



# George V. LeyVa Middle School

## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George V. LeyVa Middle School	43-69435-6085690	3/13/2024	

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

Schoolwide Program  
Additional Targeted Support and Improvement

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

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# Plan Description

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

This plan is being used by George V. LeyVa Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

- Additional Targeted Support and Improvement

School-wide Program

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.

George LeyVa Middle School's plan effectively meets the ESS requirements in alignment with Local Control and Accountability Plan, and other federal, state, and local programs. This plan also aligns with the district's strategic goals. George LeyVa Middle School was selected for additional targeted support and improvement based on 2022-2023 California Dashboard results for students with disabilities.

LeyVa's SPSA goals are aligned with the district's LCAP goals. As mentioned, students with disabilities are not making adequate progress at LeyVa. In order to identify and determine the needs of our students with disabilities, LeyVa will be implementing a diagnostic assessment tool to assess student academic progress three times a year. Utilizing the results of the diagnostic assessment, student growth goals will be established.

## Educational Partner Involvement

How, when, and with whom did George V. LeyVa 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

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 ATSI PLANNING REQUIREMENTS: This section meets the requirements for ATSI.

Stakeholders groups involved in shaping George LeyVa Middle School's SPSA were: School Staff, School Site Council/English Learner Advisory committee, and Students. These groups met at different times throughout the academic year and provided their respective input and insights related to the SPSA.

## 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.

**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.

George LeyVa Middle School was selected for additional targeted support and improvement based on 2022-2023 California Dashboard results for students with disabilities.

LeyVa's SPSA goals are aligned with the district's LCAP goals. As mentioned, students with disabilities are not making adequate progress at LeyVa. In order to identify and determine the needs of our students with disabilities, LeyVa will be implementing a diagnostic assessment tool to assess student academic progress three times a year. Utilizing the results of the diagnostic assessment, student growth goals will be established. LeyVa's support services team will work in collaboration with its special education team to more adequately address the needs of our Students with Disabilities. The principal will seek and expand instructional training and/or support for the site's special education teachers.

## 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.

School-wide Program

Additional Targeted Support and Improvement

George V. LeyVa Middle School was identified for additional targeted support and improvement based on 2023 California Dashboard results.

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.

George V. LeyVa Middle School completes a needs assessment each year to inform and develop its SPSA. The school-led teams are able to conduct an annual needs assessment with the input from all staff, as well as students and parents who participate in the School Site Council and the English Learner Advisory Committee (ELAC). Based on a data-driven School Plan for Student Achievement (SPSA), needs are identified. The team identified evidence-based practices to improve academic, behavioral, and social-emotional outcomes, and address chronic absenteeism for Students with Disabilities. George V. LeyVa's SPSA goals are aligned with the district's LCAP goals. The site utilizes a continuous improvement model to implement, monitor, and annually evaluate the SPSA. As previously stated, chronic absenteeism adversely impacts Students with Disabilities to make adequate progress. The site will utilize a diagnostic assessment tool to assess student academic progress three times a year. After reviewing the results, student growth goals will be established in alignment with the student IEP goals.

### Other Needs

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

The principal will pursue, in collaboration with the Special Education Department and Educational Services, expansion of the instructional training and support for George V. LeyVa's special education teachers.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for George V. LeyVa 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
American Indian	0.18%	0.18%	0.18%	1	1	1
African American	2.35%	1.61%	2.74%	13	9	15
Asian	36.46%	34.59%	31.26%	202	193	171
Filipino	7.40%	8.6%	8.04%	41	48	44
Hispanic/Latino	47.11%	49.28%	51.19%	261	275	280
Pacific Islander	0.90%	0.54%	0.55%	5	3	3
White	2.17%	2.15%	2.93%	12	12	16
Multiple/No Response	2.89%	2.51%	3.11%	16	14	17
Total Enrollment				554	558	547

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	283	270	265
Grade 8	271	288	282
Total Enrollment	554	558	547

#### Conclusions based on this data:

- 2022-2023 enrollment was 558 students.
- Our significant student groups remained consistent. Asian and Hispanic students make-up 83.87 % of our student population.
- Similar to Evergreen Elementary School District as whole, LeyVa has experienced a decline in its enrollment. From the 2021-2022 to 2023--2024 school year there was nominal change in LeyVa's enrollment.

# 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	250	224	194	36.90%	45.1%	35.5%
Fluent English Proficient (FEP)	137	148	153	29.80%	24.7%	28.0%
Reclassified Fluent English Proficient (RFEP)	12	27	32	0.9%	4.8%	

### Conclusions based on this data:

1. Our English Language Learner population decreased by 10.4% from the 21-22 school year.
2. Ley Va reclassified students have increased by 92.5% from 20-21 to 22-23.

# 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
Grade 7	270	279	272	0	269	265	0	269	265	0.0	96.4	97.4
Grade 8	323	265	293	0	251	282	0	251	282	0.0	94.7	96.2
All Grades	593	544	565	0	520	547	0	520	547	0.0	95.6	96.8

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		2539.	2510.		14.13	9.06		33.46	29.06		29.00	24.15		23.42	37.74
Grade 8		2549.	2539.		12.75	11.35		31.87	31.21		25.50	26.60		29.88	30.85
All Grades	N/A	N/A	N/A		13.46	10.24		32.69	30.16		27.31	25.41		26.54	34.19

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		14.87	12.45		64.31	60.38		20.82	27.17
Grade 8		18.33	12.77		51.79	53.19		29.88	34.04
All Grades		16.54	12.61		58.27	56.67		25.19	30.71

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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		18.96	13.58		57.62	44.15		23.42	42.26
Grade 8		15.14	14.89		54.98	52.13		29.88	32.98
All Grades		17.12	14.26		56.35	48.26		26.54	37.48

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<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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		13.01	9.81		71.00	71.32		15.99	18.87
Grade 8		13.55	12.06		73.71	71.99		12.75	15.96
All Grades		13.27	10.97		72.31	71.66		14.42	17.37

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<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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		16.73	13.58		64.68	62.26		18.59	24.15
Grade 8		18.73	19.15		66.53	63.83		14.74	17.02
All Grades		17.69	16.45		65.58	63.07		16.73	20.48

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#### Conclusions based on this data:

- Regarding overall English Language/Literacy skills, 40.40% of all LeyVa students met or exceeded standards
- In combining near or met standard and above standard for the Reading component, 69.28% of LeyVa students are in this range.
- In combining near or met standard and above standard for the Writing component, 62.52% of Ley Va students are in this range.



# 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
Grade 7	270	279	272	0	272	265	0	272	265	0.0	97.5	97.4
Grade 8	323	265	292	0	252	282	0	252	282	0.0	95.1	96.6
All Grades	593	544	564	0	524	547	0	524	547	0.0	96.3	97.0

\* 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		2515.	2496.		16.91	12.08		18.75	18.49		23.16	24.53		41.18	44.91
Grade 8		2539.	2531.		20.24	19.15		14.68	14.89		21.03	22.70		44.05	43.26
All Grades	N/A	N/A	N/A		18.51	15.72		16.79	16.64		22.14	23.58		42.56	44.06

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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
Grade 7		18.38	16.98		43.38	36.23		38.24	46.79
Grade 8		22.62	20.21		38.10	40.78		39.29	39.01
All Grades		20.42	18.65		40.84	38.57		38.74	42.78

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<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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		14.34	12.08		54.78	52.08		30.88	35.85
Grade 8		15.87	19.15		54.37	46.45		29.76	34.40
All Grades		15.08	15.72		54.58	49.18		30.34	35.10

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<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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		16.54	11.70		56.25	57.36		27.21	30.94
Grade 8		15.87	15.96		58.73	53.19		25.40	30.85
All Grades		16.22	13.89		57.44	55.21		26.34	30.90

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#### Conclusions based on this data:

- Overall CAASPP Mathematics results reflect 32.36% of all LeyVa students exceeded or met standards, while 67.64% did not.

# 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
7	1546.7	1551.6	1532.6	1544.4	1542.3	1528.5	1548.5	1560.4	1536.2	119	117	88
8	1537.3	1594.6	1559.0	1525.2	1606.7	1560.2	1548.9	1582.1	1557.3	97	115	108
All Grades										216	232	196

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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
7	29.91	33.33	23.86	34.19	30.77	32.95	21.37	26.50	25.00	14.53	9.40	18.18	117	117	88
8	18.56	46.96	34.26	29.90	30.43	26.85	30.93	13.91	26.85	20.62	8.70	12.04	97	115	108
All Grades	24.77	40.09	29.59	32.24	30.60	29.59	25.70	20.26	26.02	17.29	9.05	14.80	214	232	196

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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
7	41.03	43.59	30.68	35.04	32.48	38.64	13.68	16.24	12.50	10.26	7.69	18.18	117	117	88
8	22.68	57.39	43.52	40.21	26.96	29.63	20.62	7.83	16.67	16.49	7.83	10.19	97	115	108
All Grades	32.71	50.43	37.76	37.38	29.74	33.67	16.82	12.07	14.80	13.08	7.76	13.78	214	232	196

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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
7	17.09	27.35	14.77	32.48	21.37	23.86	25.64	34.19	34.09	24.79	17.09	27.27	117	117	88
8	15.46	33.91	25.00	21.65	27.83	22.22	37.11	26.96	27.78	25.77	11.30	25.00	97	115	108
All Grades	16.36	30.60	20.41	27.57	24.57	22.96	30.84	30.60	30.61	25.23	14.22	26.02	214	232	196

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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
7	20.69	20.51	17.05	62.07	63.25	59.09	17.24	16.24	23.86	116	117	88
8	18.56	33.04	24.07	55.67	56.52	62.96	25.77	10.43	12.96	97	115	108
All Grades	19.72	26.72	20.92	59.15	59.91	61.22	21.13	13.36	17.86	213	232	196

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
7	65.81	61.21	57.95	24.79	30.17	25.00	9.40	8.62	17.05	117	116	88
8	46.32	70.18	60.75	37.89	21.93	30.84	15.79	7.89	8.41	95	114	107
All Grades	57.08	65.65	59.49	30.66	26.09	28.21	12.26	8.26	12.31	212	230	195

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
7	26.50	30.77	19.32	35.90	38.46	36.36	37.61	30.77	44.32	117	117	88
8	24.74	49.57	34.26	31.96	24.35	21.30	43.30	26.09	44.44	97	115	108
All Grades	25.70	40.09	27.55	34.11	31.47	28.06	40.19	28.45	44.39	214	232	196

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
7	16.24	18.80	18.18	70.09	72.65	62.50	13.68	8.55	19.32	117	117	88
8	5.26	7.83	13.89	83.16	83.48	75.00	11.58	8.70	11.11	95	115	108
All Grades	11.32	13.36	15.82	75.94	78.02	69.39	12.74	8.62	14.80	212	232	196

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. 29.59% of English Learners have well developed overall English Skills (Level 4),
2. In terms of Written Language , 20.41% of LeyVa's English Learners were level 4.

# 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
558	62.9	40.1	0.2
Total Number of Students enrolled in George V. LeyVa 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	224	40.1
Foster Youth	1	0.2
Homeless	7	1.3
Socioeconomically Disadvantaged	351	62.9
Students with Disabilities	75	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.6
American Indian	1	0.2
Asian	193	34.6
Filipino	48	8.6
Hispanic	275	49.3
Two or More Races	14	2.5
Pacific Islander	3	0.5
White	12	2.2

**Conclusions based on this data:**

1. Asian and Hispanic students remain statistically significant student groups by ethnicity/race, combined, equalling 83.9% of LeyVa's overall population
2. English Learners and Socioeconomically disadvantaged students remain statistically significant student groups.
3. Students with Disabilities are 13.4% of LeyVa's student population.

# School and Student Performance Data

## Overall Performance






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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Chronic Absenteeism</div> <div><p>Red</p></div>	<div>Suspension Rate</div> <div><p>Yellow</p></div>
<div>Mathematics</div> <div><p>Orange</p></div>		
<div>English Learner Progress</div> <div><p>Orange</p></div>		

Conclusions based on this data:

1. 58.6% of LeyVa's English Learners are making progress towards English Language Proficiency
2. Mathematics proficiency (met or exceeded CAASPP standards) was 35.3 %.
3. English/Language Arts proficiency (met or exceeded CAASPP standards) was 46.15%.



# School and Student Performance Data

## Academic Performance English Language Arts

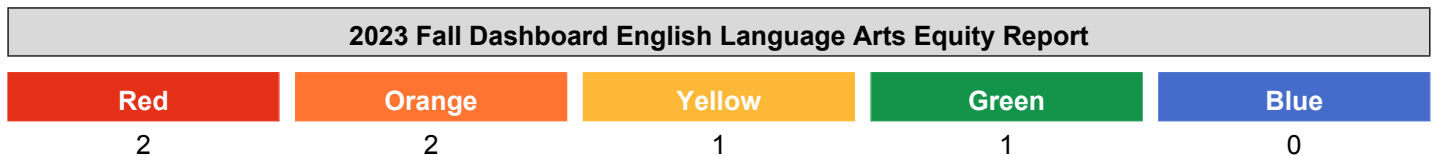
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 29.2 points below standard Decreased Significantly -17.3 points 526 Students	<b>English Learners</b>  Orange 64.1 points below standard Decreased Significantly -20.9 points 224 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 80.5 points below standard 11 Students	<b>Socioeconomically Disadvantaged</b>  Orange 48.1 points below standard Decreased Significantly -21.2 points 332 Students	<b>Students with Disabilities</b>  Red 132.7 points below standard Maintained -2.8 points 74 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b> Less than 11 Students 9 Students	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b>  Green 19.6 points above standard Decreased Significantly - 16.8 points 181 Students	<b>Filipino</b>  Yellow 8.9 points above standard Decreased Significantly - 32.3 points 47 Students
<b>Hispanic</b>  Red 72.1 points below standard Decreased Significantly - 16.2 points 262 Students	<b>Two or More Races</b> 7.1 points below standard Increased +7.7 points 14 Students	<b>Pacific Islander</b> Less than 11 Students 3 Students	<b>White</b> Less than 11 Students 9 Students

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

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 86.8 points below standard Decreased Significantly -30.6 points 183 Students	<b>Reclassified English Learners</b> 37 points above standard Decreased Significantly -50.6 points 41 Students	<b>English Only</b> 29 points below standard Decreased -9.9 points 173 Students
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#### Conclusions based on this data:

1. An encouraging increase: 32 English Learners qualified for reclassification
2. LeyVa's Asian students performed well in English Language Arts, with a score of 19.6 points above standard
3. LeyVa's Hispanic students performed low in English Language Arts with a score of 72.1 points below standard..

# School and Student Performance Data

## Academic Performance Mathematics

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

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






This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	1	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 55.7 points below standard Decreased -9.8 points 526 Students	 Orange 89.5 points below standard Decreased -9.6 points 224 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
112.7 points below standard 11 Students	 Orange 77.9 points below standard Decreased -14.4 points 332 Students	 Red 168.1 points below standard Maintained -1.3 points 74 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	 Green	 Yellow
9 Students	1 Student	20.2 points above standard	17 points below standard
		Decreased -5.6 points	Maintained -2.2 points
		181 Students	47 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red	75.1 points below standard	Less than 11 Students	Less than 11 Students
114.2 points below standard	Decreased Significantly -30 points	3 Students	9 Students
Decreased -10 points	14 Students		
262 Students			

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.4 points below standard	30.1 points above standard	65.6 points below standard
Decreased Significantly -22.3 points	Decreased Significantly -31.8 points	Maintained -0.2 points
183 Students	41 Students	173 Students

#### Conclusions based on this data:

1. Besides the students with disabilities student group, LeyVa's Hispanic student group performed the lowest in mathematics with 114.2 points below standard
2. The Filipino student group was in the middle range performing 17.0 points below standard
3. LeyVa's Asian student group had a high performance with 20.2 points above standard

# School and Student Performance Data

## Academic Performance English Learner Progress

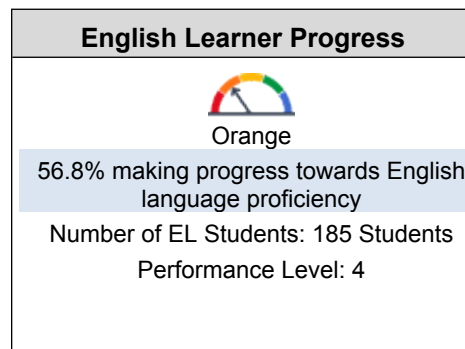
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32	45	27	76

#### Conclusions based on this data:

- 41.0% of our English Language Learners increased one ELPI level.
- 24.3% of our English Language Learners ELPI Level 1, 2L, 2H, 3L, or 3H.
- 17.3% of our English Language Learners decreased one ELPI Level.

# School and Student Performance Data

## Academic Performance College/Career Report

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

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

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

Very Low                      Low                      Medium                      High                      Very High  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

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

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

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

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

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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This section provides number of student groups in each level.

### 2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

#### All Students



Red

21.3% Chronically Absent

Maintained 0.1

587 Students

#### English Learners



Red

20.8% Chronically Absent

Increased 1.4

240 Students

#### Foster Youth

Less than 11 Students

2 Students

#### Homeless

20% Chronically Absent

0

15 Students

#### Socioeconomically Disadvantaged



Red

25.3% Chronically Absent

Maintained -0.2

372 Students

#### Students with Disabilities






Red

38.3% Chronically Absent

Increased 3.9

81 Students

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b> Less than 11 Students  9 Students	<b>American Indian</b> Less than 11 Students  1 Student	<b>Asian</b>  Orange 6% Chronically Absent Increased 1.2  199 Students	<b>Filipino</b>  Orange 10.4% Chronically Absent Increased 5.4  48 Students
<b>Hispanic</b>  Orange 33.1% Chronically Absent Declined -1.7  302 Students	<b>Two or More Races</b> 6.7% Chronically Absent Declined -3.9  15 Students	<b>Pacific Islander</b> Less than 11 Students  3 Students	<b>White</b> Less than 11 Students  10 Students

#### Conclusions based on this data:

1. All students show significantly high rate of Chronic Absenteeism at 21.3 %.
2. Hispanic students had the highest rate of Chronic Absenteeism at 33.1%.
3. Students with disabilities also had a high rate of Chronic Absenteeism at 38.3%.



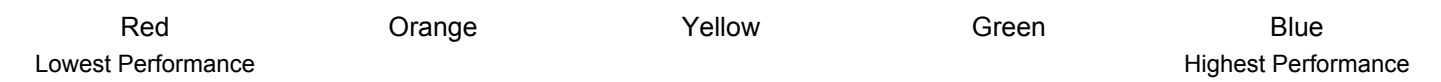
# School and Student Performance Data

## 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.

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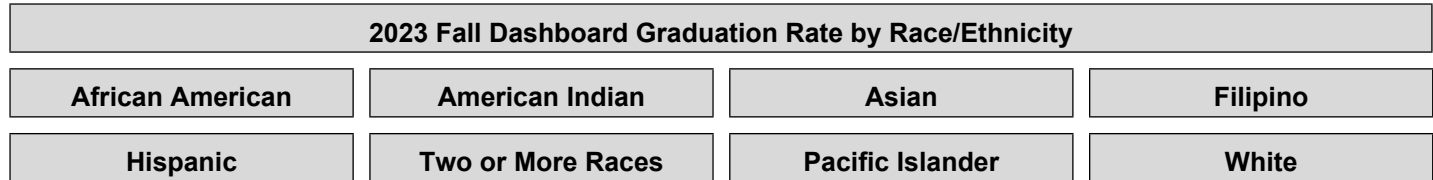
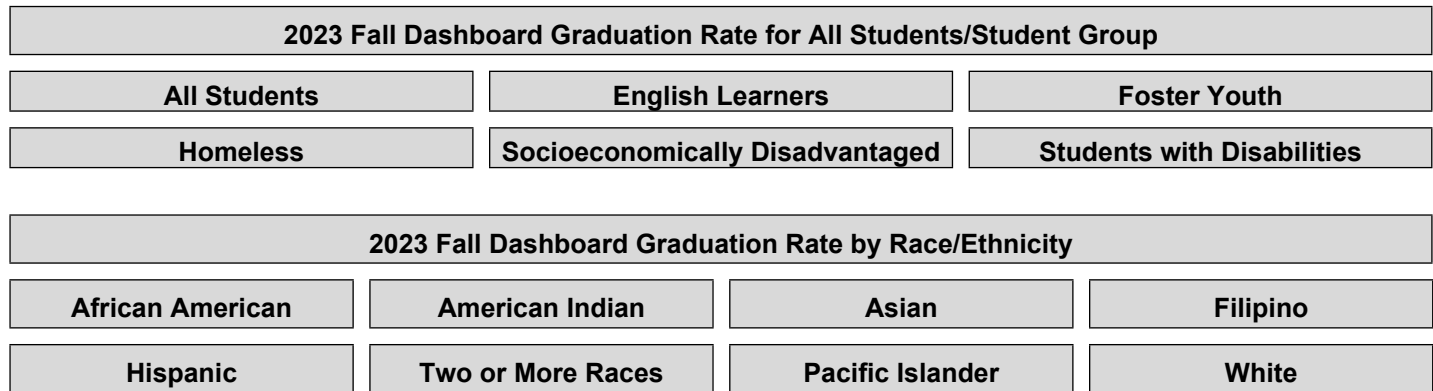
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This section provides number of student groups in each level.



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

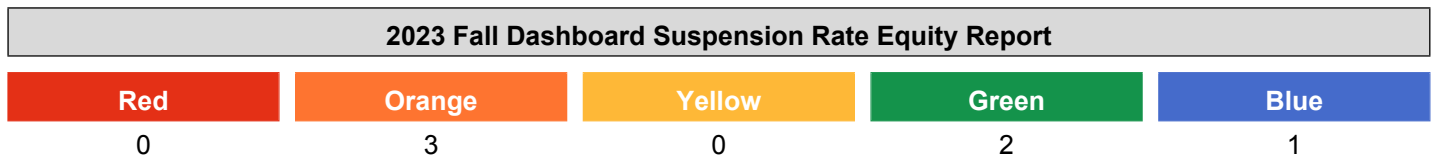
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 6.9% suspended at least one day Maintained -0.1 597 Students	<b>English Learners</b>  Green 6.9% suspended at least one day Declined -0.7 245 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 6.3% suspended at least one day Declined -2.8 16 Students	<b>Socioeconomically Disadvantaged</b>  Orange 9.3% suspended at least one day Maintained 0.1 377 Students	<b>Students with Disabilities</b>  Orange 12% suspended at least one day Increased 0.6 83 Students

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b> Less than 11 Students 9 Students	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b>  Green 2% suspended at least one day Maintained 0 202 Students	<b>Filipino</b>  Blue 0% suspended at least one day Maintained 0 48 Students
<b>Hispanic</b>  Orange 11% suspended at least one day Increased 1 308 Students	<b>Two or More Races</b> 0% suspended at least one day Declined -10.5 15 Students	<b>Pacific Islander</b> Less than 11 Students 3 Students	<b>White</b> 0% suspended at least one day 11 Students

#### Conclusions based on this data:

1. Students with disabilities had a high rate of suspensions at 12%
2. Hispanic students, which is one of LeyVa 's largest student groups, had a high rate of suspensions at 11%
3. Socioeconomically Disadvantaged student groups also had a high rate of suspensions at 9.3 %

# 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.

#### Conditions for Learning

George V LeyVa Middle School will provide the conditions for learning needed to meet the needs of all students for a high quality education.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards.

