School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Workman Avenue Elementary School	19-64436-6012645	November 20, 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 Workman Avenue Elementary 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 Workman Avenue Elementary 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 Workman Avenue Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Workman's Improvement Process for the School Plan for Student Achievement (SPSA) and Annual Review involves a systematic approach designed to enhance the educational experience for students and ensure accountability. At the beginning of each academic year, Workman gathers input from key educational partners, including teachers, parents, Instructional Leadership Team, SSC and ELAC to assess the needs of the school community. This collaborative approach allows for a comprehensive analysis of the current SPSA, identifying strengths as well as areas for improvement. After collecting feedback, the school leadership team examines student performance data, attendance records, and other relevant metrics. They then set specific, measurable goals aimed at addressing the identified areas of need. These goals are aligned with district priorities and tailored to support the diverse needs of all students. Throughout the school year, Worman conducts regular check-ins to monitor progress towards the established goals. This involves both qualitative and quantitative assessments, including classroom observations and educational partners surveys. Any necessary adjustments are made promptly to ensure alignment with the overall mission of fostering student success. In preparation for the Annual Review, Workman compiles findings and outcomes from the year's initiatives, highlighting successes and challenges. This review serves as a foundational document for the next year's SPSA, ensuring a continuous cycle of improvement. Engaging the school community in reflecting on the previous year's outcomes both celebrates achievements and empowers stakeholders to contribute to the future direction of the school. Ultimately, Workman's Improvement Process exemplifies a commitment to fostering an inclusive and dynamic learning environment, continually adapting to the needs of its students and the community it serves.

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 the review of the school dashboard, chronic absenteeism is identified as a critical area of concern, highlighted in red. This indicates that a significant portion of students are missing school frequently, which can negatively impact their academic performance, social development, and overall well-being. The data suggests that interventions are urgently needed to address the barriers that contribute to absenteeism and to promote improved attendance. In addition to chronic absenteeism, the supension rate and progress for English learners in both English Language Arts (ELA) and mathematics are marked in orange. This signifies that while there are some positive outcomes, there is still considerable room for improvement. The suspension rate may indicate challenges in maintaining consistent staffing or providing adequate support for students, which can hinder their educational experience and academic growth. For English learners, the orange rating in ELA and mathematics indicates that progress is being made, but it is not yet at the desired level. This may reflect the need for enhanced programming, targeted interventions, and additional resources to better support these students as they work to develop proficiency in both language and subject-specific skills. Overall, the dashboard highlights a situation that requires a focused effort on improving attendance, enhancing support for English learners, and addressing staffing consistency to foster a more conducive learning environment for all students. Addressing these areas will be crucial for ensuring equitable educational opportunities and promoting student success.

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

Because all school wide levels are either in the red or orange, there are no other student groups that are two or more performance levels below performance.

Other Needs

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

Based on the End-of-Year (EOY) data from the i-Ready assessments, vocabulary has emerged as a significant area of concern for our students. This assessment highlights that many students struggle with vocabulary acquisition and application, which is critical for their overall literacy development and success in both English Language Arts (ELA) and other subject areas. The data suggests that students may have difficulty understanding complex texts due to limited vocabulary knowledge, which can impact their reading comprehension and fluency. This challenge can lead to lower performance in various subjects, as vocabulary plays a crucial role in enabling students to express their thoughts, engage in discussions, and access the curriculum effectively.

The End-of-Year (EOY) data from the i-Ready assessments has identified geometry as a critical area of concern for our students. This finding indicates that many students are struggling to grasp key concepts and skills related to geometry, which is essential for their mathematical development and competency. The data reveals that students may have difficulties with understanding geometric shapes, properties, spatial reasoning, and the application of geometric concepts in problem-solving scenarios. These challenges can adversely affect their performance in mathematics and hinder their ability to progress to more advanced topics.

Data Analysis

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

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

Surveys

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

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

Additionally, a district-wide parent survey was administered in English and Spanish each spring. Survey questions included parent feedback and opinions in the following areas:
- Student participation in school activities
- Parent participation in school activities
- District and school priorities
- Parent communication preferences

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

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

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

Analysis of Current Instructional Program
In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:
- Not meeting performance goals
- Missing performance goals
- Exceeding performance goals

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

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

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

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

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

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

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

Covina-Valley strives to provide highly qualified staff for all students at all school sites. Teacher qualifications are monitored using data from the California Department of Education and our Covina-Valley Personnel Department. The California Equity Tools were completed for all Covina-Valley Unified School District schools. The District's goal is to hire

teachers with the appropriate credentials for their given assignment using hiring and recruitment strategies included in the Equitable Access Strategy Development Resource available from the California Department of Education. In addition, new teachers in Covina-Valley participate in additional professional development, are assigned a mentor teacher at the school site to provide support, and are closely monitored by site administrators to ensure effective teaching. If ineffective/mis-assigned or out-of-field teachers become a concern in the future, the Personnel Department would develop a plan with the site administrator, School Site Council, Site Leadership Team, and Board of Education to assist teachers in completing credential work or reassigning the teachers. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional material) (EPC).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement.

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.5%	0.26%	0.22%	2	1	1
African American	3.6%	2.90%	3.15%	14	11	14
Asian	3.3%	3.43%	4.49%	13	13	20
Filipino	3.6%	3.96%	3.15%	14	15	14
Hispanic/Latino	81.3%	81.53%	82.92%	318	309	369
Pacific Islander	0.5%	0.53%	0.22%	2	2	1
White	5.4%	5.54%	4.27%	21	21	19
Multiple/No Response	1.3%	1.58%	1.35%	5	6	6
			Total Enrollment	391	379	445

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	64	83	87
Grade 1	72	57	78
Grade 2	62	60	68
Grade3	59	60	75
Grade 4	59	59	64
Grade 5	75	60	73
Total Enrollment	391	379	445

Conclusions based on this data:

1. 2022-2023 has seen an increase due to Special Education SDC classes being add to site, TK-5.

2. Kindergarten enrollment increased this year by 5 students from the previous year.

3. There was a increase of 13 students in 5th grade this year from the previous year.

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).

Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	67	76	88	17.1%	20.1%	19.8%
Fluent English Proficient (FEP)	46	37	42	11.8%	9.8%	9.4%
Reclassified Fluent English Proficient (RFEP)	3	11		4.5%	13.0%	

Conclusions based on this data:

1. The percent of English Learners decreased by .3% 20.1% in 2021-2022 to 19.8%% in 2022-23.

2. The percent of Fluent English Proficient students decreased by .4% from 9.8% in 2021-2022 to 9.4% in 2022-2023.

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.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	59	76	75	59	74	73	59	74	73	100.0	97.4	97.3
Grade 4	57	69	81	55	66	80	55	66	80	96.5	95.7	98.8
Grade 5	60	71	76	58	66	74	58	66	74	96.7	93.0	97.4
All Grades	176	216	232	172	206	227	172	206	227	97.7	95.4	97.8

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2422.	2411.	2399.	22.03	25.68	19.18	30.51	16.22	19.18	23.73	21.62	24.66	23.73	36.49	36.99
Grade 4	2471.	2465.	2447.	25.45	30.30	20.00	30.91	25.76	25.00	21.82	15.15	18.75	21.82	28.79	36.25
Grade 5	2518.	2483.	2487.	32.76	19.70	22.97	24.14	36.36	20.27	20.69	6.06	21.62	22.41	37.88	35.14
All Grades	N/A	N/A	N/A	26.74	25.24	20.70	28.49	25.73	21.59	22.09	14.56	21.59	22.67	34.47	36.12

