.
3. The enrollment data shows a gradual increase in the number of African American and Asian students. The African American student group grew from 1.4% in 2020-21 to 2.37% in 2022-23, while the Asian student group increased from 3.7% to 4.99% during the same period. This trend indicates a diversifying student population.

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)	91	120	99	11.7%	15.6%	12.3%
Fluent English Proficient (FEP)	187	164	194	23.9%	21.4%	24.2%
Reclassified Fluent English Proficient (RFEP)	5			5.5%		

Conclusions based on this data:

1. The number of English Learners (EL) showed a fluctuation over the past three years, with an increase from 91 students (11.7%) in 2020-21 to 120 students (15.6%) in 2021-22, followed by a decrease to 99 students (12.3%) in 2022-23. This variation indicates changing demographics or shifts in student language acquisition needs.
2. The percentage of Fluent English Proficient (FEP) students has remained relatively stable, increasing slightly from 23.9% in 2020-21 to 24.2% in 2022-23. This suggests consistent support and progress for students achieving proficiency in English.
3. There has been some movement in the Reclassified Fluent English Proficient (RFEP) category, indicating that students are progressing to English proficiency levels.

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 6	253	265	288	249	264	285	249	264	285	98.4	99.6	99
Grade 7	244	259	284	238	258	275	238	258	275	97.5	99.6	96.8
Grade 8	264	251	269	257	246	268	257	246	268	97.3	98.0	99.6
All Grades	761	775	841	744	768	828	744	768	828	97.8	99.1	98.5

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 6	2507.	2530.	2518.	14.46	17.42	21.75	27.71	34.09	22.81	26.10	26.52	24.56	31.73	21.97	30.88
Grade 7	2531.	2537.	2545.	12.61	11.24	16.73	31.51	37.60	34.55	26.05	24.81	23.64	29.83	26.36	25.09
Grade 8	2539.	2538.	2546.	15.95	10.98	11.57	27.24	28.86	32.09	24.90	26.02	27.61	31.91	34.15	28.73
All Grades	N/A	N/A	N/A	14.38	13.28	16.79	28.76	33.59	29.71	25.67	25.78	25.24	31.18	27.34	28.26

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 6	13.71	15.15	18.60	52.42	59.85	51.58	33.87	25.00	29.82
Grade 7	12.24	12.79	13.82	62.87	59.30	65.09	24.89	27.91	21.09
Grade 8	14.01	11.79	13.06	54.09	56.50	61.19	31.91	31.71	25.75
All Grades	13.34	13.28	15.22	56.33	58.59	59.18	30.32	28.13	25.60

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 6	15.66	22.73	21.13	52.21	57.58	43.31	32.13	19.70	35.56
Grade 7	19.92	19.77	24.36	51.69	58.53	52.36	28.39	21.71	23.27
Grade 8	20.62	17.48	20.52	49.03	47.97	50.00	30.35	34.55	29.48
All Grades	18.73	20.05	22.01	50.94	54.82	48.49	30.32	25.13	29.50

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 6	13.71	16.67	11.23	68.15	70.83	71.58	18.15	12.50	17.19
Grade 7	11.81	7.75	12.36	71.31	78.29	72.00	16.88	13.95	15.64
Grade 8	8.17	10.16	13.06	71.21	72.76	70.15	20.62	17.07	16.79
All Grades	11.19	11.59	12.20	70.22	73.96	71.26	18.60	14.45	16.55

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 6	15.26	16.67	20.00	63.45	69.32	61.75	21.29	14.02	18.25
Grade 7	15.55	15.89	16.00	63.03	64.73	62.91	21.43	19.38	21.09
Grade 8	18.68	18.29	17.16	54.86	63.41	63.43	26.46	18.29	19.40
All Grades	16.53	16.93	17.75	60.35	65.89	62.68	23.12	17.19	19.57

Conclusions based on this data:

1. The participation rate for the CAASPP ELA assessment has been consistently high, with nearly all enrolled students tested in the 2023-24 academic year. However, the percentage of students meeting or exceeding the standard has seen only modest improvements, with 46.5% achieving these levels in 2023-24, indicating a need for further focus on enhancing literacy skills across all grades.
2. There are noticeable differences in performance across grade levels. 8th-grade students showed a slight improvement in meeting the standard, from 28.26% not meeting it in the previous year to only 27.34% not meeting it in 2023-24. However, 6th-grade students exhibited a slight decline in performance, with a decrease in the percentage of students exceeding the standard.
3. While students showed strong performance in Listening and Research/Inquiry skills, with a high percentage of students at or near the standard, there is a need for improvement in Reading and Writing, where a portion of students remain below standard. This suggests a focus area for instructional strategies to enhance comprehension and written communication skills.

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 6	253	265	288	249	264	286	249	263	286	98.4	99.6	99.3
Grade 7	244	259	284	239	258	280	239	258	280	98.0	99.6	98.6
Grade 8	264	251	269	261	249	268	261	249	268	98.9	99.2	99.6
All Grades	761	775	841	749	771	834	749	770	834	98.4	99.5	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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 6	2480.	2505.	2504.	9.24	10.65	19.58	14.46	19.39	16.43	32.13	35.74	24.83	44.18	34.22	39.16
Grade 7	2497.	2510.	2524.	10.88	11.24	13.21	12.97	22.87	21.07	32.64	27.13	34.64	43.51	38.76	31.07
Grade 8	2526.	2533.	2535.	12.64	12.45	13.06	20.69	20.08	22.01	27.20	29.72	27.99	39.46	37.75	36.94
All Grades	N/A	N/A	N/A	10.95	11.43	15.35	16.15	20.78	19.78	30.57	30.91	29.14	42.32	36.88	35.73

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 6	4.02	7.98	11.89	53.41	60.46	51.75	42.57	31.56	36.36
Grade 7	7.95	9.30	10.00	56.07	53.88	57.50	35.98	36.82	32.50
Grade 8	9.96	10.04	7.84	47.89	55.02	55.22	42.15	34.94	36.94
All Grades	7.34	9.09	9.95	52.34	56.49	54.80	40.32	34.42	35.25

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 6	10.84	9.13	12.94	57.43	64.64	59.09	31.73	26.24	27.97
Grade 7	10.04	11.24	10.36	57.74	61.24	65.71	32.22	27.52	23.93
Grade 8	9.20	13.65	9.70	68.97	61.45	66.42	21.84	24.90	23.88
All Grades	10.01	11.30	11.03	61.55	62.47	63.67	28.44	26.23	25.30

Conclusions based on this data:

1. The participation rate in the CAASPP Mathematics assessment was consistently high, with nearly 100% of students tested in the 2023-24 academic year. Despite this high participation, only 35.13% of students met or exceeded the standard, highlighting a need for focused interventions to improve math proficiency.
2. There are notable differences in performance across grade levels. For example, 6th-grade students improved in the percentage exceeding and meeting the standard combined from the previous year, while 7th and 8th-grade students showed mixed results with minor improvements in growth. This indicates that targeted strategies might be needed at specific grade levels.
3. The data reveals that while a significant portion of students are at or near the standard in concepts and procedures, problem-solving, and communicating reasoning, a considerable percentage of students are below standard in these areas. This underscores the need for enhanced support to strengthen students' mathematical reasoning and problem-solving skills.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://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
6	1525.2	1551.0	1553.6	1540.9	1577.3	1580.6	1509.0	1524.4	1525.9	36	25	34
7	1544.5	1539.2	1530.2	1560.2	1557.4	1545.7	1528.4	1520.3	1514.1	44	33	25
8	1552.8	1547.5	1564.0	1568.5	1567.1	1594.1	1536.8	1527.4	1533.3	36	34	22
All Grades										116	92	81

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
6	22.22	36.00	50.00	25.00	28.00	38.24	38.89	24.00	2.94	13.89	12.00	8.82	36	25	34
7	36.36	27.27	36.00	22.73	24.24	32.00	25.00	30.30	8.00	15.91	18.18	24.00	44	33	25
8	25.00	38.24	31.82	41.67	17.65	40.91	19.44	20.59	22.73	13.89	23.53	4.55	36	34	22
All Grades	28.45	33.70	40.74	29.31	22.83	37.04	27.59	25.00	9.88	14.66	18.48	12.35	116	92	81

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
6	41.67	56.00	85.29	38.89	28.00	5.88	16.67	8.00	0.00	2.78	8.00	8.82	36	25	34
7	43.18	39.39	64.00	38.64	33.33	8.00	9.09	18.18	4.00	9.09	9.09	24.00	44	33	25
8	41.67	47.06	54.55	38.89	26.47	36.36	8.33	5.88	9.09	11.11	20.59	0.00	36	34	22
All Grades	42.24	46.74	70.37	38.79	29.35	14.81	11.21	10.87	3.70	7.76	13.04	11.11	116	92	81

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
6	5.56	4.00	2.94	13.89	20.00	23.53	38.89	48.00	52.94	41.67	28.00	20.59	36	25	34
7	6.82	0.00	4.00	20.45	21.21	28.00	43.18	39.39	20.00	29.55	39.39	48.00	44	33	25
8	5.56	5.88	4.55	25.00	26.47	27.27	41.67	32.35	27.27	27.78	35.29	40.91	36	34	22
All Grades	6.03	3.26	3.70	19.83	22.83	25.93	41.38	39.13	35.80	32.76	34.78	34.57	116	92	81

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	
6	22.22	32.00	26.47	66.67	56.00	64.71	11.11	12.00	8.82	36	25	34	
7	15.91	15.15	8.00	61.36	54.55	60.00	22.73	30.30	32.00	44	33	25	
8	11.11	11.76	18.18	66.67	58.82	68.18	22.22	29.41	13.64	36	34	22	
All Grades	16.38	18.48	18.52	64.66	56.52	64.20	18.97	25.00	17.28	116	92	81	

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	
6	61.11	72.00	88.24	36.11	20.00	2.94	2.78	8.00	8.82	36	25	34	
7	72.73	63.64	76.00	18.18	27.27	0.00	9.09	9.09	24.00	44	33	25	
8	63.89	64.71	90.91	25.00	17.65	9.09	11.11	17.65	0.00	36	34	22	
All Grades	66.38	66.30	85.19	25.86	21.74	3.70	7.76	11.96	11.11	116	92	81	

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	
6	13.89	8.00	2.94	13.89	44.00	61.76	72.22	48.00	35.29	36	25	34	
7	13.64	12.12	4.00	38.64	33.33	44.00	47.73	54.55	52.00	44	33	25	
8	16.67	11.76	13.64	33.33	32.35	22.73	50.00	55.88	63.64	36	34	22	
All Grades	14.66	10.87	6.17	29.31	35.87	45.68	56.03	53.26	48.15	116	92	81	

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
6	2.78	12.00	14.71	88.89	72.00	73.53	8.33	16.00	11.76	36	25	34
7	2.27	3.03	4.00	81.82	81.82	76.00	15.91	15.15	20.00	44	33	25
8	5.56	0.00	0.00	86.11	73.53	90.91	8.33	26.47	9.09	36	34	22
All Grades	3.45	4.35	7.41	85.34	76.09	79.01	11.21	19.57	13.58	116	92	81

Conclusions based on this data:

1. The data indicates a positive trend in overall English language proficiency, particularly in the Oral and Speaking domains, where a notable percentage of students reached "Well Developed" levels. This improvement suggests that targeted instructional strategies and support effectively enhance students' oral language skills.
2. The performance levels across grades show consistent trends, with most students achieving "Somewhat/Moderately Developed" levels. However, growth opportunities exist, particularly in elevating students from moderate to well-developed proficiency, ensuring comprehensive language development across all domains.