### 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 California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Ley Va is rated in the yellow. While suspensions at LeyVa are very low, the dashboard indicates a need to focus on students that are Hispanic, Socioeconomic Disadvantage, and Students with Disabilities.

Students in grades 7-8, are assessed in Math and Language Arts on the CAASPP. At LeyVa, all students scored 32.36% proficient in Math and 40.40% proficient in Language Arts. Proficiency gaps existed for Hispanic and Students with Disabilities in Math. Proficiency gaps existed for Hispanic and Students with Disabilities in Language Arts.

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 56.8% of ELs at LeyVa are making progress towards English language proficiency, putting LeyVa in orange. At LeyVa, 29.59% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).

The California Science Test (CAST) measures progress towards Science standards for 8th graders. At LeyVa, all students scored 27.20% proficient. Proficiency gaps existed for Long-term English Learners, where none were proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade level proficiency. In March of 2024, 42.2% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The report indicated needs for support for the Hispanic/Latino subgroup as 26% were at "Early on" or "Mid or Above" grade level proficiency. In March of 2024, 38% of all students were "Early on" or "Mid or Above" grade level proficiency in Math. The report indicated needs for support for the Hispanic/Latino subgroup as 18% were at "Early on" or "Mid or Above" grade level proficiency.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is yellow with 6.9% suspended at least one day. 12% of Students with Disabilities were suspended, putting them in orange. 11% of Hispanic or Latino students were suspended, also putting them in orange.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 5%.
CAASPP ELA	Students in the following sub groups achieved proficiency at lower rates than all students.  5.17% of Students with Disabilities, a gap of 35.23% 21.90% of Hispanic or Latino, a gap of 18.5%.	The proficiency gap of all subgroups will decrease by 5%.
CAASPP Math	Students in the following sub groups achieved proficiency at lower rates than all students. 3.45% of Students with Disabilities, a gap of 28.91% 12.04% of Hispanic or Latino, a gap of 20.32%.	The proficiency gap of all subgroups will decrease by 5%.
CAST	Students in the following sub groups achieved proficiency at lower rates than all students.  14.09% of Hispanic or Latino, a gap of 13.11%.	The proficiency gap of all subgroups will decrease by 5%.
ELPAC and/or CA Dashboard English Learner Progress	29.59% of all ELs scored a 4 on ELPAC.  16.7% of eligible students that were reclassified as Fluent English Proficient.  and/or  56.8% of English Learners making progress towards English language proficiency.	32% of eligible students will be reclassified as Fluent English Proficient.  and/or  58% of English Learners will make progress towards proficiency.
iReady Reading Q3 Diagnostic	Students in the following sub groups achieved proficiency at lower rates than all students.  26% of Hispanic or Latino, a gap of 16.2%	The proficiency gap of all subgroups will decrease by 5%.

iReady Math Q3 Diagnostic	<p>Students in the following sub groups achieved proficiency at lower rates than all students.</p> <p>18% of Hispanic or Latino, a gap of 20%.</p>	The proficiency gap of all subgroups will decrease by 5%.
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## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers and instructional staff will get professional development and opportunities to collaborate on how to use literacy data (i.e. iReady and CAASPP ) to improve instructional practices especially targeting underperforming groups. Professional Learning Communities, department collaboration, partnerships with networks (such as Partners in School Innovation and New Tech Network at Bulldog Tech) and school-wide learning opportunities.	All students	<p>7848 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Professional Development/Conference expenses 31000 Title I 5800: Professional/Consulting Services And Operating Expenditures</p> <p>Partners, such as: AVID New Tech Network Partners in School Innovations SCCOE: Wellness Center and Community Schools partnerships</p> <p>1000 Title I 5000-5999: Services And Other Operating Expenditures Travel/Conference</p>
1.2	<p>Strategy 1.2 Intervention and Instructional Support</p> <p>Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports; opportunities to connect curriculum to real world situations</p>	EL Students, students below grade level, students with behaviors that impede learning	<p>7804 Title III None Specified During school intervention programs (Examples): Ignite ELA (RTI) and Elevate Tutoring</p> <p>Community partnerships: The City of San Jose's Safe Schools Neighborhood Safety Unit</p> <p>Accessible supplemental materials that align with the curriculum</p>

			500 General Fund 5000-5999: Services And Other Operating Expenditures Field trips to museums or companies 600 Title III 5000-5999: Services And Other Operating Expenditures Professional Development expenses for staff training 1000 Title III 5000-5999: Services And Other Operating Expenditures Software, subscriptions and/or licenses for material that supports students' learning 650 Title I 5000-5999: Services And Other Operating Expenditures Field Trips connecting the curriculum to the real world
<b>1.3</b>	Strategy 1.3 Digital Content  Students will have access to digital content that supports learning in Language Arts, Math, and Science	All students	8000 Title I 5000-5999: Services And Other Operating Expenditures Examples: Brainpop, IXL  Digital tools that come with the state adopted curriculum Echo Ellevation i-Ready
<b>1.4</b>	Strategy 1.4 Facility Maintenance  Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.	All Students	14000 General Fund 4000-4999: Books And Supplies Custodial Supplies  4400 General Fund 5000-5999: Services And Other Operating Expenditures Computer repairs and copier maintenance 1366 Title III 2000-2999: Classified Personnel Salaries Additional support for students 2000

			Supplemental Fund 5000-5999: Services And Other Operating Expenditures Computer repairs and copiers maintenance 9644 Supplemental Fund 4000-4999: Books And Supplies Classroom books and supplies 3108 Supplemental Fund 4000-4999: Books And Supplies Office Supplies 10519 Supplemental Fund 2000-2999: Classified Personnel Salaries Hourly classroom aide and hourly clerical support 8197 Title I 2000-2999: Classified Personnel Salaries Hourly custodian and noon duty aide support 2807.94 Title I 4000-4999: Books And Supplies
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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.

These are new goals. This year will serve as the baseline going forward.

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

These are new goals. This year will serve as the baseline going forward.

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.

These are new goals. This year will serve as the baseline going forward.



# 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.

#### Conditions for Learning

George V. LeyVa Middle School will provide programs that support positive student and family engagement.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.

### Identified Need

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

Based on data retrieved from PowerSchool, George V. LeyVa Middle School had an overall rate of 19.04% of students chronically absent. The dashboard indicates a need to focus on students that are Socioeconomically Disadvantaged and Student With Disabilities.

Suspension rate indicates the amount of engagement that students have at school. George V. LeyVa Middle School is rated yellow on the California School Dashboard. The suspensions at George V. LeyVa Middle School reflects 6.9% of students are suspended at least one day. The dashboard indicates a need to focus on students that are Hispanic or Latino.

According to the PowerSchool Incident Management Report, there were 92 referrals to the office. Other means of correction (OMC) were used as a consequence in 41 of those incidents. The report indicated a need to focus on students that are Hispanic or Latino.

In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 7-8. Results of that survey indicate that 84% of staff, 76% of students, and a low community response to the survey (23 individuals) did not allow for accurate measurement of how well the community members are familiar or very familiar with school-wide rules.

### 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
PowerSchool	Overall Student Chronic Absentee Rate is red with 19.04% chronically absent. 24.5% of LeyVa's Socioeconomically Disadvantaged students were chronically absent and 33.75% of its Students With Disabilities .	The overall rate of students that are chronically absent will decrease by 5%, with rates for identified groups also decreasing by 5%.
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is orange with 6.9% suspended at least one day. 11.1% of Students with Hispanic or Latino were suspended,	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 5%.

	putting them in orange. 12% of Students with Disabilities students were suspended, putting them in orange.	
CA Dashboard Conditions and Climate:Chronic Absenteeism Report	<p>Overall Students Chronically Absent Rate is red with 21.3% of all students identified as Chronically absent during the 2022-2023 school year.</p> <p>Student group of Concern 25.3 % of Socioeconomically Disadvantaged</p>	<p>16% or less of all students will be chronically absent from August 2024 to April of 2025.</p> <p>Student group of concern will be chronically absent at the levels as follows: 20% of Socioeconomically Disadvantaged Students</p>
PowerSchool Incident Management	<p>45% of all office referrals resulted in Other Means of Correction (OMC) from August 2023 to April 2024 in PowerSchool.</p> <p>Student groups that were referred disproportionately included: 76.1% of the incidents involved Hispanic or Latino students.</p>	<p>50% of all office referrals resulting in OMC from August 2024 to April of 2025.</p> <p>Student groups that were referred disproportionately will decrease in office referrals as follows: A decline of 5% of Hispanic or Latino students</p>
EESD Safety Survey	<p>In fall 2023, 84% of staff are familiar or very familiar with the school wide rules.</p> <p>76% of students are familiar or very familiar with the school wide rules.</p> <p>The percentage of the community familiar or very familiar with the school wide rules was not available because of low response rate to the survey</p>	<p>In fall 2024, 90% of staff will be familiar or very familiar with the school wide rules.</p> <p>80% of students will be familiar or very familiar with the school wide rules.</p> <p>50% of the community will be familiar or very familiar with the school wide rules.</p>

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Strategy 2.1 PBIS</p> <p>Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students.This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons (Second Step),PBIS lessons, rewards system, and assemblies.</p>	All students	<p>1407 General Fund 5000-5999: Services And Other Operating Expenditures Travel, conference and mileage expenses 2000 Supplemental Fund None Specified Incentives: Monthly No Tardy Parties, Assemblies</p>

			Students of the Quarter Recognition Second Step curriculum provided by the district
<b>2.2</b>	<p>Strategy 2.2 Family Engagement</p> <p>In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: re-activating PTSA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.</p>	All students	<p>2000 Supplemental Fund None Specified Cultural Celebrations that bring in community groups: (examples) Dios De Los Muertos, Chinese New Years Celebration</p> <p>Hosting community service providers to share what services they provide to LeyVa families</p>
<b>2.3</b>	<p>Strategy 2.3 Family Communication</p> <p>Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: Highlighting PBIS themes or Profile of a Learner attributes per month, increasing the number of families utilizing Parent Portal, ParentSquare, translation services, home visits, SST handbook, 504 handbook. Monthly Coffee Talks where parents are informed about school and community resources, school and events.</p>	All student	<p>2732.20 Title I 2000-2999: Classified Personnel Salaries Translation services (ie getting materials printed in different languages and/or paying a district employee (classified or certificated) over-time to translate documents, as well as participate in meetings, such as an IEP or parent/teacher conference. 2460 Title I None Specified Parent Engagement</p>
<b>2.4</b>	<p>Strategy 2.4 Enrichment Opportunities</p> <p>The Student Leadership providing more noon time activities, noon-time and afterschool clubs will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons via Advisory.</p> <p>Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: collaborations with local high school groups or sister middle schools, and teacher led clubs and activities</p>	All students	<p>18257 Title I 1000-1999: Certificated Personnel Salaries Assembles Student support outside the school day Homework Club Noon-time Clubs After School clubs Utilize the City of San Jose Safe Schools group to form specialized groups Student leadership training events</p> <p>6451 General Fund 1000-1999: Certificated Personnel Salaries SEAT School enrichment activities</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.

These are new goals. This year will serve as the baseline going forward.

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

These are new goals. This year will serve as the baseline going forward.

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.

These are new goals. This year will serve as the baseline going forward.

# 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.

#### Conditions for Learning

Students at George V. LeyVa Middle School will progress towards proficiency in Math, Language Arts, and Science.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

### 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 California School Dashboard utilizes students' scores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 7-8, are assessed in Math and Language Arts on the CAASPP.

George V. LeyVa scored Orange in Math because students decrease their proficiency levels. George V. LeyVa scored Orange in Language Arts because students decrease their proficiency levels.

The California Science Test (CAST) measures progress towards Science standards for 8th graders. At George V. LeyVa, students scored 27.20% proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade level proficiency. In March of 2024, 42.2%% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2024, 38% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	40.40% of all students are proficient.	45% of all students will be proficient.
CAASPP Math Results	32.36% of all students are proficient.	37% of all students will be proficient.
CAST Results	27.20% of all students are proficient.	32% of all students will be proficient.
iReady Reading T3 Diagnostic	42.2% of all students are proficient.	47% of all students will be proficient.

iReady Math T3 Diagnostic	38% of all students are proficient.	43% of all students will be proficient.
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### 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	<p>Strategy 3.1 Effective Learning Environments</p> <p>In order for all students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, copier maintenance and supplies, overtime for staff to complete projects that are outside of their working hours.</p>	All Students	<p>19219 General Fund 4000-4999: Books And Supplies Classroom budgets, office supplies , and supplemental materials 4063 General Fund 2000-2999: Classified Personnel Salaries Hourly Clerical 30881 Supplemental Fund 1000-1999: Certificated Personnel Salaries Release time coverage for teachers to participate in professional development opportunities that enhances their ability to create an effective learning environment (examples: coverage for walk throughs, training sessions, after school study halls for students, etc...)</p> <p>Director (90 hours) Leadership Coverage without second prep</p> <p>22871 Title I 4000-4999: Books And Supplies Additional supplies equipment</p>
3.2	<p>Strategy 3.2 Academic Progress Monitoring</p> <p>Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration.</p>	All Students	<p>1217 General Fund 1000-1999: Certificated Personnel Salaries Substitute teachers, overtime for certificated staff</p>
3.6		.	

### Annual Review

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

Analysis

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

These are new goals. This year will serve as the baseline going forward.

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

These are new goals. This year will serve as the baseline going forward.

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.

These are new goals. This year will serve as the baseline going forward.

# 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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

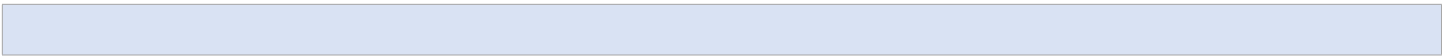
### Analysis

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

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

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





# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1			

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

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

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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$228,002.14
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	\$97,975.14
Title III	\$10,770.00

Subtotal of additional federal funds included for this school: \$108,745.14

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 (\$)
General Fund	\$51,257.00
Supplemental Fund	\$68,000.00

Subtotal of state or local funds included for this school: \$119,257.00

Total of federal, state, and/or local funds for this school: \$228,002.14

# 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
General Fund	51894	637.00
Supplemental Fund	54928.43	-13,071.57
Title III	12342	1,572.00
Title I	136048	38,072.86

## Expenditures by Funding Source

Funding Source	Amount
General Fund	51,257.00
Supplemental Fund	68,000.00
Title I	97,975.14
Title III	10,770.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	56,806.00
2000-2999: Classified Personnel Salaries	26,877.20
4000-4999: Books And Supplies	71,649.94
5000-5999: Services And Other Operating Expenditures	27,405.00
5800: Professional/Consulting Services And Operating Expenditures	31,000.00
None Specified	14,264.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	7,668.00
2000-2999: Classified Personnel Salaries	General Fund	4,063.00
4000-4999: Books And Supplies	General Fund	33,219.00
5000-5999: Services And Other Operating Expenditures	General Fund	6,307.00

1000-1999: Certificated Personnel Salaries	Supplemental Fund	30,881.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	10,519.00
4000-4999: Books And Supplies	Supplemental Fund	12,752.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	9,848.00
None Specified	Supplemental Fund	4,000.00
1000-1999: Certificated Personnel Salaries	Title I	18,257.00
2000-2999: Classified Personnel Salaries	Title I	10,929.20
4000-4999: Books And Supplies	Title I	25,678.94
5000-5999: Services And Other Operating Expenditures	Title I	9,650.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	31,000.00
None Specified	Title I	2,460.00
2000-2999: Classified Personnel Salaries	Title III	1,366.00
5000-5999: Services And Other Operating Expenditures	Title III	1,600.00
None Specified	Title III	7,804.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	114,443.94
Goal 2	35,307.20
Goal 3	78,251.00

# 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
- 2 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Derrick Watkins	Principal
Randy Hollenkamp	Classroom Teacher
Lisa Soares	Classroom Teacher
Isabel Marrufo	Parent or Community Member
Malie Ibanez-Favela	Parent or Community Member
Felicitas Perez	Other School Staff
Evangelina Cuevas	Secondary Student
Kenny Williams	Secondary Student
Duc Ly	Parent or Community Member
Lupita Barragan	Other School Staff

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**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3/13/2024.

Attested:

Derrick Watkins

Principal, Derrick Watkins on 5/22/2024

Felicitas Perez

SSC Chairperson, Felicitas Perez on 5/22/2024



# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

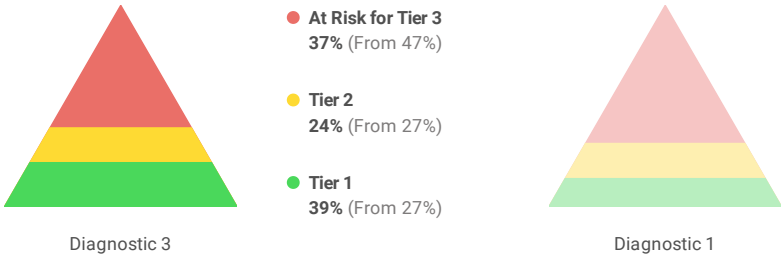
Updated by the California Department of Education, October 2023

School	GEORGE V. LEYVA MIDDLE SCHOOL
Subject	Math
Student	
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1
Placement Definition	Standard View

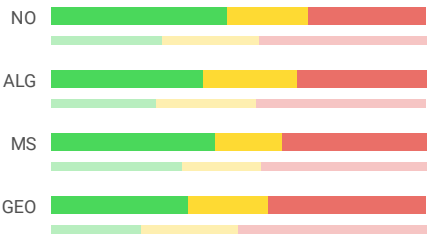
Criterion Referenced

Students Assessed/Total: 462/542

Overall Placement



Placement By Domain



Switch Table View

Placement Summary

Show Results By

Grade

Showing 2 of 2

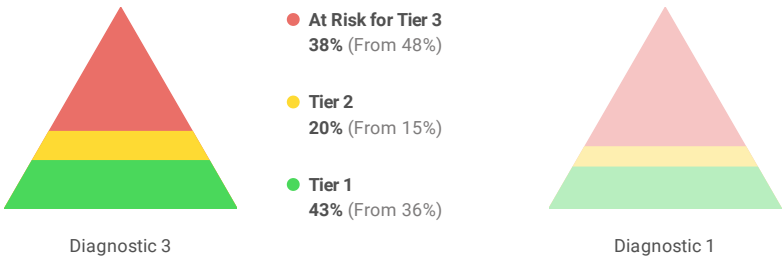
Grade		Overall Grade-Level Placement	Students Assessed/Total
Grade 7	Diagnostic 3	<div><div>41%</div><div>22%</div><div>37%</div></div>	227/261
	Diagnostic 1	<div><div>28%</div><div>27%</div><div>45%</div></div>	
Grade 8	Diagnostic 3	<div><div>37%</div><div>26%</div><div>37%</div></div>	235/281
	Diagnostic 1	<div><div>25%</div><div>27%</div><div>48%</div></div>	

School	GEORGE V. LEYVA MIDDLE SCHOOL
Subject	Reading
Student	
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1
Placement Definition	Standard View

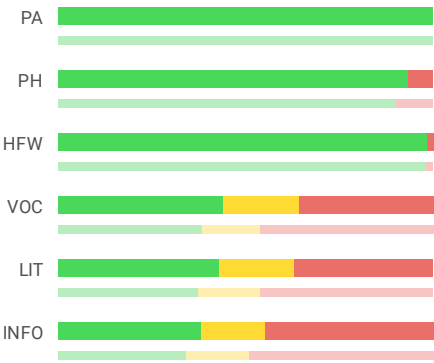
Criterion Referenced

Students Assessed/Total: 439/542

Overall Placement



Placement By Domain



Switch Table View

Placement Summary

Show Results By

Grade

Showing 2 of 2

Grade	Overall Grade-Level Placement			Students Assessed/Total
Grade 7	Diagnostic 3	40%18%42%		199/261
	Diagnostic 1	36%16%49%		
Grade 8	Diagnostic 3	45%21%34%		240/281
	Diagnostic 1	37%15%48%		



## 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

[Clear](#)

Committee or Advisory Group Name

☐ State Compensatory Education Advisory Committee

☒ English Learner Advisory Committee

*Isabel Marrufo*

☐ Special Education Advisory Committee

☐ Gifted and Talented Education Program Advisory Committee

☐ District/School Liaison Team for schools in Program Improvement

☐ Compensatory Education Advisory Committee

☐ Departmental Advisory Committee

☐ Other:

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

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 3/13/2024.

