

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Larrea Middle School	36 67934 0142075	Sept. 21st, 2023	

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

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement.....	3
Resource Inequities	3
Comprehensive Needs Assessment Components	3
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results	11
California School Dashboard	13
Overall Performance	14
Goals, Strategies, & Proposed Expenditures.....	22
Goal 1.....	22
Goal 2.....	25
Goal 3.....	29
Goal 4.....	32
Budget Summary	40
Budget Summary	40
Other Federal, State, and Local Funds	40
Budgeted Funds and Expenditures in this Plan.....	41
Funds Budgeted to the School by Funding Source.....	41
Expenditures by Funding Source	41
Expenditures by Budget Reference	41
Expenditures by Budget Reference and Funding Source	41
Expenditures by Goal.....	42
School Site Council Membership	43
Recommendations and Assurances	44
Instructions.....	45
Appendix A: Plan Requirements	52
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	55
Appendix C: Select State and Federal Programs	58

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

Schoolwide Program

Larrea Middle School has developed a School Plan for Student Achievement (SPSA) that meets the essential guidelines that all children have an opportunity to receive a fair, equitable, high-quality education, and to close the educational achievement gaps. "Larrea Middle School is committed to providing a safe learning environment with students and staff working in unison to reach students full potential academically, emotionally, and physically, while embracing diversity. We are focused on literacy and the growth of every single student while creating lifelong learners who inquire, take risks in the pursuit of knowledge, and are compassionate in the classroom and their community." The plan is also developed with the Victor Valley Union High School District Local Control and Accountability Plan goals and actions, and guides continued academic progress. The goals in the SPSA are aligned with the goals in the LCAP. The school community is committed to meeting the guidelines set forth by all federal, state, and local funding sources with the purpose of providing a highly effective, well-rounded educational experience with a focus on literacy.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Larrea attempts to involve as many stakeholder groups as possible to plan and create this document. This document is a collaborative effort of students, staff, administration, and parent groups. A variety of data and survey sources are used to create goals for Larrea, as well as align the goals with VVUHS District LCAP. The California School Dashboard, CAASPP, Panorama (student, staff, and family), and other relevant school data tools are used to increase student achievement. All meetings are designed to attain feedback and input to create the best possible plan.

July 31st, 2024 - 7th Grade WEB (Where Everybody Belongs)

August 2nd, 2024 - Larrea Back to School Night with SSC voting

August 6th, 2024 - SSC Meeting - Approval of School Site Safety Plan and SPSA (First Tuesday of each month)

August 7th, 2024 - Administrative Collaboration Team Meeting

September 5, 2024 - Larrea Leadership Team Meeting

September 12, 2024 - ELAC Meeting

October 10th, 2024- Administrative Collaboration Meeting

November 6th, 2024- Larrea Leadership Meeting

January 8th, 2025- Department Chair Semester Two Meeting

March 26th, 2025- CAASPP Planning Meeting

May 14th, 2025- Larrea Leadership Meeting

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.

N/A

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.

NA- LMS opened in 2023 / 24 school year, so there are no 2023 Dashboard scores.

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.

NA

Other Needs

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

Larrea Middle School utilizes: Star Renaissance, IAB's (English, Math, and Science), SAVVAS (English and History), Panorama Surveys (Parent, Student and Staff), Precision Analytics, MDTP (8th Grade for the 24-25 school year), 8th Grade PSAT (24-25 school year), and Read 180.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
African American	%	%	18.18%			74
Asian	%	%	0.49%			2
Filipino	%	%	1.23%			5
Hispanic/Latino	%	%	68.06%			277
Pacific Islander	%	%	0.25%			1
White	%	%	6.39%			26
Multiple/No Response	%	%	4.18%			17
Total Enrollment						407

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7			407
Total Enrollment			407

Conclusions based on this data:

1. Larrea is a first year school in 2023-2024 with one grade level, all students with the exception of 48 IDT live within the boundaries. In 2024-2025, Larrea will be adding another grade level (8th Grade).
2. N/A
3. N/A

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners			73			17.9%
Fluent English Proficient (FEP)			45			11.1%

Conclusions based on this data:

1. First Year Data 18% of students are English Learners

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			No												
All Grades	N/A	N/A	N/A												

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7			No Data							

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			No Data						

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			No Data						

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			No Data						

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Larrea is a first year school, no data is available

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	N/A	N/A	N/A												

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- Larrea is a first year school, no data is available

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- Larrea is a first year school, no data is available

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
Total Number of Students enrolled in Larrea Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

Conclusions based on this data:

- Larrea Middle School was not open during this time period, therefore no data will be available.

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.