Overall Achievement for All Students

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.34	21.62	6.85	57.63	64.86	64.38	22.03	13.51	28.77
Grade 4	29.09	27.27	20.00	52.73	51.52	56.25	18.18	21.21	23.75
Grade 5	20.69	12.12	18.92	68.97	59.09	56.76	10.34	28.79	24.32
All Grades	23.26	20.39	15.42	59.88	58.74	59.03	16.86	20.87	25.55

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	13.56	16.22	10.96	62.71	45.95	57.53	23.73	37.84	31.51
Grade 4	12.73	15.15	11.25	70.91	54.55	52.50	16.36	30.30	36.25
Grade 5	29.31	16.67	20.27	50.00	46.97	56.76	20.69	36.36	22.97
All Grades	18.60	16.02	14.10	61.05	49.03	55.51	20.35	34.95	30.40

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	11.86	13.51	5.48	69.49	66.22	73.97	18.64	20.27	20.55
Grade 4	12.73	13.64	10.00	69.09	69.70	71.25	18.18	16.67	18.75
Grade 5	10.34	10.61	12.16	79.31	71.21	66.22	10.34	18.18	21.62
All Grades	11.63	12.62	9.25	72.67	68.93	70.48	15.70	18.45	20.26

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	15.25	13.51	13.70	66.10	64.86	63.01	18.64	21.62	23.29
Grade 4	29.09	21.21	7.50	58.18	65.15	76.25	12.73	13.64	16.25
Grade 5	39.66	22.73	12.16	50.00	56.06	63.51	10.34	21.21	24.32
All Grades	27.91	18.93	11.01	58.14	62.14	67.84	13.95	18.93	21.15

Conclusions based on this data:

1. The overall percentage of students meeting or exceeding the standard has decreased by 9.68% from 50.97% in 2022-2023 to 42.29% in 2023-2024. There has been a decline in Overall ELA Performance over the past three years. There has been a noticeable decline in the percentage of students meeting or exceeding standards in English Language Arts across all grades tested. This trend indicates a need to address potential gaps in foundational literacy skills, particularly in reading comprehension and writing, to improve student outcomes.

2. There are performance Gaps in Key Literacy Skills: While the majority of students perform at or near the standard in reading and listening, the percentage of students scoring above standard in critical areas such as writing and research/inquiry has significantly decreased. These areas require targeted intervention to enhance students' ability to produce clear, purposeful writing and to effectively analyze and present information.

3. There are persistent disparities in achievement. The data reveals an increase in the percentage of students performing below standard in all ELA domains (reading, writing, listening, and research/inquiry), with certain grade levels (e.g., Grade 3 and Grade 5) showing steeper declines. This suggests the need for a comprehensive, multi-tiered system of support (MTSS) to address both early literacy challenges and gaps in higher-order thinking skills to ensure equitable progress for all students.

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.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	59	76	75	59	75	75	59	75	75	100.0	98.7	100
Grade 4	57	69	81	57	69	80	57	69	80	100.0	100.0	98.8
Grade 5	60	71	76	60	68	75	60	68	75	100.0	95.8	98.7
All Grades	176	216	232	176	212	230	176	212	230	100.0	98.1	99.1

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2423.	2410.	2388.	16.95	12.00	10.67	28.81	29.33	32.00	22.03	28.00	12.00	32.20	30.67	45.33
Grade 4	2456.	2451.	2463.	19.30	13.04	20.00	19.30	27.54	17.50	33.33	26.09	35.00	28.07	33.33	27.50
Grade 5	2484.	2461.	2457.	16.67	16.18	12.00	18.33	14.71	10.67	30.00	22.06	32.00	35.00	47.06	45.33
All Grades	N/A	N/A	N/A	17.61	13.68	14.35	22.16	24.06	20.00	28.41	25.47	26.52	31.82	36.79	39.13

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.34	16.00	14.67	52.54	49.33	38.67	27.12	34.67	46.67
Grade 4	19.30	13.04	17.50	40.35	55.07	51.25	40.35	31.88	31.25
Grade 5	13.33	10.29	9.33	45.00	51.47	41.33	41.67	38.24	49.33
All Grades	17.61	13.21	13.91	46.02	51.89	43.91	36.36	34.91	42.17

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.42	20.00	17.33	52.54	54.67	49.33	22.03	25.33	33.33
Grade 4	17.54	15.94	20.00	54.39	50.72	48.75	28.07	33.33	31.25
Grade 5	11.67	8.82	10.67	61.67	50.00	52.00	26.67	41.18	37.33
All Grades	18.18	15.09	16.09	56.25	51.89	50.00	25.57	33.02	33.91

Conclusions based on this data:

1. The overall percentage of students meeting or exceeding the standard has decreased by 3.38% in 2023-2024. There is a need for enhanced on Problem Solving and Modeling/Data Analysis. Across grades 3 to 5, a considerable number of students are scoring "Below Standard" in Problem Solving and Modeling/Data Analysis. For instance, 46.67% of grade 3 students and 49.33% of grade 5 students fell below standard in the 2023-24 school year. This indicates a need for instructional emphasis on applying mathematical concepts to real-world problems, with specific interventions aimed at developing these skills.

2. There is a need in targeted support for communicating reasoning skills. The data shows that a significant portion of students are "Below Standard" in Communicating Reasoning, with an upward trend from 2021-22 to 2023-24. For example, 33.33% of grade 3 students and 37.33% of grade 5 students were below standard in 2023-24. This trend suggests a need to improve students' abilities to articulate and support their mathematical reasoning, possibly through activities that focus on verbal and written explanations of problem-solving steps.

3. Achievement data indicates that a large percentage of students are either "Nearly Met" or "Not Met" for the mathematics standards. Specifically, in grade 3 for 2023-24, 45.33% of students did not meet the standard, and only a small portion exceeded or met it. This indicates a need for additional support, such as differentiated instruction and tutoring, to raise students' performance to grade-level expectations, ensuring they are better prepared for higher grades and eventual college readiness.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1442.7	1375.0	1391.2	1443.6	1368.5	1400.8	1440.7	1389.8	1368.8	26	23	21
1	1481.7	1446.1	1383.6	1482.4	1463.4	1396.8	1480.4	1428.3	1369.8	14	16	19
2	1472.2	1473.6	1470.9	1474.1	1480.8	1486.9	1469.6	1465.8	1454.1	15	13	16
3	*	1472.2	1463.0	*	1473.2	1459.6	*	1470.8	1465.8	8	19	18
4	*	1486.0	1504.6	*	1496.5	1523.5	*	1474.9	1485.3	10	11	15
5	*	1482.5	*	*	1479.6	*	*	1484.9	*	8	17	9
All Grades										81	99	98

Overall Language Percentage of Students at Each Performance Level for All Students																	
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	19.23	13.04	4.76	46.15	13.04	19.05	26.92	30.43	42.86	7.69	43.48	33.33	26	23	21
1	35.71	0.00	0.00	35.71	43.75	10.53	21.43	43.75	36.84	7.14	12.50	52.63	14	16	19
2	13.33	15.38	6.25	46.67	46.15	68.75	26.67	15.38	18.75	13.33	23.08	6.25	15	13	16
3	*	5.26	27.78	*	36.84	5.56	*	26.32	16.67	*	31.58	50.00	*	19	18
4	*	9.09	13.33	*	27.27	46.67	*	36.36	26.67	*	27.27	13.33	*	11	15
5	*	29.41	*	*	11.76	*	*	23.53	*	*	35.29	*	*	17	*
All Grades	17.28	12.12	9.18	43.21	28.28	29.59	24.69	29.29	30.61	14.81	30.30	30.61	81	99	98