Attested:

[Clear](#)

Principal, Derrick Watkins

on

[Clear](#)

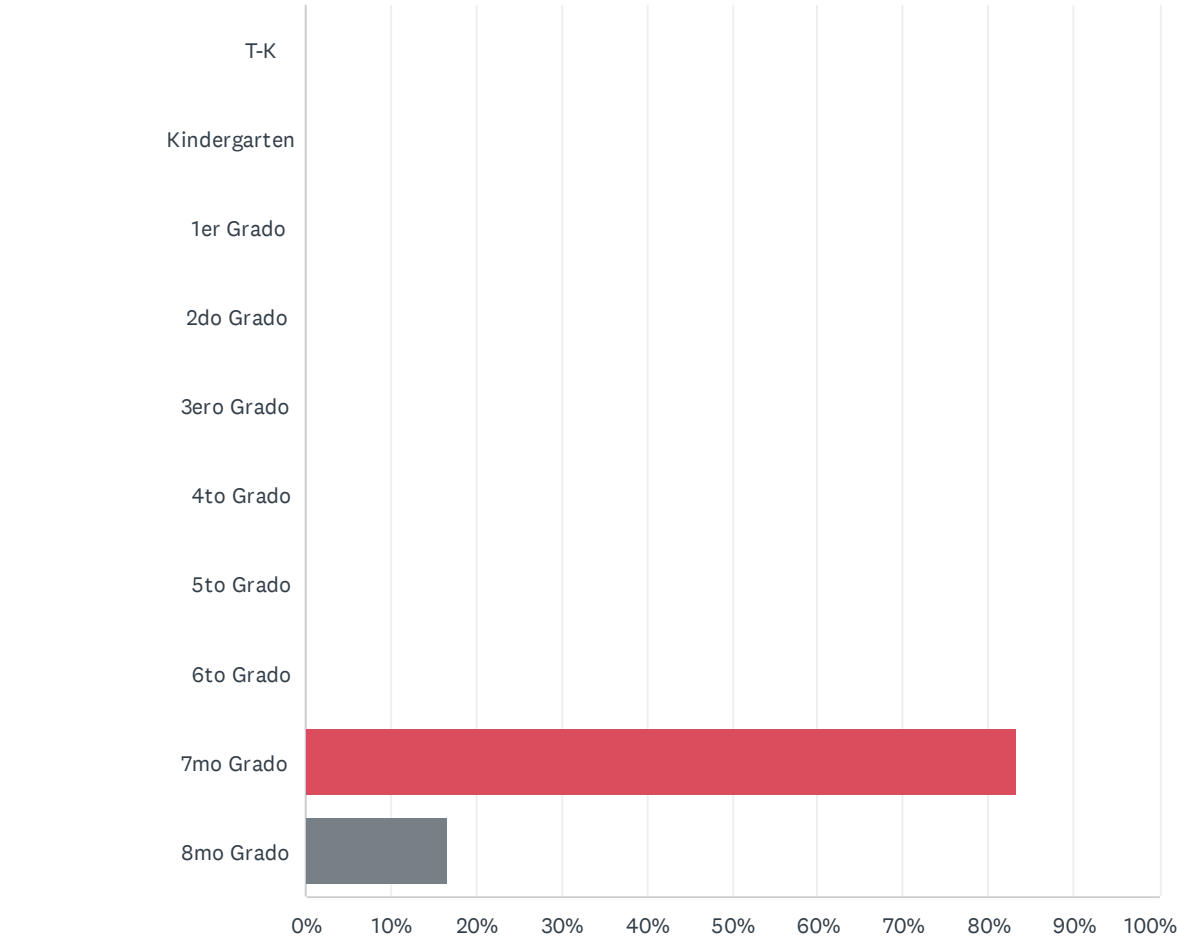
SSC Chairperson, Felicitas Perez

on

✓ 1 updated data fields saved successfully. ✕

Q1 1. ¿Cuál es su curso actual?

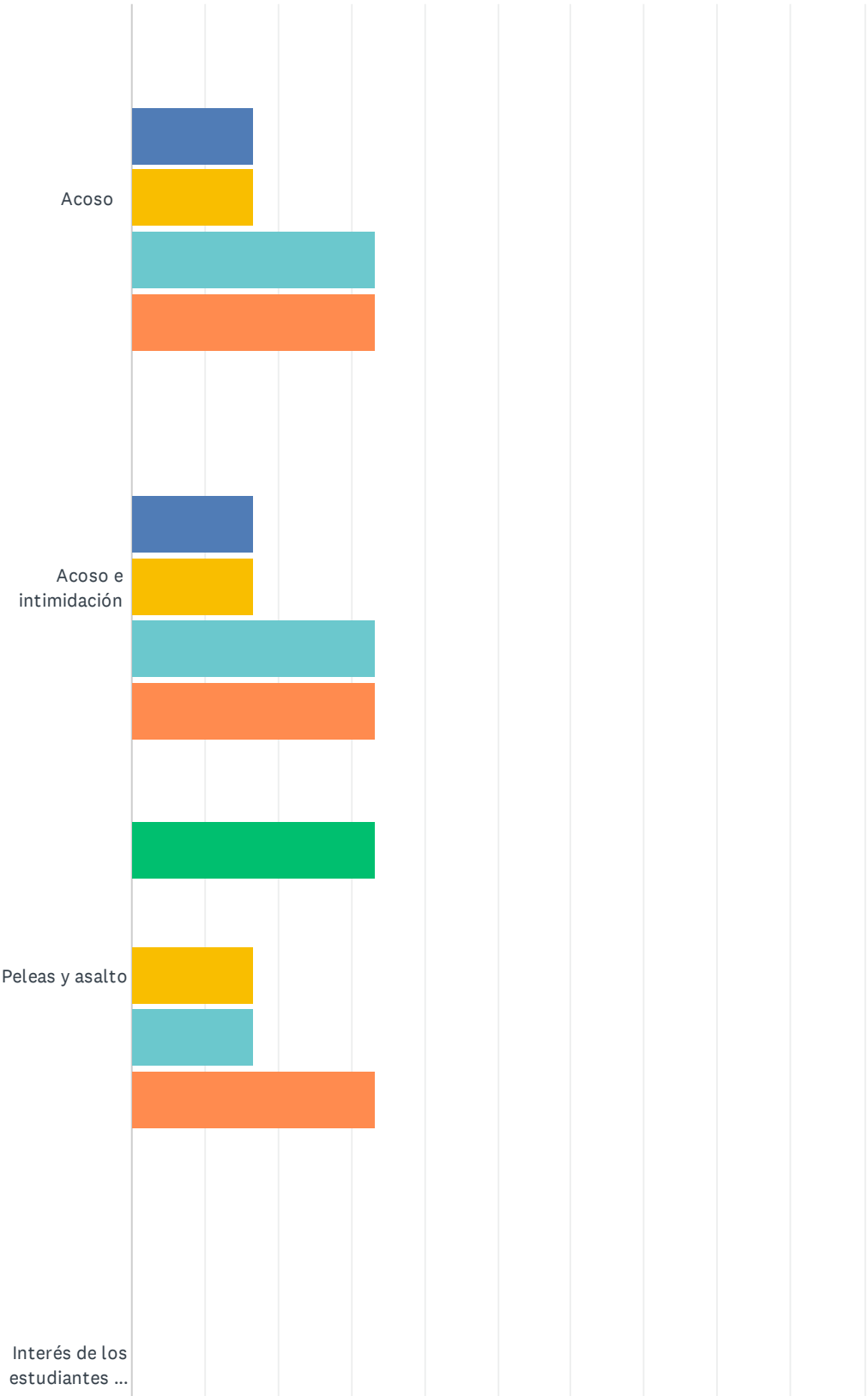
Answered: 6 Skipped: 0

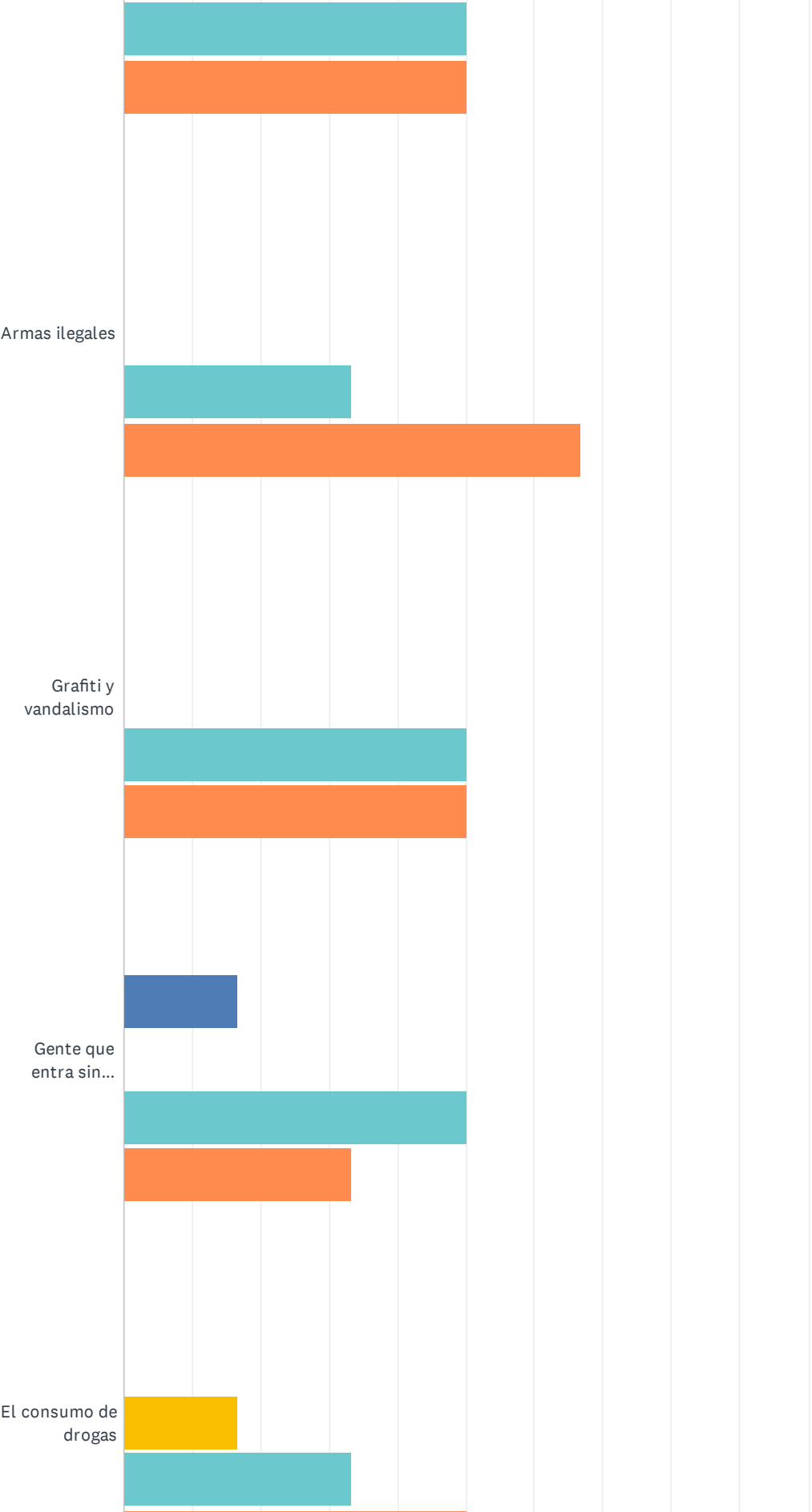


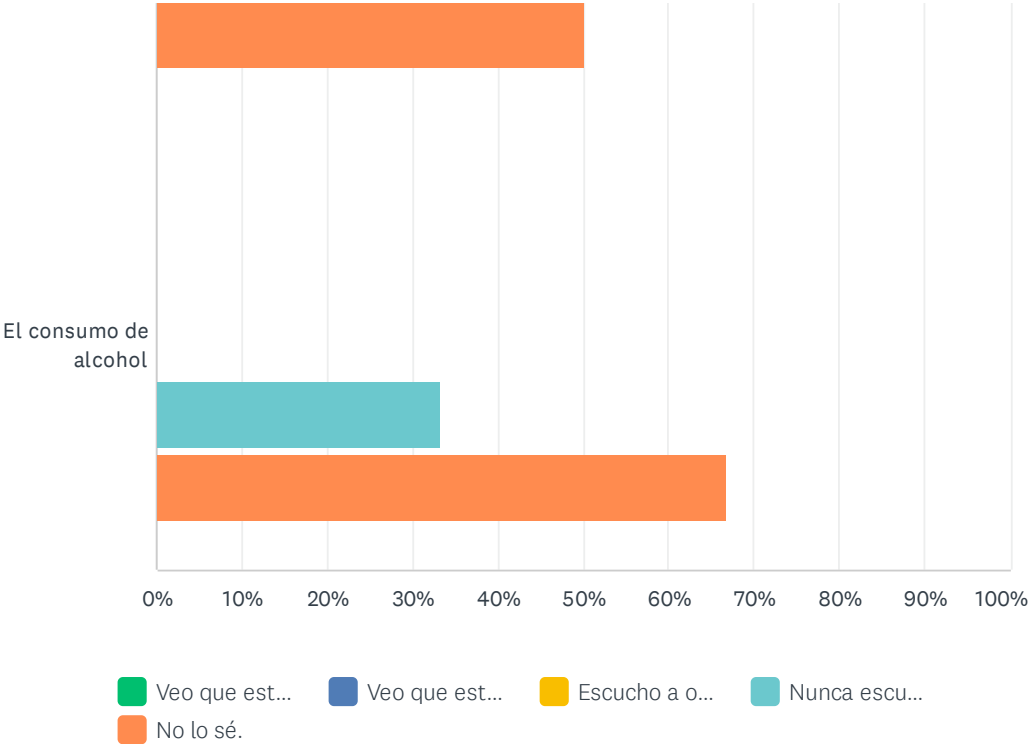
ANSWER CHOICES	RESPONSES	
T-K	0.00%	0
Kindergarten	0.00%	0
1er Grado	0.00%	0
2do Grado	0.00%	0
3ero Grado	0.00%	0
4to Grado	0.00%	0
5to Grado	0.00%	0
6to Grado	0.00%	0
7mo Grado	83.33%	5
8mo Grado	16.67%	1
TOTAL		6

Q2 ¿En qué medida considera que lo siguiente es un problema en la escuela de su hijo?

Answered: 6 Skipped: 0



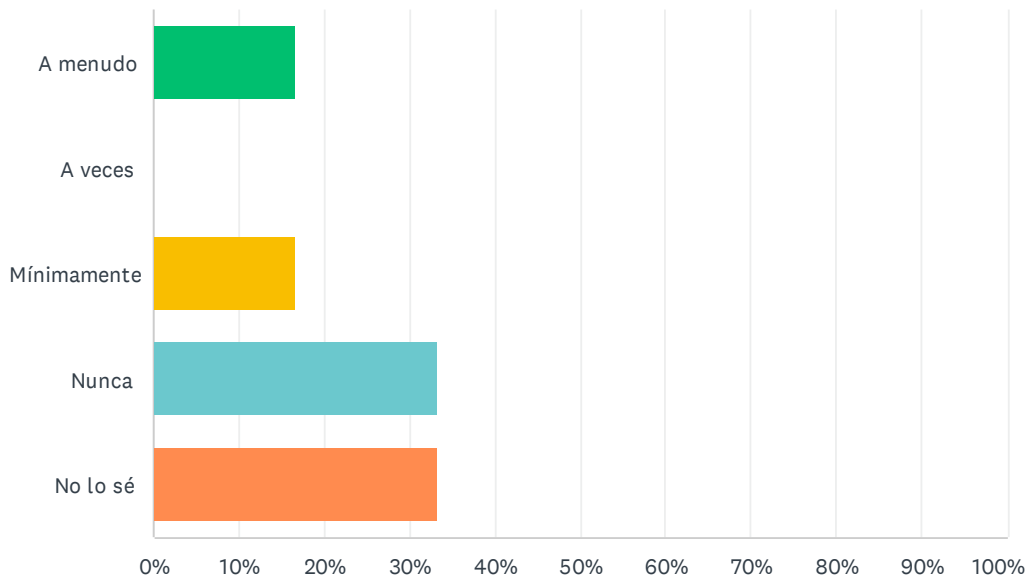




	VEO QUE ESTO SUCEDE MUCHO EN MI ESCUELA.	VEO QUE ESTO SUCEDE A VECES EN MI ESCUELA.	ESCUCHO A OTROS ESTUDIANTES HABLAR DE QUE ESTO ESTÁ SUCEDIENDO EN MI ESCUELA.	NUNCA ESCUCHO NI VEO QUE ESTO SUCEDA EN MI ESCUELA.	NO LO SÉ.	TOTAL	WEIGHTED AVERAGE
Acoso	0.00% 0	16.67% 1	16.67% 1	33.33% 2	33.33% 2	6	3.83
Acoso e intimidación	0.00% 0	16.67% 1	16.67% 1	33.33% 2	33.33% 2	6	3.83
Peleas y asalto	33.33% 2	0.00% 0	16.67% 1	16.67% 1	33.33% 2	6	3.17
Interés de los estudiantes en las pandillas	0.00% 0	0.00% 0	0.00% 0	50.00% 3	50.00% 3	6	4.50
Armas ilegales	0.00% 0	0.00% 0	0.00% 0	33.33% 2	66.67% 4	6	4.67
Grafiti y vandalismo	0.00% 0	0.00% 0	0.00% 0	50.00% 3	50.00% 3	6	4.50
Gente que entra sin derecho al campus	0.00% 0	16.67% 1	0.00% 0	50.00% 3	33.33% 2	6	4.00
El consumo de drogas	0.00% 0	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	4.33
El consumo de alcohol	0.00% 0	0.00% 0	0.00% 0	33.33% 2	66.67% 4	6	4.67

Q3 ¿Con qué frecuencia escucha o ve algún acto de intimidación en su escuela? Definición de acoso escolar: cuando alguien está siendo lastimado ya sea por palabras o acciones a propósito, generalmente más de una vez, se siente mal por ello y tiene dificultades para detener lo que está sucediendo. Los tipos de intimidación incluyen: intimidación física, verbal, emocional, social y cibernética.

Answered: 6   Skipped: 0



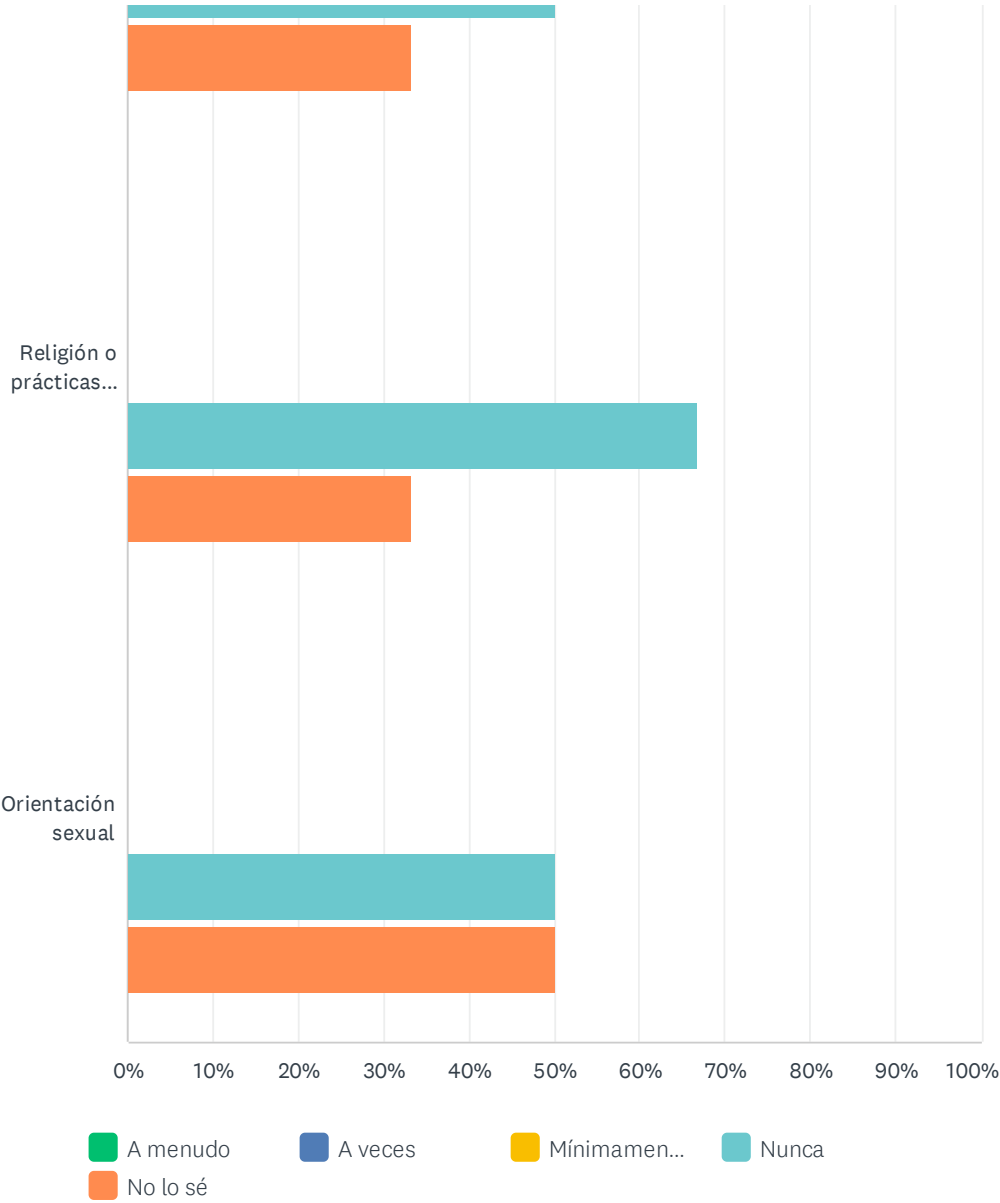
ANSWER CHOICES	RESPONSES	
A menudo	16.67%	1
A veces	0.00%	0
Mínimamente	16.67%	1
Nunca	33.33%	2
No lo sé	33.33%	2
TOTAL		6

Q4 Los estudiantes de la escuela de mi hijo son rechazados por su...