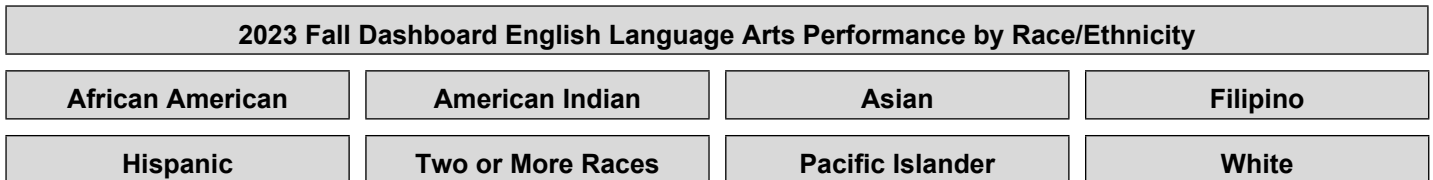
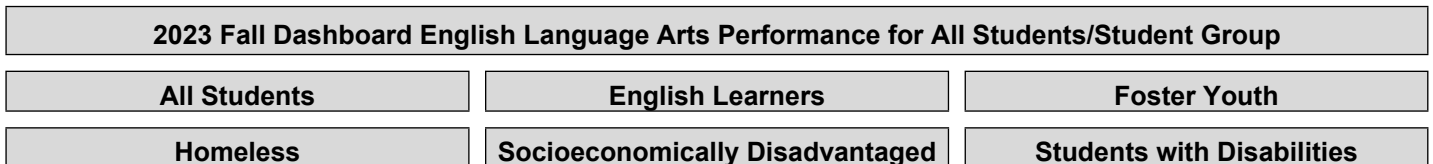
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

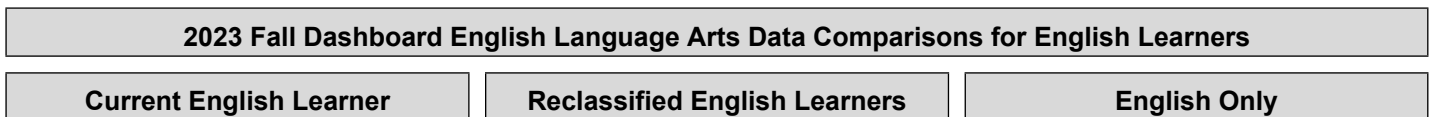
This section provides number of student groups in each level.



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.



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.



Conclusions based on this data:

1. No Data available

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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

2023 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. N/A

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.

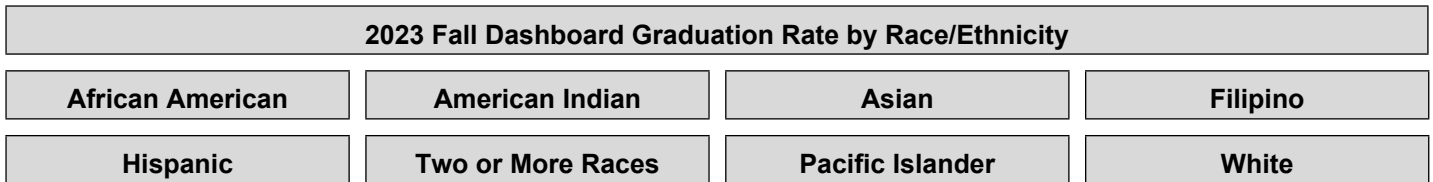
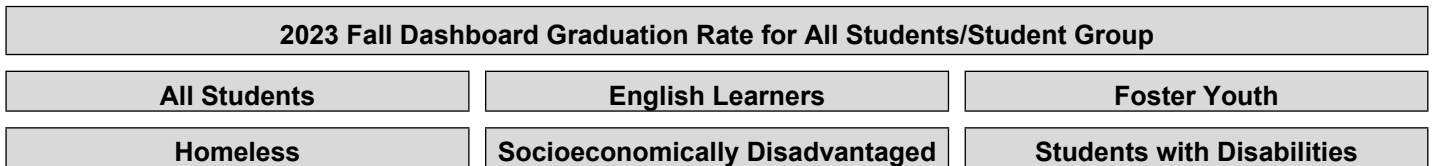
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

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.

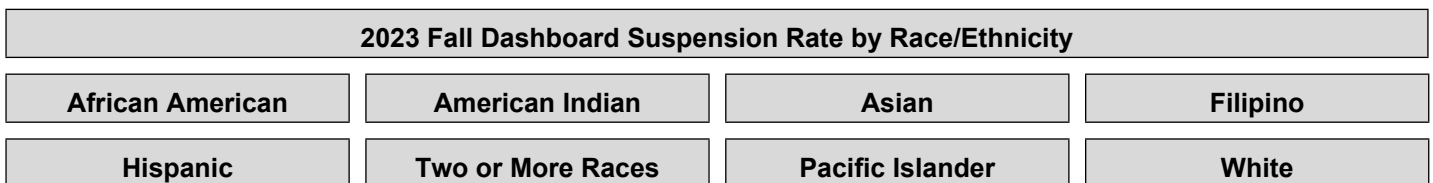
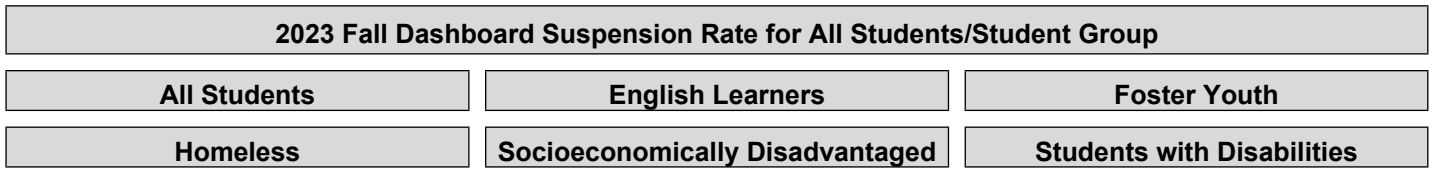
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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.



Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Literacy

Larrea Middle School has a few goals in its first year of existence: To increase our students' ability to read and comprehend texts at or above their grade level by the end of their 8th grade year. Second, to improve their vocabulary skills by learning new words and using them correctly in writing and conversation. According to the STAR REN data, the current literacy rates are as follows for 7th grade - 25.1%, 97 of 387 students scored at or above the minimum district benchmark proficiency level. The target goal for Larrea Middle School: 7th grade – 50% of students score at or above the minimum district benchmark proficiency level.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: The Victor Valley Union High School District will provide a rich academic program grounded in equity-based practices with measurable impact on middle and high school success indicators.

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.

Baseline data from placement testing at the start of the 2023-24 school year shows that school wide our students read at a 5.1 grade level. These findings lead our school to start our 7 reading intervention classes and our 2 honors English classes. Both classes are intended to push both our lower level students and those that excel.

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
Star Ren Reading Level	5.1 Reading Level Schoolwide	All students reading at grade level

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 be enrolled in a class to improve literacy based on their Instructional Reading Level measured by performance on the Star Ren. assessment. The class will use the Reading intervention program called Read 180.	All Students	25,000 Title I 4000-4999: Books And Supplies \$26,000

<p>A. Department will collaborate on a monthly basis, during pull-out days, to vertically and horizontally align essential standards/skills to inform teach and access growth for students.</p> <p>B. Department will collaborate quarterly to access, review, and plan instruction based on IAB's from the CAASPP.</p> <p>C. Department will collaborate on best practices to include, but not limited to, Professional Development, observations, Cultural Diversity trips (Footsteps to Freedom) and various trainings to increase rigor and student engagement within the classroom.</p> <p>D. All departments, as well as the library tech, can purchase instructional materials and software for curriculum enhancement.</p> <p>E. English department will collaborate with other departments to integrate cross-curricular instruction to include, but not limited to, activities, projects, and professional development in these areas.</p> <p>F. English will administer the STAR Renaissance test, 3 times a school year, to be used as the Universal Screener for interventions.</p> <p>G. Larrea will provide students with learning experiences outside of the classroom environment to support the standards and student engagement.</p> <p>H. Larrea will use AVID and WICOR strategies to help scaffold support for students to not only encourage the A-G requirements in High School, but for college and career readiness and success as well. This includes, but is not limited to, 3 Ring Notebooks, Spiral Notebooks, School Agendas/Planners, and school supplies.</p> <p>I. The English Department will have the ability to use various programs, purchase a laptop cart and a class set of laptops, to support instruction of the English standards and promote college and career readiness. Our students will be prepared to meet the A-G requirements in high school. (Using Microsoft Office)</p> <p>G. To increase literacy and student engagement within the reading intervention program, Larrea Middle School will have available a class set of EReaders (IE: Amazon Kindles) and a cart to charge them.</p> <p>H. Students will utilize an interactive notebook for Reading classes. These can be composition notebooks with manipulatives and foldables inside. This includes the supplies to complete notebooks such as: scissors, color pencils, markers, glue, paper, braids, tape, etc.</p>		<p>30,000 Title I 1000-1999: Certificated Personnel Salaries \$30,000 Tutoring 13,000 Title I 7000-7439: Other Outgo \$13,000 Support Programs 10,000 Title I 5000-5999: Services And Other Operating Expenditures Substitute Teachers</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
--	--	--

--	--	--	--

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.

Larrea Middle School gave the literacy Star Ren test three times over the course of the school year to measure the growth of students. Larrea then used that data to drive further instruction and meet the individual needs of students and teachers. Furthermore, Larrea Middle School gave 8 (Pre & Post) IAB's from the CAASPP website to prepare students for state testing. Larrea Middle School had 152 students that showed literacy growth, however still remained under grade level goals (37%). We had 92 students who moved from below grade level to above grade level (23%). Total number of students showing growth in the 2023-2024 school year was 59.7%.

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

Students that were on the bubble of meeting the academic literacy goals were not provided with the Reading 180 program due to not having enough sections available. Students that were below the goal were enrolled in the Reading 180 course and teachers supplemented the program with additional resources such as Scholastic.

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 2

Title and Description of School Goal

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

ELA Standards/CAASPP Test Scores for African American and Hispanic Students

The target goal for Larrea Middle School is for 50% of our students to score at or above the proficiency level for Language Arts on the CAASPP test. Larrea will also increase their overall test scores by 5% on all of the CAASPP tests.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: The Victor Valley Union High School District will provide a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement.