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
802	77.6	12.3	0.2
Total Number of Students enrolled in Las Palmas Middle 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	99	12.3
Foster Youth	2	0.2
Homeless	18	2.2
Socioeconomically Disadvantaged	622	77.6
Students with Disabilities	135	16.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	2.4
Asian	40	5
Filipino	21	2.6
Hispanic	680	84.8
Two or More Races	3	0.4
White	37	4.6

Conclusions based on this data:

1. A significant portion of the student population at Las Palmas Middle School, 77.6%, is socioeconomically disadvantaged. This highlights the need for targeted support and resources to address the unique challenges these students may face.

2. The student body includes a variety of needs, with 16.8% identified as students with disabilities and a small percentage of foster youth and homeless students, indicating a need for specialized support services to meet the unique needs of all student groups effectively.
3. English Learners make up 12.3% of the student population, highlighting the importance of effective English language instruction and support services to help these students achieve proficiency and succeed academically.

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."



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The school's overall performance in English Language Arts and Mathematics is categorized as "Yellow," indicating moderate performance levels. This suggests that while students are achieving at an acceptable level, there is still room for improvement to reach higher proficiency standards.

2. The school has achieved a "Blue" rating in English Learner Progress, demonstrating significant success in supporting English learners in developing their language skills. This indicates effective programs and strategies are in place for English learners.
3. The "Yellow" ratings for Chronic Absenteeism and Suspension Rate highlight areas where the school can focus on improving student engagement and attendance. Addressing these areas will enhance overall student well-being and academic success.

School and Student Performance Data

Academic Performance English Language Arts

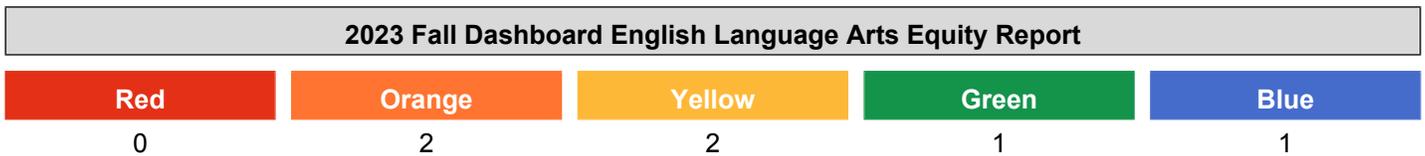
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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		
<p>All Students</p>  <p>Yellow</p> <p>13.2 points below standard</p> <p>Increased +9 points</p> <p>763 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>74.9 points below standard</p> <p>Increased Significantly +18.2 points</p> <p>130 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>29.2 points below standard</p> <p>Increased Significantly +16.3 points</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>22.7 points below standard</p> <p>Increased +10.9 points</p> <p>605 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>90.9 points below standard</p> <p>Increased Significantly +18.2 points</p> <p>130 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>42.2 points below standard</p> <p>Increased +5.9 points</p> <p>17 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Green</p> <p>65.4 points above standard</p> <p>Decreased -12.8 points</p> <p>39 Students</p>	<p>46.8 points above standard</p> <p>Increased Significantly +27.7 points</p> <p>21 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>20.2 points below standard</p> <p>Increased +9.2 points</p> <p>649 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Blue</p> <p>11.9 points above standard</p> <p>Increased Significantly +20.7 points</p> <p>32 Students</p>

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
<p>130.4 points below standard</p> <p>Maintained +0.8 points</p> <p>57 Students</p>	<p>31.7 points below standard</p> <p>Decreased -5.5 points</p> <p>73 Students</p>	<p>9.6 points below standard</p> <p>Increased +6.1 points</p> <p>479 Students</p>

Conclusions based on this data:

1. The school showed a general improvement in English Language Arts (ELA), with all students performing 13.2 points below the standard but gaining 9 points from the previous year. This indicates a positive trend in ELA performance.
2. English Learners and Students with Disabilities both saw significant increases in their ELA scores, with improvements of 18.2 points each. However, these groups still have substantial gaps, with scores of 74.9 and 90.9 points below the standard, respectively, highlighting the need for continued support.
3. There is a disparity in ELA performance among different racial and ethnic groups. Asian and White students performed above the standard, scoring 65.4 and 11.9 points above, respectively. In contrast, Hispanic students scored 20.2 points below the standard, indicating a need for targeted interventions to close these performance gaps.

School and Student Performance Data

Academic Performance Mathematics

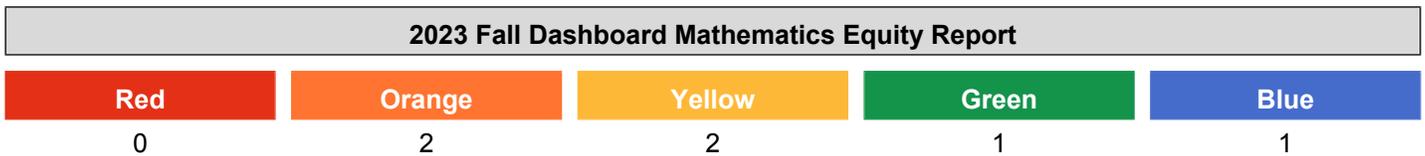
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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		
<p>All Students</p>  <p>Yellow</p> <p>48.5 points below standard Increased Significantly +15.7 points</p> <p>761 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>102.1 points below standard Increased Significantly +23.5 points</p> <p>130 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>39.8 points below standard Increased Significantly +43.4 points</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>58.3 points below standard Increased Significantly +18 points</p> <p>603 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>125.9 points below standard Increased Significantly +36 points</p> <p>129 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>96.8 points below standard</p> <p>Increased Significantly +28.2 points</p> <p>17 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Blue</p> <p>56.3 points above standard</p> <p>Increased +13.3 points</p> <p>39 Students</p>	<p>27.7 points above standard</p> <p>Increased Significantly +22.4 points</p> <p>21 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>56.9 points below standard</p> <p>Increased +14.4 points</p> <p>647 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Green</p> <p>21.3 points below standard</p> <p>Increased Significantly +32 points</p> <p>32 Students</p>

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
<p>147.4 points below standard</p> <p>Increased +10.7 points</p> <p>57 Students</p>	<p>66.6 points below standard</p> <p>Maintained +2.2 points</p> <p>73 Students</p>	<p>47.2 points below standard</p> <p>Increased +14.1 points</p> <p>477 Students</p>

Conclusions based on this data:

- Overall, mathematics performance improved significantly for all students, with an increase of 15.7 points, resulting in an average score of 48.5 points below the standard. This indicates a positive trend in mathematical achievement.
- English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities significantly improved their math scores. English Learners improved by 23.5 points, Socioeconomically Disadvantaged students by 18 points, and Students with Disabilities by 36 points, highlighting effective interventions for these groups.
- There are noticeable disparities in math performance among different racial and ethnic groups. Asian students performed well above the standard, scoring 56.3 points above, while Hispanic and African American students scored significantly below the standard, with 56.9 and 96.8 points below, respectively. This underscores the need for targeted support to address these achievement gaps.

School and Student Performance Data

Academic Performance English Learner Progress

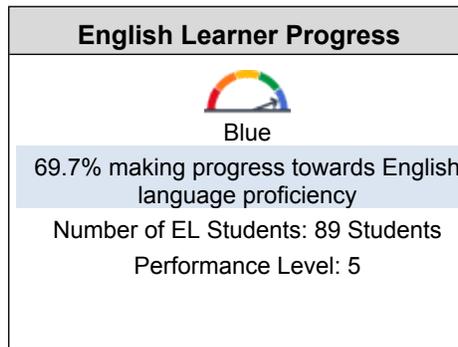
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



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
7	20	0	58

Conclusions based on this data:

- 69.7% of English Learner (EL) students are making progress toward English language proficiency, which is a positive indicator of the school's effective language acquisition program.
- A notable 58 out of 89 EL students progressed at least one English Language Proficiency Indicator (ELPI) level, highlighting significant improvements in their language skills.
- While many students showed progress, seven students decreased by one ELPI level, and 20 maintained lower ELPI levels (1, 2L, 2H, 3L, or 3H), indicating a need for targeted interventions for these students to support continued advancement.

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.”



This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 21.2% Chronically Absent Declined Significantly -7.5 826 Students	 Red 27.8% Chronically Absent Maintained 0 108 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
40.9% Chronically Absent Increased 19.2 22 Students	 Yellow 23.8% Chronically Absent Declined Significantly -8.2 656 Students	 Orange 25.4% Chronically Absent Declined -17.5 138 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>15% Chronically Absent</p> <p>Declined -20.7</p> <p>20 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Green</p> <p>7.1% Chronically Absent</p> <p>Declined -1</p> <p>42 Students</p>	<p>4.8% Chronically Absent</p> <p>Increased 4.8</p> <p>21 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>22.6% Chronically Absent</p> <p>Declined Significantly -7.7</p> <p>699 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Orange</p> <p>24.3% Chronically Absent</p> <p>Declined -6.2</p> <p>37 Students</p>

Conclusions based on this data:

1. The school's overall chronic absenteeism rate has significantly declined to 21.2%, showing a positive trend toward improved attendance.
2. Despite overall improvements, English Learners and Students with Disabilities continue to experience high rates of chronic absenteeism, at 27.8% and 25.4%, respectively, indicating a need for targeted interventions.
3. The data indicates significant declines in chronic absenteeism among African American (15%) and Hispanic (22.6%) students, highlighting successful efforts to reduce absenteeism within these groups. However, despite a decrease, attention is needed for White students, who have a 24.3% chronic absenteeism rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

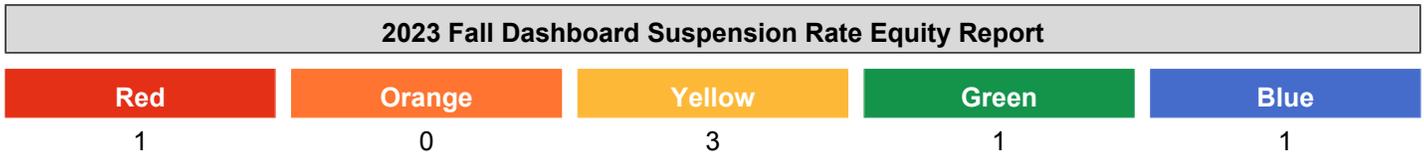
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.6% suspended at least one day</td> </tr> <tr> <td>Maintained -0.2 840 Students</td> </tr> </tbody> </table>	All Students	 Yellow	5.6% suspended at least one day	Maintained -0.2 840 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">13.8% suspended at least one day</td> </tr> <tr> <td>Increased 7.5 109 Students</td> </tr> </tbody> </table>	English Learners	 Red	13.8% suspended at least one day	Increased 7.5 109 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 3 Students	
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Declined -3.1 141 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>5% suspended at least one day</p> <p>Declined -2.1 20 Students</p>	<p></p> <p>No Performance Color 0 Students</p>	<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 42 Students</p>	<p>4.8% suspended at least one day</p> <p>Increased 4.8 21 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>6% suspended at least one day</p> <p>Maintained -0.1 712 Students</p>	<p>Less than 11 Students 8 Students</p>	<p></p> <p>No Performance Color 0 Students</p>	<p></p> <p>Yellow</p> <p>5.4% suspended at least one day</p> <p>Maintained 0 37 Students</p>

Conclusions based on this data:

1. The suspension rate for all students remains at 5.6%, with a minor decrease of 0.2 percentage points, indicating a stable but relatively high suspension rate.
2. English Learners have a notably high suspension rate of 13.8%, an increase of 7.5 percentage points, while Homeless students have an 8.3% suspension rate, up by 4.2 percentage points. These figures highlight a critical need for targeted behavioral interventions for these vulnerable groups.
3. The suspension rate for Students with Disabilities has significantly declined by 3.1 percentage points, bringing it to 6.4%. This positive trend suggests that recent efforts to support this group are having a beneficial impact.