Oral Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.92	13.04	4.76	38.46	4.35	19.05	26.92	34.78	42.86	7.69	47.83	33.33	26	23	21
1	57.14	25.00	5.26	14.29	56.25	26.32	14.29	12.50	15.79	14.29	6.25	52.63	14	16	19
2	33.33	30.77	18.75	40.00	38.46	56.25	13.33	15.38	18.75	13.33	15.38	6.25	15	13	16
3	*	26.32	27.78	*	26.32	11.11	*	31.58	16.67	*	15.79	44.44	*	19	18
4	*	27.27	53.33	*	45.45	33.33	*	0.00	0.00	*	27.27	13.33	*	11	15
5	*	35.29	*	*	23.53	*	*	11.76	*	*	29.41	*	*	17	*
All Grades	33.33	25.25	21.43	34.57	29.29	29.59	17.28	20.20	18.37	14.81	25.25	30.61	81	99	98

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.38	13.04	4.76	38.46	8.70	19.05	30.77	43.48	52.38	15.38	34.78	23.81	26	23	21
1	28.57	0.00	0.00	28.57	43.75	15.79	28.57	18.75	10.53	14.29	37.50	73.68	14	16	19
2	6.67	15.38	0.00	26.67	30.77	62.50	40.00	23.08	12.50	26.67	30.77	25.00	15	13	16
3	*	0.00	5.56	*	10.53	27.78	*	42.11	11.11	*	47.37	55.56	*	19	18
4	*	0.00	0.00	*	18.18	6.67	*	9.09	53.33	*	72.73	40.00	*	11	15
5	*	17.65	*	*	5.88	*	*	17.65	*	*	58.82	*	*	17	*
All Grades	12.35	8.08	2.04	29.63	18.18	24.49	34.57	28.28	31.63	23.46	45.45	41.84	81	99	98

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.92	13.04	4.76	65.38	52.17	57.14	7.69	34.78	38.10	26	23	21
1	50.00	50.00	15.79	42.86	43.75	36.84	7.14	6.25	47.37	14	16	19
2	40.00	23.08	43.75	46.67	69.23	56.25	13.33	7.69	0.00	15	13	16
3	*	15.79	27.78	*	68.42	38.89	*	15.79	33.33	*	19	18
4	*	27.27	53.33	*	54.55	46.67	*	18.18	0.00	*	11	15
5	*	23.53	*	*	47.06	*	*	29.41	*	*	17	*
All Grades	37.04	24.24	25.51	49.38	55.56	50.00	13.58	20.20	24.49	81	99	98

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	19.23	8.70	14.29	61.54	39.13	52.38	19.23	52.17	33.33	26	23	21
1	50.00	6.25	0.00	42.86	81.25	47.37	7.14	12.50	52.63	14	16	19
2	20.00	38.46	12.50	66.67	46.15	81.25	13.33	15.38	6.25	15	13	16
3	*	36.84	38.89	*	36.84	11.11	*	26.32	50.00	*	19	18
4	*	36.36	73.33	*	36.36	13.33	*	27.27	13.33	*	11	15
5	*	52.94	*	*	11.76	*	*	35.29	*	*	17	*
All Grades	25.93	28.28	29.59	55.56	41.41	38.78	18.52	30.30	31.63	81	99	98

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	19.23	13.04	0.00	69.23	47.83	76.19	11.54	39.13	23.81	26	23	21
1	35.71	12.50	5.26	42.86	37.50	21.05	21.43	50.00	73.68	14	16	19
2	13.33	38.46	0.00	60.00	23.08	81.25	26.67	38.46	18.75	15	13	16
3	*	0.00	5.56	*	52.63	38.89	*	47.37	55.56	*	19	18
4	*	0.00	0.00	*	45.45	53.33	*	54.55	46.67	*	11	15
5	*	17.65	*	*	23.53	*	*	58.82	*	*	17	*
All Grades	16.05	13.13	2.04	60.49	39.39	53.06	23.46	47.47	44.90	81	99	98

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	46.15	26.09	23.81	34.62	39.13	38.10	19.23	34.78	38.10	26	23	21
1	28.57	12.50	0.00	57.14	56.25	42.11	14.29	31.25	57.89	14	16	19
2	13.33	23.08	12.50	66.67	46.15	62.50	20.00	30.77	25.00	15	13	16
3	*	5.26	0.00	*	68.42	50.00	*	26.32	50.00	*	19	18
4	*	18.18	0.00	*	36.36	66.67	*	45.45	33.33	*	11	15
5	*	17.65	*	*	35.29	*	*	47.06	*	*	17	*
All Grades	23.46	17.17	8.16	58.02	47.47	53.06	18.52	35.35	38.78	81	99	98

Conclusions based on this data:

1. Overall, there was a decrease in Proficiency Levels Among Younger Grades. The performance in both oral and written language proficiency among kindergarten and first-grade students has shown a downward trend over the past three years. Specifically, Level 4 performance has dropped substantially, with kindergarten students falling from 19.23% in 2021-22 to 4.76% in 2023-24, and first-grade students from 35.71% to 0%. This suggests a need for targeted early interventions in foundational language skills to reverse the declining trend.

2. There is an inconsistent improvement in Oral and Written Language Proficiency Across Grades. While some higher grades, such as Grade 4, show slight improvements in overall oral and written language scores, there is considerable inconsistency in proficiency levels across grades. For example, the proportion of Grade 4 students at Level 4 in oral language rose from 27.27% in 2022-23 to 53.33% in 2023-24, yet younger grades and Grade 5 demonstrate fluctuation and decline. This may indicate a need for more consistent and grade-specific instructional supports and resources to promote a steady increase in language proficiency.

3. There is a high percentage of students in Beginning Levels for Reading and Writing Domains. Across all grades, a significant proportion of students remain at the beginning level, particularly in the reading and writing domains. In 2023-24, for instance, 44.9% of students were at the beginning level in reading and 38.78% in writing. Addressing these challenges may require enhanced literacy programs, particularly focusing on vocabulary development, comprehension strategies, and structured writing practice, to increase students' proficiency across language 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**
445	**76.9**	**19.8**	**1.3**
Total Number of Students enrolled in Workman Avenue Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	88	19.8
Foster Youth	6	1.3
Homeless	4	0.9
Socioeconomically Disadvantaged	342	76.9
Students with Disabilities	92	20.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	3.1
American Indian	1	0.2
Asian	20	4.5
Filipino	14	3.1
Hispanic	369	82.9
Two or More Races	6	1.3
Pacific Islander	1	0.2
White	19	4.3

Conclusions based on this data:

1. The Hispanic population at Workman is 81.3%.

2. The percentage of socioeconomically disadvantaged students increased by 2% from 76% in 2020-2021 to 78% in 2021-2022

School and Student Performance Data

Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. This report indicates the third highest level of performance for all students in Mathematics.