Identified Need

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

The current estimated percentage of students who met or exceeded the ELA standards on the CAASPP assessment is: 24.3%, 94 of 387 students are estimated to score at or above the proficiency benchmark on the ELA state test. The current percentage of African American students that scored at or above the minimum district benchmark is 12.5% (9 of 72). The target goal for African American students is 25% for the 2023-2024 academic school year. The current percentage of Hispanic students that scored at or above the minimum district benchmark is 19.2% (15 of 78). The target goal for Hispanic students is 40% for the 2023-2024 academic school 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
CA School Dashboard ELA	No scores are available	5% increase
CA School Dashboard Math	No scores are available	5% increase
CA School Dashboard ELPI	No scores are available	5% increase

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 be enrolled in a class to improve literacy based on their Instructional Reading Level measured by performance on the Star Ren. assessment. The class will use the Reading intervention program called Read 180. A. Departments will collaborate on a monthly basis, during pull-out days, to vertically and horizontally align essential standards/skills to inform teach and access growth for students.	All Students, AA, Hispanic	15,000 Title I 4000-4999: Books And Supplies AVID 20,000 Title I 1000-1999: Certificated Personnel Salaries Tutoring

	<p>B. Departments will collaborate quarterly to access, review, and plan instruction based on IAB's from the CAASPP.</p> <p>C. Department will collaborate on best practices to include, but not limited to, Professional Development, observations, Cultural Diversity trips (Footsteps to Freedom) and various trainings to increase rigor and student engagement within the classroom.</p> <p>D. All departments, as well as the library tech, can purchase instructional materials and software for curriculum enhancement.</p> <p>E. English department will collaborate with other departments to integrate cross-curricular instruction to include but not limited to activities, projects, and professional development in these areas.</p> <p>F. English will administer the STAR Renaissance test, 3 times a school year, to be used as the Universal Screener for interventions.</p> <p>G. Focused Interventions on ELPAC students levels one, two and low threes.</p> <p>H. To support EL, monies will be set aside to purchase supplies, supplemental materials, books, technology, or services to support at-risk EL students.</p> <p>I. Give a practice test with the ELPAC students in preparation for reclassification and testing environment.</p> <p>J. Larrea will provide students with learning experiences outside of the classroom environment to support the standards.</p> <p>K. Larrea will use AVID and WICOR strategies to help scaffold support for students to not only encourage the A-G requirements in High School, but for college and career readiness and success as well. This includes, but is not limited to, 3 Ring Notebooks, Spiral Notebooks, School Agendas/Planners, and school supplies.</p> <p>L. Students will utilize an interactive notebook for their core classes (Math, English, Social Studies, and Science). These can be composition notebooks with manipulatives and foldables inside. This includes the supplies to complete notebooks such as: scissors, color pencils, markers, glue, paper, braids, tape, etc.</p>		<p>7,000 Title I 7000-7439: Other Outgo</p> <p>17,000 Title I 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>2.2</p>	<p>After completing the first year of testing at Larrea Middle School, the staff will be working as a team to increase test scores in all subject areas. This is</p>	<p>All students</p>	<p>1,000 District Funded None Specified</p>

	<p>not only done with teaching the standards within the classroom, but by motivating and providing incentives to students to try hard on their CAASPP tests.</p> <p>A. Larrea will work towards adjusting the school calendar and bell schedule to the modified minimum day schedule on testing days during the months of April and May.</p> <p>B. Larrea will pull out students in small group testing blocks with classified/certificated employees. Students will take their state tests in a quiet testing environment and not feel rushed to complete their tests the same time as their peers. Larrea will break groups down by GPA levels so students do not feel pressured to keep up with students who are at different academic levels than themselves.</p> <p>C. Larrea Middle School will provide testing incentives to students before, during and after state testing. These incentives will be geared towards getting students excited and ready to take CAASPP testing, calming nerves, helping with distractions during testing, or showing appreciation for a job well done after state testing. This can be items such as: spirit wear, food, drinks, supplies, pencils, educational trips, gift certificates, tickets for a raffle, or raffle prizes for positive attendance during state testing (but not limited to only these incentives).</p> <p>D. Educators will be provided with professional development on teaching students test taking strategies, ways to inspire students, and how to access data with individual students, analyze it, and then encourage growth on the following years CAASPP test.</p> <p>E. The English department will encourage literacy and success in meeting the English essential standards on a weekly basis over the entire school year leading up to the CAASPP state tests. This will include recognition of student achievement on each member of the department's doors, pictures on "The Pride of Larrea" wall outside the Principal's office, and small appreciation gifts such as: Larrea stickers, pencils, gift certificates, drinks, food, etc., as well as monthly and semester literacy celebrations of recipients.</p>		<p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
--	--	--	--

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.

Larrea Middle School gave the (literacy) Star Renaissance test three times over the course of the school year to measure student growth. Larrea then used that data to drive further instruction and meet the individual needs of students and teachers. Furthermore, Larrea Middle School gave 8 (Pre & Post) IAB's from the CAASPP website to prepare students for state testing. Larrea Middle School had 152 students that showed literacy growth, however still remained under grade level goals (37%). We had 92 students who moved from below grade level to grade level (23%). Total number of students showing growth in the 2023-2024 school year was 59.7%. All students in Grade 7 were administered the CAASPP during the 2023-2024 school year.

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

Data has yet to be received from the CAASPP. Once received data will be analyzed to see if the goal was met and adjustments will be made at that time.

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.

In the 2024-2025 school year, Larrea Middle School will place an importance on reaching the African American and Hispanic students who are within the 5th and 6th grade level of literacy. Those students will receive additional support in their core English class with supplemental programs such as: Membeam, NoRedInk, Flocabulary, and Quill. These programs are focused on literacy, comprehension, and conventions. This will aide students in the ability to deconstruct the standards, increase their literacy levels, and various English skills that are needed to help meet their A-G requirements in high school.