Answered: 6 Skipped: 0



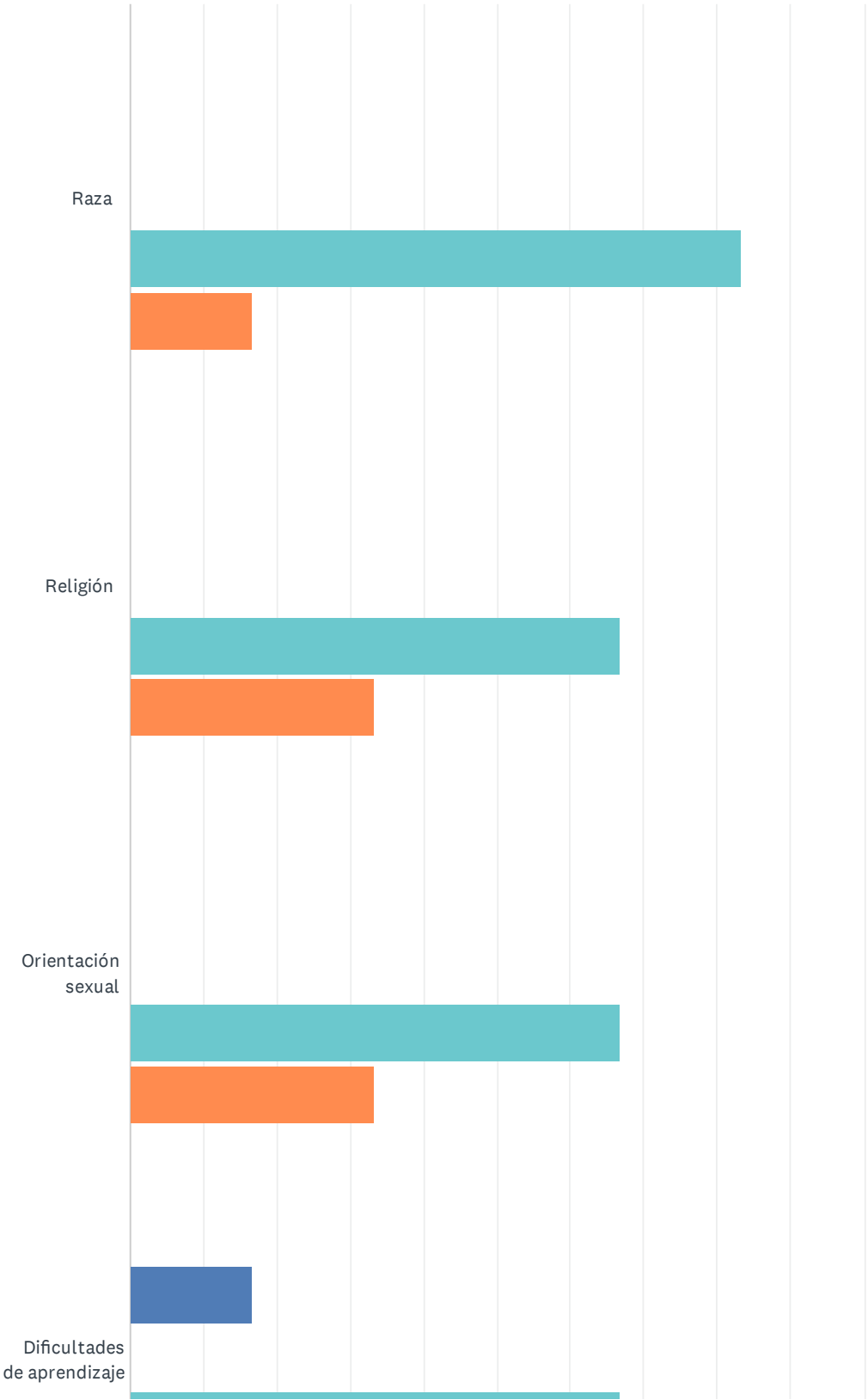


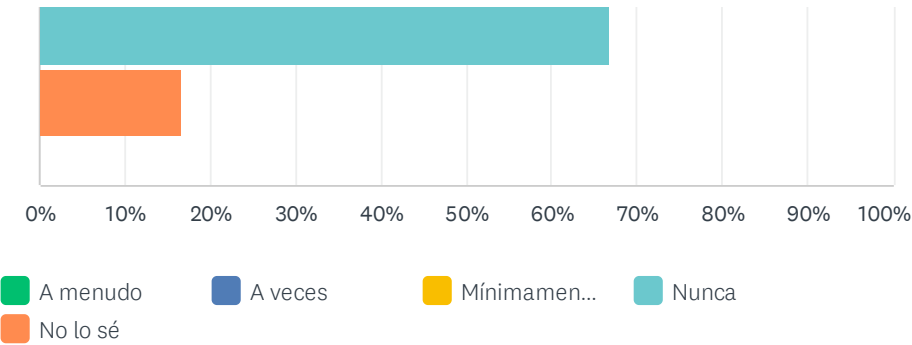


	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33
Género o identificación de género	0.00% 0	0.00% 0	0.00% 0	33.33% 2	66.67% 4	6	4.67
Dificultades de aprendizaje	0.00% 0	33.33% 2	0.00% 0	50.00% 3	16.67% 1	6	3.50
Vestimenta o apariencia física	0.00% 0	0.00% 0	16.67% 1	50.00% 3	33.33% 2	6	4.17
Religión o prácticas culturales	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33
Orientación sexual	0.00% 0	0.00% 0	0.00% 0	50.00% 3	50.00% 3	6	4.50

Q5 ¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como ...

Answered: 6 Skipped: 0

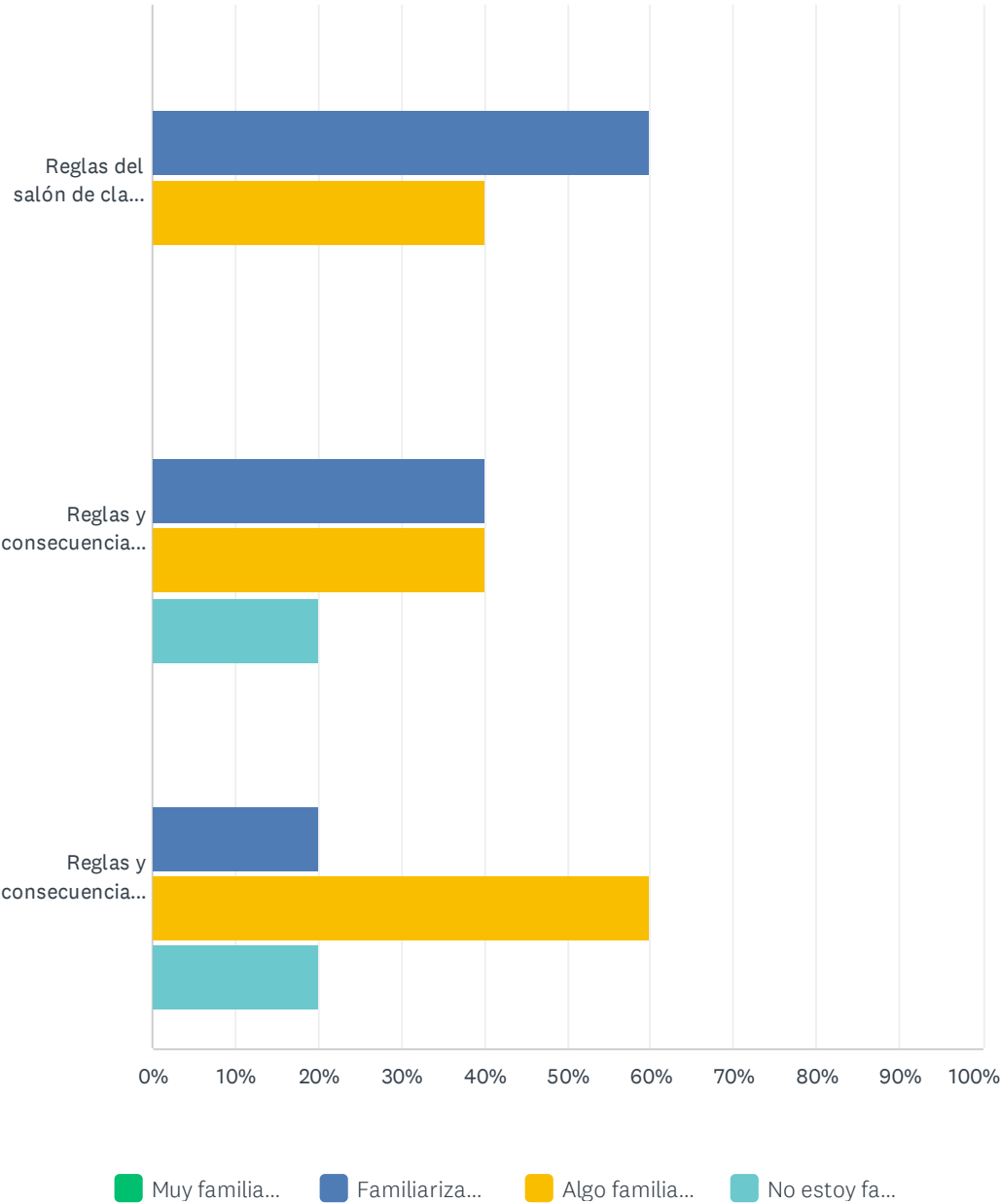




	A MENUDO	A VECES	MÍNIMAMENTE	NUNCA	NO LO SÉ	TOTAL	WEIGHTED AVERAGE
Raza	0.00% 0	0.00% 0	0.00% 0	83.33% 5	16.67% 1	6	4.17
Religión	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33
Orientación sexual	0.00% 0	0.00% 0	0.00% 0	66.67% 4	33.33% 2	6	4.33
Dificultades de aprendizaje	0.00% 0	16.67% 1	0.00% 0	66.67% 4	16.67% 1	6	3.83

Q6 ¿Qué tan familiarizado está con lo siguiente en la escuela de su hijo?

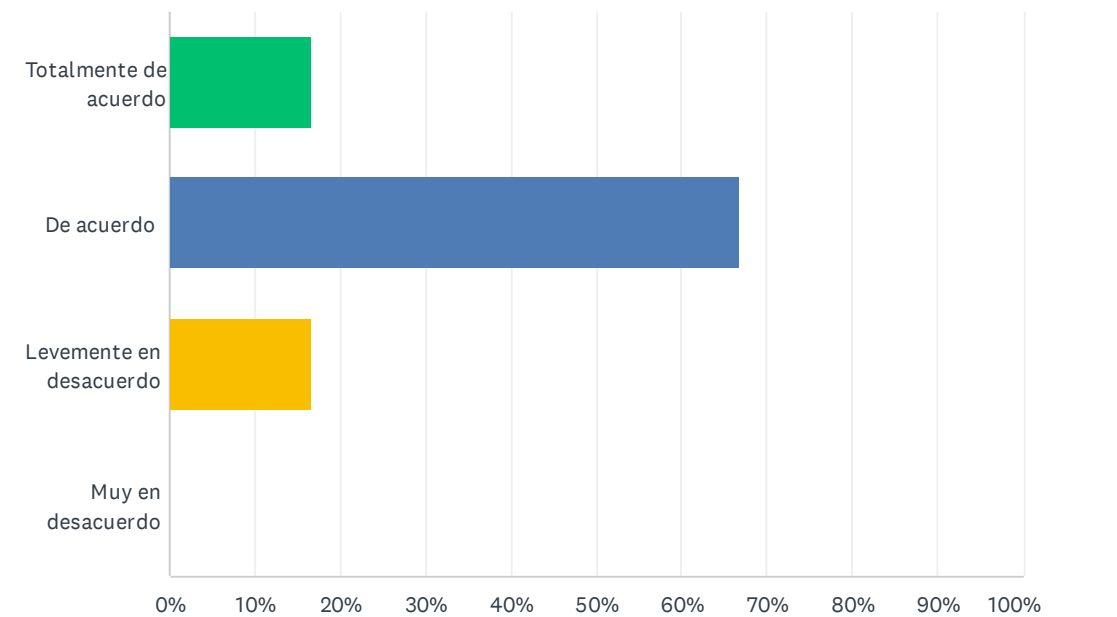
Answered: 5   Skipped: 1



	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL	WEIGHTED AVERAGE
Reglas del salón de clases y consecuencias cuando se rompen esas reglas.	0.00% 0	60.00% 3	40.00% 2	0.00% 0	5	2.40
Reglas y consecuencias para toda la escuela cuando se rompen esas reglas.	0.00% 0	40.00% 2	40.00% 2	20.00% 1	5	2.80
Reglas y consecuencias del ciberacoso cuando se rompen esas reglas.	0.00% 0	20.00% 1	60.00% 3	20.00% 1	5	3.00

Q7 Las reglas y expectativas de la escuela son claras y las conozco bien.

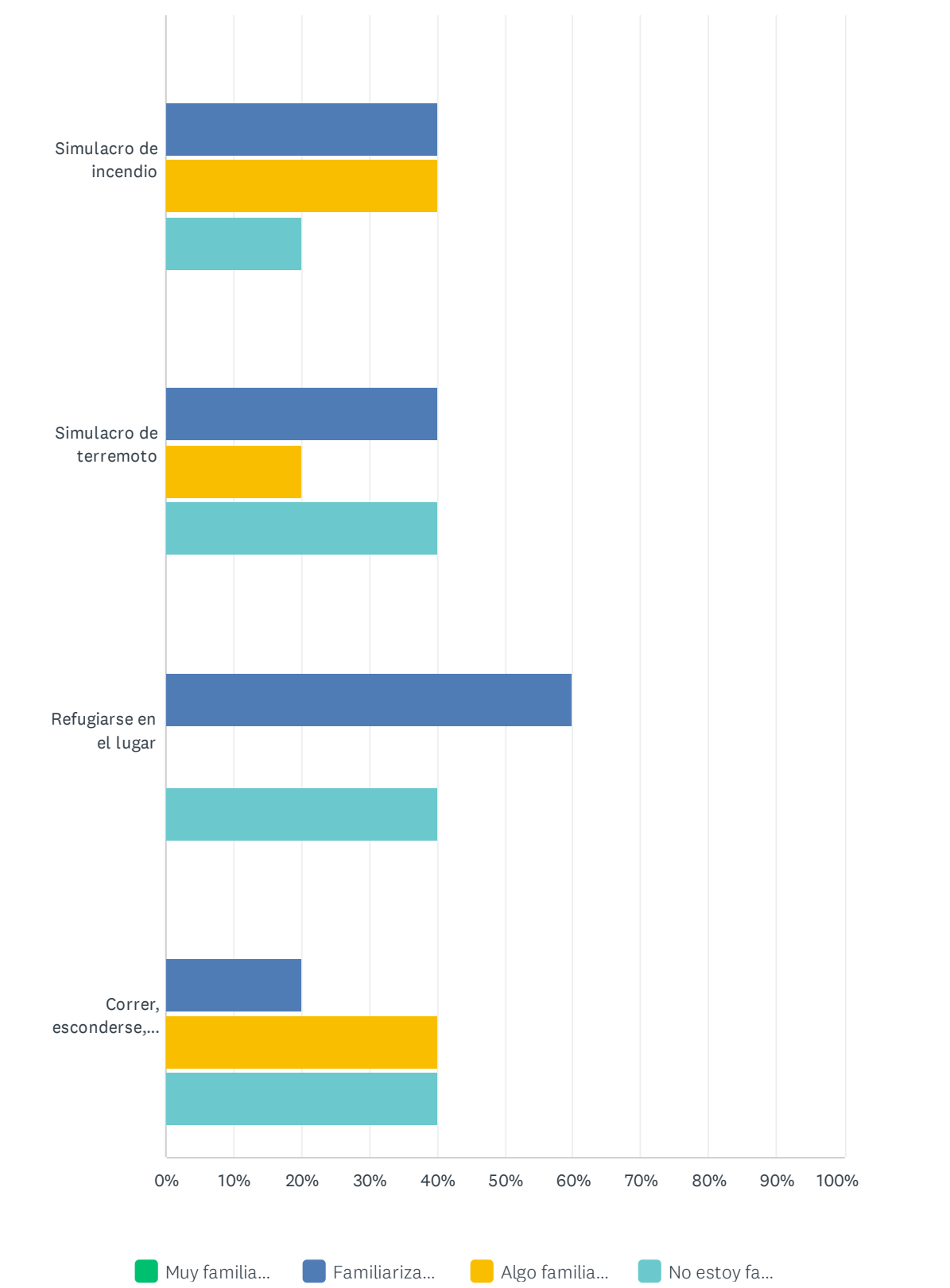
Answered: 6   Skipped: 0



ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	16.67%	1
De acuerdo	66.67%	4
Levemente en desacuerdo	16.67%	1
Muy en desacuerdo	0.00%	0
TOTAL		6

**Q8 ¿Qué tan bien comprende los procedimientos de emergencia en la escuela de su hijo?**

Answered: 5   Skipped: 1

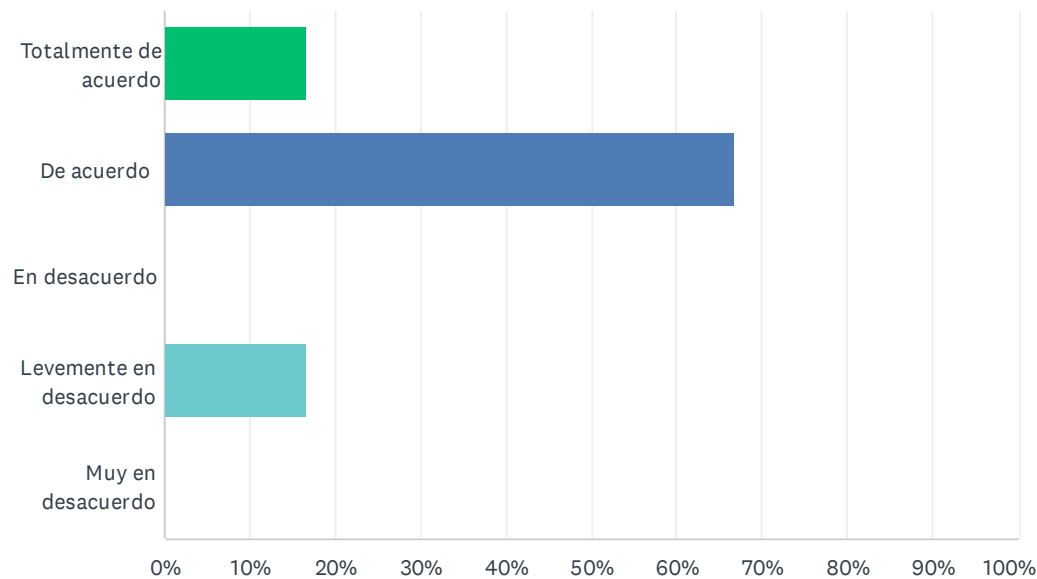




	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO EN ABSOLUTO	TOTAL
Simulacro de incendio	0.00% 0	40.00% 2	40.00% 2	20.00% 1	5
Simulacro de terremoto	0.00% 0	40.00% 2	20.00% 1	40.00% 2	5
Refugiarse en el lugar	0.00% 0	60.00% 3	0.00% 0	40.00% 2	5
Correr, esconderse, defenderse	0.00% 0	20.00% 1	40.00% 2	40.00% 2	5

Q9 Las instalaciones y los terrenos están bien mantenidos en la escuela de mi hijo.

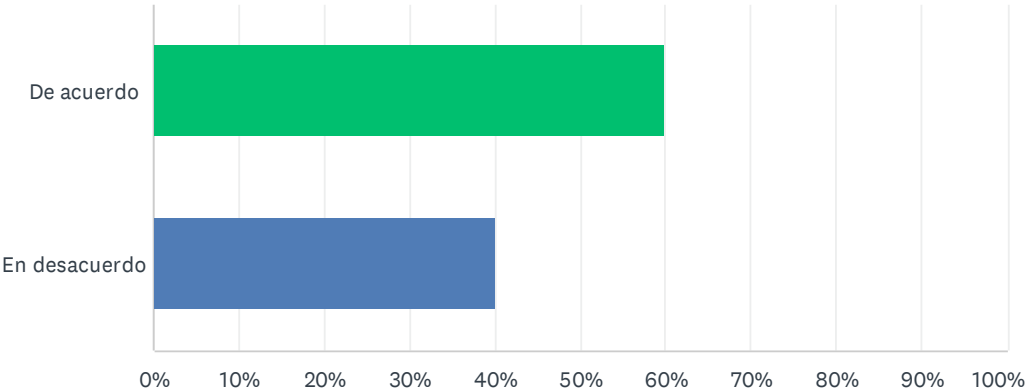
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	16.67%	1
De acuerdo	66.67%	4
En desacuerdo	0.00%	0
Levemente en desacuerdo	16.67%	1
Muy en desacuerdo	0.00%	0
TOTAL		6

Q10 Estoy al tanto de la página web Wellness Connections del distrito con recursos para estudiantes y familias.

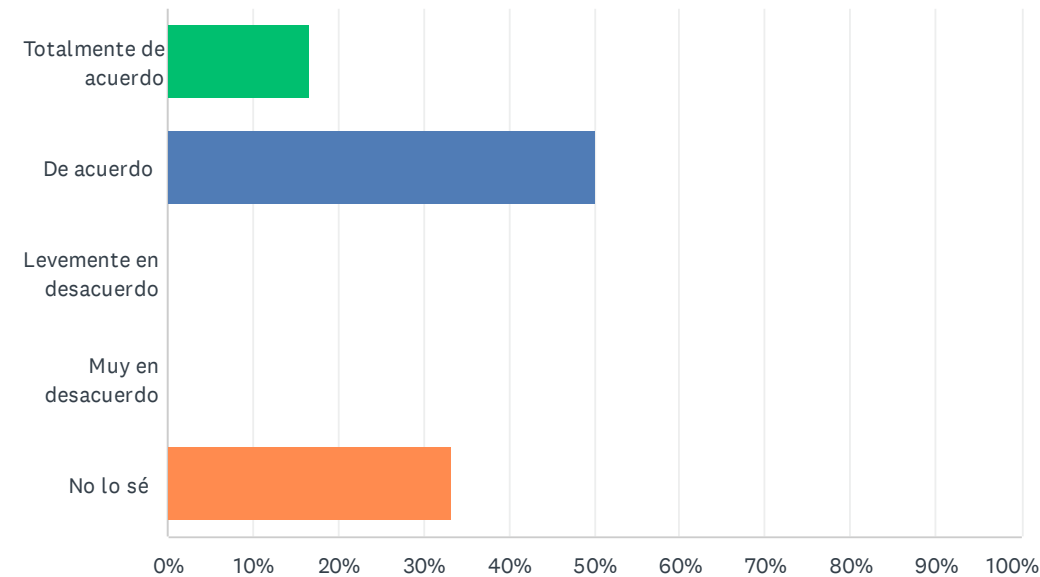
Answered: 5    Skipped: 1



ANSWER CHOICES		RESPONSES	
De acuerdo		60.00%	3
En desacuerdo		40.00%	2
TOTAL			5

Q11 La escuela de mi hijo tiene una forma de reconocer el comportamiento positivo entre los estudiantes.

Answered: 6 Skipped: 0



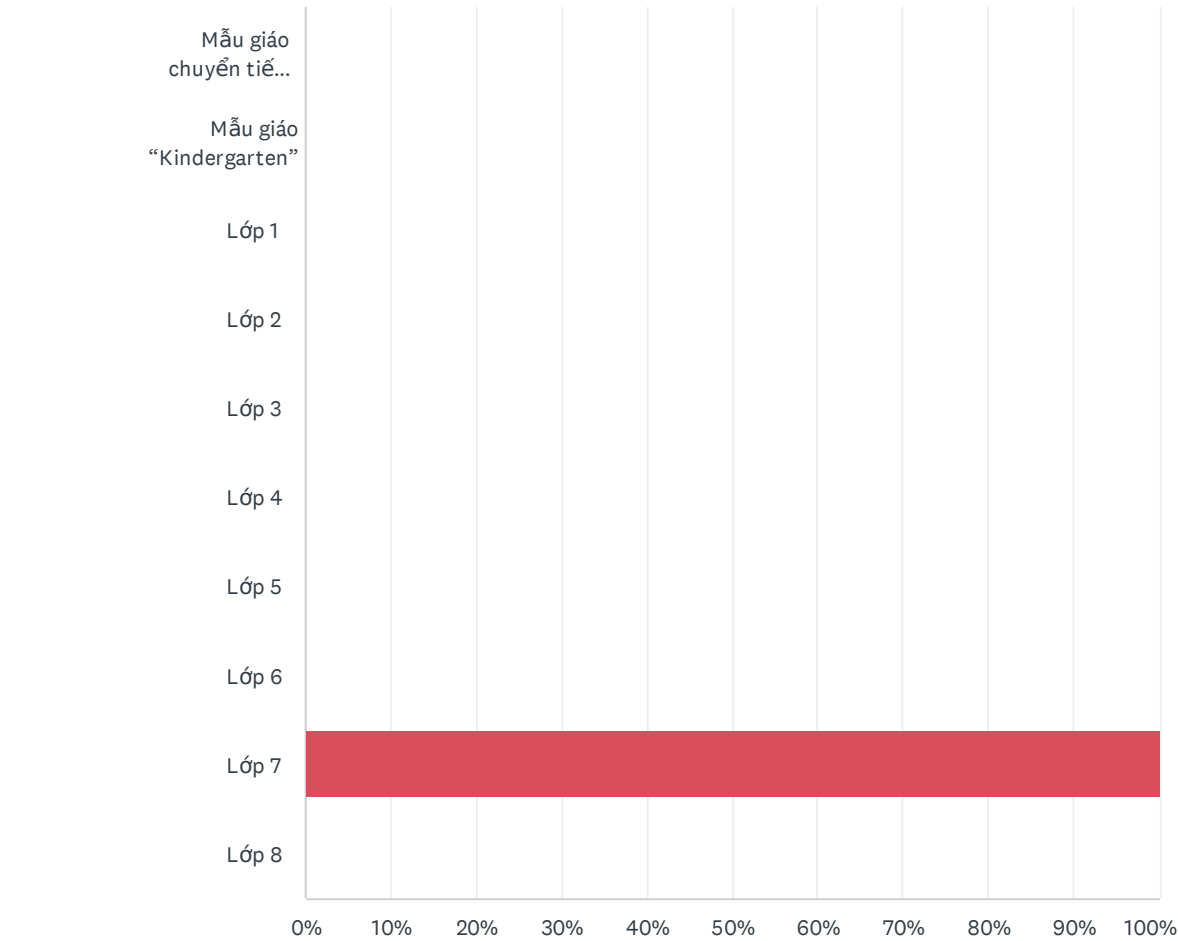
ANSWER CHOICES	RESPONSES	
Totalmente de acuerdo	16.67%	1
De acuerdo	50.00%	3
Levemente en desacuerdo	0.00%	0
Muy en desacuerdo	0.00%	0
No lo sé	33.33%	2
TOTAL		6

Q12 ¿Qué es algo que le gustaría que mejorara con respecto a la seguridad en su escuela?