2. This report indicates the second highest level of performance for students in English Language Arts, Chronic Absenteeism, and Suspension Rate.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
13 points below standard	56.9 points below standard	
Decreased Significantly -15.1 points	Decreased Significantly -29.7 points	3 Students
194 Students	40 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
	27.6 points below standard	116.1 points below standard
1 Student	Decreased Significantly -16.4 points	Decreased Significantly -38.5 points
	154 Students	45 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
7 Students	1 Student	10 Students	5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	Less than 11 Students	Less than 11 Students
17.3 points below standard	1 Student	1 Student	5 Students
Decreased -11.5 points			
165 Students			

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
104.5 points below standard	42.1 points above standard	9.2 points below standard
Maintained +2.4 points	Decreased -6.7 points	Decreased Significantly -16.8 points
27 Students	13 Students	134 Students

Conclusions based on this data:

1. Achievement of students with disabilities has decreased from the previous year.

2. Overall, achievement of "All students" in English Language Arts 2.0 points above standard.

3. English Learners proficiency is 27.2 points below standard.

School and Student Performance Data

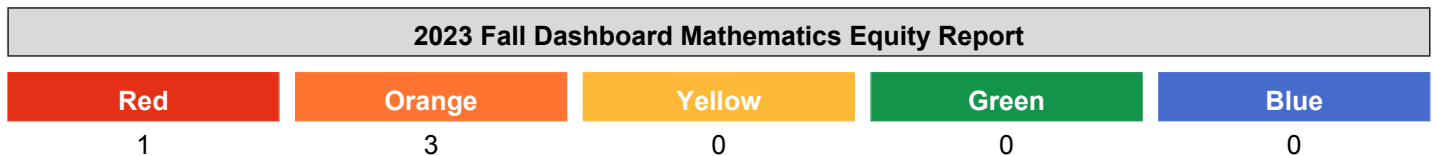## Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
34.6 points below standard	62.3 points below standard	
Decreased -8.8 points	Decreased -14.5 points	3 Students
194 Students	40 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
	52 points below standard	125.2 points below standard
1 Student	Decreased -13.7 points	Decreased Significantly -30.7 points
	154 Students	45 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
7 Students	1 Student	10 Students	5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	Less than 11 Students	Less than 11 Students
42.4 points below standard	1 Student	1 Student	5 Students
Decreased -10.5 points			
165 Students			

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
110.8 points below standard	38.5 points above standard	31.6 points below standard
Maintained +0.5 points	Increased Significantly +25.7 points	Decreased -10.9 points
27 Students	13 Students	134 Students

Conclusions based on this data:

1. Overall, student performance in math declined 5.3 points.

2. Students with Disabilities and English Learners are our lowest performing subgroups in mathematics.

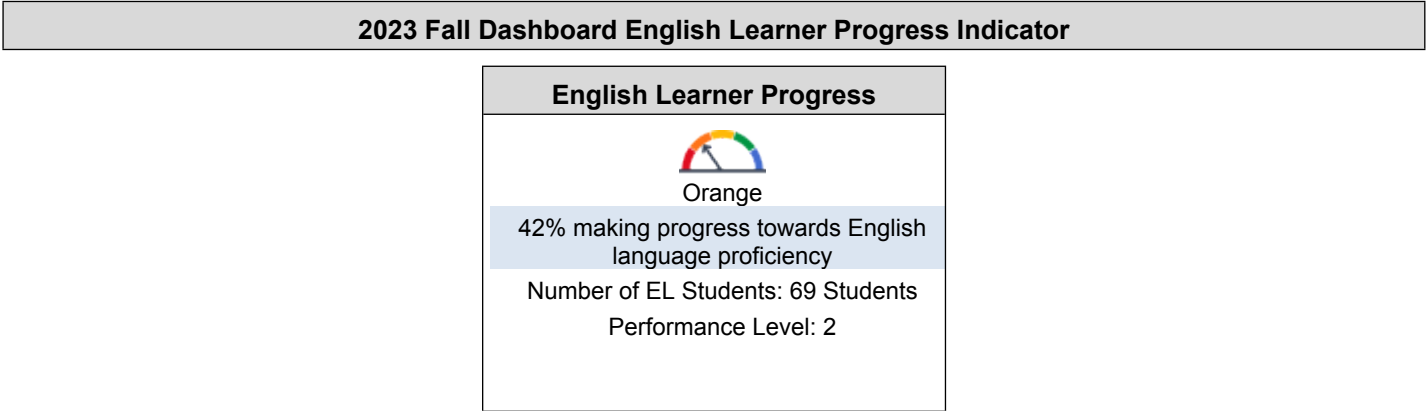# School and Student Performance Data

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.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
42% making progress towards English language proficiency
Number of EL Students: 69 Students
Performance Level: 2

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

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**
15	25	0	29

Conclusions based on this data:

1. Of the 48 students assessed, 20.8% decreased one level.

2. Of the 48 students that were assessed 35.4% maintained their level.

3. Of the 48 students assessed, 43.8% progressed at least one level.

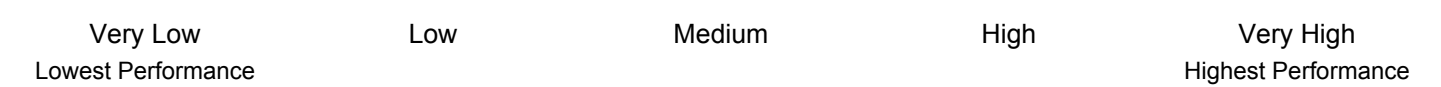# School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
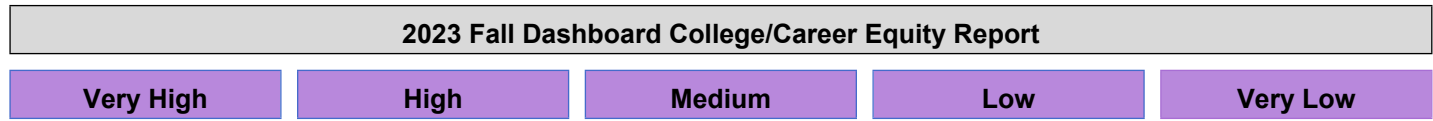
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."
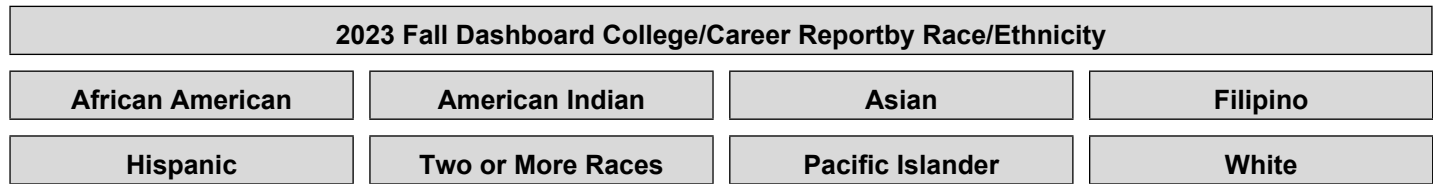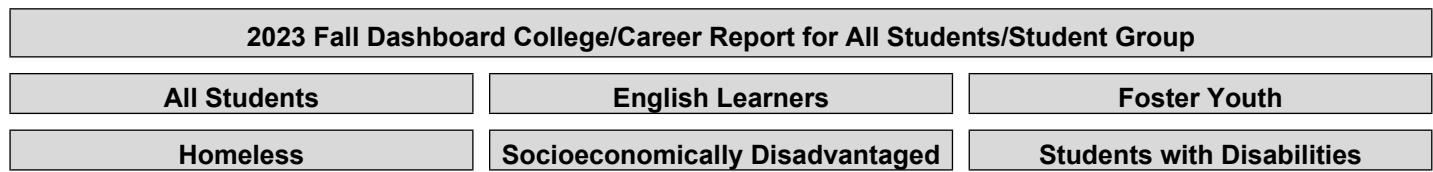
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

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

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

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

Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	Less than 11 Students
26.1% Chronically Absent	22.8% Chronically Absent	
Maintained 0	Increased 5.7	9 Students
471 Students	101 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
	27.3% Chronically Absent	28.9% Chronically Absent
8 Students	Declined -2.4	Increased 2.6
	388 Students	114 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
28.6% Chronically Absent	Less than 11 Students	14.3% Chronically Absent	6.7% Chronically Absent
Increased 20.2	1 Student	Increased 14.3	Declined -12.1
14 Students		21 Students	15 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Less than 11 Students	Less than 11 Students	35% Chronically Absent
27% Chronically Absent	7 Students	1 Student	Declined -31.7
Increased 1.2			20 Students
392 Students			