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.

Math

In the 2024-25 school year, Larrea Middle School intends to reach the 30% mark, of all students, scoring at or above the state standard for the 7th grade, as measured by District Based MDTP Assessments, District Based Benchmark Assessments, and/or statewide CAASPP Mathematics Assessment. The percentage will be determined and compared in the district wide and school wide margins.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Victor Valley Union High School District will provide a rich academic program grounded in equity-based practices with measurable impact on middle and high school success indicators.

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.

No data is available on CAASPP until late May of 2024.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ca School Dashboard	No Data Available	Increase by 5%
Star Ren. - Mathematics	No Data Available	Increase by 5%
MDTP Assessment	No Data Available	Increase by 5%

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	Students will be enrolled in Math Analysis based on their performance on the Star Ren. math assessment. The class will use the various resources /materials provided to address the students who are struggling below grade level. A. Teachers will provide students with the use of technology and other targeted manipulatives (math games, math books, etc.) to help remediate in weak or struggling math areas.	All Students	15,000 Title I 7000-7439: Other Outgo Field Trip 12,000 Title I 1000-1999: Certificated Personnel Salaries

	<p>B. Math department will use benchmarks and common assessments to monitor student progress for re-teaching purposes and targeted interventions. Students will use technology to extend the skills learned in mathematics classes to real world applications.</p> <p>C. Students will use technology, math software to include Desmos and Gizmos, to reinforce and assist learning in new and reviewed mathematics.</p> <p>D. Departments will collaborate on a monthly basis, during pull-out days, to vertically and horizontally align essential standards/skills to inform, teach, and access growth for students.</p> <p>E. Departments will collaborate quarterly to access, review, and plan instruction based on IAB's from the CAASPP.</p> <p>F. Departments will collaborate on best practices to include, but not limited to, Professional Development, observations, and other various trainings to increase rigor and student engagement within the classroom.</p> <p>G. Teachers will provide extended learning time before and/or after school tutoring to support students who need targeted skills intervention.</p> <p>H. Larrea will provide students with learning experiences outside of the classroom environment to support the standards.</p> <p>I. Larrea will use AVID and WICOR strategies to help scaffold support for students to not only encourage the A-G requirements in High School, but for college and career readiness and success as well. This includes, but is not limited to, 2 inch - 3 Ring Notebooks/Binders, Spiral Notebooks, School Agendas/Planners, and school supplies.</p> <p>H. Students will utilize an interactive notebook for Math classes. These can be composition notebooks with manipulatives and foldables inside. This includes the supplies to complete notebooks such as: scissors, color pencils, markers, glue, paper, braids, tape, etc.</p>		<p>7000 Title I 4000-4999: Books And Supplies</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
--	--	--	---

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.

Larrea Middle School used Star Ren. - Math, and District Based Benchmark assessments to gauge student growth over the 2023-2024 academic school year.

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

No Data is available from CAASPP until the end of May 2024.

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

In the 2024-2025 academic school year, Larrea will be implementing GoMath as a supplemental resources to help meet all students individual needs.

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.

School Climate, Culture, and Student Involvement

At Larrea Middle School, we will start the implementation of the Boomerang Project. Larrea also wants to increase student involvement in a variety of activities that are beneficial to the growth of Larrea and student buy-in. By promoting student involvement in various sports, clubs, electives, etc., students will increase their commitment to their academic success, as well as increase their attendance rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Victor Valley Union High School District will provide a safe learning environment that supports a positive school climate for students and staff with high levels of community engagement.

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.

At Larrea, one of our focuses for the 2024-2025 academic school year will be to increase the level of student involvement and engagement on campus through various classes, clubs, sports, and other events. Students need to feel that they are a part of the school and is a place where they belong, as well as a place that they feel needed. We will also focus on creating a positive school climate and enhancing student success through orientation, transition and a leadership program.

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
Reduction of 7th Graders with a D or F on their Report Card	2023-2024 Data not available	Improvement seen from the data provided from the 2023-2024 academic school year by at least 1%
Decrease in the Suspension rate of both 7th and 8th graders	2023-2024 Data is not available	Improvement seen from the data provided from the 2023-2024 academic school year by at least 1 %
Decrease in the number of Tardies	2023-2024 Data is not available	Improvement seen from the data provided from the 2023-2024 academic school year by at least 1 %
Comparing the Panorama Student, Parent and Staff Surveys	2023-2024 Data is not available	Improvement seen from the data provided from the 2023-2024 Panorama Surveys by at least 1 %
Decrease in the number of students going to OCI	2023-2024 Data is not available	Improvement seen from the data provided from the 2023-2024 academic school year by at least 1 %
Involvement in the participation of events will increase 5 Star System	2023-2024 Data is not available	Student participation at events will increase by 25% for the 2024-2025 academic school year.