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	<p>English Language Arts: Increase by 5% the number of students that meet or exceed standard in English Language Arts, as measured by CAASPP.</p> <p>Mathematics: Increase by 5% the number of students that meet or exceed standard in Mathematics, as measured by CAASPP.</p> <p>Science: Increase by 5% the number of students that meet or exceed standard in Science, as measured by CAST.</p> <p>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.</p> <p>Graduation Rate: Increase by 3% the number of 12th-grade students who graduate high school with a high school diploma.</p> <p>A-G Rate: Increase by 6% the number of 12th-grade students meeting UC/CSU A-G college entrance requirements.</p> <p>Attendance: Increase Districtwide Attendance Rate to at least 95% or higher.</p>	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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
<p>Expository Reading and Writing Course (ERWC) 6-12</p> <p>ESSA: Moderate</p>	<ul style="list-style-type: none"> 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 <p>(California Department of Education (CCSS), California State University course syllabus)</p>	<p>Goals, Strategies, & Proposed Expenditures</p>
<p>UCI Math Project</p> <p>ESSA: Moderate</p>	<ul style="list-style-type: none"> 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. <p>(Fong, T., Perry, R., Reade, F., Klarin, B., & Jaquet, K., 2016) (Perry, Rebecca, Marple, Stacy., & Reade, Frances, 2019)</p>	<p>Goals, Strategies, & Proposed Expenditures</p>
<p>Lindamood-Bell</p> <p>ESSA: Strong</p>	<ul style="list-style-type: none"> 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. <p>(Donnelly, P.M., Huber, E., & Yeatman, J. D., 2019) (Sadoski, M. & Wilson, V., 2006)</p>	<p>Goals, Strategies, & Proposed Expenditures</p>
<p>Ruler</p> <p>ESSA: Moderate</p>	<ul style="list-style-type: none"> 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; Building the skills of emotional intelligence; and Creating and maintaining a positive school climate. <p>(Nathanson, L., Rivers, S. E., Flynn, L.M., & Brackett, M. A., 2016)</p>	<p>Goals, Strategies, & Proposed Expenditures</p>
<p>Character Strong/Purposeful People</p> <p>ESSA: Moderate</p>	<ul style="list-style-type: none"> 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 <p>(Elias, M. J., & Arnold, H. (Eds.), 2006). (Brackett, M. A., & Katulak, N. A., 2006).</p>	<p>Goals, Strategies, & Proposed Expenditures</p>

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: Strong	Professional Development for teachers. Use of Focused Notes Schoolwide Implementation of engineered collaborative strategies schoolwide WICOR in all departments Promoting a college-going culture AVID tutorials in all AVID classes	Goals, Strategies, & Proposed Expenditures
Computer Science and Robotics Program ESSA: Moderate	Professional Development for teachers. Students learn coding as their second language. Computer science becomes a regular discipline in the classroom to develop student communication, critical thinking, collaboration and creativity.	Goals, Strategies, & Proposed Expenditures
High School Pathways ESSA: Moderate	Music Instruction for students grade 6-8 Helps to develop language and reasoning, promotes craftsmanship There is a strong link between music and mathematics Foreign Language - Spanish Animation as a pathway to High School CTE animation	Goals, Strategies, & Proposed Expenditures
AVID- EXCEL ESSA: Moderate	Professional Development for teachers on supporting language. Focus on academic vocabulary use, reading comprehension skills, and oral presentation skills.	Goals, Strategies, & Proposed Expenditures
Digital Citizenship ESSA: Moderate	Go Formative and Nearpod	Goals, Strategies, & Proposed Expenditures
Student Engagement ESSA: Strong	Renaissance, student academic recognition, clubs, afterschool tutoring	Goals, Strategies, & Proposed Expenditures
Gate ESSA: Moderate	Enrichment Courses	Goals, Strategies, & Proposed Expenditures
Advanced Math Courses ESSA: Strong	International 1 and International 2 high school math offerings at the middle school level	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, Las Palmas will increase student achievement in ELA schoolwide, in each student group and grade level, by 10% or more on SBAC and district benchmarks.

We will increase by 10% the number of students who meet or exceed standards on the ELA portion.

We will increase by 10% the number of students who meet or exceed standards on department-common formative assessments and district benchmarks.

We will increase by 10% the number of students in SPED and EL who will meet or exceed the standard on the CAASPP summative assessments.

We will increase by 10% the number of students in SPED and EL students meet or exceed standards on department-common formative assessments and district benchmarks.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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.

The review of the Dashboard and local data, along with AR diagnostic data, CAASPP, and iReady assessments, reveals a need for improvement in English Language Arts (ELA) across all student groups. The current proficiency levels indicate significant performance gaps, particularly among English Learners (ELs) and Students with Disabilities (SWDs). In 6th grade, 43.66% of students are proficient in ELA, but 0% of ELs and 12.20% of SWDs reached proficiency. Although there is improvement in some subcategories recent test scores in higher grades, with 0% of 8th-grade ELs and 12.20% of 8th-grade SWDs meeting proficiency. These disparities highlight the need for targeted instructional strategies and support to improve ELA outcomes for these student groups.

AR diagnostic data identified a need for explicit instruction in writing and academic vocabulary, while District DWA and CAASPP data continue to point to reading comprehension as an area requiring further growth. i-Ready Standard Mastery assessments underscore the importance of mastering specific standards, indicating that both SPED and EL students need continued support to achieve these standards. Steps to address these gaps will include increasing access to tailored instructional materials, implementing differentiated teaching methods, and providing additional academic support through tutoring and intervention programs.

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 SBAC ELA	<p>44.56% at proficiency in 6th grade ELA 51.28% at proficiency in 7th grade ELA 43.66% at proficiency in 8th grade ELA</p> <p>4.35% at proficiency 6th grade ELA for English Learners 0% proficiency 7th grade ELA for English Learners 0% proficiency 8th grade ELA for English Learners</p> <p>11.43% at proficiency in 6th grade ELA English for students with disabilities 15.38% at proficiency in 7th grade ELA English for students with disabilities 12.20% at proficiency in 8th grade ELA English for students with disabilities</p>	<p>56% at proficiency in 6th grade ELA 58% at proficiency in 7th grade ELA 48% at proficiency in 8th grade ELA</p> <p>10% proficiency in 6th grade ELA for English Learners 10% proficiency in 7th grade ELA for English Learners 10% proficiency in 8th grade ELA for English Learners</p> <p>15% at proficiency in 6th grade Math English for students with disabilities 20% at proficiency in 7th grade Math English for students with disabilities 15% at proficiency 8th grade Math English for students with disabilities</p>
Common Formative Assessments (In-School)	54% of students demonstrated mastery in the i-Ready diagnostic and Standard Mastery Report	75% of students will demonstrated mastery in the i-Ready diagnostic and Standard Mastery Report

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will regularly examine student performance and assessment data to monitor student mastery of standards during staff development and PLC collaboration sessions. Teachers will also meet in teams and departments to discuss instructional pacing and district benchmark outcomes to drive instruction.	All	<p>1000 Title I - Site Allocation Certificated Salaries</p> <p>2000 LCFF S/C Site Innovation (3313) Books and Supplies</p>
1.2	Maintain 80% of teachers trained in AVID from all curricular disciplines. Strategies are utilized school-wide to enhance the learning of all students. Time is provided for peer observations and collaboration, along with PLC, to share best practices. Teachers will collaborate to increase rigor for developing Academic vocabulary, writing, and comprehension access to materials of varied lexiles. Utilization of AVID strategies of critical reading, Socratic Seminar, Cornell/Interactive Notes, AVID Professional Development, AVID Weekly, etc.	All	<p>1000 LCFF S/C AVID (4401) Books and Supplies</p>
1.3	Continue to train staff with Achievement Team protocol. Teachers will use short assessments - both pre and post-tests - and use data to drive instruction.	All	

1.4	Students will be able to access technology and online tools individually and collaboratively. The LMC (Library Media Center) is available for students who need technology access. Provide intervention software for ELA.	All	250 Title I - Site Allocation Books and Supplies 200 Title I - Site Allocation Services and other operating expenditures 500 Title I - Site Allocation Certificated Salaries 300 Title I - Site Allocation Classified Salaries
1.6	Students will access i-Ready diagnostic and AR exams and take the Star diagnostic exams. These tools will help monitor students' reading comprehension progress.	All	District funded
1.7	Provide after-school tutoring and/or homework help for students.	All	18000 LCFF S/C Tutoring (2226) Certificated Salaries
1.8	Provide opportunities for teacher training, peer observation, and collaboration in AVID strategies in accordance with our instructional focus and our commitment to implementing AVID school-wide. This will include the payment of AVID tutors.	All	1500 LCFF S/C AVID (4401) Certificated Salaries 3000 LCFF S/C Site Innovation (3313) Professional/Consulting Services
1.9	Purchase updated technology for teachers and other staff members to support student achievement.	All	1860 Title I - Site Allocation Books and Supplies 5000 LCFF S/C Site Innovation (3313) Books and Supplies
1.12	English Intervention and Study Skills sections will be offered, with allocated time for teachers to plan, develop differentiated curricula, and access additional materials and support. Additionally, a Saturday CAASPP Bootcamp will be available to further assist students.	Intervention for Standard nearly Met and Standard Not Met students.	2000 Title I - Site Allocation Books and Supplies 2000 Title I - Site Allocation Certificated Salaries 7000 LCFF S/C Site Innovation (3313) Certificated Salaries
1.13	Provide instructional digital tools (Nearpod, GoFormative, Commonlit.org) to support student learning.	All	8000 LCFF S/C Site Innovation (3313)

			Books and Supplies
1.14	Provide new teacher(s) with needed resources and supplies for effective instruction.	New Teacher	3000 LCFF S/C Site Innovation (3313) Books and Supplies
1.15	Support language acquisition with additional tutoring and support after school.	Dual Language Students	5000 LCFF S/C Dual Language (2228) Certificated Salaries
1.16	Support EL students with accelerating language acquisition and developing literacy and reading comprehension skills.	AVID EXCEL- English Learners	District funded Certificated Salaries
1.17	Increase the opportunities for co-teaching for special education students. With the continued support of a special education teacher, students identified as special education will have more access to the general education environment and scaffolded support to be mainstreamed.	English Co-Teach-Special Education Students	District funded

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.

At Las Palmas Middle School, strategies to enhance ELA achievement have been multifaceted, with an emphasis on data-driven instruction, professional development, and comprehensive student support. Teachers consistently analyze student performance and assessment data during staff development and PLC sessions to monitor students' mastery of standards (1.1). AVID strategies, such as critical reading, Socratic Seminars, and Focused/Interactive Notes, are applied across all subjects to deepen student engagement and learning (1.2). Additionally, the Achievement Team protocol uses short assessments to guide instruction, providing a structured framework to assess and address student needs (1.3).

Technology and online tools like i-Ready diagnostics, AR exams, and Star diagnostics have been integrated to continuously track progress in reading comprehension (1.4 & 1.5). Further, after-school tutoring and support for new teachers ensure that all students receive the assistance necessary to reach academic benchmarks (1.6, 1.7, 1.8, 1.9). Transition activities for incoming students, such as visits to feeder elementary schools and orientation sessions, have been essential in smoothing the transition to middle school and building a sense of preparedness for students and parents alike (1.10, 1.11).

Additional targeted strategies include specialized tutoring to improve language acquisition, literacy development, and reading comprehension skills for English Learners and special education students. Expanding co-teaching has also been a priority, pairing general education teachers with special education teachers to provide inclusive instruction and targeted support. This collaborative approach delivers differentiated instruction and scaffolded support, making the general education curriculum more accessible to students with diverse learning needs (1.15, 1.16, 1.17). Together, these efforts aim to boost academic outcomes by applying targeted interventions and specialized teaching techniques.