Conclusions based on this data:

1. Chronic absenteeism data indicates across the board, there is high or very high absenteeism.

2. Chronic absenteeism increased for socioeconomically disadvantaged is very high at 29.7%.
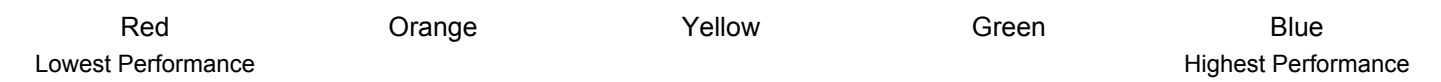
School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

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

Conclusions based on this data:

1. n/a

School and Student Performance Data
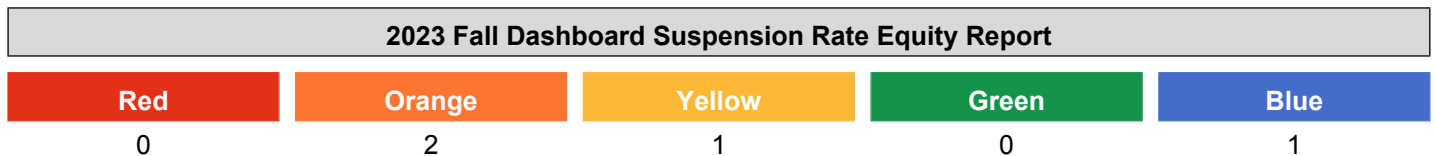
Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	0	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Blue	Less than 11 Students
1.4% suspended at least one day	0% suspended at least one day	9 Students
Increased 0.7	Maintained 0	
486 Students	104 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
9 Students	1.5% suspended at least one day	3.4% suspended at least one day
	Increased 0.9	Increased 2.2
	397 Students	116 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
14.3% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
Increased 14.3	1 Student	Maintained 0	Maintained 0
14 Students		21 Students	16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Less than 11 Students	Less than 11 Students	0% suspended at least one day
1% suspended at least one day	7 Students	1 Student	Declined -4.8
Increased 0.4			22 Students
404 Students			

Conclusions based on this data:

1. Suspension rates remain low for all students.

2. Suspension rates increased for socioeconomically disadvantaged students by 0.1%.

District/School Goals Alignment

LCAP Goals:

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

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

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

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

LCAP and Educational Services Goal Alignments to SPSA

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

Research Foundation

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

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

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

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

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
PBIS ESSA: Moderate	Multi-tiered systems of support framework Continuum of decision making (Site level implementation)	Goals, Strategies, & Proposed Expenditures
Community Schools ESSA: Moderate	Community schools initiative/ Family partnership	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
* 5% increase in the number of students at or above grade level in Reading, as measured by i-Ready assessments by June of 2025
* 5% increase in the number of students that meet or exceed standard in English Language Arts, as measured by CAASPP by June of 2025.

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

1. Guarantee all students are eligible and ready for college and careers upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Create a school-wide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school learning.

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

Based on the previous year's iReady and CAASPP assessment data, it has been determined that there is a need for improvement in ELA/Reading.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2023/2024 Proficiency Rate was 42.29%	47.29% Proficient Rate on 2024-2025 CAASPP ELA

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	Students will receive a comprehensive and standards-based English Language Arts program using the adopted Wonders and CKLA curriculums and supplemental materials. Teachers will implement a broad repertoire of teaching strategies to meet the needs of students.	All students	0 District funded
1.4	A part-time Classified staff member will provide early intervention support for Kinder and 1st grade	All Students	23491 Title I Part A Instructional Aide (30100.0)

			Classified Salaries
1.6	Provide professional development in the following areas: Linda Mood-Bell, i-Ready, Thinking Maps, UDL, depth of knowledge, Common Core standards and Smarter Balanced Assessment Consortium.	All Students	3000 LCFF S/C Site Innovation (3313) Books and Supplies
1.7	Students will participate in the Accelerated Reader program by reading books and taking quizzes on AR books using classroom and LMC computers, and earn motivational rewards.	All Students	District funded
1.10	Purchase instructional materials, software, and technology to provide supplemental instruction in English Language Arts.	All Students	7000 LCFF S/C Site Innovation (3313) Certificated Salaries 3000 LCFF S/C New Teacher (2223)
1.12	Professional Learning Communities will support our efforts to plan instruction based on Common Core state standards, use interim assessments to monitor student progress, analyze student data using EADMS to adjust instruction and pacing, plan appropriate interventions, and implement Thinking Maps and Write From the Beginning and Beyond with fidelity.	All Students	District funded
1.15	Provide incentives for reading program (books for vending machine, principal store items, and other incentives).	All students	
1.17	Provide parent education to support reading instruction and practice.	All Students	500 Title I- Parent Involvement 300 Title I- Parent Involvement Books and Supplies
1.18	Provide homework help, tutoring, and extended library hours to support student growth.	All students	4000 LCFF S/C Tutoring (2226)

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Overall implementation and effectiveness was not as effective since the ELA scores declined by 8.68%.

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 minor differences in intended implementation and expenditures.

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 declining ELA scores, the following change will be made:
Added intervention time, change of instructional aide support plan and schedule to align with goals and expected outcomes.

RTI Pyramid: District ELA

CVUSD RTI MODEL
For ELA K-12

Modified Core Level 1-5%
60 - 90 min

INTENSIVE (Tier III)

ELA:
- Read 180
- iReady ELA
- Lindamood-Bell (LiPS, V & V, Seeing Stars)
- Orton-Gillingham
- WonderWorks Intervention Program
- Wonders ELD

Supplemental Support Level 5-15%
30 - 45 min

STRATEGIC (Tier II)

ELA:
- Title I Intervention Teacher
- Targeted Intervention Groups
- WonderWorks Intervention Program
- iReady ELA
- Ready Common Core
- Lindamood-Bell (LiPS, V & V, Seeing Stars)
- Orton-Gillingham
- Wonders ELD
- Read Naturally
- English at your Command
- Read Well, Read About

Universal Level ALL Students
Classroom Teacher and/or PLC driven and implemented

BENCHMARK (Tier I)

ELA:
- Universal Access
- Wonders Intervention and Differentiation
- AR/STAR Assessment
- Accelerated Reader (AR)
- iReady ELA
- Ready Common Core
- Lindamood-Bell (LiPS, V & V, Seeing Stars)

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

- 5% increase in the number of students that are proficient or higher in MATHEMATICS as measured by i-Ready assessments by June 2025.
- 5% increase in the number of students that are proficient or higher in MATHEMATICS as measured by CAASPP by June 2025.

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

1. Guarantee all students are eligible and ready for college and careers upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Create a school-wide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school learning.