Library - Increase literacy, engagement, and visits to the library 5 Star System	2023-2024 Data is not available	Literacy, library activity participation, and visits will increase by 5% over the 2024-2025 academic school year.
Attendance rates will increase from the 23-24 school year	2023-2024 Data is not available	Attendance rates will increase by 3% for the 24-25 school year (compared to the 23-24 school year).
Semester Grades	2023-2024 Data is not available	50% of all students on campus will have a passing grade in all core classes

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	<p>WEB is a middle school orientation and transition program that welcomes 6th and 7th graders to make them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help other students succeed, the program trains mentors from your 8th grade class to be WEB Leaders.</p> <p>A. WEB Crew will have matching uniforms/attire to support the program, as well as stand out as a student leader on campus, so incoming 7th graders can easily identify them if they are in need of help, support or have questions.</p> <p>B. Within the classroom, WEB Crew will follow the programs curriculum/books so it can be implemented outside of the classroom.</p> <p>C. WEB Crew will send the appropriate school staff members to trainings so they will be able to facilitate the program with fidelity.</p> <p>D. WEB Crew will hold various events throughout the school year to promote the climate and culture of the school and the transition of students. These events will need, but not limited to, food, snacks, drinks, event supplies, banners, etc.</p>	All Students	<p>10,000 Title I 4000-4999: Books And Supplies WEB 8,000 Title I 1000-1999: Certificated Personnel Salaries</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
4.2	<p>AVID</p> <p>A. Certificated staff will be trained in AVID strategies to facilitate student understanding of the curriculum (in all subject areas) and support focus note-taking strategies.</p> <p>B. AVID Tutors will be employed to support student AVID strategies to improve academic achievement.</p> <p>C. AVID classes will attend various educational study trips to promote a college-going culture.</p>	All students who are enrolled in the AVID program at Larrea Middle School.	<p>10,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures</p> <p>15,000 Title I 5800: Professional/Consulting Services And Operating Expenditures</p> <p>None Specified</p>

	<p>D. Larrea Middle School will utilize various college items to support AVID and school AVID clothing to inspire/promote various colleges and trade schools as well as having a presence while at school.</p> <p>E. An AVID coordinator and team will receive additional hours to write the AVID site plan, coordinate events and attend professional development.</p> <p>F. Larrea Middle School is dedicated to teaching and implementing focused note-taking strategies and college and career-going culture. Materials such as, but not limited to, 3 ring-binders, dividers, pencil cases, spiral notebooks, agendas, planners, and other various supplies.</p> <p>G. Purchase flexible seating or classroom needs to improve collaborative activities, tutoring, and improve SEL strategies.</p> <p>H. Larrea Middle School will hold AVID Nights to increase family engagement and help parents better understand their role in the students' path to college.</p>		<p>None Specified</p> <p>None Specified 5000-5999: Services And Other Operating Expenditures</p> <p>None Specified 5800: Professional/Consulting Services And Operating Expenditures</p>
4.3	<p>5 Star Program</p> <p>A. In order to increase efficiency, promote timeliness, develop responsibility with each student, and create a safe learning environment free from distractions, all teacher will have access to a 5 Star Scanner and Kiosk. This will allow for classrooms and teachers to utilize their instructional minutes for learning and allow the 5 Star program to be used with fidelity.</p> <p>B. Larrea Middle School will provide new and ongoing training to staff on the use and updates of 5 Star Training.</p> <p>C. Professional Development will be offered to members of the staff for ongoing training to promote and continue the use of 5 Star within the classroom and various offices.</p>	All Students	<p>8000 Title I 5000-5999: Services And Other Operating Expenditures</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>
4.4	<p>Physical Education</p> <p>A. Implement assignments for students in physical education that will integrate academic support in the areas of literacy. This can include reading, taking notes, and writing essays on sports, health, and fitness topics (but not limited to this).</p> <p>B. Larrea Middle School will provide the physical education staff development opportunities to assist teachers in remaining up to date on the current subject matter, educational practices, technology, cross-curricular strategies, etc.</p>	All Students	<p>5000.00 General Fund 4000-4999: Books And Supplies</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>

	<p>C. Implement assignments for students that are unable to participate in regular physical education activities that integrate academic support in the interdisciplinary subject areas. This would include, but not limited to, supplies and technology.</p> <p>D. Larrea Middle School will provide the necessary professional development in order to assist teachers in helping students meet and have access to the curricular needs of the Physical Education program. This includes trainings for the Positive Prevention Plus Program as well as any others that will be needed throughout the school year.</p> <p>E. Larrea Middle School will provide students and teacher with professional tools, equipment, and materials, including maintenance and upkeep, to facilitate a well-rounded education. Exercise equipment, score boards, field lights (lighting), gym sound system, microphones, megaphones, mats, jerseys for teams, physical education clothing, washer and dryer, dumbbells, bars, plyometric boxes, yoga balls, cones, basketballs, soccer balls, volleyballs, footballs, football flags, badminton rackets, birdies, badminton nets, bocce balls, hockey sticks, hockey goals, softballs, softball gloves, rubber bases, Bluetooth speakers, equipment for state physical testing, and replacement of equipment as needed throughout the year. This can be purchased and utilized to increase student engagement and help students meet the A-G graduation requirements.</p>		<p>None Specified None Specified</p>
4.5	<p>Fine Arts / Music</p> <p>A. Larrea Middle School will provide practical applications through art projects, which will use a variety of measurements to support core classes. Various art materials will be needed to complete art projects and activities such as: paints, paper, markers, etc.</p> <p>B. Larrea Middle School will utilize the current instruments and continue to expand student knowledge and learning on other instruments over the school year. Music and band will have the ability to repair or replace equipment as needed throughout the school year.</p> <p>C. Larrea Middle School will provide the necessary professional development in order to assist teachers in helping students meet and have access to the curricular needs of the departments.</p>	All Students	<p>5000 Title I 4000-4999: Books And Supplies</p> <p>None Specified 4000-4999: Books And Supplies</p> <p>None Specified 5000-5999: Services And Other Operating Expenditures</p> <p>None Specified 5800: Professional/Consulting Services And Operating Expenditures</p>
4.6	<p>Special Education</p> <p>A. Larrea Middle School will provide funding to support the academic achievement of all learners, including students with special needs, including but not limited to: supplemental instructional materials,</p>	SWDs	<p>None Specified 0000: Unrestricted</p> <p>None Specified None Specified</p>