Answered: 4   Skipped: 2

Q1 1. Con quý vị hiện đang học lớp mấy?

Answered: 2   Skipped: 0

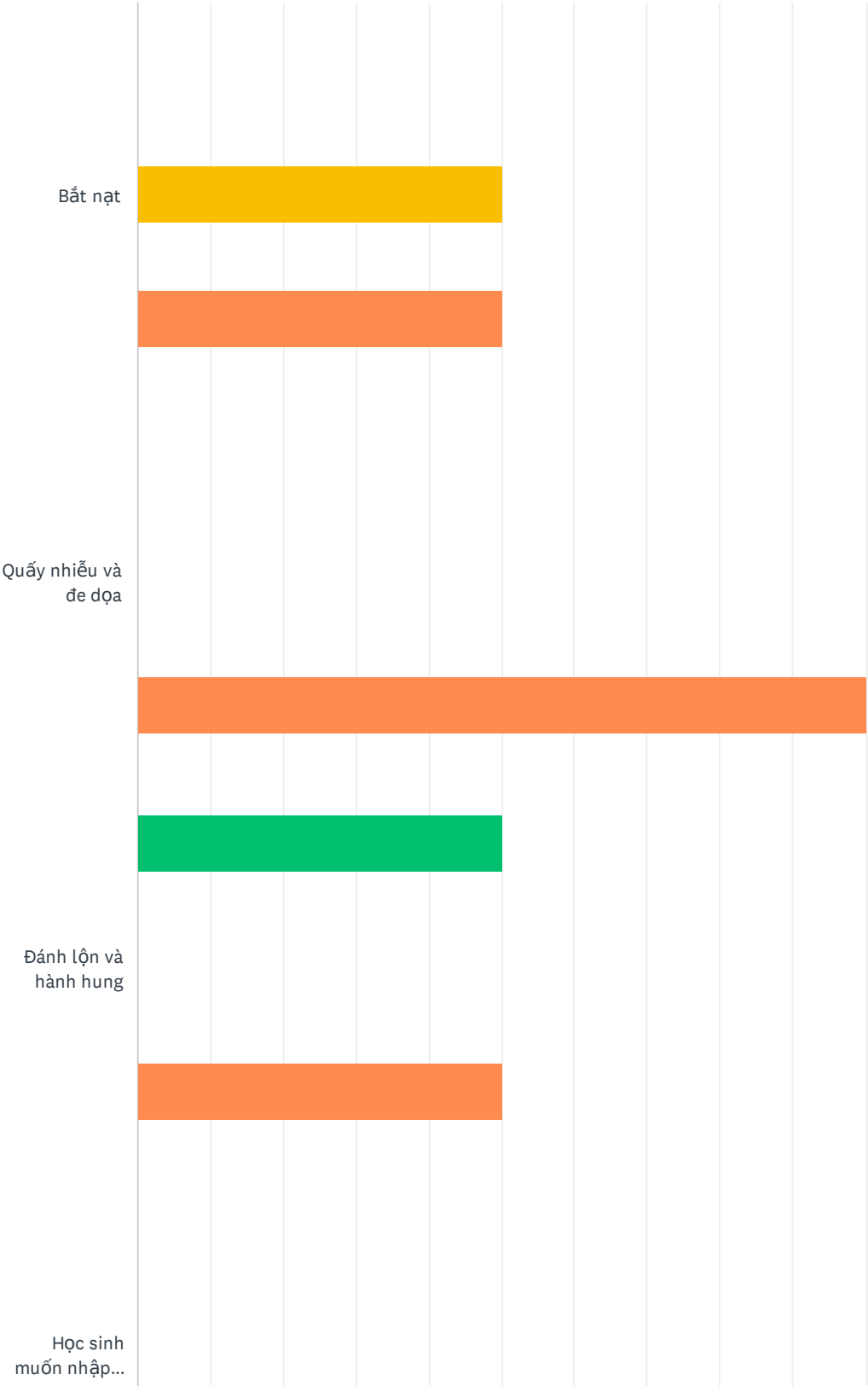


LeyVa Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

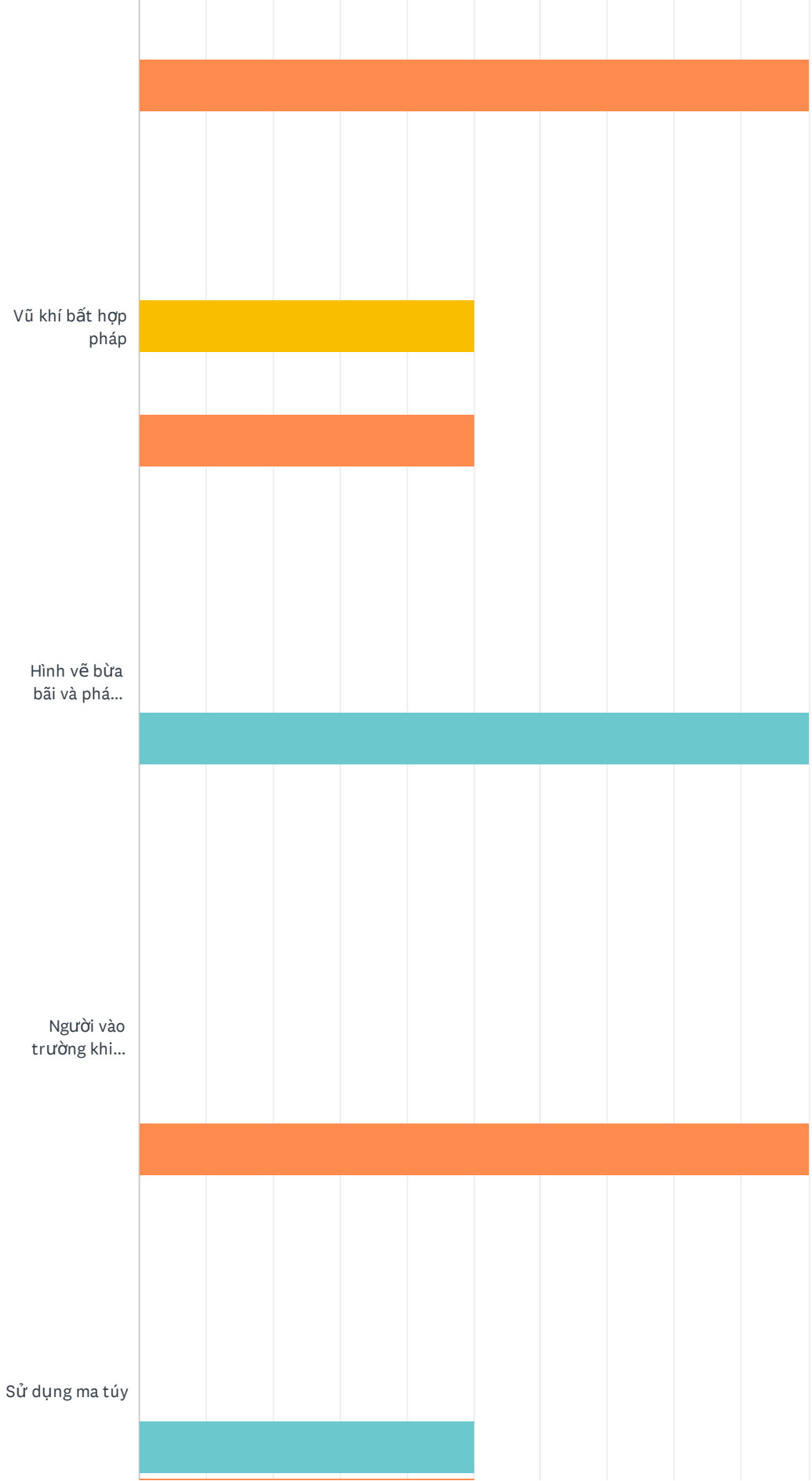
ANSWER CHOICES	RESPONSES	
Mẫu giáo chuyển tiếp “TK”	0.00%	0
Mẫu giáo “Kindergarten”	0.00%	0
Lớp 1	0.00%	0
Lớp 2	0.00%	0
Lớp 3	0.00%	0
Lớp 4	0.00%	0
Lớp 5	0.00%	0
Lớp 6	0.00%	0
Lớp 7	100.00%	2
Lớp 8	0.00%	0
TOTAL		2

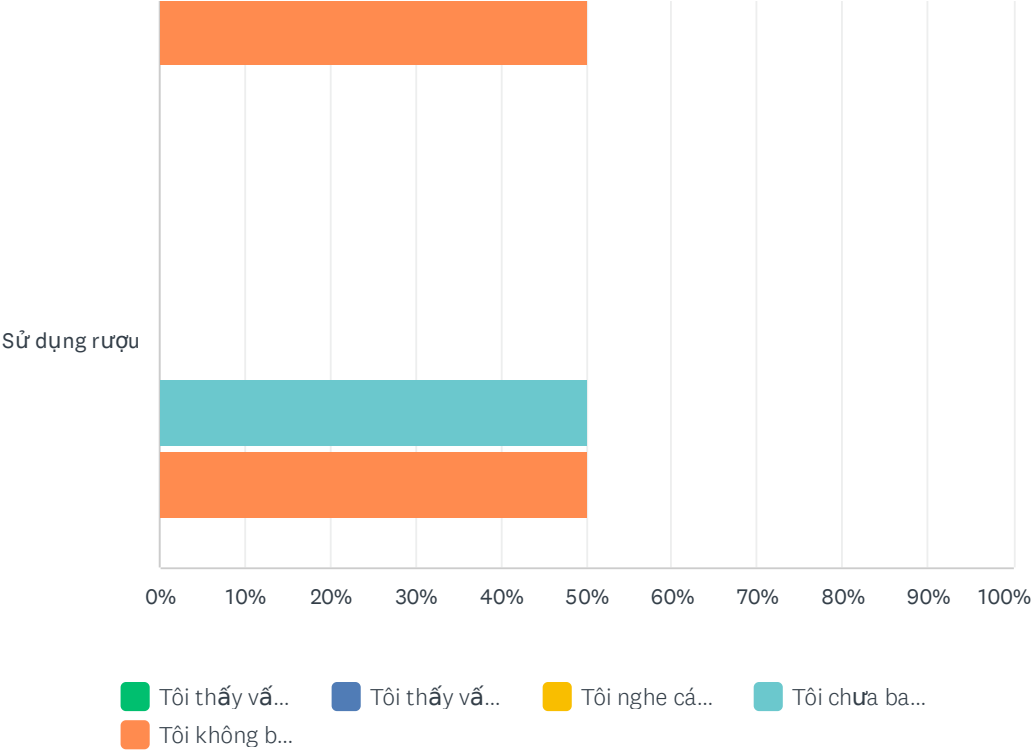
Q2 Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào?

Answered: 2 Skipped: 0







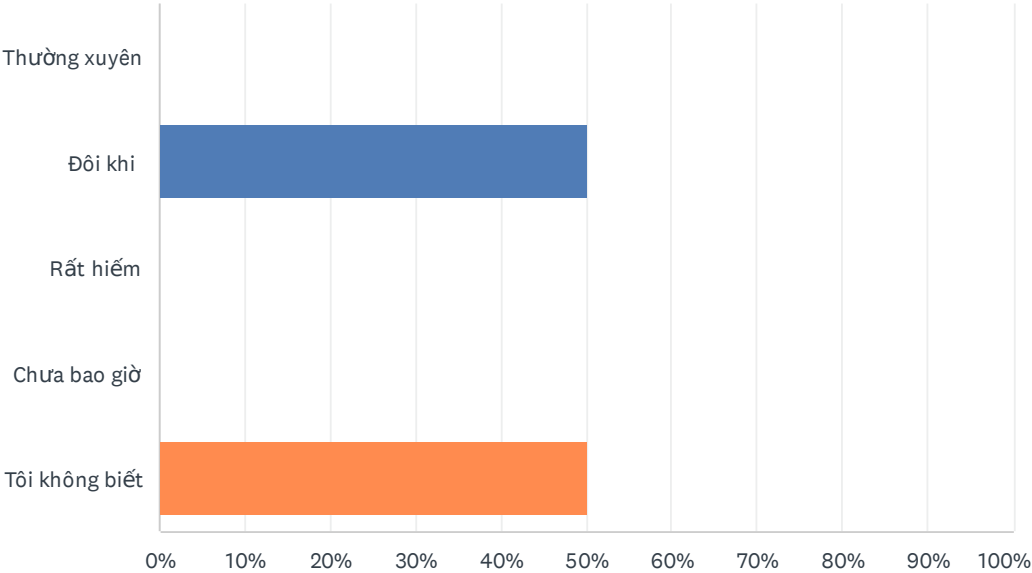


LeyVa Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	TÔI THẤY VẤN ĐỀ NÀY XẢY RA RẤT NHIỀU Ở TRƯỜNG CỦA TÔI.	TÔI THẤY VẤN ĐỀ NÀY ĐÔI KHI XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI NGHE CÁC HỌC SINH KHÁC NÓI VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI CHƯA BAO GIỜ NGHE HOẶC THẤY VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Bắt nạt	0.00% 0	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2	4.00
Quấy nhiễu và đe dọa	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 2	2	5.00
Đánh lộn và hành hung	50.00% 1	0.00% 0	0.00% 0	0.00% 0	50.00% 1	2	3.00
Học sinh muốn nhập băng đảng	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	5.00
Vũ khí bất hợp pháp	0.00% 0	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2	4.00
Hình vẽ bừa bãi và phá hoại trường	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00
Người vào trường khi không được phép	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 2	2	5.00
Sử dụng ma túy	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Sử dụng rượu	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50

Q3 Quý vị nghe hoặc thấy hành động bắt nạt tại trường của quý vị thường xuyên đến mức nào? Định nghĩa về bắt nạt: Khi ai đó bị tổn thương do lời nói hoặc hành động cố ý của người khác, thường là nhiều lần, làm cho họ cảm thấy buồn sợ và không thể ngăn chặn hành vi đó xảy ra với họ. Các hình thức bắt nạt bao gồm: bắt nạt về thể chất, lời nói, tình cảm, xã giao và trên mạng.

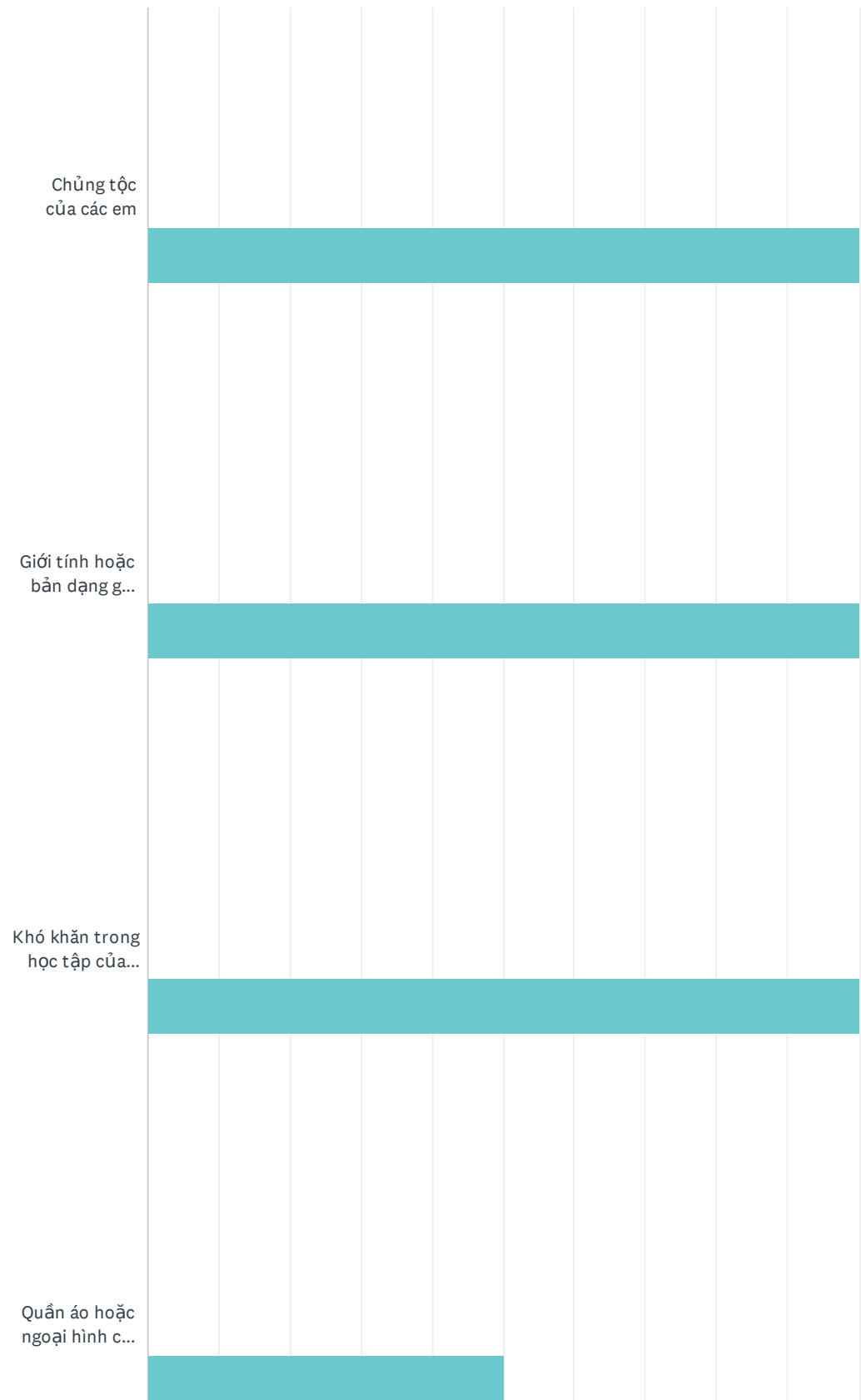
Answered: 2   Skipped: 0



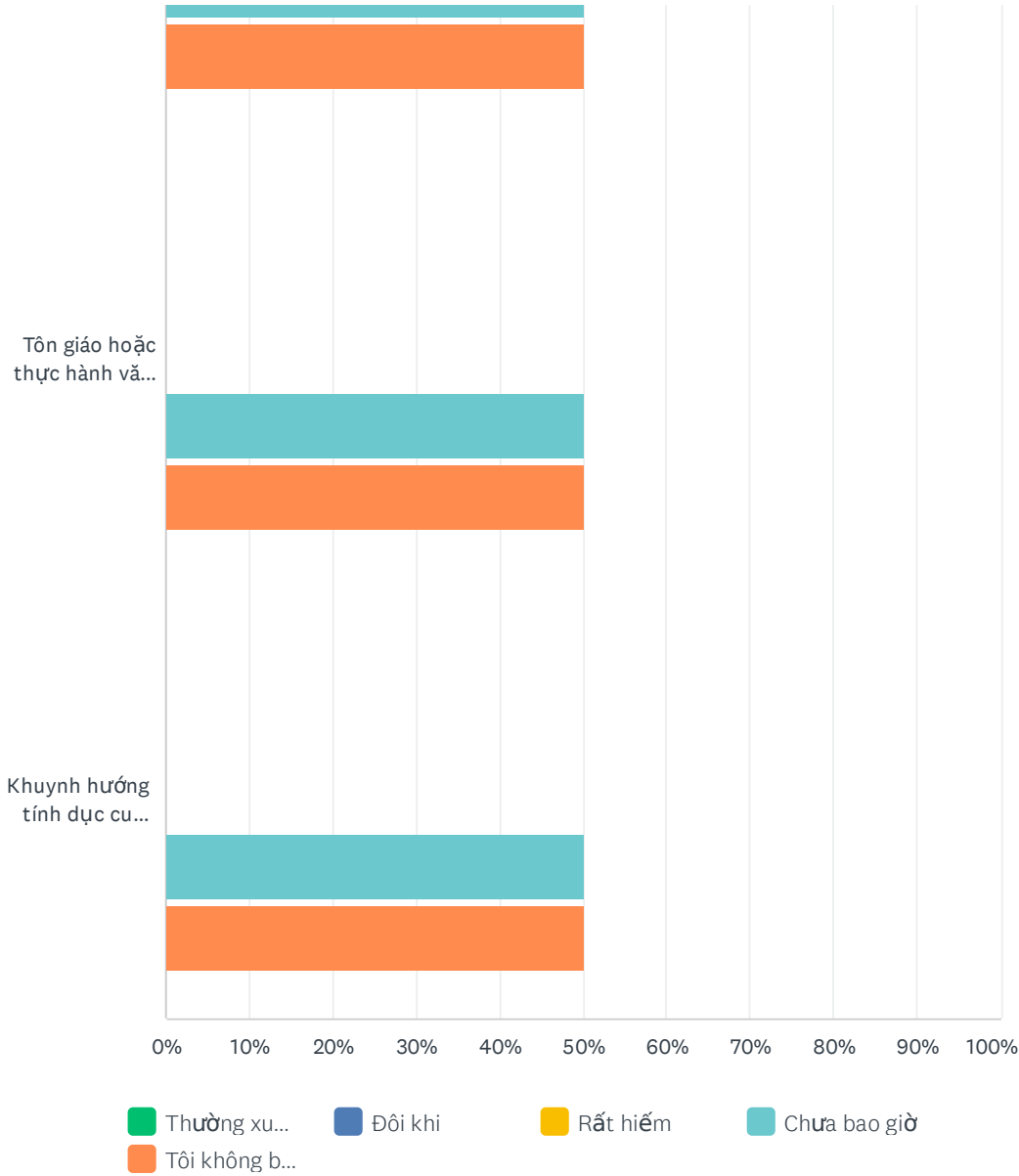
ANSWER CHOICES	RESPONSES	
Thường xuyên	0.00%	0
Đôi khi	50.00%	1
Rất hiếm	0.00%	0
Chưa bao giờ	0.00%	0
Tôi không biết	50.00%	1
TOTAL		2