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

Based on the previous year's iReady and CAASPP assessment data, it has been determined that there is a need for improvement in Math.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	2024 CAASPP Math Proficiency Rate was 34.35%	2025 CAASPP Proficiency rate 39.35%
iReady Math	2024 iReady Math Proficiency is 42%	2025 iReady Math Proficiency Rate 47%

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	Students will receive a comprehensive and standards-based mathematics program using the adopted Pearson curriculum and supplemental UCI materials. Teachers will implement a broad repertoire of teaching strategies to meet the needs of students.	All Students	District funded

2.2	Instructional Leadership Team will lead the staff in development of SMARTe goals, instructional focus, and best practices including reading instruction across the math curriculum. Professional Learning Communities will support our efforts to plan instruction based on Common Core state standards, use interim assessments to monitor student progress, analyze student data.	All Students	District funded
2.5	Teachers will meet in grade level teams to discuss pacing and assessment outcomes in order to guide instruction, small group instruction and additional learning supports as needed.	All Students	District funded
2.6	Teachers will provide differentiated math instruction and UDL strategies based on identified needs.	All Students	1000.00 Title I - Site Allocation Certificated Salaries
2.8	Purchase and incorporate supplemental technology, instructional materials and manipulatives to ensure student conceptual understanding of mathematics.	All Students	3613 Title I - Site Allocation Books and Supplies
2.9	Provide staff development and collaboration time to discuss data and determine interventions and strategies for increased student learning.	All Students	3000 Title I - Site Allocation Certificated Salaries 6802 LCFF S/C Site Innovation (3313) Services and other operating expenditures
2.13	Provide extended day learning support to assist students not meeting standards proficiency. Students will be able to utilize the library for extended learning opportunities including tutoring and support.	All Students	9000 LCFF S/C Tutoring (2226) Certificated Salaries LCFF S/C Tutoring (2226)
2.14	Provide opportunities for parents to play an active role in their child's math development (Family Math Nights)	All students	504 Title I- Parent Involvement

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.

Overall, math scores decreased by 3.39% on the CAASSP Math assessment. Strategies and activities were implemented with minimal success. Continued implementation with continual Professional Development, data analysis, and planning for instruction and intervention

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 minimal differences between intended implementation and budget expenditures. Modifications will be made to 24/25 plan to be reflected in the budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
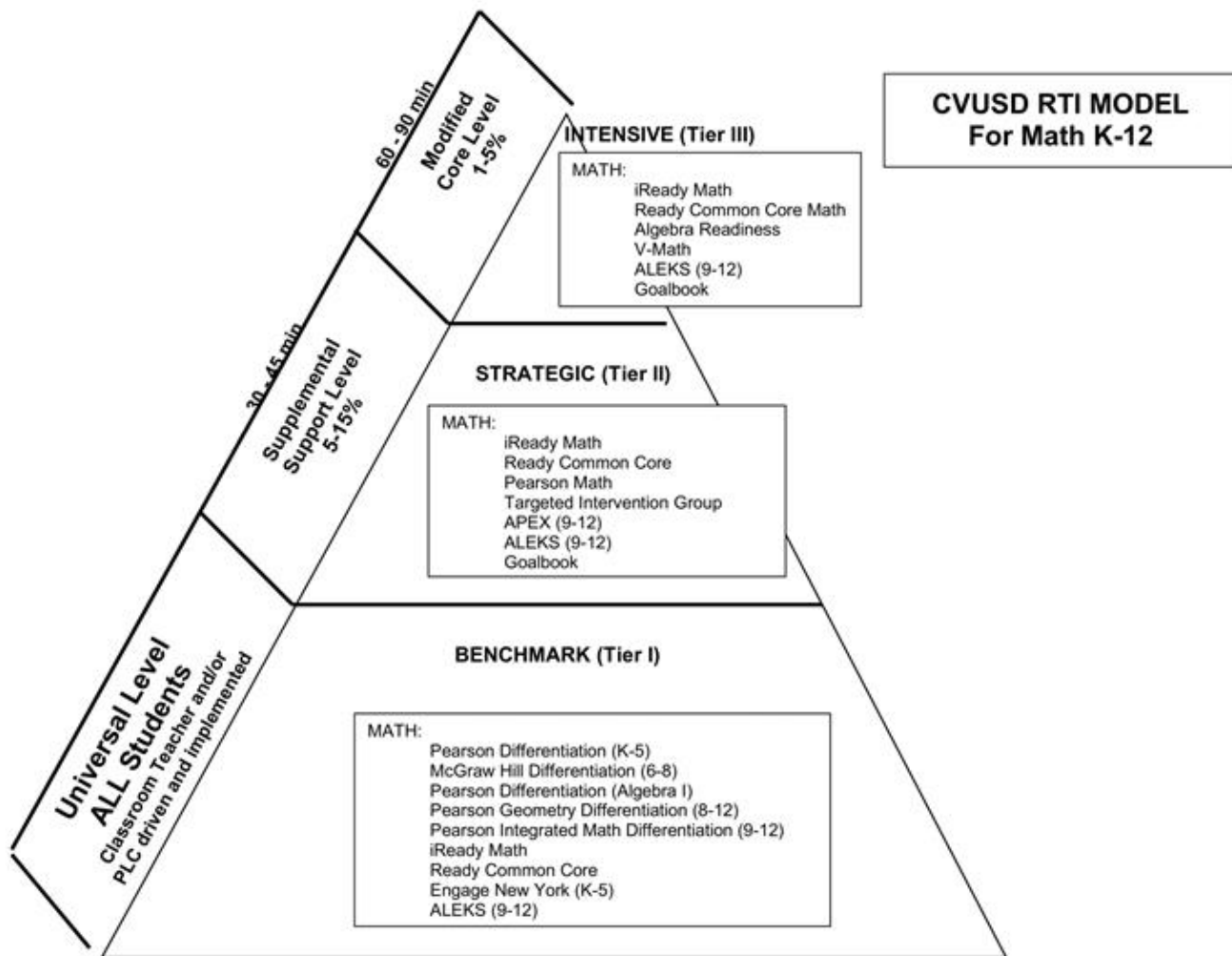
Changes to the 2024 plan include the following:
Iready professional development
Using data to inform planning
Refine incentives for students

RTI Pyramid: District Math

**CVUSD RTI MODEL
For Math K-12**

60 - 90 min

Modified Core Level 1-5%

INTENSIVE (Tier III)

MATH:
- iReady Math
- Ready Common Core Math
- Algebra Readiness
- V-Math
- ALEKS (9-12)
- Goalbook

30 - 45 min

Supplemental Support Level 5-15%

STRATEGIC (Tier II)

MATH:
- iReady Math
- Ready Common Core
- Pearson Math
- Targeted Intervention Group
- APEX (9-12)
- ALEKS (9-12)
- Goalbook

Universal Level ALL Students

Classroom Teacher and/or PLC driven and implemented

BENCHMARK (Tier I)

MATH:
- Pearson Differentiation (K-5)
- McGraw Hill Differentiation (6-8)
- Pearson Differentiation (Algebra I)
- Pearson Geometry Differentiation (8-12)
- Pearson Integrated Math Differentiation (9-12)
- iReady Math
- Ready Common Core
- Engage New York (K-5)
- ALEKS (9-12)

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
* 5% increase in the number of 1st graders that are proficient or higher in READING as measured by i-Ready assessments.
* 5% increase in the number of 3rd graders that are proficient or higher in ELA as measured by CAASPP and i-Ready assessments.Based on ELPAC Results, 65% of EL Students will meet or exceed standards.

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

1. Guarantee all students are eligible and ready for college and careers upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Create a school-wide program of engagement that fosters innovative, positive environments within 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 CAASPP ELA, the percentage of EL Students meeting or exceeding proficiency will increase by 5%. By June of 2025, EL progress based on the Status and Change Report will increase from the prior year.

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
2023 ELPAC; 2023 CAASPP Summative ELA	9.18% Proficient on the English Language Proficiency for Summative 18.42% of EL Students met or exceeded ELA standards based on 2023 CAASPP.	14.18% Proficient on the ELPAC 23.42% of EL Students will meet or exceed ELA standards based on 2024 CAASPP.