	<p>academic study trips, school supplies, classroom supplies, etc.</p> <p>B. Larrea Middle School will provide an environment to support all learners, including students with special needs, that will better help students focus and increase engagement in the classroom environment.</p> <p>C. Larrea Middle School will provide the necessary professional development in order to assist teachers in helping students meet and have access to the curricular needs of the department.</p> <p>D. Larrea Middle School will provide rigorous academic achievement for all students including our GATE, general, and special needs populations.</p> <p>H. Students can utilize an interactive notebook for classes. These can be composition notebooks with manipulatives and foldables inside. This includes the supplies to complete notebooks such as: scissors, color pencils, markers, glue, paper, braids, tape, etc.</p>		<p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified 5800: Professional/Consulting Services And Operating Expenditures</p>
4.7	<p>Electives</p> <p>A. Larrea Middle School will provide the necessary professional development in order to assist teachers in helping students meet and have access to the curricular needs of the departments.</p> <p>B. Larrea Middle School will provide students and teachers with professional tools, equipment, materials, including maintenance and upkeep, to facilitate a well-rounded education. This can include: cameras, software programs, classroom supplies, event supplies, student and staff materials, sound systems, attire and items to support the unity of an elective, club, or team will be provided to students and staff to increase student engagement within Larrea Middle School to increase student engagement.</p> <p>c. Provide both students and staff field study opportunities to facilitate growth and cultural experiences in both elective and core classes.</p> <p>D. Purchase laptops, cameras, and designated computer programs to support the yearbook and digital photography class.</p>	<p>This includes all students in both 7th and 8th grade who are enrolled in an elective class at Larrea Middle School.</p>	<p>None Specified 0000: Unrestricted</p> <p>None Specified 4000-4999: Books And Supplies</p> <p>None Specified 5000-5999: Services And Other Operating Expenditures</p> <p>None Specified 5800: Professional/Consulting Services And Operating Expenditures</p>
4.8	<p>Library</p> <p>A. Larrea Middle School will hold monthly library events in which students can participate and compete against one another. These events can include, but not limited to: Redesign your favorite book cover, Create a scene diagram from your favorite book, Plot chart diagrams etc. These</p>	<p>All staff and students at Larrea Middle School.</p>	<p>None Specified 0000: Unrestricted</p> <p>None Specified 4000-4999: Books And Supplies</p>

	<p>events will be supported with materials, various equipment as needed, food, drinks, etc.</p> <p>B. Larrea Middle School will invite professionals of all trades and backgrounds to come into the library and give speeches, presentations, and/or hold events to provide students information on various college and career options and opportunities.</p> <p>C. Supplies, technology, and equipment needed to hold events to encourage students to participate and attend.</p> <p>D. The Librarian has the ability to replace or repair damaged books and material, or to order new books and material for students and teachers throughout the school year or as requested by staff and students.</p> <p>E. The Larrea Library will help provide a well-rounded education by purchasing current books, magazine subscriptions, and literature, etc., to improve literacy and academic achievement. Students in the library will have access to technology (computers and printers) to create presentations and projects that support classroom instruction. Students will have areas in the library where they can read, research and engage in their passion of reading.</p>		<p>None Specified 5000-5999: Services And Other Operating Expenditures</p> <p>None Specified 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>4.9</p>	<p>Science</p> <p>A. Students will utilize an interactive notebook for Science classes. These can be composition notebooks with manipulatives and foldables inside. This includes the supplies to complete notebooks such as: scissors, color pencils, markers, glue, paper, braids, tape, etc. Inside the notebooks, students can write lab reports that contain hypotheses, various methods, observations, analysis/data, and their conclusions.</p> <p>B. Larrea Middle School will provide development opportunities to better help teachers in remaining up to date on current subject matter, educational practices, technology, NGSS, School City, IAB's, CAASPP, and other cross-curricular strategies.</p> <p>C. Students will utilize proper technology, conduct research and various activities, field studies, complete hands on projects inside and outside of the classroom. These projects will be student driven and align with the standards to prepare students for their 8th grade CAASPP Science test.</p> <p>D. The Science department will support Mathematics by using academic vocabulary consistently, teaching graphs, measurements, and implementing project-based learning.</p>	<p>All staff and students who are enrolled at Larrea Middle School.</p>	<p>None Specified 0000: Unrestricted</p> <p>None Specified 4000-4999: Books And Supplies</p> <p>None Specified 5000-5999: Services And Other Operating Expenditures</p> <p>None Specified 5800: Professional/Consulting Services And Operating Expenditures</p>