## Q4 Học sinh tại trường của con quý vị bị hạ thấp vì ...

Answered: 2   Skipped: 0



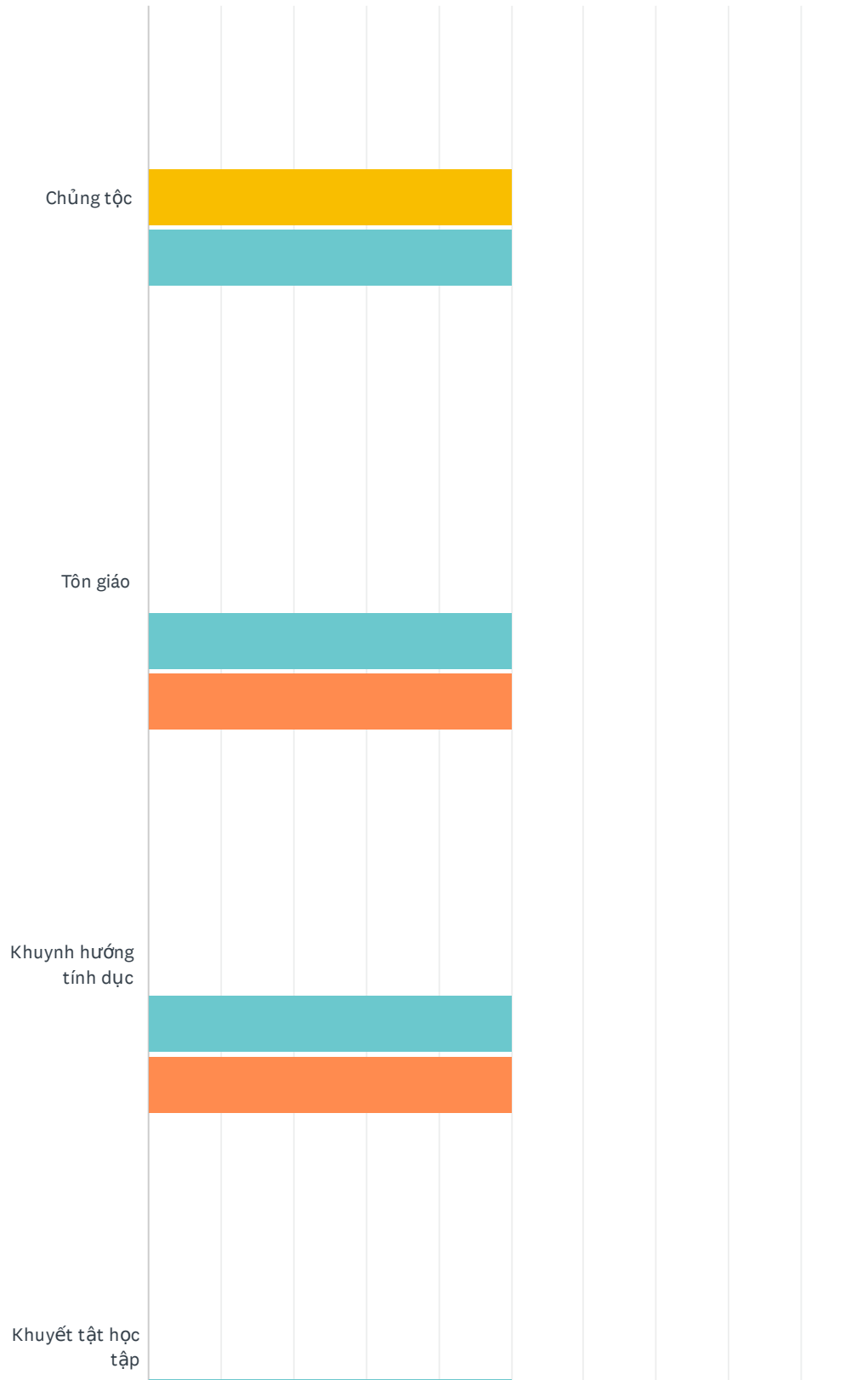
LeyVa Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024



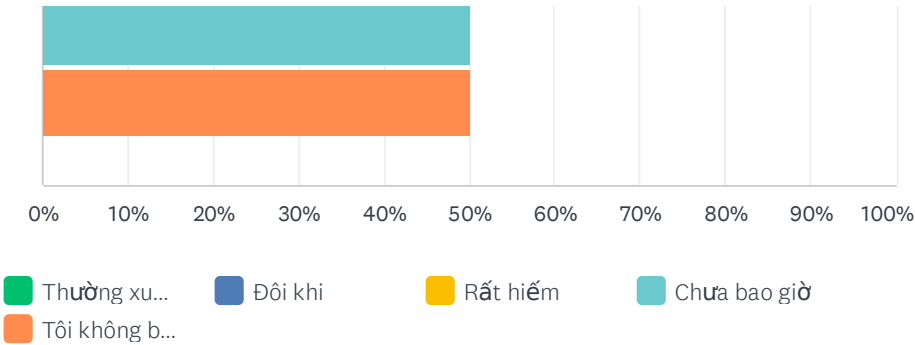
	THƯỜNG XUYÊN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc của các em	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Giới tính hoặc bản dạng giới tính của các em	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Khó khăn trong học tập của các em	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Quần áo hoặc ngoại hình của các em	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Tôn giáo hoặc thực hành văn hóa của các em	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Khuyňh hướng tính dục của các em	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50

## Q5 Quý vị nghe NGƯỜI LỚN ở trường của con quý vị chế giễu sự khác biệt về điều sau thường xuyên đến mức nào?

Answered: 2 Skipped: 0



LeyVa Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

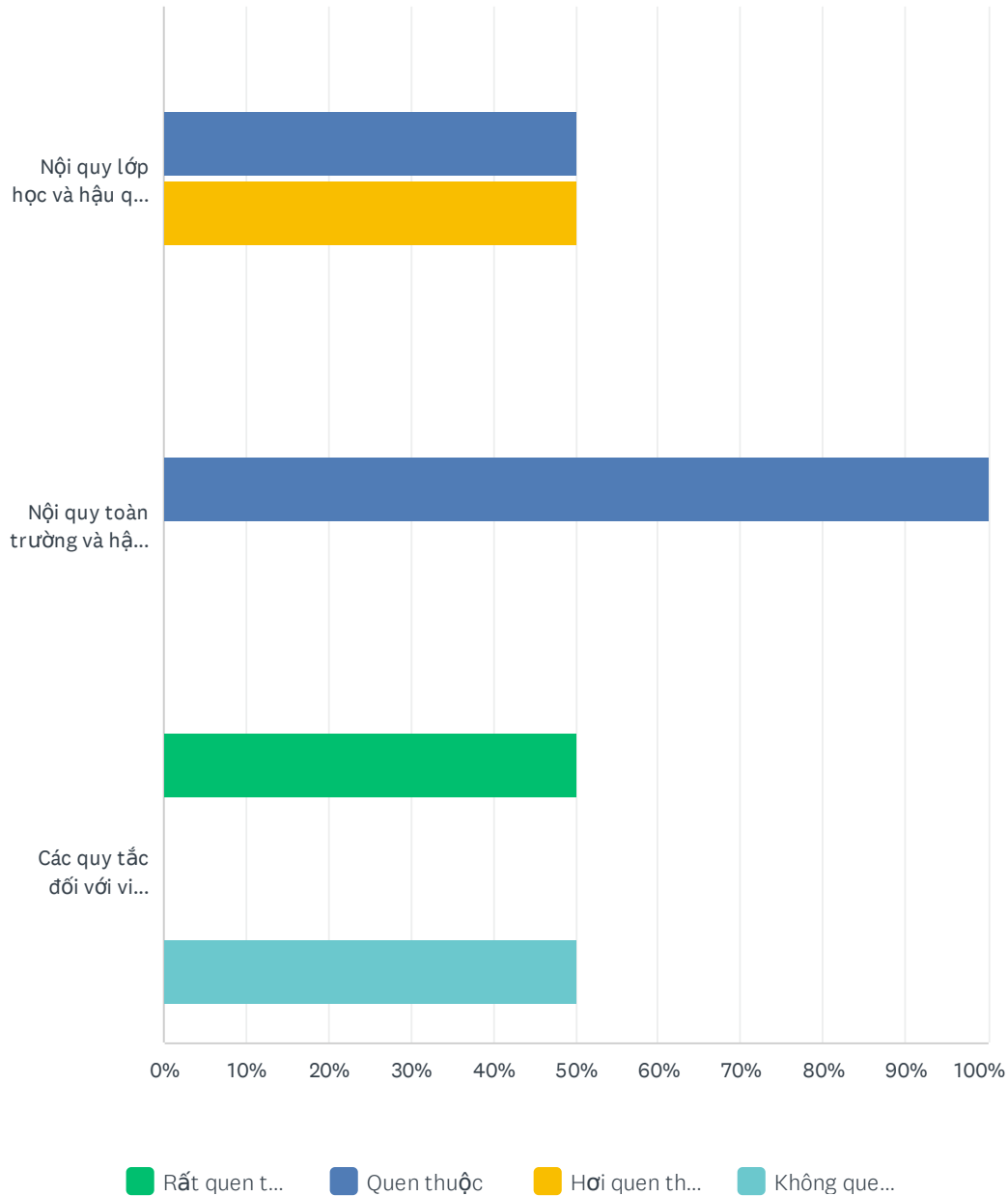


	THƯỜNG XUYÊN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
Tôn giáo	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Khuynh hướng tính dục	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Khuyết tật học tập	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50



## Q6 Quý vị quen thuộc với những điều sau ở trường của con quý vị đến mức nào?

Answered: 2 Skipped: 0

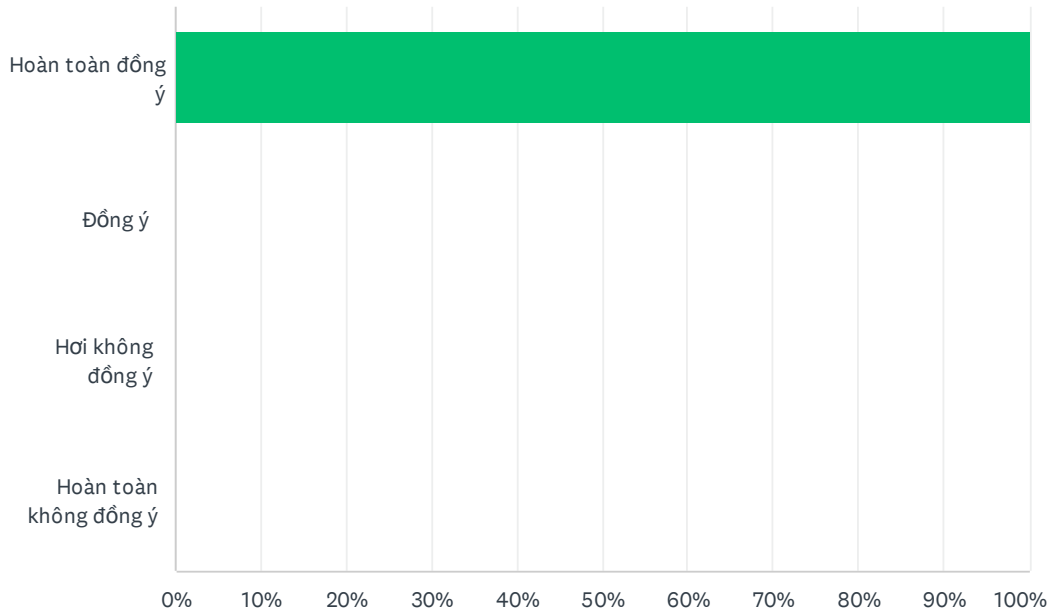


LeyVa Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL	WEIGHTED AVERAGE
Nội quy lớp học và hậu quả khi những quy tắc đó bị vi phạm.	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	2.50
Nội quy toàn trường và hậu quả khi các quy tắc đó bị vi phạm.	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2	2.00
Các quy tắc đối với việc bắt nạt trên mạng và hậu quả khi các quy tắc đó bị vi phạm.	50.00% 1	0.00% 0	0.00% 0	50.00% 1	2	2.50

## Q7 Các quy định và kỳ vọng của trường được nêu rõ ràng và được tôi hiểu biết.

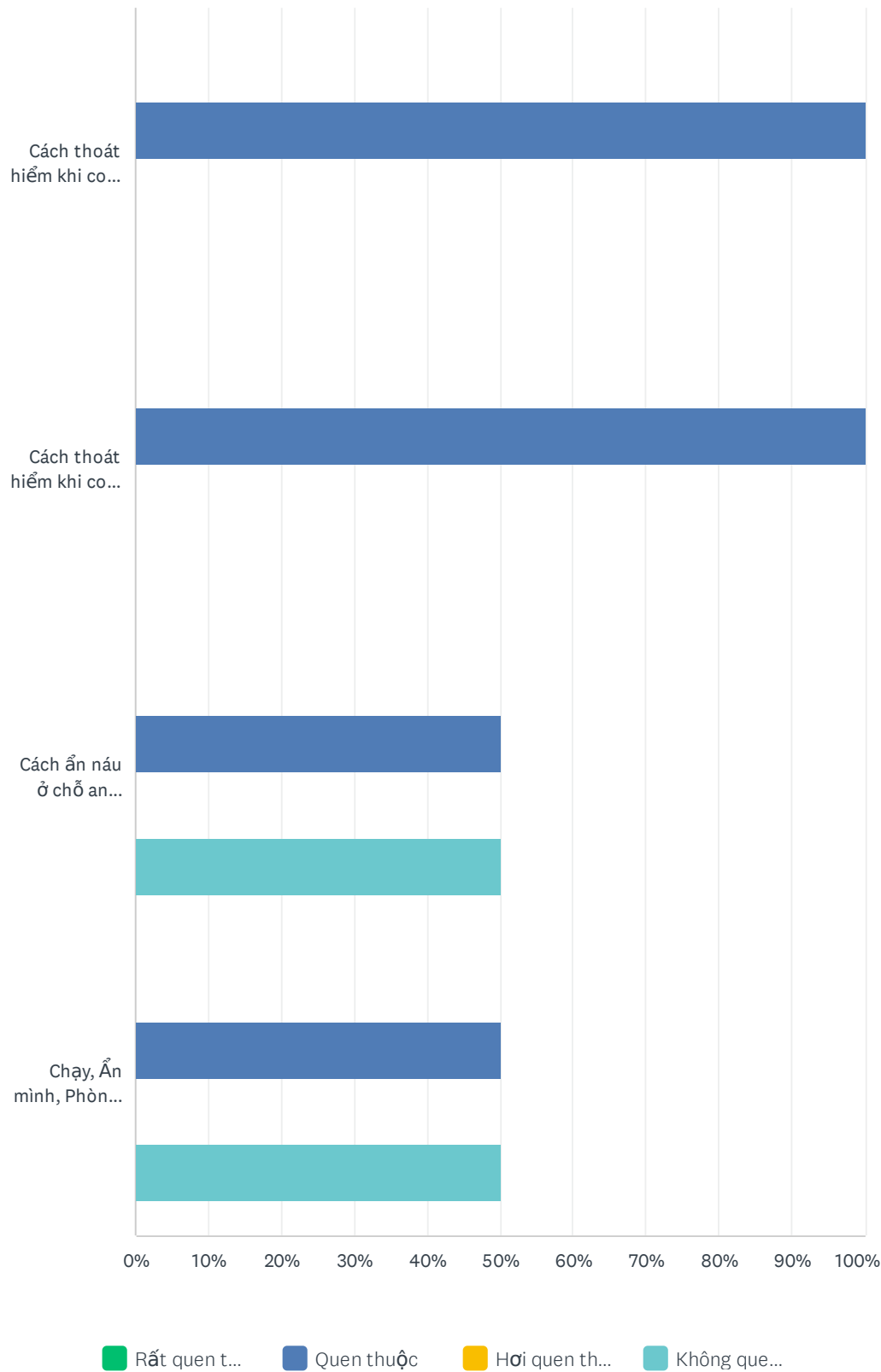
Answered: 2 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	100.00%	2
Đồng ý	0.00%	0
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
TOTAL		2

**Q8 Quý vị hiểu rõ về các quy trình cho trường hợp khẩn cấp tại trường của con quý vị đến mức nào?**

Answered: 2   Skipped: 0

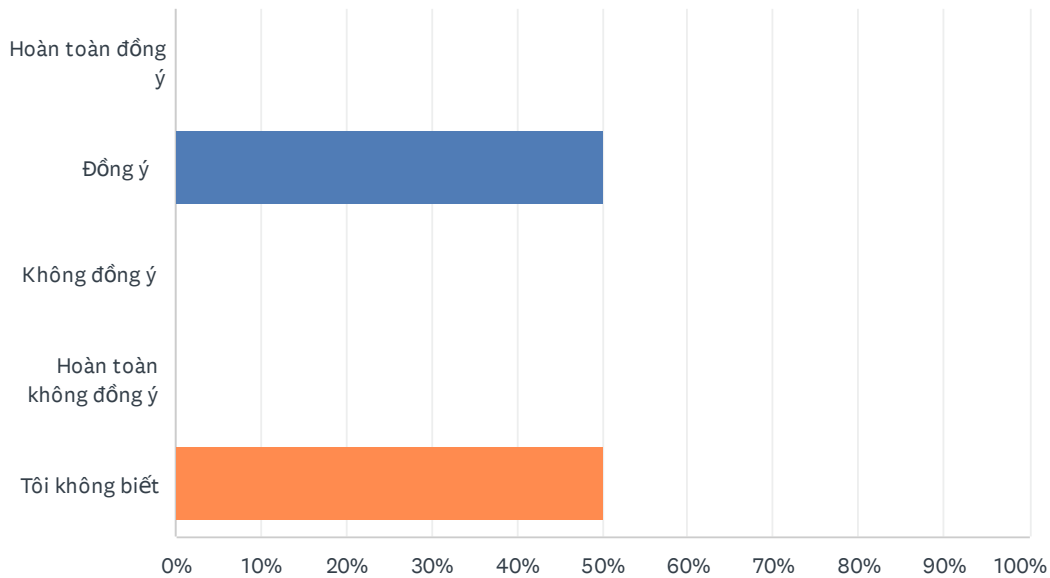


LeyVa Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL
Cách thoát hiểm khi có hỏa hoạn	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2
Cách thoát hiểm khi có động đất	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2
Cách ẩn náu ở chỗ an toàn	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2
Chạy, Ẩn mình, Phòng thủ	0.00% 0	50.00% 1	0.00% 0	50.00% 1	2

## Q9 Cơ sở vật chất và sân chơi được duy trì tốt tại trường của con tôi.

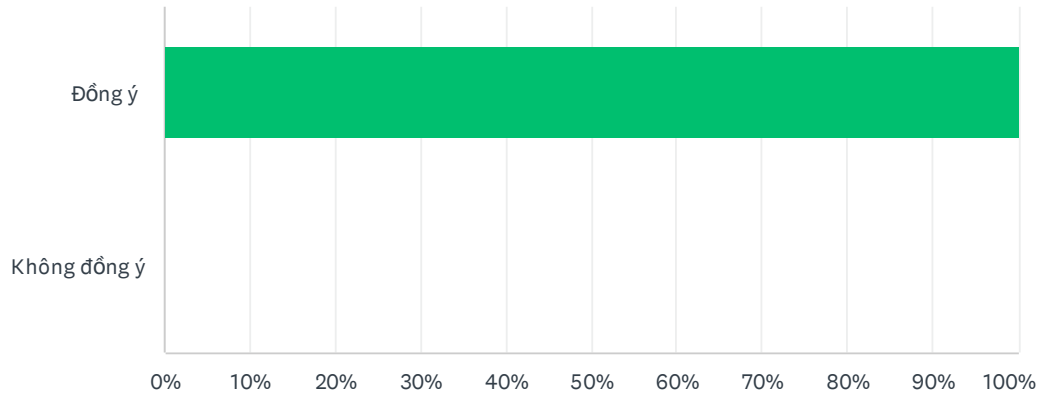
Answered: 2 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	0.00%	0
Đồng ý	50.00%	1
Không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	50.00%	1
TOTAL		2