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	EL students will have access to core content through highly qualified certificated teachers.	English Learners	District funded Certificated Salaries

| 3.2 | Teachers will use Thinking Maps and Write From the Beginning and Beyond to assist EL students with learning grade level curriculum. | English Learners | District funded Certificated Salaries

5000
LCFF S/C Tutoring (2226) |
3.3	EL students will receive a minimum of 30 minutes daily of Designated ELD language support in addition to regular English Language Arts using the adopted Wonder Works, Moving Into English curriculum and Houghton-Mifflin ELD support materials provided by classroom teachers.	English Learners	District funded Certificated Salaries
3.4	Teachers will differentiate instruction based on the needs of EL students.	English Learners	District funded Certificated Salaries
3.5	We will use technology based programs to support ELD instruction. Subscription to Brainpop for all teachers and grade levels.	English Learners	5000 LCFF S/C Site Innovation (3313) Books and Supplies
3.7	Our ELD Coordinator will monitor progress of students to ensure proper placement in classes, programs, and intervention according to RTI.	English Learners	District funded Certificated Salaries
3.8	We will provide translators during parent conferences and meetings, and in the distribution of weekly newsletters, as needed.	English Learners	District funded Classified Salaries
3.10	Purchase supplemental instructional materials and supplies, as well as technology to support integrated and designated ELD aligned with common core state standards and California ELD standards.	English Learners	5000 LCFF S/C Site Innovation (3313) Books and Supplies
3.11	Provide staff development and collaboration time to discuss data and determine strategies for increased EL student achievement and learning.	English Learners	District funded Certificated Salaries
3.12	Participate in professional development and coaching provided by our district EL TOSA to increase student achievement and learning for English learners, to align instruction to new California ELD standards, and to increase teachers knowledge base and skill level in research based instructional strategies for English learners.	English Learners	District funded Certificated Salaries
3.13	We will meet with our ELAC (English Language Advisory Committee) three times throughout the year to monitor the SPSA as it relates to English Learners, monitor attendance data, and complete Needs Assessment.	English Learners	2000 LCFF S/C Site Innovation (3313) Services and other operating expenditures

Annual Review

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.

Overall implementation and effectiveness was effective since the ELPAC scores increased by 8.42%.

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 minor differences in intended implementation and expenditures.

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 increase in scores, the following change will be made:
ELD Professional Development
Designated/Integrated ELD Strategies
Change of instructional aide support plan and schedule to align with goals and expected outcomes.

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, 35.0% of Workman 5th grade students will meet or exceed standards in Science as measured by CAST.

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

> 1. Guarantee all students are eligible and ready for college and careers upon graduation.
> 2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
> 3. Create a school-wide program of engagement that fosters innovative, positive environments within 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.

> More widespread student involvement in hands-on science experiences in the classroom and after school activities (clubs, and other extracurricular programs) that will enhance critical thinking skills.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 CAST Assessment	24% of 5th grade students met or exceeded standards on the CAST.	29% of Workman 5th grade students will meet or exceed standards in Science as measured by CAST.

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	Students will receive a comprehensive standards-based science program integrated with STEM instruction, Twig curriculum and the NGSS.	All Students	District funded Certificated Salaries
4.3	Teachers will utilize Workman's best practices (checking for understanding and using effective feedback) in science instruction.	All Students	District funded Certificated Salaries
4.4	Students will receive NGSS based lessons through Twig curriculum and the training through the California Science Center. Site purchased subscription to BrainPop.	All Students	4500 LCFF S/C Site Innovation (3313)

				Services and other operating expenditures 6000 LCFF S/C Site Innovation (3313) Professional/Consulting Services

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.

Overall implementation and effectiveness was not as effective since the Science scores declined by 6%.

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 minor differences in intended implementation and expenditures.

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 declining Science scores, the following change will be made:
Purchase of BrainPop subscription
New Twig Curriculum and professional Development.
Supplemental Science resources with Mystery Science.

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.

Social and Emotional Learning
By June of 2025, the suspension rate will be less than 2% for all students.

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

1. Guarantee all students are eligible and ready for college and careers upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Create a school-wide program of engagement that fosters innovative, positive environments within 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.

There is a need for students to develop positive social skills and to understand clear school expectations regarding citizenship.

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
2023 Suspension Rate for all students	1.4% based on Data Dashboard	Less that 2% suspension rate for 24-25 school year

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	Implement strategies through school wide expectations and positive behavior interventions and supports to modify and decrease negative behaviors.	All Students	District funded Certificated Salaries District funded Classified Salaries
5.2	Continue to promote positive character through monthly character trait education and HOWL bucks as an incentive.	All Students	1000.00 LCFF S/C Site Innovation (3313)

5.3	School counselor will facilitate student groups based on the needs of the students in addition to individual sessions.	All students	District funded Certificated Salaries
5.4	Students will receive skills lessons from the Workman Counselor a minimum of three times per year. Teachers will work directly with the counselor to develop a schedule that benefits the needs of their students.	All	District funded Certificated Salaries
5.5	Provide opportunities for students to participate in yoga and mindfulness to learn coping strategies after school. Provide music instruments for students to participate in music classes.	All Students	500 LCFF S/C Site Innovation (3313) 7718 Prop 28 (67700)
5.6	Provide resources to ensure that all homeless students have the means participate in their educational day with the resources they need.	Homeless population	1504 Title I - Homeless
5.7	Provide student orientation/field trip and parent orientation for 5th grade students moving to middle school.	5th Grade	0 District funded
5.8	Kindergarten Team and Principal will host two parent events for incoming Kindergarten and Transitional Kindergarten students. In February, we will host First Steps to College as an initial orientation and class/school tour, and in June, we will host the Kinder Round Up to emphasize preparation for Kindergarten Readiness. 5th graders will experience transiton activities to the middle school as well.	Kindergarten	District funded
5.9	Provide 3rd grade field trip to one of the surrounding colleges.	3rd Grade	1200 LCFF S/C College Campus Visit (04423.0)
5.10	Provide parents with resources and materials for the Community Cafes.	All students	200 Title I- Parent Involvement

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.

Overall implementation and effectiveness was not as effective since the Suspension rate increased by 1%.

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

There was a $2000 difference in order to implement a PBIS professional development for teaching staff.

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.

Since there was an increase in the suspension rate by 1%, the goal increased and the following changes will be made:
School Wide Expectations/Classroom expectation matrix will be created
Implementation of PBIS strategies

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.

Attendance
By June 2025, we will increase our average daily attendance from 91.52% to 95%

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

1. Guarantee all students are eligible and ready for college and careers upon graduation.
2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Create a school-wide program of engagement that fosters innovative, positive environments within 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.

Create a schoolwide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school learning.

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
Average Daily Attendance Rate for 2021-2022 school year	91.52% ADA rate for 2021-2022 school year	We will increase our Average Daily Attendance Rate from 91.52% to 95% for the 2023-2024 school year.

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	Monthly Awards will be allocated to classes who lead in attendance rate per grade level. One travelling trophy will go to the single class with overall best attendance for the month. Trimester yard signs will be given to students who have zero tardies, 2 or less early outs and 100% attendance.	All Students	4000.00 LCFF S/C Site Innovation (3313) 500 LCFF Attendance (03308)
6.2	Purchase monthly incentives for school wide attendance about 95%	All Students	2500 Site Allocation (26000.0)

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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

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

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

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.

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

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

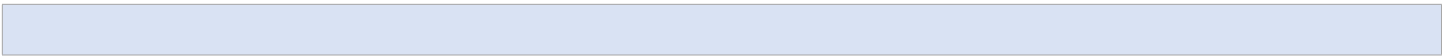# Annual Review

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.

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

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

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.

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

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.