These strategies have led to positive outcomes, with notable improvements in student achievement across various grade levels and groups. However, the goal of increasing the number of students meeting or exceeding standards by 10% remains ambitious, especially for SPED and EL students, who continue to show performance gaps.

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

While the strategies were implemented largely as intended, some adjustments were needed. The heightened demand for technology and instructional resources led to higher-than-expected expenditures. Additional funds were allocated for expanded after-school tutoring and homework support, AVID training sessions, and instructional materials to enrich classroom instruction. Despite these budgetary challenges, the school remains dedicated to providing all students with the necessary support to achieve the outlined goals. Continued collaboration and professional development among teachers remain essential in reaching these objectives.

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.

Based on the analysis of the current goal, the annual outcomes, metrics, or strategies/activities changes will be made to enhance the effectiveness of the goal to increase student achievement in ELA by 10% across all student groups and grade levels at Las Palmas. The following adjustments will be implemented and can be found in the SPSA:

Goal: No changes have been made to the description of the school goal.

Annual Outcomes: We have refined targets to ensure measurable and realistic increases in the number of students meeting or exceeding ELA standards. Specific emphasis on improving outcomes for SPED and EL students by 10% on CAASPP and other assessments.

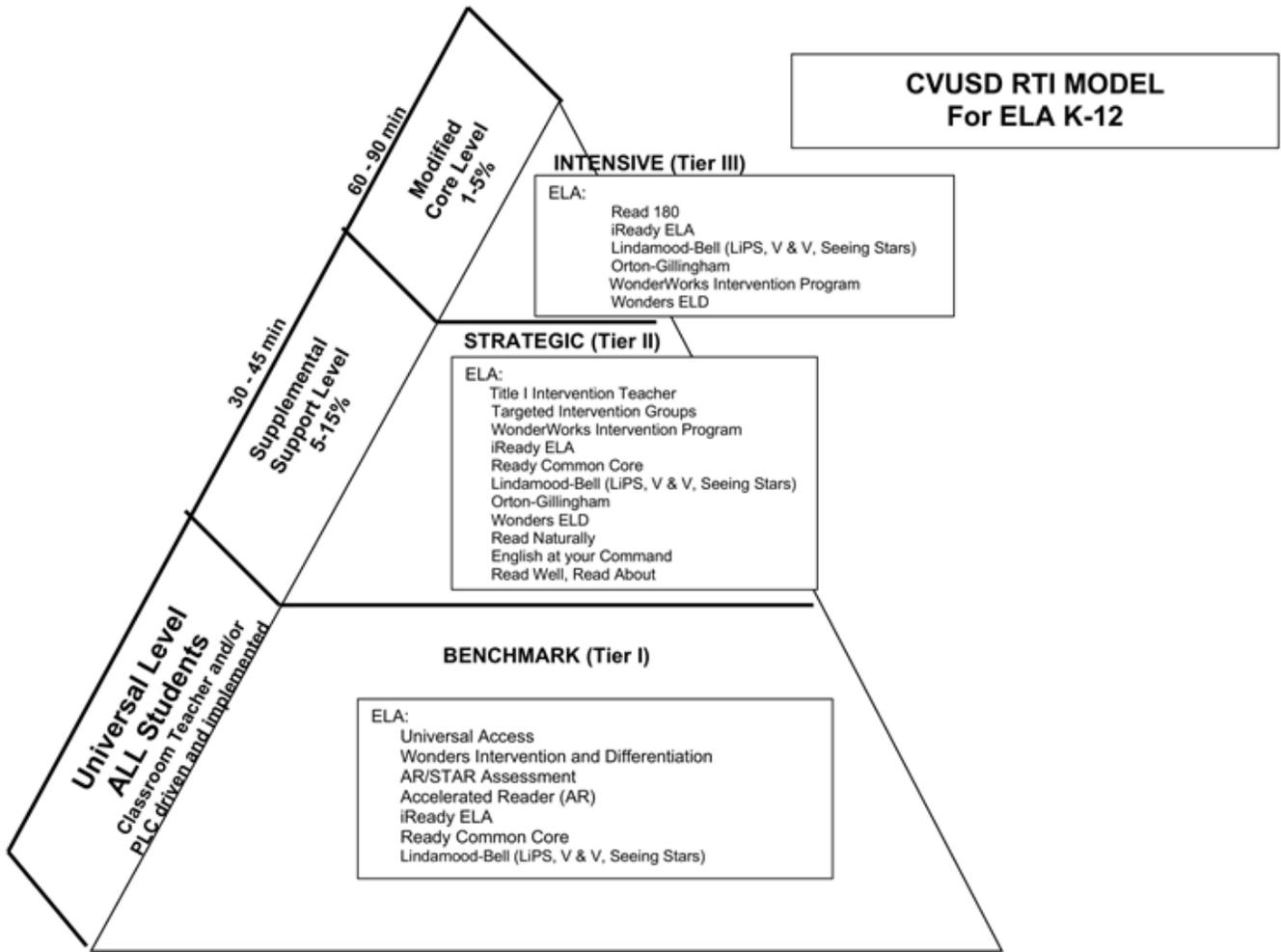
Increased focus on narrowing the achievement gap between different student groups.

Metrics: No metrics have been removed or added.

Strategies/Activities and Proposed Expenditures: The strategies and activities have been refined to provide greater clarity and focus for implementation. This includes detailed steps and specific actions to ensure that each initiative aligns with the goal of increasing ELA proficiency. The adjustments aim to streamline processes, enhance resource allocation, and clearly define roles and responsibilities, enabling a more efficient and effective execution of the planned interventions.

These changes, detailed in the SPSA, aim to provide a more focused and effective approach to increasing ELA proficiency across all student groups at Las Palmas. These adjustments were made with the valuable input of educational partners, ensuring that the strategies are comprehensive and address the specific needs of our diverse student population.

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.

Mathematics

By June 2025, Las Palmas will increase student achievement in Mathematics schoolwide, in each student group and grade level by 10% or more on SBAC and district benchmarks.

We will increase by 10% the number of students who meet or exceed standards on the Math portion.

We will increase by 10% the number of students who meet or exceed standards on department-common formative assessments and district benchmarks.

We will increase by 10% for students identified as SPED or EL in each grade level by 10% on the CAASPP Summative assessment and district benchmarks.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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.

A review of the Dashboard and local data reveals areas for improvement in mathematics achievement at Las Palmas, particularly among English Learners (EL) and Students with Disabilities (SWD). The CAASPP SBAC Math data shows low proficiency levels across all grade levels, with only 23.70% proficiency in 6th grade, 26.75% in 7th grade, and 33.33% in 8th grade. EL students demonstrate critical performance gaps, with 0% proficiency in 6th and 7th grades and only 3.33% in 8th grade. Similarly, SWD have low proficiency rates, with 2.27% in 6th grade and 0% in 7th and 8th grades. Additionally, Common Formative Assessments and district benchmarks indicate that only 50% of students demonstrate mastery.

Further analysis of iReady and CAASPP data highlights number systems and operations as a continued growth area. The CAASPP data indicates a need for improvement in all students' performance on the summative assessment, specifically on EL and SWD, who show low achievement levels. District benchmark data corroborates these findings, indicating a need for continued growth in these groups' performance on district assessments.

To address these gaps, it is crucial to implement targeted interventions and instructional strategies to support all student groups, particularly EL and SWD. The focus will be on enhancing students' understanding and mastery of core mathematical concepts and improving their performance on summative assessments and district benchmarks.

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 SBAC Math	6th-36.01% level of proficiency 7th-34.28% level of proficiency 8th-35.07% level of proficiency 9.09% level of proficiency for EL students in 6th grade 5% level of proficiency for EL students in 7th grade 5.56% level of proficiency for EL students in 8th grade 8.57% level of proficiency for students with reported disabilities in 6th grade 11.54% level of proficiency for students with reported disabilities in 7th grade 4.88% level of proficiency for students with reported disabilities in 8th grade	6th-46.01% level of proficiency 7th-44.28% level of proficiency 8th 45.07% level of proficiency 19.09% level of proficiency for ELL students in 6th grade 15% level of proficiency for ELL students in 7th grade 15.56% level of proficiency for ELL students in 8th grade 18.57% level of proficiency for students with reported disabilities in 6th grade 21.54% level of proficiency for students with reported disabilities in 7th grade 14.88% level of proficiency for students with reported disabilities in 8th grade
Common Formative Assessments	50% of students demonstrate mastery on common formative assessments created by grade level professional learning communities.	60% of students demonstrate mastery on common formative assessments created by grade level professional learning communities.
Districtwide	50% of students demonstrate mastery on district assessments	60% of students demonstrate mastery on district assessments

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 meet in teams to determine common assessments, analyze data, differentiate instruction, and create an action plan for a math summit. They will continue to implement problems that require high levels of reason, both abstract and quantitative, and construct viable arguments, patterns, and strategies. They will also implement standards for mathematical practice and provide opportunities for peer observation and collaboration.	ALL	3000 LCFF S/C Site Innovation (3313) Certificated Salaries 2000 Title I - Site Allocation Professional/Consulting Services
2.2	We will continue to use technology both in and out of the classroom, providing opportunities for intervention via technology, differentiated instruction, peer coaching, guided study, and teacher/tutors.	ALL	5000 LCFF S/C Site Innovation (3313) Books and Supplies 2000 LCFF S/C Site Innovation (3313) Certificated Salaries

2.3	Support will be provided with supplies and technology to help with achievement team cycle implementation and data boards.	ALL	500 Title I - Site Allocation Books and Supplies
2.4	UCI training for all math teachers to enhance math rigor with a four-step approach: facts, procedures, concepts, and relational knowledge.	ALL	
2.5	We will continue our work with PLC training for teachers to enhance their practice and effectively guide their instruction using a common data protocol for review/ Achievement Teams.	ALL	4000 Title I - Site Allocation Certificated Salaries 550 Title I - Site Allocation Books and Supplies 3000 Title I - Site Allocation Books and Supplies
2.6	Provide opportunities for teacher training, peer observation, and collaboration in AVID strategies in accordance with our instructional focus and our commitment to implementing AVID school-wide. This will include the payment of AVID tutors.	ALL	500 LCFF S/C AVID (4401) Certificated Salaries
2.7	Math Intervention sections will be established, including resources for teacher release time for planning, developing a differentiated curriculum, and acquiring additional materials and support. Additionally, a Saturday CAASPP Bootcamp will be offered.	Intervention for Standard nearly Met and Standard Not Met students	4,000 Title I - Site Allocation Certificated Salaries 7000 LCFF S/C Site Innovation (3313) Certificated Salaries
2.8	Provide math intervention for students below grade level.	All	District funded Certificated Salaries
2.9	AVID Excel—Strategies from AVID Excel will be utilized to support the acquisition and understanding of the academic language used in math. The strategies will be shared with all teachers so they can be utilized in all classes to support all EL students on campus.	EL Students	District funded Professional/Consulting Services
2.10	Co-Teach Math. Las Palmas will add a co-teach 6th-grade math class. This will expose SPED students to the same level of rigor as our general education students with the support of both a general and special education teacher.	Students with Disabilities	District funded Certificated 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.

The implementation of strategies to achieve the goal of increasing student achievement in Mathematics at Las Palmas has been comprehensive. Teachers have engaged in collaborative team meetings to determine common assessments, analyze data, and create action plans. This collaborative approach has facilitated the sharing of best practices and the identification of areas needing improvement. The focus on developing students' reasoning and problem-solving skills and emphasizing abstract and quantitative reasoning have been central to our instructional strategy (2.1).