	<p>E. The Science department will integrate science reading materials (Scholastic, magazines, etc.) to support English instruction and improve literacy by having students read, write summaries, analyze articles and perform independent or group research lessons using various scientific literature.</p> <p>F. In an effort to increase participation while meeting the NGSS and Science standards, teachers will develop and implement labs for all students and build literacy skills. This includes items such as lab materials, lab equipment and programs, student and staff materials, as well as professional development for teachers to learn the skills to make such labs as engaging as possible for students.</p> <p>G. The Science department will support literacy (speaking, reading, writing, and critical thinking) through the use of hands-on materials and educational study trips that help students develop knowledge, opinions, and ideas in core subjects.</p>		
<p>4.10</p>	<p>Social Studies</p> <p>A. Support overall literacy with reading, writing, critical thinking, and speaking through hands on materials, artifacts, academic study trips, guest presenters/speakers, and cross-curricular project-based learning activities.</p> <p>B. Students will utilize an interactive notebook for Social Studies classes. These can be composition notebooks with manipulatives and foldables inside. This includes the supplies to complete notebooks such as: scissors, color pencils, markers, glue, paper, braids, tape, etc.</p> <p>C. Larrea will provide increased access to appropriate technology, online databases, subscriptions services, site licenses or software programs to enhance and engage students in Social Studies instruction. (Including but not limited to EdPuzzle, Flocabulary, Nearpod, etc.)</p> <p>D. Teachers will implement and increase reading within the classroom with primary source and historical documents. If possible, Larrea will host guest speakers, historians, etc. to come into the classrooms and provide students with artifacts and presentations.</p> <p>E. Necessary professional development will be provided in order to assist Social Studies teachers in helping students meet the Science standards. This includes academic trips for both students and staff to dive deeper into the curriculum and experience hands on learning.</p>	<p>All staff and students who are enrolled at Larrea Middle School.</p>	<p>None Specified 1000-1999: Certificated Personnel Salaries</p> <p>None Specified 4000-4999: Books And Supplies</p> <p>None Specified 5000-5999: Services And Other Operating Expenditures</p> <p>None Specified 5800: Professional/Consulting Services And Operating Expenditures</p>

	<p>F. Social Studies teachers will be able to collaborate with the English department, whether through pull-outs, trainings, or other professional opportunities, to facilitate cross-curricular teaching that supports students in their skill sets.</p> <p>G. Purchase a class set of laptops and a laptop cart and other various programs to support instruction that can be shared within the history department.</p> <p>H. Purchase a class set of history textbooks for each history teacher to help aide with student participation in class. Students will be using these textbooks on a consistent basis and having them available to use will benefit students in mastering the subject matter and standards.</p>		
<p>4.11</p>	<p>Student Clubs</p> <p>A. All students will have access to be involved in clubs to promote a well-rounded educational experience. Clubs will promote and encourage student involvement on campus and hold events that encourage student involvement and participation at Larrea Middle School.</p>	<p>All students who are currently attending Larrea Middle School.</p>	<p>None Specified None Specified</p> <p>None Specified None Specified</p> <p>None Specified None Specified</p>

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.

Each activity/strategy will be supported by Larrea Middle School on a daily basis both inside and outside of the classroom. Teachers will use these tools to support students in participating in various activities, clubs, teams, and in requesting of elective classes. Larrea Middle School will hold a WEB Training on July 31, 2024 with a select group of WEB leaders. These WEB leaders will assist in the acclimation of the new students on campus for their 7th grade introduction.

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

No data is available for the 2023-2024 school year. Larrea Middle School will begin implementing the WEB program for the 2024-2025 school year.

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.

No data will be available until the 2024-2025 school year.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$233,000.00
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	\$217,000.00

Subtotal of additional federal funds included for this school: \$217,000.00

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	\$1,000.00
General Fund	\$5,000.00
LCFF - Supplemental	\$10,000.00

Subtotal of state or local funds included for this school: \$16,000.00

Total of federal, state, and/or local funds for this school: \$233,000.00

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
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
District Funded	1,000.00
General Fund	5,000.00
LCFF - Supplemental	10,000.00
Title I	217,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	70,000.00
4000-4999: Books And Supplies	67,000.00
5000-5999: Services And Other Operating Expenditures	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	42,000.00
7000-7439: Other Outgo	35,000.00
None Specified	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	District Funded	1,000.00
4000-4999: Books And Supplies	General Fund	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	70,000.00

4000-4999: Books And Supplies	Title I	62,000.00
5000-5999: Services And Other Operating Expenditures	Title I	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	32,000.00
7000-7439: Other Outgo	Title I	35,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,000.00
Goal 2	60,000.00
Goal 3	34,000.00
Goal 4	61,000.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 4 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members

Role

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 September 21st, 2023.

Attested:



Principal, Joe Williams on 09/21/23



SSC Chairperson, Alex Musslewhite on 09/21/23

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023