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

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

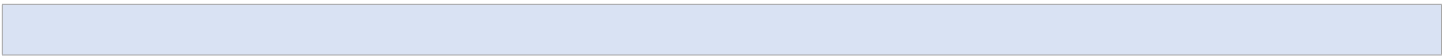# Annual Review

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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

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

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

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.

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

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

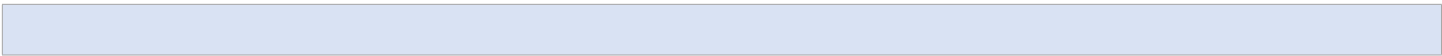# Annual Review

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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

Strategies/Activities

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

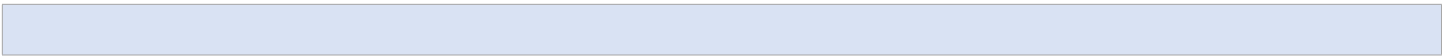| Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

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.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$34,112.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$111,832.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I - Homeless	$1,504.00
Title I - Site Allocation	$7,613.00
Title I- Parent Involvement	$1,504.00

Subtotal of additional federal funds included for this school: $10,621.00

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 ($)
District funded	$0.00
LCFF Attendance (03308)	$500.00
LCFF S/C College Campus Visit (04423.0)	$1,200.00
LCFF S/C New Teacher (2223)	$3,000.00
LCFF S/C Site Innovation (3313)	$44,802.00
LCFF S/C Tutoring (2226)	$18,000.00
Prop 28 (67700)	$7,718.00
Site Allocation (26000.0)	$2,500.00
Title I Part A Instructional Aide (30100.0)	$23,491.00

Subtotal of state or local funds included for this school: $101,211.00

Total of federal, state, and/or local funds for this school: $111,832.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I - Site Allocation	7,613.00	0.00
Title I Part A Instructional Aide (30100.0)	23,491.00	0.00
Title I - Homeless	1,504.00	0.00
Title I- Parent Involvement	1,504.00	0.00
LCFF S/C Site Innovation (3313)	44,802.00	0.00
LCFF S/C Tutoring (2226)	18,000.00	0.00
LCFF S/C College Campus Visit (04423.0)	1,200.00	0.00
LCFF Attendance (03308)	500.00	0.00
LCFF S/C New Teacher (2223)	3,000.00	0.00
Site Allocation (26000.0)	2,500.00	0.00
Prop 28 (67700)	7,718.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District funded	0.00
LCFF Attendance (03308)	500.00
LCFF S/C College Campus Visit (04423.0)	1,200.00
LCFF S/C New Teacher (2223)	3,000.00
LCFF S/C Site Innovation (3313)	44,802.00
LCFF S/C Tutoring (2226)	18,000.00
Prop 28 (67700)	7,718.00
Site Allocation (26000.0)	2,500.00
Title I - Homeless	1,504.00
Title I - Site Allocation	7,613.00
Title I Part A Instructional Aide (30100.0)	23,491.00
Title I- Parent Involvement	1,504.00

Expenditures by Budget Reference

Budget Reference	Amount

	12,000.00
Books and Supplies	16,913.00
Certificated Salaries	20,000.00
Classified Salaries	23,491.00
Professional/Consulting Services	6,000.00
Services and other operating expenditures	13,302.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District funded	0.00
	LCFF Attendance (03308)	500.00
	LCFF S/C College Campus Visit (04423.0)	1,200.00
	LCFF S/C New Teacher (2223)	3,000.00
	LCFF S/C Site Innovation (3313)	5,500.00
Books and Supplies	LCFF S/C Site Innovation (3313)	13,000.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	7,000.00
Professional/Consulting Services	LCFF S/C Site Innovation (3313)	6,000.00
Services and other operating expenditures	LCFF S/C Site Innovation (3313)	13,302.00
	LCFF S/C Tutoring (2226)	9,000.00
Certificated Salaries	LCFF S/C Tutoring (2226)	9,000.00
	Prop 28 (67700)	7,718.00
	Site Allocation (26000.0)	2,500.00
	Title I - Homeless	1,504.00
Books and Supplies	Title I - Site Allocation	3,613.00
Certificated Salaries	Title I - Site Allocation	4,000.00
Classified Salaries	Title I Part A Instructional Aide (30100.0)	23,491.00
	Title I- Parent Involvement	1,204.00
Books and Supplies	Title I- Parent Involvement	300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,291.00
Goal 2	23,919.00
Goal 3	17,000.00
Goal 4	10,500.00
Goal 5	12,122.00
Goal 6	7,000.00

Positions Funded by School's Categorical Programs

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

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

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

School Safety Plan SB187

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

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

Principal: Melisa Duardo

_____   __October 30, 2024__
                    Signature   Date

School Site Council President: Mini Bhalla

_____   __October 30, 2024__
                    Signature   Date

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

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

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

District Representative: Fernando Sanchez. Director of Student Services

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Melisa Duardo	Principal
Veronica Morelos	Classroom Teacher
Mini Bhalla	Classroom Teacher
Katie Rokus	Classroom Teacher
Giselle Casteneda	Other School Staff
Katie Hernandez	Parent or Community Member
Valerie Camarena	Parent or Community Member
Stephanie Fisher	Parent or Community Member
Erika Garcia	Parent or Community Member
Casandra Belanger	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

Workman Avenue Elementary School

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

Name of Members	Principal	Parent or Community Member	DELAC Parent *
E. Camarillo	X		
Oliva Hernandez		X	
Dioselina Roque			X
Melanie Pinkus (ELD Coordinator)		X	
Numbers of members of each category	**1**	**2**	**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
Ara M.	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 11/20/2024.

Attested:

Signature	
Melisa Duardo	Principal, Melisa Duardo on 11/20/2024
Mini Bhalla	SSC Chairperson, Mini Bhalla on 11/20/2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

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

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

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

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

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

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

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

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

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

    Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix B: Categorical District Services Budget

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

Title I Education Services Distribution

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

Title II Education Services Distribution

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

Title III Education Services Distribution

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

Title IV Education Services Distribution

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

Perkins Education Services Distribution

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

Centralized Services Description

Funding Source	Allocated Centralized	Description of the Specific Services to be Provided
Title I	$6961.92	**This page is provided by the Educational Services Department charging for services.** The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I education program for educationally disadvantaged students. These include areas of program development, Single Plan review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state-required reports and documents. In addition, the Director Equity, Assessment, and Evaluator of Programs provides technical assistance for schools.
Title II	$17740	The Educational Services Department provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. This includes improving teacher and principal quality, professional development, and support for professional growth. In addition, Title II, Part A is offered to eligible nonprofit private schools located within Covina-Valley boundaries. The Director Equity, Assessment, and Evaluator of Programs consults with participating private schools.
Title III	BASED ON NEED	EL Support Programs provide direction and coordination for District services designed to meet the needs of EL students. It includes staff development, fiscal accounting, legal compliance, state language census, management and evaluation activities, cooperative planning with schools, curriculum assistance, advisory committees, and writing program applications. The District TK-12 ELD Instructional Coach facilitates conversations amongst educators using formative and summative EL achievement data analysis to drive instructional decisions and effective implementation of EL instructional strategies.
Title IV	$8082.00	The Educational Services Department provides direction and coordination for District student support and academic enrichment to improve students' academic achievement. This includes providing students access to a well-rounded education and safe and healthy student activities. The Director Equity, Assessment, and Evaluator of Programs provides consultation for Title IV, Part A, and equitable services are offered to nonprofit private schools located within Covina-Valley boundaries.
Perkins V		The Director of Curriculum and Instruction 6-12, provides direction and coordination for District Perkins V allocations to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.

Appendix C: Select State and Federal Programs

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

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

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