Incorporating technology in and out of the classroom has supported differentiated instruction and personalized learning. Intervention software and technology tools have enabled targeted interventions for students below grade level, enhancing their learning experience and providing additional support (2.2). Additionally, the UCI training for all math teachers has been instrumental in enhancing the rigor of math instruction, focusing on a four-step approach that includes facts, procedures, concepts, and relational knowledge (2.4).

The establishment of math intervention sections, specifically tailored for students who are nearly meeting standards and those who are not meeting standards, has provided focused support for struggling students. This intervention, combined with the Saturday CAASPP Bootcamp, has been crucial in addressing gaps in student understanding and performance (2.7).

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

Overall, while the strategies implemented have shown positive impacts, there were adjustments in the budget to accommodate the additional needs identified during the implementation process. These adjustments were necessary to ensure the effective execution of the strategies and to achieve the goal of increasing student achievement in Mathematics.

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.

Based on the analysis of the current goal, several adjustments will be made to enhance the effectiveness of our objective to increase student achievement in Mathematics by 10% across all student groups and grade levels at Las Palmas. The following changes, detailed in the SPSA, will be implemented:

Goal: The description of the school goal for Mathematics remains unchanged.

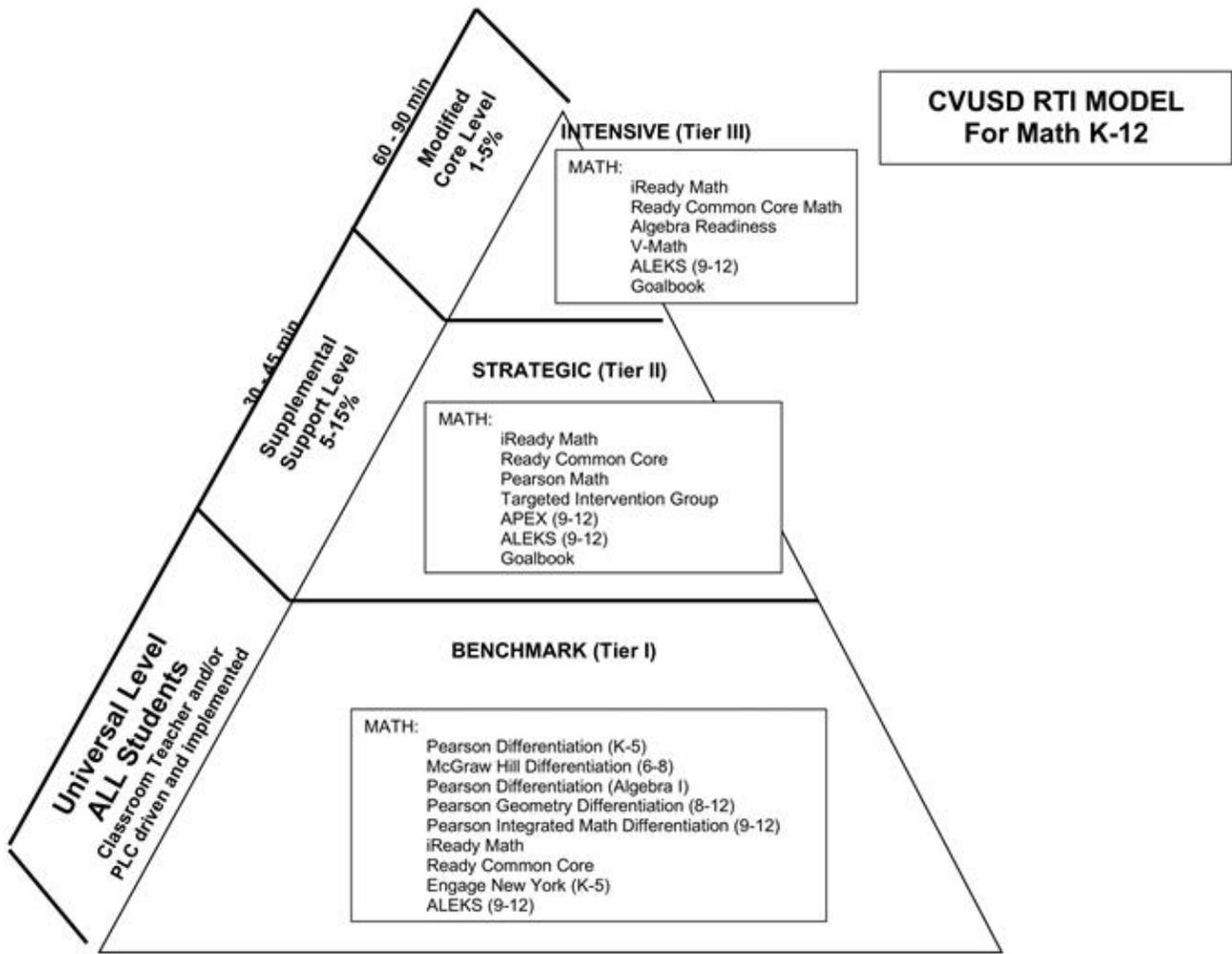
Annual Outcomes: We have refined targets to ensure measurable and realistic increases in the number of students meeting or exceeding Math standards. There will be a specific emphasis on improving outcomes for students with disabilities (SWD) and English Learners (EL) by 10% on the CAASPP and other assessments, with a focus on narrowing the achievement gap between different student groups.

Metrics: No new metrics have been introduced or removed. We will continue to use CAASPP and district benchmarks as key indicators of student progress.

Strategies/Activities and Proposed Expenditures: The strategies and activities have been refined for greater clarity and focus in their implementation. This includes detailed steps and specific actions to ensure that each initiative aligns with the goal of increasing Math proficiency. The adjustments aim to streamline processes, optimize resource allocation, and clearly define roles and responsibilities, enabling a more efficient and effective execution of the planned interventions.

These changes aim to provide a more targeted and effective approach to increasing Math proficiency across all student groups at Las Palmas. These adjustments were made with valuable input from educational partners, ensuring that the strategies are comprehensive and address the specific needs of our diverse student population.

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.

English Language Development

By June 2025, 10% growth overall in performance for EL students on both math and ELA as measured by the CAASPP scores.

By June 2025, 5% increase in EL progress on ELPI.

By June 2025, 10% increase on proficiency on the summative ELPAC

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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.

A review of the Dashboard and local data reveals several critical areas for improvement among English Learner (EL) students. Current data shows significant underperformance in both English Language Arts (ELA) and Mathematics, as indicated by CAASPP SBAC assessments and district benchmarks.

In ELA, only 4.32% of EL students in 6th grade, 0% in 7th grade, and 0% in 8th grade achieved proficiency, highlighting a substantial performance gap that requires immediate attention. In Mathematics, proficiency levels are similarly low, with 0% of students in both 6th and 7th grades and only 3.33% in 8th grade reaching proficiency. These results point to an urgent need for focused interventions in Math.

Furthermore, data from the CAASPP summative assessments confirm that EL students are significantly underperforming in both ELA and Math. District benchmarks and teacher assessments also show that EL students are struggling with the academic language skills essential for success in these subjects.

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 SBAC ELA	4.32% at proficiency 6th grade ELA for English Learners 0% proficiency 7th grade ELA for English Learners 0% proficiency 8th grade ELA for English Learners	14.32% at proficiency 6th grade ELA for English Learners 10% proficiency in 7th grade ELA for English Learners 10% proficiency 8th grade ELA for English Learners
CAASPP SBAC Math	9.09% level of proficiency for ELL students in 6th grade 5.0% level of proficiency for ELL students in 7th grade 5.56% level of proficiency for ELL students in 8th grade	19% level of proficiency for ELL students in 6th grade 15% level of proficiency for ELL students in 7th grade 15.56% level of proficiency for ELL students in 8th grade
CA Dashboard: ELPI	69.7% making progress	74.7% making progress
Summative ELPAC	40.74% Proficient	50.74% Proficient

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	The ELD Coordinator will continue to monitor students' progress and ensure that they are properly placed in special programs and interventions according to RTI and Catch Up Plan, providing time and period subs for the ELD Coordinator to meet with students, teachers, parents, and instructional aide support.	EL	District funded
3.2	Provide interpreters for parents during parent events or meetings, and to enable parent/teacher communication	ALL as applicable	2500 LCFF S/C Site Innovation (3313) Classified Salaries
3.3	Provide intervention for EL students during and/or after school and focus on EL at the intermediate or high levels on ELPAC who are not meeting the district Catch Up Plan and expectations. Provide monitoring and intervention for our RFEP students as needed to help students progress academically. Identified students selected to participate in a study skills course.	Specified EL and RFEP students	5000 LCFF S/C Site Innovation (3313) Books and Supplies
3.4	Provide Designated ELD for at least 30 minutes a day based on ELD performance levels according to ELPAC, ELD performance levels according to the High Point assessment, and EL student needs. Utilize the CA ELD Standards and the ELA/ELD Framework.	EL	District funded

3.6	Provide opportunities for teacher trainings, peer observation, and collaboration in AVID strategies in accordance to our instructional focus and are commitment to implementing AVID school-wide., which will include the payment of AVID tutors.	ALL	1500 LCFF S/C AVID (4401) Certificated Salaries
3.7	Focus on general education teachers providing ELD instruction according to their content area.	EL	
3.8	Utilize EL monitoring tools to support EL progress using the 6-8 3D Assessment data.	EL	
3.9	Conduct ELAC Meetings to keep parents informed as well as obtaining their feedback on EL student progress.	EL	
3.10	EL Catch-Up Plans with an intent to reduce the percentage of LTELS.	EL	
3.11	AVID Excel is a branch of the AVID system that specifically focuses on our English Learners to help accelerate academic language acquisition	AVID EXCEL	District funded Certificated 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.

Implementing strategies aimed at increasing the achievement of English Learner (EL) students by 10% in both math and ELA, as measured by CAASPP scores and the Status and Change Report, has been actively pursued. Key activities included enhancing the role of the ELD Coordinator in monitoring student progress, providing tailored interventions, and offering professional development for teachers to improve ELD instruction (3.1, 3.2, 3.5). Additionally, efforts were made to engage parents through interpreters and ELAC meetings, fostering a supportive environment for EL students' academic growth (3.2, 3.8).

The effectiveness of these strategies is evident in the noticeable improvements in EL students' performance on assessments, particularly in oral and written language skills, as reflected in the ELPAC results. The interventions and targeted support have helped some students progress, especially those at intermediate or high ELD levels (3.4). However, there remains a significant need to address achievement gaps, particularly for students who are not meeting the district's Catch-Up plan and expectations (3.9)

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 major deviations from the planned strategies and activities. However, it became apparent that additional resources were required to fully implement the planned interventions. There was an increased focus on supporting general education teachers in providing effective ELD instruction within their content areas, ensuring that EL students receive consistent and high-quality support across all subjects. To address these challenges, adjustments in the SPSA include reallocating funds.

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.

Based on the analysis of our current goal, some adjustments will be made to enhance the effectiveness of our objective to increase student achievement in English Language Development (ELD) by 10%. The following changes, detailed in the SPSA, will be implemented:

Goal: The description of the school goal for ELD remains unchanged.

Annual Outcomes: We have refined targets to ensure measurable using the latest data available.

Metrics: One metric, the English Language Progress Indicator from the CA Dashboard, has been added to better monitor EL growth and progress.

Strategies/Activities and Proposed Expenditures: The strategies and activities have been refined for greater clarity and focus in their implementation. This includes detailed steps and specific actions to ensure that each initiative aligns to increase ELD proficiency. The adjustments aim to streamline processes and optimize resource allocation, enabling a more efficient and effective execution of the planned interventions.

These changes aim to provide a more targeted and effective approach to increasing ELD proficiency and ELPI progress. These adjustments were made with valuable input from educational partners, ensuring that the strategies are comprehensive and address the specific needs of our diverse student population.