## Q10 Tôi biết trang mạng Wellness Connections của học khu với các nguồn thông tin dành cho học sinh và gia đình.

Answered: 2 Skipped: 0

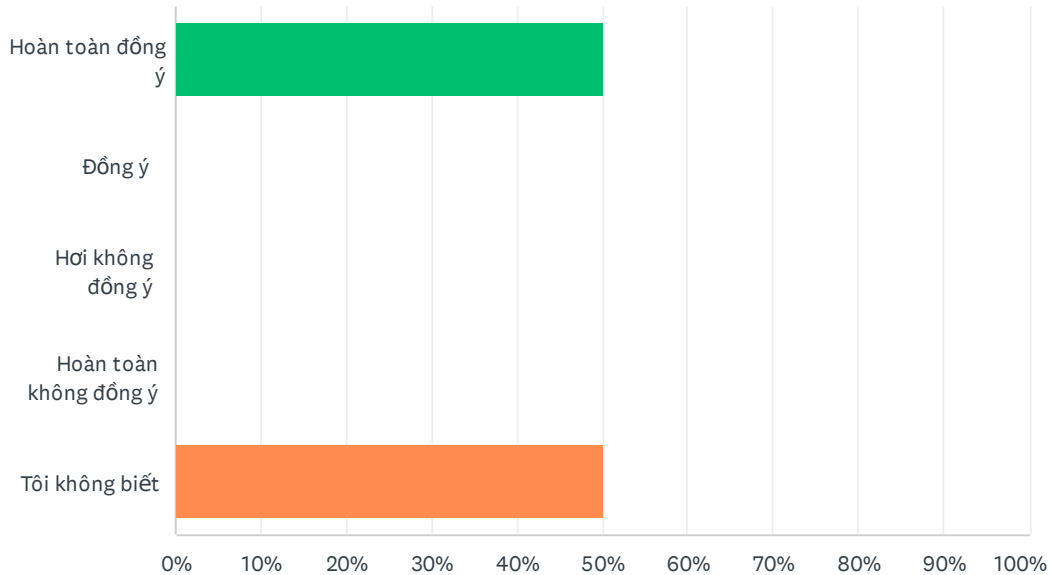


ANSWER CHOICES	RESPONSES	
Đồng ý	100.00%	2
Không đồng ý	0.00%	0
TOTAL		2



## Q11 Trường học của con tôi có cách khen thưởng hành vi tích cực của học sinh.

Answered: 2 Skipped: 0



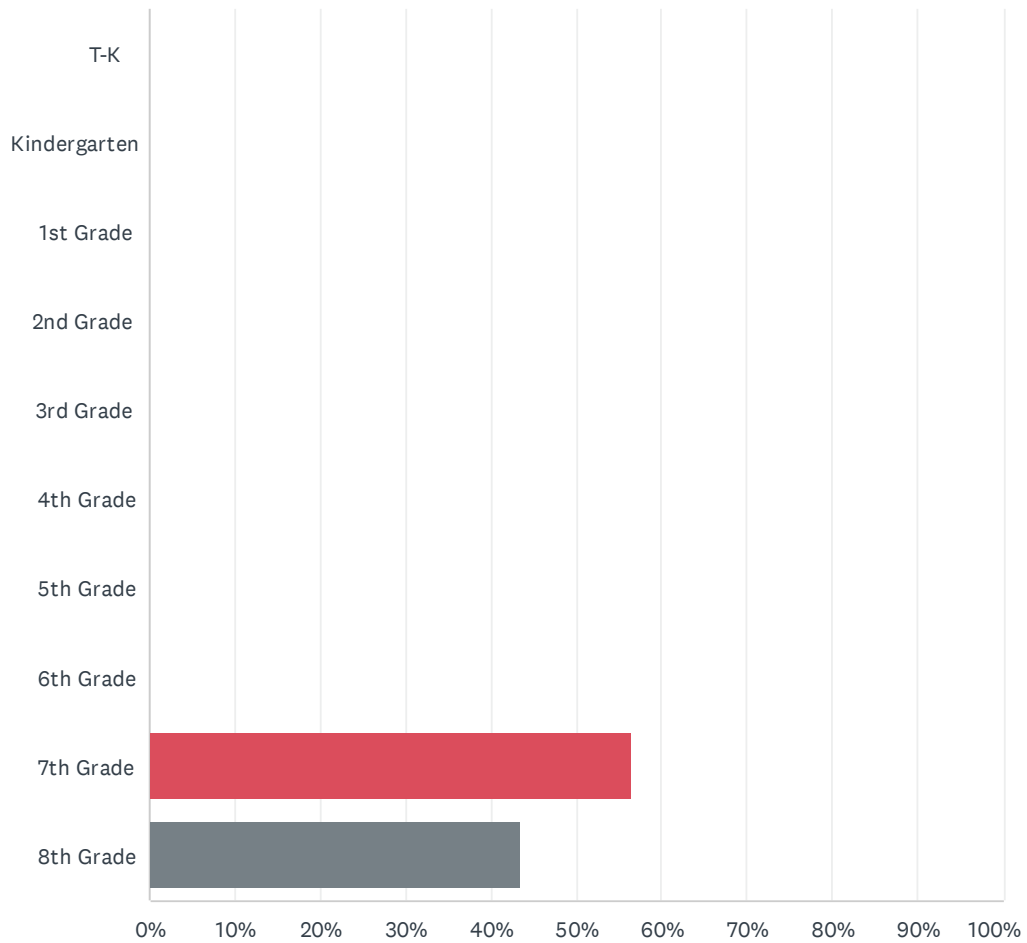
ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	50.00%	1
Đồng ý	0.00%	0
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	50.00%	1
TOTAL		2

**Q12 Quý vị muốn chúng tôi cải thiện điều gì về sự an toàn ở trường của quý vị?**

Answered: 2   Skipped: 0

## Q1 What grade is your child in?

Answered: 23 Skipped: 0

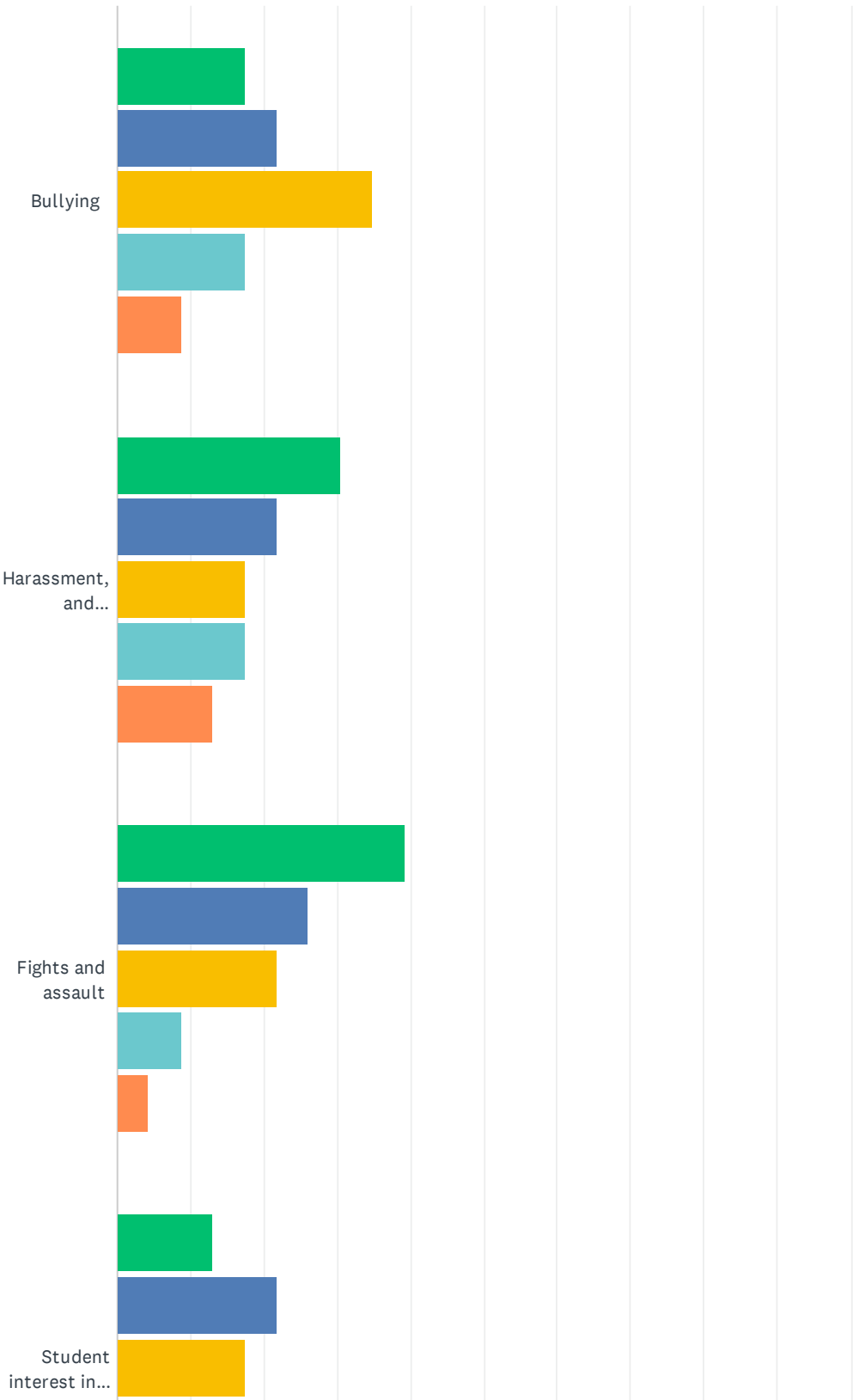


LeyVa Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

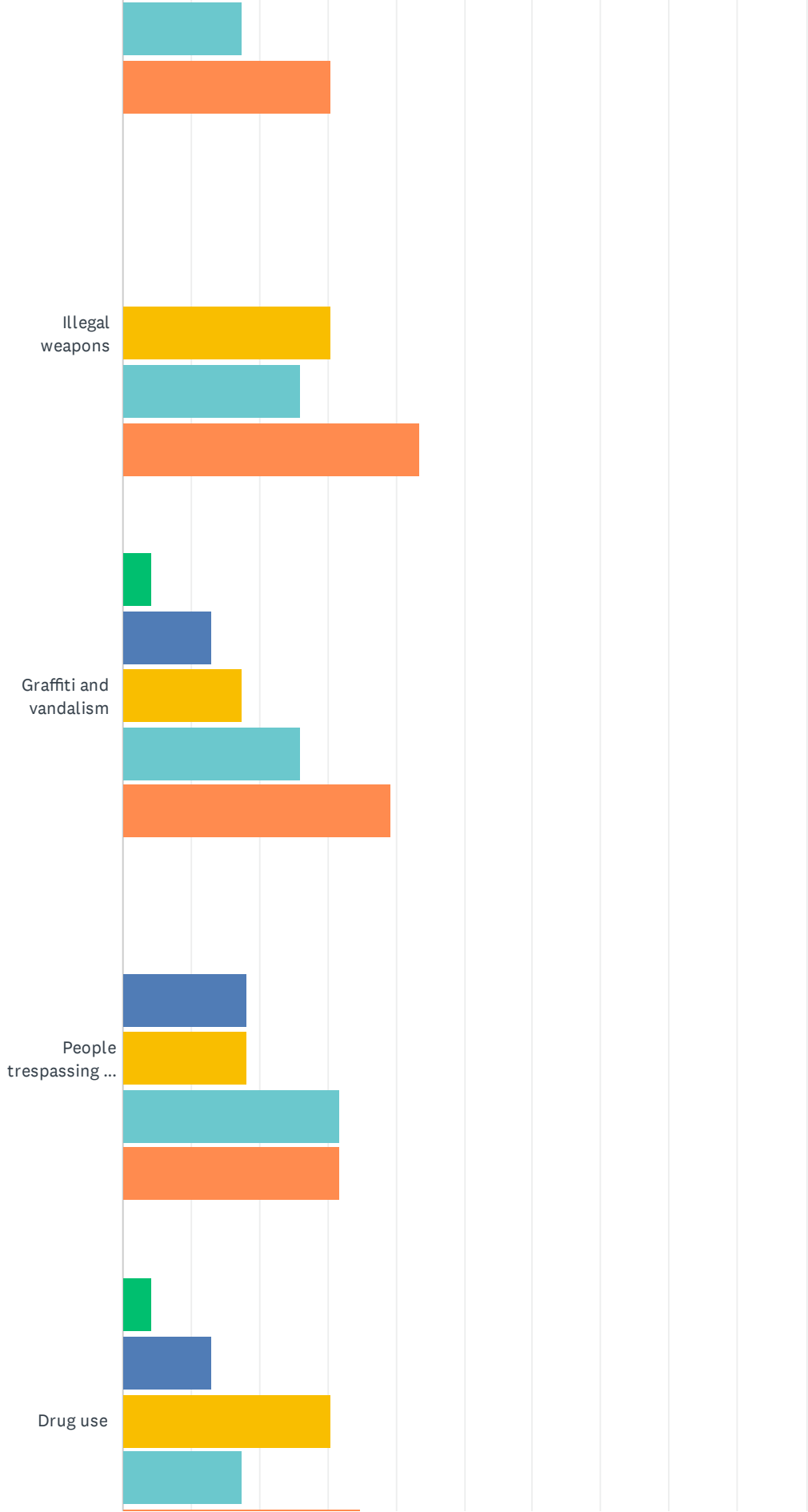
ANSWER CHOICES	RESPONSES	
T-K	0.00%	0
Kindergarten	0.00%	0
1st Grade	0.00%	0
2nd Grade	0.00%	0
3rd Grade	0.00%	0
4th Grade	0.00%	0
5th Grade	0.00%	0
6th Grade	0.00%	0
7th Grade	56.52%	13
8th Grade	43.48%	10
TOTAL		23

Q2 How much do you find the following to be a problem at your child's school?

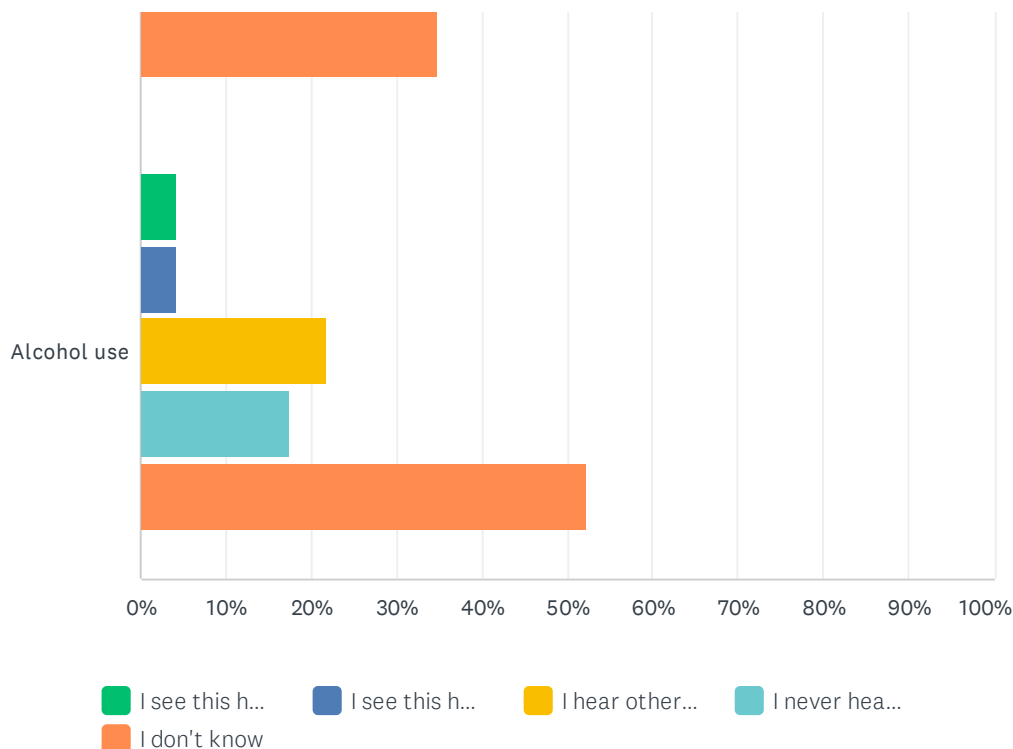
Answered: 23 Skipped: 0



LeyVa Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



LeyVa Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

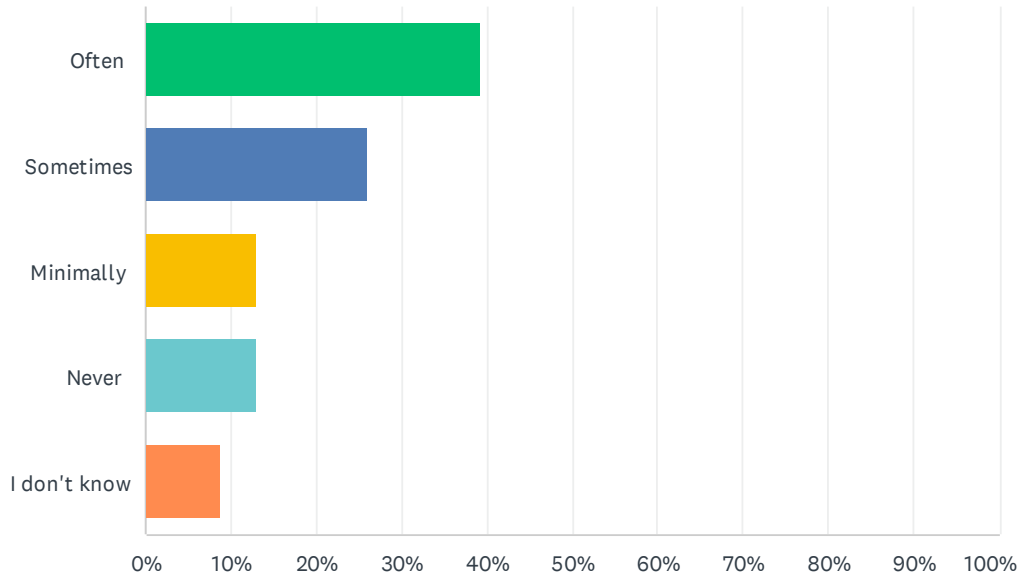


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Bullying	17.39% 4	21.74% 5	34.78% 8	17.39% 4	8.70% 2	23	2.78
Harassment, and intimidation	30.43% 7	21.74% 5	17.39% 4	17.39% 4	13.04% 3	23	2.61
Fights and assault	39.13% 9	26.09% 6	21.74% 5	8.70% 2	4.35% 1	23	2.13
Student interest in gangs	13.04% 3	21.74% 5	17.39% 4	17.39% 4	30.43% 7	23	3.30
Illegal weapons	0.00% 0	0.00% 0	30.43% 7	26.09% 6	43.48% 10	23	4.13
Graffiti and vandalism	4.35% 1	13.04% 3	17.39% 4	26.09% 6	39.13% 9	23	3.83
People trespassing on campus	0.00% 0	18.18% 4	18.18% 4	31.82% 7	31.82% 7	22	3.77
Drug use	4.35% 1	13.04% 3	30.43% 7	17.39% 4	34.78% 8	23	3.65
Alcohol use	4.35% 1	4.35% 1	21.74% 5	17.39% 4	52.17% 12	23	4.09

### Q3 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

Answered: 23 Skipped: 0

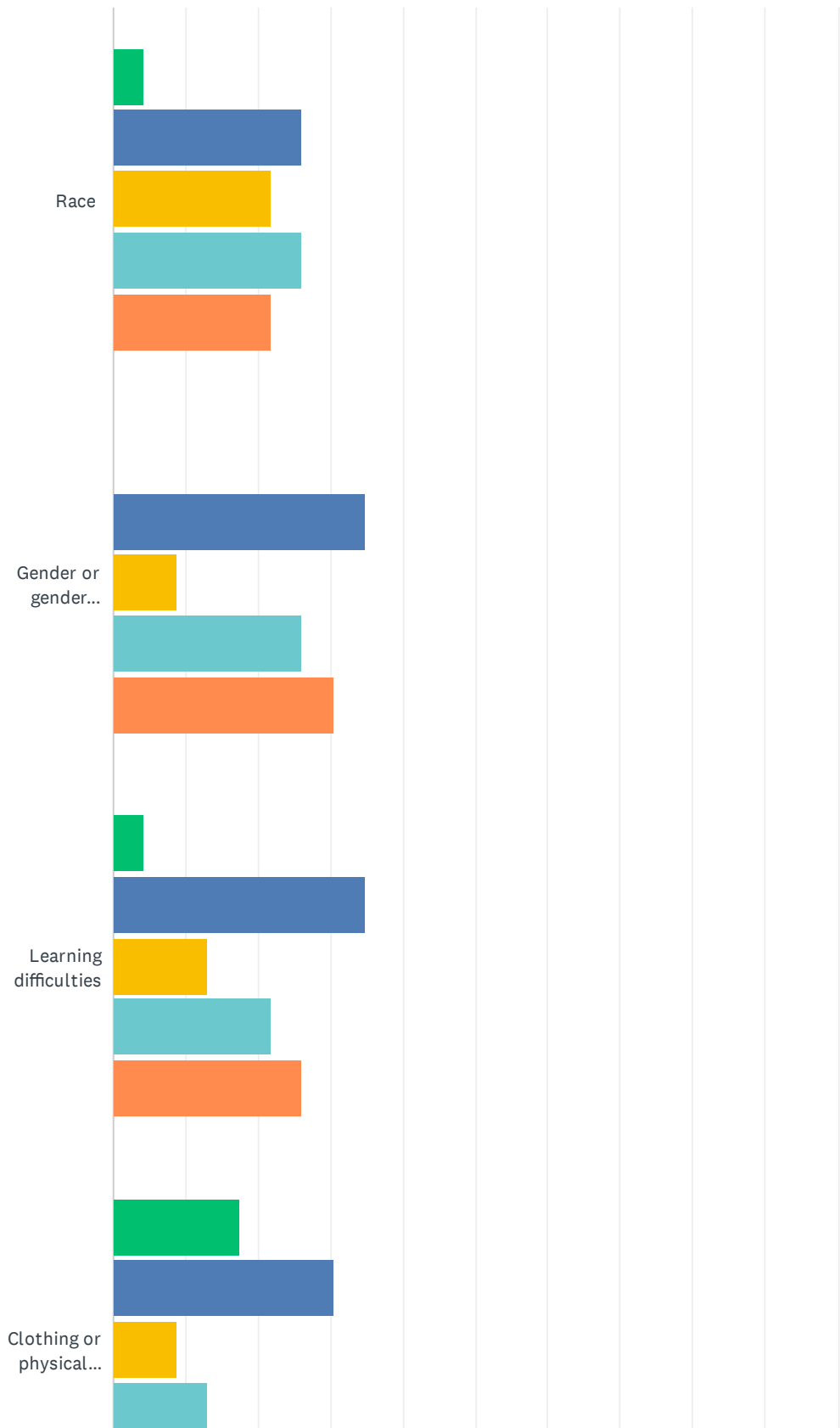


ANSWER CHOICES	RESPONSES	
Often	39.13%	9
Sometimes	26.09%	6
Minimally	13.04%	3
Never	13.04%	3
I don't know	8.70%	2
TOTAL		23