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, Las Palmas will increase student achievement in science schoolwide on common formative assessments.

By June 2025, Las Palmas will increase by 10% the percentage of students proficient on CAST.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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 California School Dashboard and local data, there are several critical areas requiring significant improvement in science education at Las Palmas:

The data indicates that only 19.51% of students demonstrated proficiency in the California Science Test (CAST) during the most recent assessment cycle. This low proficiency rate highlights a need for enhanced instructional strategies and resources to support better student learning in science.

A detailed analysis of the performance data reveals substantial achievement gaps between different student groups. In particular, English Learners (ELs), students with disabilities (SWD), and socioeconomically disadvantaged students are significantly underperforming compared to their peers. These groups require targeted support to address specific challenges they face in accessing and mastering the science curriculum.

Local data from common formative assessments indicates students' inconsistent mastery of key scientific concepts and skills. This inconsistency suggests that there may be gaps in the alignment of curriculum, instruction, and assessment practices across grade levels and classrooms.

The science department will continue developing assessments that align with the CAST provided by the state. The standards need to be broken down and common assessments developed that can be administered to students throughout the year. This will help ensure that students are adequately prepared for the state assessments and that instruction is aligned with the required standards.

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
Common Formative Assessments	48% of students demonstrated proficiency on school wide common formative assessments	60% of students will demonstrate proficiency on school wide common formative assessment
CAST Assessment	19.51% of students demonstrating proficiency in the CAST assessment.	29.51% of students demonstrating proficiency in the CAST assessment.

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	Provide opportunities for teacher training, especially with the newly adopted curriculum.	ALL	2000 Title I - Site Allocation Certificated Salaries
4.2	Meet in teams and departments to analyze student performance, ensuring that all students are learning and receiving interventions (RTI model).	ALL	1500 LCFF S/C Site Innovation (3313) Certificated Salaries
4.3	Provide opportunities for student collaboration and further implementation of AVID WICOR strategies.	ALL	8000 LCFF S/C Site Innovation (3313) Services and other operating expenditures
4.4	Provide opportunities for teacher training, peer observation, and collaboration in AVID strategies in accordance with our instructional focus and our commitment to implementing AVID school-wide. This will include the payment of AVID tutors.	ALL	2500 LCFF S/C Site Innovation (3313) Certificated Salaries
4.5	Provide expanded learning opportunities for all students through field trips and real-life, hands-on learning experiences.	All	8000 Title I - Site Allocation Certificated Salaries 2500 Site Allocation (26000.0) 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.

The strategies and activities designed to increase student achievement in science at Las Palmas have been implemented with a structured and comprehensive approach. The school's initiatives have included several key elements aimed at improving both teaching practices and student learning outcomes:

Teachers participated in specialized training sessions to enhance their instructional strategies and content knowledge in science. These sessions focused on current best practices in science education, integrating technology, and employing hands-on, inquiry-based learning approaches. This professional development was intended to better equip teachers to engage students and facilitate a deeper understanding of scientific concepts (4.1).

Teachers met regularly in teams and departments to analyze student performance data. This collaborative approach allowed educators to identify struggling students and implement targeted interventions using the RTI (Response to Intervention) model. According to the data, the percentage of students meeting or exceeding the standards in science decreased from 22.14% in 2022 to 19.51% in 2023. This data-driven approach helped in tailoring instructional strategies to meet the needs of the students more effectively (4.2).

The school implemented AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies across the science curriculum. These strategies were designed to develop students' critical thinking skills, encourage collaborative learning, and improve organizational and study skills. AVID tutors were also involved, providing additional support to students and helping to reinforce the AVID methodologies (4.3).

Opportunities were provided for teachers to engage in peer observation and collaboration. This allowed educators to share best practices, observe different teaching styles, and collaboratively plan lessons incorporating effective instructional techniques. Such interactions aimed to foster a professional learning community within the school, enhancing overall teaching effectiveness (4.4).

The school expanded students' learning opportunities by organizing field trips and other real-life learning experiences. These activities connected classroom learning with practical, real-world applications, increasing student engagement and interest in science (4.5).

Despite these efforts, the data indicated a decrease in the percentage of students meeting or exceeding science standards, from 22.14% in 2022 to 19.51% in 2023. This decline highlights several potential areas for improvement. There may be inconsistencies in the implementation of strategies across different classrooms and grade levels. Ensuring that all teachers uniformly apply the training and strategies could improve outcomes. While AVID strategies and interventions were in place, additional support may be needed to address the challenges underperforming students face. This includes further differentiated instruction and more intensive support for students struggling with core scientific concepts. The effectiveness of professional development and intervention programs might be limited by resource constraints, including time, materials, and staffing. Addressing these limitations could enhance the implementation of the strategies.

While the school has made commendable efforts in implementing the outlined strategies, the decrease in student performance suggests a need for continued refinement of these approaches. Future efforts will ensure consistent implementation, enhance student engagement, and provide targeted support to students not meeting the standards. These adjustments are necessary to align better the strategies to increase science proficiency across all student groups at Las Palmas.

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

Some budgeted expenditures were reallocated or not fully utilized, particularly in expanded learning opportunities and field trips. This was partly due to logistical challenges and reevaluating the critical needs for improving student outcomes. The initial implementation of the strategies to increase science achievement at Las Palmas provided a strong foundation, but several adjustments and enhancements are needed. The discrepancies between planned and actual activities and the observed decline in student performance underscore the importance of refining our approach. Moving forward, we will focus on ensuring a more consistent application of the RTI model, enhancing teacher training and support, and fully leveraging AVID strategies to meet our goals.

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.

Goal: The goal remains focused on increasing student achievement in science at Las Palmas, aiming for measurable improvements in student performance on formative assessments and the CAASPP Science Test (CAST).

Annual Outcomes: As a result of the analysis, yearly outcomes will be adjusted to set more realistic and achievable targets for student improvement. Specifically:

Refined Performance Targets: The target will emphasize incremental progress, improving the percentage of students meeting or exceeding standards by at least 10%. This adjustment accounts for the challenges observed in the data analysis, ensuring more attainable and sustainable growth. Greater emphasis will be placed on monitoring and improving the performance of specific student groups to address the observed performance gaps.

Metrics: No new metrics will be introduced, but the existing ones will be more rigorously monitored.

Strategies/Activities and Proposed Expenditures: The strategies and activities have been refined to enhance effectiveness and ensure a more targeted approach. Teachers will receive additional, focused professional development sessions emphasizing the integration of inquiry-based learning and differentiated instruction. Teachers will continue to analyze student performance data, focusing on identifying specific barriers to student success. This will involve more detailed data tracking and formative assessments to inform instructional adjustments. More resources will be allocated to support the school-wide implementation of AVID WICOR strategies, including additional training and integrating these strategies into daily classroom practices. Teachers will be given more structured time for collaboration and peer observations, facilitating the sharing of best practices and collective problem-solving. The school will also increase the availability of targeted interventions. Additionally, enrichment opportunities, including hands-on science experiences and field trips, will be expanded to enhance student engagement and interest.

These changes and adjustments are detailed in the SPSA, providing a clear roadmap for the school's continued efforts to improve science education outcomes. The updated plan reflects an understanding of the school's challenges and opportunities, ensuring a focused and data-driven approach to achieving the goal. The involvement of educational partners in this process ensures that the strategies are well-rounded and address the specific needs of the student population.

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.

History Social Science

By June 2025, the History department will have fully developed common assessments that match the English Framework and match CAASPP-like questions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
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.

A review of the Dashboard and local data has highlighted several critical areas needing significant improvement within the History department at Las Palmas. The data reveals performance gaps, particularly among English Learners (EL) and Students with Disabilities. The current proficiency levels indicate an urgent need for targeted interventions and instructional strategies to bridge these gaps.

The current proficiency levels in History are below expectations, with 6th-grade students achieving only 23.70% proficiency, 7th-grade students at 26.75%, and 8th-grade students at 33.33%. These figures suggest a need for more support to enhance student understanding and performance in History.

The proficiency levels for EL students are critically low, with 0% proficiency in 6th and 7th grades and only 3.33% proficiency in 8th grade. This indicates a substantial need for improved instructional strategies that cater specifically to the language and learning needs of EL students.

The data for Students with Disabilities also shows concerning trends, with only 2.27% proficiency in 6th grade and 0% proficiency in both 7th and 8th grades. This underscores the necessity for differentiated instruction and additional support to ensure these students can access the curriculum effectively.

These identified needs and corresponding strategies below are crucial for enhancing student achievement in History. By addressing these areas, Las Palmas aims to improve the proficiency levels of all student groups and close the performance gaps.

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
Common Formative Assessments that are aligned to the ELA standards.	<p>44.56% at proficiency in 6th grade ELA 51.28% at proficiency in 7th grade ELA 43.66% at proficiency in 8th grade ELA</p> <p>4.35% at proficiency 6th grade ELA for English Learners 0% proficiency 7th grade ELA for English Learners 0% proficiency 8th grade ELA for English Learners</p> <p>11.43% at proficiency in 6th grade ELA English for students with disabilities 15.38% at proficiency in 7th grade ELA English for students with disabilities 12.20% at proficiency in 8th grade ELA English for students with disabilities</p>	<p>54% at proficiency in 6th grade ELA 61% at proficiency in 7th grade ELA 54% at proficiency in 8th grade ELA</p> <p>13% at proficiency in 6th grade ELA for English Learners 10% proficiency in 7th grade ELA for English Learners 10% proficiency in 8th grade ELA for English Learners</p> <p>22% at proficiency in 6th grade Math English for students with disabilities 25% at proficiency in 7th grade Math English for students with disabilities 23% at proficiency 8th grade Math English for students with disabilities</p>

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	Technology will be used to track student performance and data on assessments and progress monitoring of ELA standards.	All students	1592 LCFF S/C Site Innovation (3313) Books and Supplies
5.2	WICOR strategies will be implemented in the History Department to support student achievement.	All students	3000 LCFF S/C Site Innovation (3313) Books and Supplies
5.3	Teachers will participate in professional development in the AVID WICOR framework.	All students	2500 LCFF S/C Site Innovation (3313) Professional/Consulting Services 3000 Title I - Site Allocation Professional/Consulting Services
5.4	Teachers will work in Professional Learning Communities to examine student work and implementation of instructional practices.	All Students	3100 Title I - Site Allocation Certificated 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.

Implementing the goal to develop common assessments that align with the English Framework and include CAASPP-like questions in the History department has shown promising initial steps. However, the effectiveness of these strategies has been varied, as reflected in the proficiency levels achieved by students across different grades and student groups.

Using technology to track student performance and monitor progress (5.1) has enabled teachers to identify areas where students struggle and where instructional adjustments are needed. This data-driven approach has been particularly helpful in recognizing the needs of English Learners (ELs) and students with reported disabilities, who have shown significantly lower proficiency levels.

The integration of WICOR strategies within the History department (5.2) has been initiated, with teachers incorporating writing, inquiry, collaboration, organization, and reading skills into their lessons.

Professional development in the AVID WICOR framework (5.3) has provided teachers valuable tools and techniques to enhance their instructional practices. This training has facilitated a more collaborative approach to teaching, with teachers working together in Professional Learning Communities (PLCs) to examine student work and refine their instructional methods (5.4).

Despite these efforts, the overall effectiveness of the strategies in raising proficiency levels, particularly among EL students and students with disabilities, has been limited. The data indicates that these groups are not meeting proficiency standards at the desired rates, highlighting a need for further refinement and support.

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 and actual implementation of the strategies. However, some discrepancies were noted in allocating and utilizing resources, particularly in the deployment of technology and professional development opportunities. While the foundational steps towards achieving the goal have been laid, there is a clear need for enhanced support and more rigorous implementation to meet the articulated outcomes. The discrepancies between intended and actual execution, particularly in resource allocation and professional development, highlight areas for improvement in the next phase of the plan.

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

Based on the analysis of the current goal and the identified gaps in implementation and outcomes, several changes will be made to enhance the effectiveness of the strategies and activities aimed at increasing student proficiency in History, with a particular focus on developing common assessments aligned with the English Framework and CAASPP-like questions. Changes to the Goal, Annual Outcomes, Metrics, or Strategies/Activities:

Goal: The overall goal remains the same: developing and implementing common assessments that align with the English Framework and include CAASPP-like questions in the History department. However, there will be an increased emphasis on ensuring these assessments are inclusive and accessible to all student groups, including EL students and Students with Disabilities.

Annual Outcomes: The targets will be refined to include measurable outcomes for English Learners and Students with Disabilities. This will involve setting more detailed benchmarks for these groups to track their progress more effectively and ensure that interventions have the desired impact.

Metrics: No new metrics will be introduced.

Strategies/Activities and Proposed Expenditures: The frequency and depth of professional development sessions will be increased to ensure comprehensive training in the AVID WICOR framework and its application in the History curriculum. Additional follow-up sessions and workshops will be organized to reinforce learning and share best practices. There will

be an increased focus on the effective use of technology to track student performance and monitor progress (Strategy 5.1). This includes providing additional teacher training on data analysis tools and ensuring that technology resources are adequately funded and utilized. Specific interventions will be developed and implemented to support EL students and Students with Disabilities. This includes utilizing instructional aids for support, tailored lesson plans, and more individualized support during assessments. Teachers will continue to work more closely in Professional Learning Communities (PLCs) to analyze student data and adjust instructional strategies accordingly. This collaborative approach will help identify successful practices and address challenges in real-time.

These changes and refinements will be documented in the SPSA under the relevant sections for goals, annual outcomes, metrics, and strategies/activities. Each adjustment will be detailed with specific action plans and resource allocations to ensure clarity and accountability in implementation.

By incorporating these changes, the SPSA aims to provide a more targeted and effective approach to improving student achievement in History, focusing on inclusivity and equitable access to learning opportunities for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

AVID

By June 2025, our school-wide goal is to maintain or increase our participation in AVID enrollment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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 local data, our AVID program maintains strong enrollment, with a 98% retention rate and total capacity across six sections.

Despite overall strong enrollment, we can always increase outreach to ensure equal access and opportunities for our students.

While parents are strongly interested in enrolling their students in AVID, more targeted communication and engagement strategies are needed to ensure that all parents, particularly those from underrepresented backgrounds, are fully informed about the program's benefits and opportunities. This includes addressing misconceptions and providing clear information about the support available to their children.

Continuing professional development and support for AVID tutors and teachers are crucial to maintaining the high quality of the AVID program.

Ensure that all teachers and staff involved in the program are equipped with the latest AVID strategies and best practices, particularly in supporting students from diverse backgrounds.

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
Student involvement	Maintain 98% of students to remain in the program.	Maintain 98% or increase to 100% of students to remain in our program

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	Provide an AVID Parent Night where students invite family members, organize and design stations to inform parents of AVID strategies and activities, and invite guest speakers such as former AVID students to share how AVID has influenced their lives.	AVID students	
6.2	AVID Summer Institute is an annual conference for teachers that offers training on AVID strategies for multiple subject areas. As an AVID Demonstration Site, we are expected to have at least 50% of our staff trained in AVID strategies, so every year, new teachers must be AVID trained. The strategies learned in the Summer Institute are used in all subject matter classes.	AVID Students	1500 LCFF S/C AVID (4401) Services and other operating expenditures
6.3	AVID professional development—Throughout the year, LACOE provides Pathway Training to districts that would like additional support and training. These pathway trainings ensure AVID strategies are used in core classes such as math, English, science, and history. Time is given during training for teachers to collaborate and strategize using information in classrooms. At subsequent AVID Site Team meetings, teachers are invited to share information and how they will use it in their classes. Substitute teachers must be provided for teachers to attend training.	ALL	1000 LCFF S/C AVID (4401) Classified Salaries
6.4	AVID tutors are hired to run tutorial groups in the AVID classes. We currently have six AVID classes of 32-35 students, two per grade level, in which college-going tutors must be hired for a 7:1 ratio. The AVID tutors are trained in AVID strategies annually, and they help students with academic concepts, organizational skills, participation, and grade progress. These tutors are hired for the entire year and work during the AVID periods, 2-4, and through lunch to provide tutoring to our AVID students who are struggling academically.	AVID Students	19500 LCFF S/C AVID (4401) Classified Salaries
6.5	All AVID students participate in college visits to gain exposure to the college culture and experience. Each grade level visits a university each year and reflects on their experience.	AVID Students	1500 LCFF S/C AVID (4401) Services and other operating expenditures 3500 LCFF S/C Site Innovation (3313) Services and other operating expenditures 2000 Title I - Site Allocation 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.

The overall implementation of strategies to maintain or increase AVID enrollment and participation has been executed effectively, focusing on ensuring that AVID strategies support student learning and engagement. The key strategies implemented include:

Effectively engaged students and parents, fostering a supportive community around the AVID program (6.1). The event allowed students to showcase their AVID strategies and activities while guest speakers, including former AVID students, shared their experiences. This has contributed to maintaining high levels of student engagement and parental support.

Participation in the AVID Summer Institute and ongoing professional development through LACOE Pathway Trainings have equipped teachers with the necessary skills to implement AVID strategies across multiple subjects (6.2 & 6.3). The requirement that at least 50% of staff be trained in AVID strategies ensures that the program's methodologies are consistently applied school-wide, enhancing overall instructional quality.

Hiring AVID tutors has provided essential support for students, particularly in maintaining a low student-to-tutor ratio (7:1) during AVID classes (6.4). This personalized support has been pivotal in helping students improve their academic skills, organizational abilities, and overall grade performance.

The college visits have been a valuable program component, offering students firsthand exposure to college environments (6.5). This experience has been instrumental in motivating students and providing them with a tangible understanding of college life, reinforcing their commitment to academic success.

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

While the planned activities were implemented mainly as intended, there was a slight increase in the budget allocation for AVID tutors to ensure a consistent 7:1 student-to-tutor ratio. Additionally, more funds were allocated to cover substitute teachers, enabling regular classroom teachers to attend professional development sessions. These adjustments were necessary to maintain the AVID program's quality and support the professional growth of teachers, ensuring the effective delivery of AVID strategies across the curriculum.

Overall, the strategies and activities were successfully implemented, with minor adjustments to ensure optimal delivery and support. The continued focus on professional development, student support, and engagement with parents and the wider community has been central to maintaining high participation rates in the AVID program. The goal of increasing AVID enrollment remains on track, with 98% of students remaining engaged in the program, demonstrating the effectiveness of the implemented 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.

Goal: The overall goal of maintaining or increasing AVID enrollment and participation at Las Palmas will remain unchanged.

Annual Outcomes: The expected outcomes remain focused on maintaining a 98% or higher retention rate among students in the AVID program. To support this outcome, there will be an increased emphasis on tracking student progress and engagement throughout the year, ensuring that any issues are addressed promptly to prevent dropouts.

Metrics: The metrics will remain unchanged, focusing on AVID enrollment numbers, student retention rates, participation in AVID activities, and feedback from students and parents. However, additional data collection points will be implemented to gather more detailed information on student engagement and satisfaction with the program.

Strategies/Activities: The following refinements and enhancements to strategies/activities will be implemented:

To further support student retention and engagement, the AVID Parent Night will be expanded to include more interactive sessions and workshops for parents, helping them better understand the AVID program and how they can support their children's academic journey.

The school will expand teacher professional development opportunities beyond the AVID Summer Institute and LACOE Pathway Trainings. If necessary, additional workshops and on-site training sessions will be introduced, focusing on integrating AVID strategies into remote or hybrid learning environments.

To ensure AVID tutors are well-equipped to support students, the training program for tutors will be expanded to include more comprehensive training on AVID strategies, digital tools, and remote tutoring techniques. This will help tutors better assist students, especially in a diverse and potentially hybrid learning environment.

In addition to traditional college visits, the program will explore virtual tours and guest speaker sessions with college representatives and alumni. This will broaden students' exposure to various post-secondary options and reinforce the importance of college readiness.

These changes are detailed in the updated SPSA, which includes specific action plans, timelines, and budget adjustments. The aim is to strengthen the support provided to students and teachers, ensuring the continued success and growth of the AVID program at Las Palmas. These adjustments reflect the input and feedback from educational partners, including students, parents, and staff, ensuring that the program remains responsive to the needs of the school community.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

School Climate and School Culture

Decrease chronic absenteeism rate by 10% or more for all student groups and increase Renaissance student participation for all students by June, 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
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, the chronic absenteeism rate, which currently stands at 21.2% across all student groups, needs to be reduced. Specific student groups, including English Learners (27.8%), Students with Disabilities (25.4%), and White students (24.3%), show even higher rates of chronic absenteeism, indicating substantial performance gaps.

To address this, targeted interventions that cater to the unique needs of these groups are essential. Additionally, student participation in the Renaissance program, which currently stands at 52%, needs to be increased. The school will focus on strategies to enhance engagement, provide targeted support, and foster a positive school culture to improve student attendance and participation rates.

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
CA Dashboard: Chronic Absenteeism	21.2% chronic absenteeism rate 27.8% chronic absenteeism rate for EL Students 25.4% chronic absenteeism rate for SWD Students 24.3% chronic absenteeism rate for White Students	11.2% chronic absenteeism rate 17.8% chronic absenteeism rate for EL Students 15.4% chronic absenteeism rate for SWD Students 14.3% chronic absenteeism rate for White Students
Renaissance Participation	52% Renaissance Participation	increased by 10%

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
8.1	Continue to support Renaissance programs such as "Crash the Class" attendance program.	ALL	5000 LCFF S/C Site Innovation (3313) Books and Supplies
8.2	Continue to support the school lunchtime guidance referral program to create a positive learning environment for the classroom, provide a strong character-based curriculum, and provide opportunities for the Guidance team to meet and collaborate to analyze data, organize guidance, and contact parents to decrease chronic absenteeism and improve school culture.	ALL	4000 LCFF S/C Site Innovation (3313) Books and Supplies
8.3	Develop and implement parent nights to train parents to participate in effective leadership and school governance roles such as PTA and SSC/ELAC. Increase parent opportunities on campus to improve school culture and communication via the school newsletter (s'mores).	ALL	500 Title I - Site Allocation Books and Supplies 1504 Title I- Parent Involvement Books and Supplies
8.4	Provide resources and materials to support school climate and college-going culture.	ALL	5000 LCFF S/C Site Innovation (3313) Books and Supplies
8.5	Provide extra hours for the health clerk to provide support and a resource for parents to foster positive attendance.	ALL	3000 LCFF S/C Site Innovation (3313) Classified Salaries
8.6	Support our SAI students with sessions regarding peer conflicts and social-emotional situations, and provide ongoing support as needs arise to help our other means of correction regarding student behaviors. Provide additional support and incentives for McKinney Vento students.	Support SAI and McKinney Vento Students	1504 Title I - Homeless Books and Supplies
8.7	Continue to foster a college-going culture by providing college shirts and other spirit wear for the school community.	ALL	5000 LCFF S/C Site Innovation (3313) Services and other operating expenditures
8.8	Provide opportunities for teachers to attend training on school climate, incentives, and overall student recognition.	ALL	5000 LCFF S/C Site Innovation (3313) Services and other operating expenditures 5000 LCFF S/C Site Innovation (3313)

			Professional/Consulting Services
8.9	Perfect Attendance Award. Reward students with perfect monthly attendance.	All	500 LCFF Attendance (03308) Books and Supplies
8.10	Track and monitor student progress in academics, behavior, and attendance. School personnel(s) make bi-monthly calls on student progress.	ELL and SPED Students	700 Title I - Site Allocation Certificated Salaries 1500 LCFF S/C Site Innovation (3313) Classified Salaries
8.11	5th grade student incentive to transition them from 5th grade to 6th grade at Las Palmas Middle School	All 5th grade students	1000 LCFF S/C Site Innovation (3313) Books and Supplies LCFF S/C Site Innovation (3313) Services and other operating expenditures
8.12	Las Palmas continues to visit feeder elementary schools to help the transition from 5th grade to middle school. In addition to hosting an orientation for students prior to the end of the school year, a team of student leaders hosts a day in the summer right before school starts. The administration hosts a new parent meeting during the summer as well to help parents transition to middle school.	Incoming 5th grade students	1500 Title I - Site Allocation Services and other operating expenditures
8.13	Counselors from our feeder high school will meet with students to discuss course selection and available programs. Shadow days will be scheduled to give students a glimpse of the high school experience. Additionally, seniors from the feeder track will visit Las Palmas to participate in a "graduation walk" with the students.	All 8th grade students	
8.14	All 7th grade students take a college tour to explore and receive information of a college campus.	All 7th grade students	6927 LCFF S/C College Campus Visit (04423.0) 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.

The strategies to decrease chronic absenteeism and increase Renaissance student participation have been implemented comprehensively. Key strategies include supporting Renaissance programs like "Crash the Class" to encourage attendance, enhancing the lunchtime guidance referral program to foster a positive learning environment, and developing parent engagement initiatives to strengthen school culture and communication (8.1, 8.2, 8.3 & 8.4). The Renaissance programs have been particularly effective in creating a positive reinforcement system for attendance, increasing student engagement and attendance. The guidance referral program has supported students facing challenges, offering a structured approach to address behavioral and attendance issues. Parent engagement efforts, such as parent nights and newsletters, have improved communication and involvement, critical in addressing absenteeism and fostering a positive school culture.

The extra hourly health clerk also supported students and parents, particularly focusing on fostering positive attendance habits (8.5). Sessions addressing peer conflicts, social-emotional situations, and other supportive interventions were conducted to provide necessary support for students (8.6), and efforts were made to foster a college-going culture, including providing college shirts and other school spirit items (8.7). Opportunities were provided for teachers to attend training focused on school climate, student recognition, and incentive programs (8.8). The Perfect Attendance Award program was implemented, recognizing students with perfect attendance monthly (8.9). The system was established for bi-monthly calls by school personnel to monitor and discuss student progress in academics, behavior, and attendance with parents and guardians (8.10).

The chronic absenteeism rate has shown improvement, particularly among certain student groups, as indicated by the significant decline in chronic absenteeism for Students with Disabilities (17.5% decrease) and Hispanic students (7.7% decrease). However, challenges remain, particularly with English Learners, Students with Disabilities, and White student groups, according to our CA Dashboard indicator data analysis.

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

No significant differences existed between the intended and actual implementation of the strategies. However, the engagement and participation of parents in leadership roles, such as PTA and SSC/ELAC, were lower than anticipated. This has impacted the strategy's effectiveness in increasing parent involvement in improving school culture (8.3).

The budgeted expenditures were generally aligned with the planned activities. However, there was an increased need for resources and materials to support school climate initiatives, such as providing spirit wear and incentives for students with perfect attendance. This required slight adjustments in the budget to allocate more funds for these items.

While the implementation of the strategies has led to some improvements, particularly in reducing chronic absenteeism among certain groups, there remains a need for further efforts to address the gaps among the more vulnerable student populations, such as English Learners and Students with Disabilities. Adjustments in parental engagement strategies and additional support for student recognition programs will be crucial moving forward. These changes and their detailed plans can be found in the SPSA, where specific actions and budget allocations are outlined.

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.

As a result of the analysis of the goal to decrease chronic absenteeism and increase Renaissance student participation, the following changes will be made to enhance the effectiveness of achieving the goal. These changes can be found detailed in the School Plan for Student Achievement (SPSA):

Goal: The goal remains focused on decreasing chronic absenteeism and increasing Renaissance student participation, with a refined emphasis on targeted support for specific student groups such as English Learners, Students with Disabilities, and White students.

Annual Outcomes: The annual outcomes will be adjusted to set more specific targets for reducing chronic absenteeism among the identified student groups. This includes setting a more aggressive reduction target for English Learners and White students and maintaining the gains achieved with Students with Disabilities and Hispanic students.

Metrics: Additional metrics will be introduced to track engagement and participation more closely, including the number of students involved in Renaissance programs and the frequency of parent engagement activities. Data on the effectiveness of these initiatives will be collected and analyzed to inform further strategies.

Strategies/Activities: To improve our goal of reducing chronic absenteeism and boosting Renaissance program participation, we will enhance parent engagement through more frequent workshops and expanded communication tools like newsletters. We will introduce targeted interventions for English Learners, Students with Disabilities, and White students, including individualized attendance plans and focused support sessions.

We plan to broaden our incentive programs with more recognition events and inclusive participation criteria to encourage consistent attendance. Additionally, we will strengthen our data monitoring system to track attendance patterns and intervention effectiveness in real-time.

Lastly, we will provide more professional development opportunities for staff, focusing on culturally responsive practices and strategies to support diverse students, particularly those at higher risk of absenteeism.

These adjustments aim to provide a more targeted and comprehensive approach to reducing chronic absenteeism and increasing student engagement in Renaissance programs. The changes are designed to address different student groups' specific needs and build on the successes achieved so far, ensuring that all students have the support they need to succeed. The detailed changes can be found in the updated SPSA document.

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	\$45,968.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$286,629.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I - Homeless	\$1,504.00
Title I - Site Allocation	\$42,960.00
Title I- Parent Involvement	\$1,504.00

Subtotal of additional federal funds included for this school: \$45,968.00

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 S/C AVID (4401)	\$28,000.00
LCFF S/C College Campus Visit (04423.0)	\$6,927.00
LCFF S/C Dual Language (2228)	\$5,000.00
LCFF S/C Site Innovation (3313)	\$109,592.00
LCFF S/C Tutoring (2226)	\$18,000.00
Prop 28 (67700)	\$34,479.00
Site Allocation (26000.0)	\$2,500.00
StrongWorkforce (63880)	\$35,663.00

Subtotal of state or local funds included for this school: \$240,661.00

Total of federal, state, and/or local funds for this school: \$286,629.00

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	\$42,960.00	0.00
Title I- Parent Involvement	\$1,504.00	0.00
Title I - Homeless	\$1,504.00	0.00
LCFF S/C Site Innovation (3313)	\$109,592.00	0.00
LCFF S/C AVID (4401)	28,000.00	0.00
LCFF S/C Tutoring (2226)	18,000.00	0.00
LCFF S/C College Campus Visit (04423.0)	6,927.00	0.00
LCFF Attendance (03308)	\$500.00	0.00
LCFF S/C Dual Language (2228)	5,000.00	0.00
Site Allocation (26000.0)	2,500.00	0.00
StrongWorkforce (63880)	35,663.00	0.00
Prop 28 (67700)	34,479.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Attendance (03308)	500.00
LCFF S/C AVID (4401)	28,000.00
LCFF S/C College Campus Visit (04423.0)	6,927.00
LCFF S/C Dual Language (2228)	5,000.00
LCFF S/C Site Innovation (3313)	109,592.00
LCFF S/C Tutoring (2226)	18,000.00
Prop 28 (67700)	34,479.00
Site Allocation (26000.0)	2,500.00
StrongWorkforce (63880)	35,663.00
Title I - Homeless	1,504.00
Title I - Site Allocation	42,960.00
Title I- Parent Involvement	1,504.00

Expenditures by Budget Reference

Budget Reference	Amount
	14,479.00
Books and Supplies	116,423.00
Certificated Salaries	74,800.00
Classified Salaries	27,800.00
Professional/Consulting Services	15,500.00
Services and other operating expenditures	37,627.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Books and Supplies	LCFF Attendance (03308)	500.00
Books and Supplies	LCFF S/C AVID (4401)	1,000.00
Certificated Salaries	LCFF S/C AVID (4401)	3,500.00
Classified Salaries	LCFF S/C AVID (4401)	20,500.00
Services and other operating expenditures	LCFF S/C AVID (4401)	3,000.00
Services and other operating expenditures	LCFF S/C College Campus Visit (04423.0)	6,927.00
Certificated Salaries	LCFF S/C Dual Language (2228)	5,000.00
Books and Supplies	LCFF S/C Site Innovation (3313)	47,592.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	23,000.00
Classified Salaries	LCFF S/C Site Innovation (3313)	7,000.00
Professional/Consulting Services	LCFF S/C Site Innovation (3313)	10,500.00
Services and other operating expenditures	LCFF S/C Site Innovation (3313)	21,500.00
Certificated Salaries	LCFF S/C Tutoring (2226)	18,000.00
	Prop 28 (67700)	14,479.00
Books and Supplies	Prop 28 (67700)	20,000.00
Services and other operating expenditures	Site Allocation (26000.0)	2,500.00
Books and Supplies	StrongWorkforce (63880)	35,663.00
Books and Supplies	Title I - Homeless	1,504.00

Books and Supplies	Title I - Site Allocation	8,660.00
Certificated Salaries	Title I - Site Allocation	25,300.00
Classified Salaries	Title I - Site Allocation	300.00
Professional/Consulting Services	Title I - Site Allocation	5,000.00
Services and other operating expenditures	Title I - Site Allocation	3,700.00
Books and Supplies	Title I- Parent Involvement	1,504.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,610.00
Goal 2	31,550.00
Goal 3	9,000.00
Goal 4	24,500.00
Goal 5	13,192.00
Goal 6	29,000.00
Goal 7	70,142.00
Goal 8	47,635.00

Positions Funded by School's Categorical Programs

Position and Time Funded	How Many	Funding Sources	Percentage
Administrative Positions			

Certificated Positions	How Many	Funding Sources	Percentage
None			

Classified Positions	How Many	Funding Sources	Percentage
None			

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 Las Palmas Middle 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: Roy Umana



Signature

10/23/2023

Date

School Site Council President: Melody Gonzalez



Signature

10/23/2023

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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Roy Umana	Principal
David Melendez	Classroom Teacher
Savanah Alverado	Classroom Teacher
Jeremiah Hernandez	Classroom Teacher
Annalisa Kruegar	Parent or Community Member
Veronica Correa	Parent or Community Member
Lilian Vargas	Classroom Teacher
Cynthia Arrizo	Parent or Community Member
Marisela Frymark	Parent or Community Member
Zayda Huiza	Other School Staff
Nancy Leal	Parent or Community Member
Marianna Bustos	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

Las Palmas Middle 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 *
Roy Umana	X		
Zayda Huiza		X	
Cynthia Arrizo		X	
Marisela Frymark		X	
Limon, Victoria		X	
Zamora-Perea, Pedro D		X	
Roxanna Flores		X	
Lilian Vargas			X
Numbers of members of each category	1	5	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 5/8/24.

Attested:



Principal, Roy Umana on 5/8/24



SSC Chairperson, Melody Gonzalez on 5/8/24

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 as the S.M.A.R.T. approach.

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

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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	\$ 33,807.00		\$ 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				\$ -	\$ 197,648.00	\$ 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	\$12981.08	<p>This page is provided by the Educational Services Department charging for services.</p> <p>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.</p>
Title II	\$32466	<p>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.</p>
Title III	BASED ON NEED	<p>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.</p>
Title IV	\$14790.00	<p>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.</p>
Perkins V		<p>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.</p>

Appendix C: Select State and Federal Programs

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

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

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