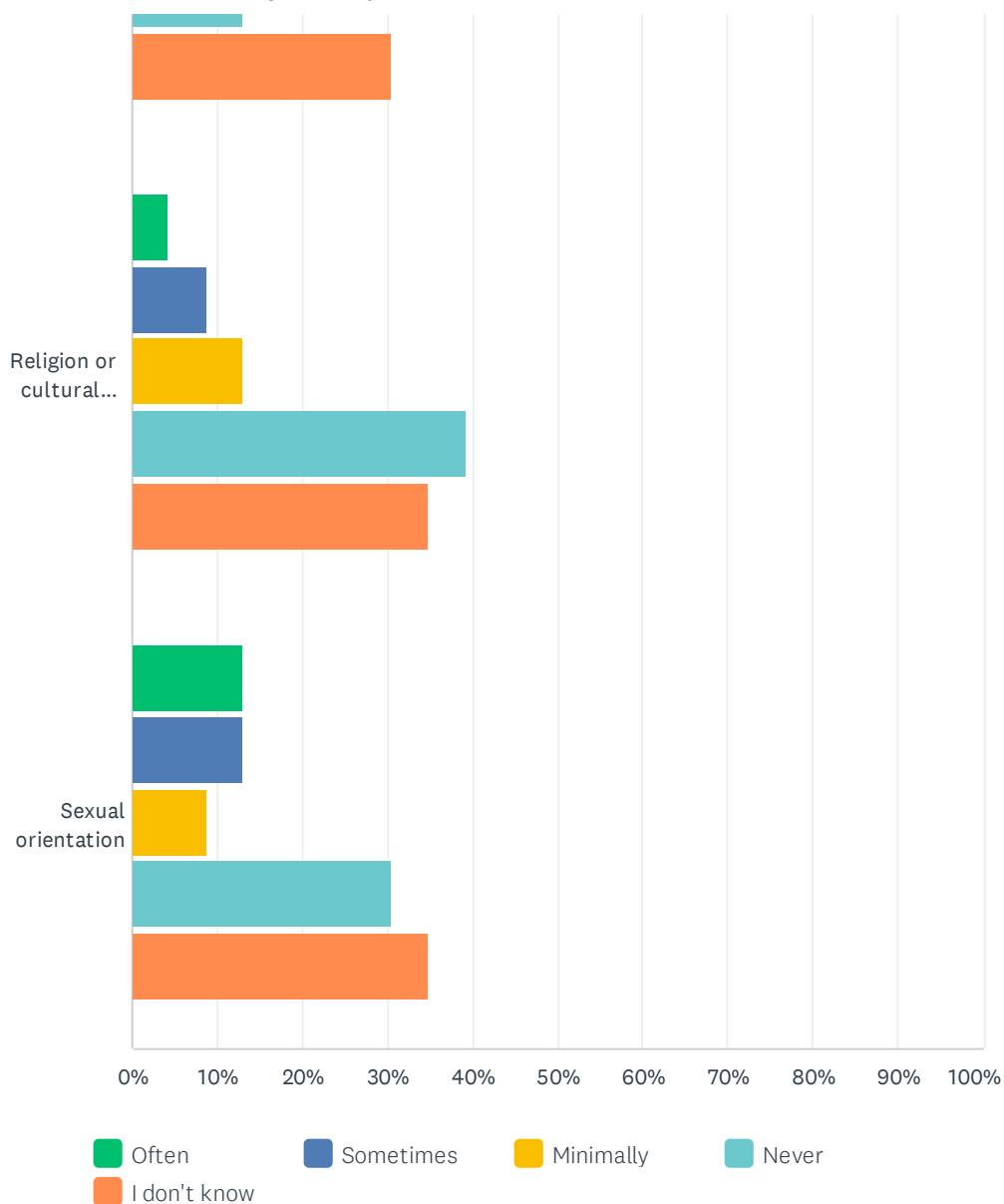


# Q4 Students at my child's school get put down because of their...

Answered: 23 Skipped: 0



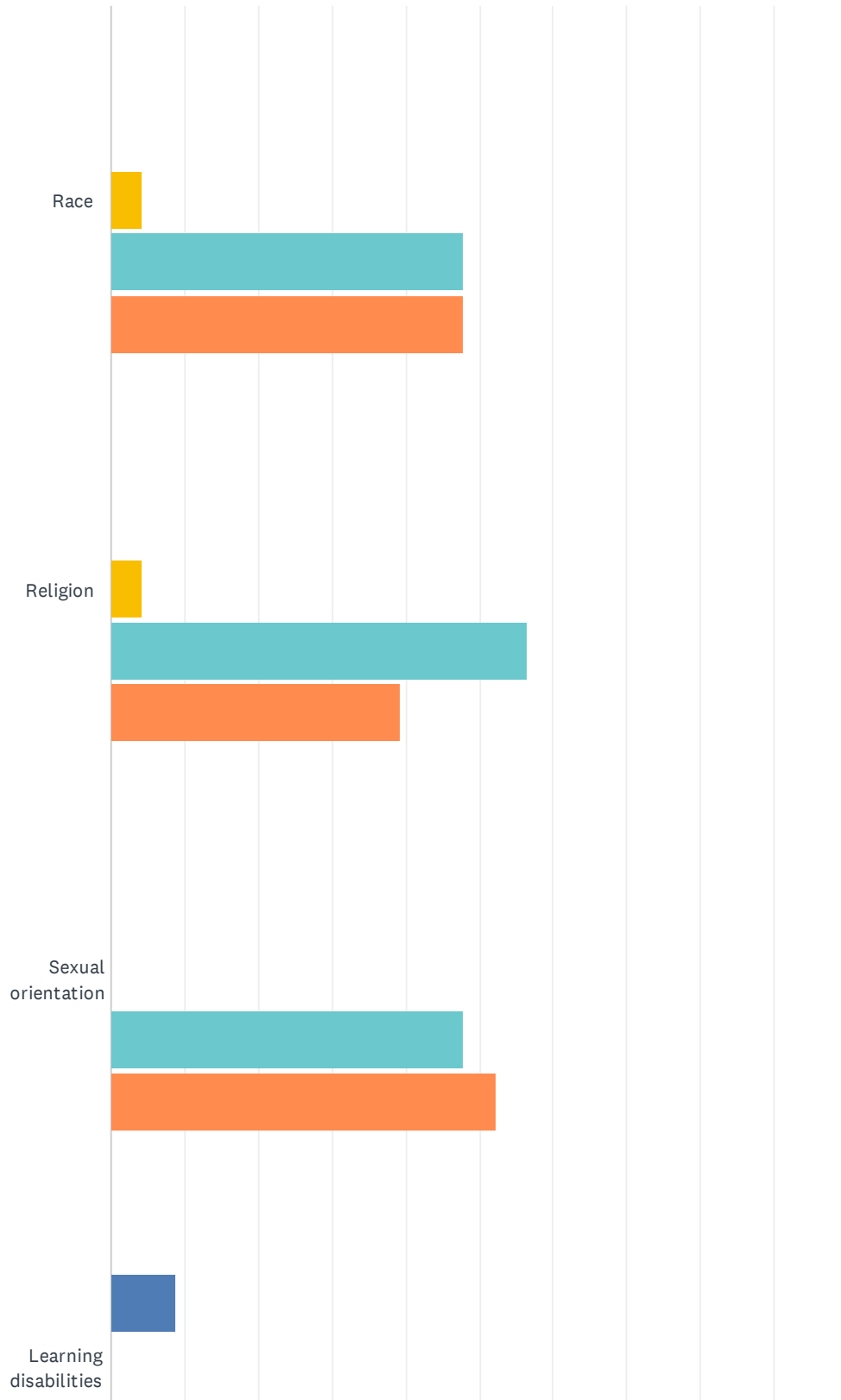
LeyVa Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



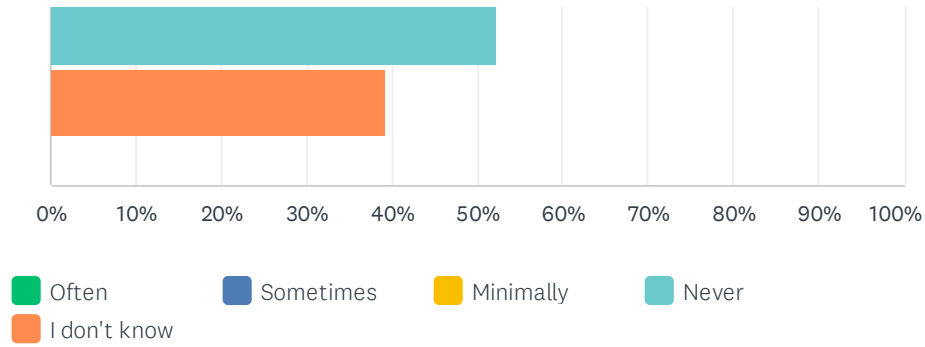
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	4.35% 1	26.09% 6	21.74% 5	26.09% 6	21.74% 5	23	3.35
Gender or gender identification	0.00% 0	34.78% 8	8.70% 2	26.09% 6	30.43% 7	23	3.52
Learning difficulties	4.35% 1	34.78% 8	13.04% 3	21.74% 5	26.09% 6	23	3.30
Clothing or physical appearance	17.39% 4	30.43% 7	8.70% 2	13.04% 3	30.43% 7	23	3.09
Religion or cultural practices	4.35% 1	8.70% 2	13.04% 3	39.13% 9	34.78% 8	23	3.91
Sexual orientation	13.04% 3	13.04% 3	8.70% 2	30.43% 7	34.78% 8	23	3.61

## Q5 How often do you hear ADULTS at your child's school make fun of differences such as...

Answered: 23 Skipped: 0



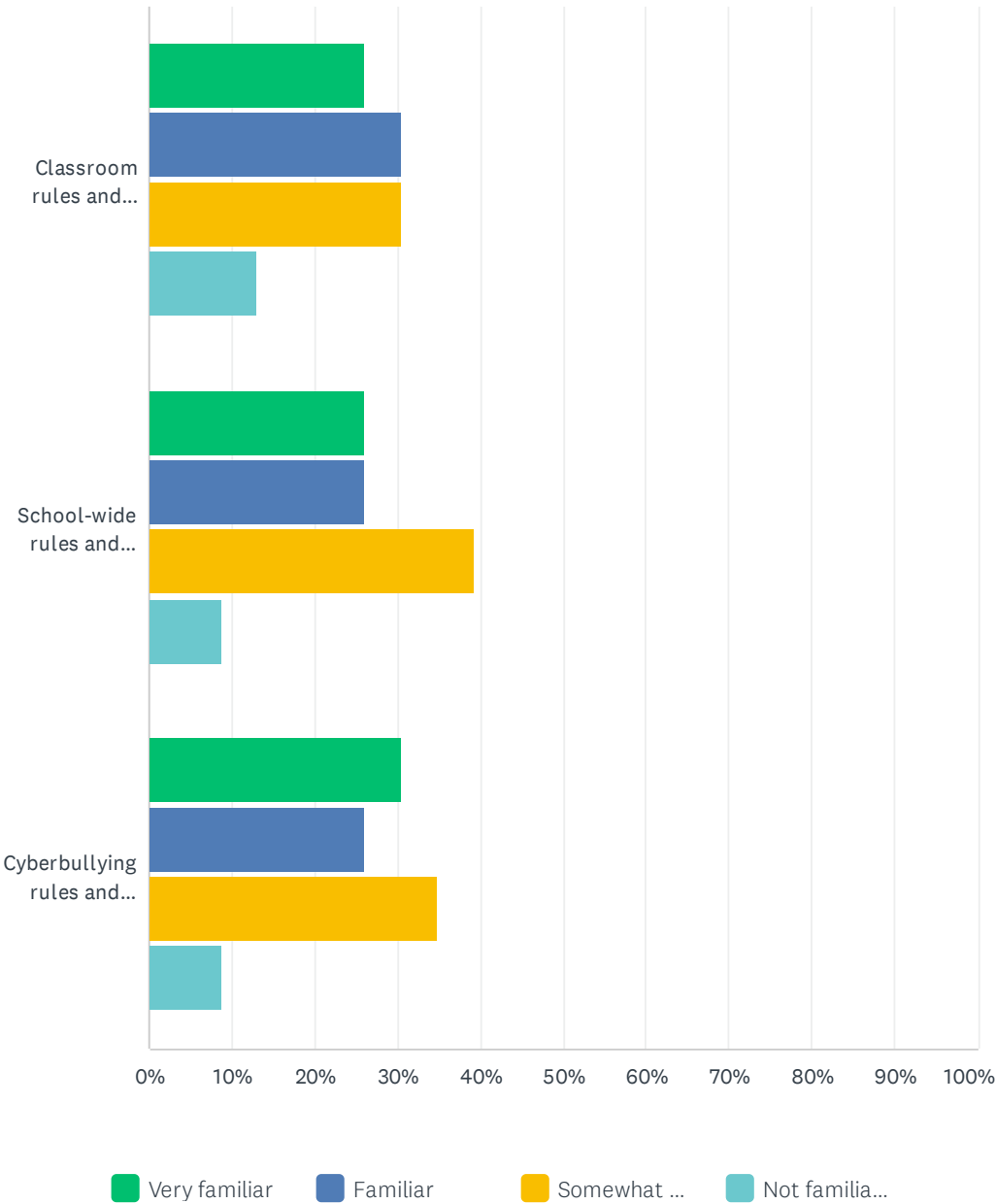
LeyVa Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	0.00% 0	4.35% 1	47.83% 11	47.83% 11	23	4.43
Religion	0.00% 0	0.00% 0	4.35% 1	56.52% 13	39.13% 9	23	4.35
Sexual orientation	0.00% 0	0.00% 0	0.00% 0	47.83% 11	52.17% 12	23	4.52
Learning disabilities	0.00% 0	8.70% 2	0.00% 0	52.17% 12	39.13% 9	23	4.22

Q6 How familiar are you with the following at your child's school?

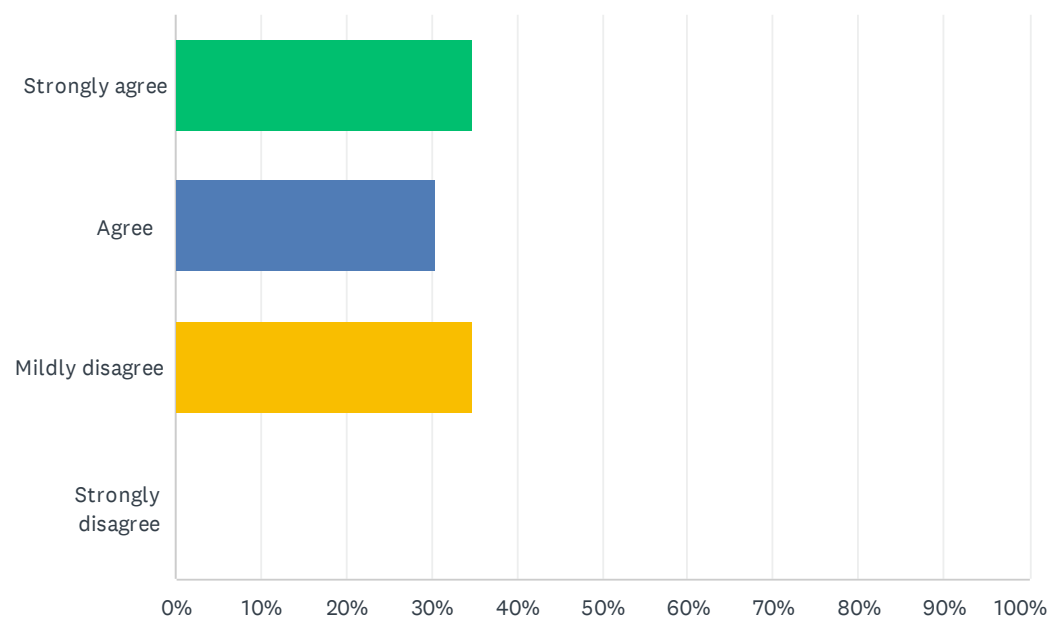
Answered: 23    Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	26.09% 6	30.43% 7	30.43% 7	13.04% 3	23	2.30
School-wide rules and consequences when those rules are broken.	26.09% 6	26.09% 6	39.13% 9	8.70% 2	23	2.30
Cyberbullying rules and consequences when those rules are broken.	30.43% 7	26.09% 6	34.78% 8	8.70% 2	23	2.22

Q7 The rules and expectations of the school are clear and well known to me.

Answered: 23 Skipped: 0

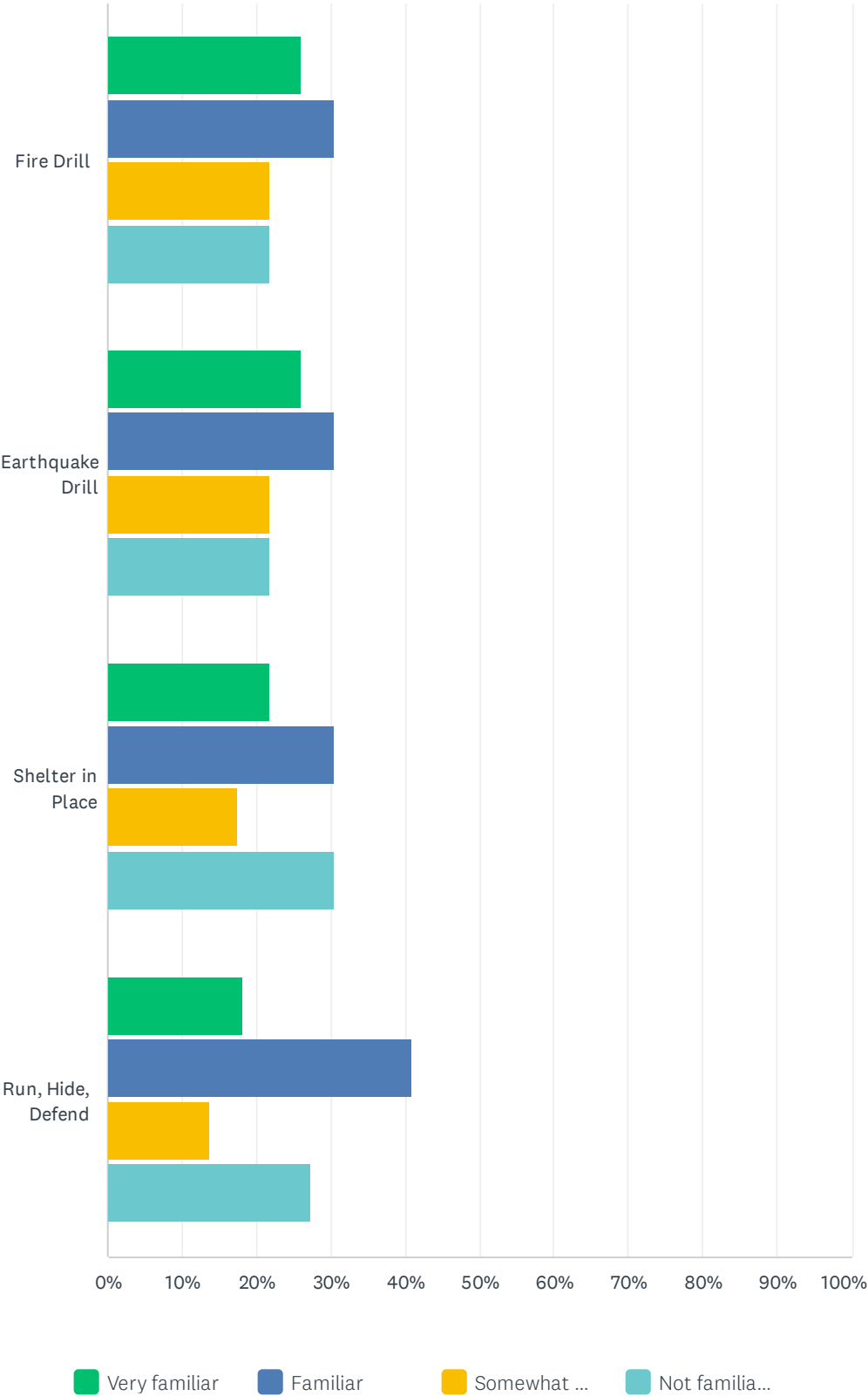


ANSWER CHOICES	RESPONSES	
Strongly agree	34.78%	8
Agree	30.43%	7
Mildly disagree	34.78%	8
Strongly disagree	0.00%	0
TOTAL		23

## Q8 How well do you understand the Emergency procedures at your child's school?

Answered: 23 Skipped: 0

LeyVa Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



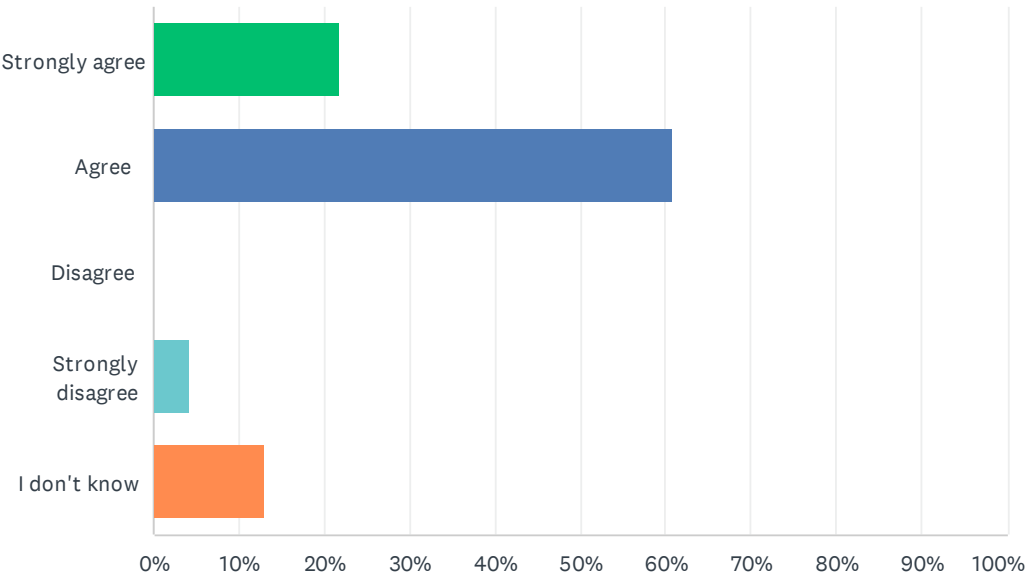


LeyVa Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL
Fire Drill	26.09% 6	30.43% 7	21.74% 5	21.74% 5	23
Earthquake Drill	26.09% 6	30.43% 7	21.74% 5	21.74% 5	23
Shelter in Place	21.74% 5	30.43% 7	17.39% 4	30.43% 7	23
Run, Hide, Defend	18.18% 4	40.91% 9	13.64% 3	27.27% 6	22

Q9 The facilities and grounds are well maintained at my child's school.

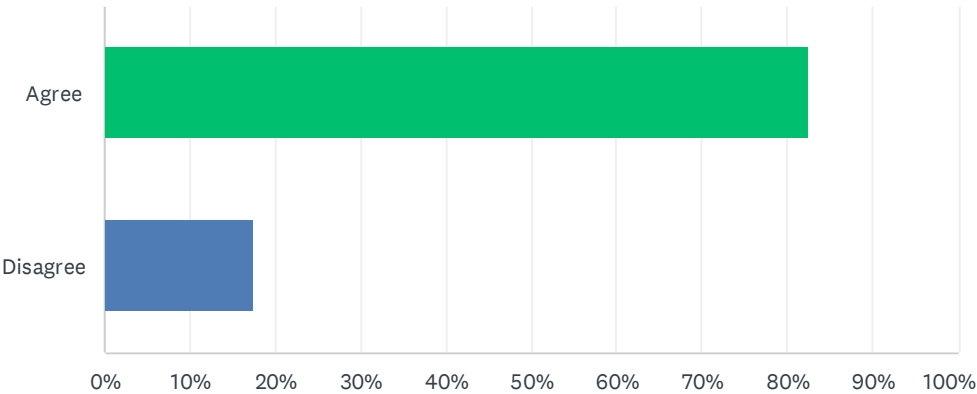
Answered: 23   Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	21.74%	5
Agree	60.87%	14
Disagree	0.00%	0
Strongly disagree	4.35%	1
I don't know	13.04%	3
TOTAL		23

Q10 I am aware of the district's Wellness Connections webpage with resources for students and families.

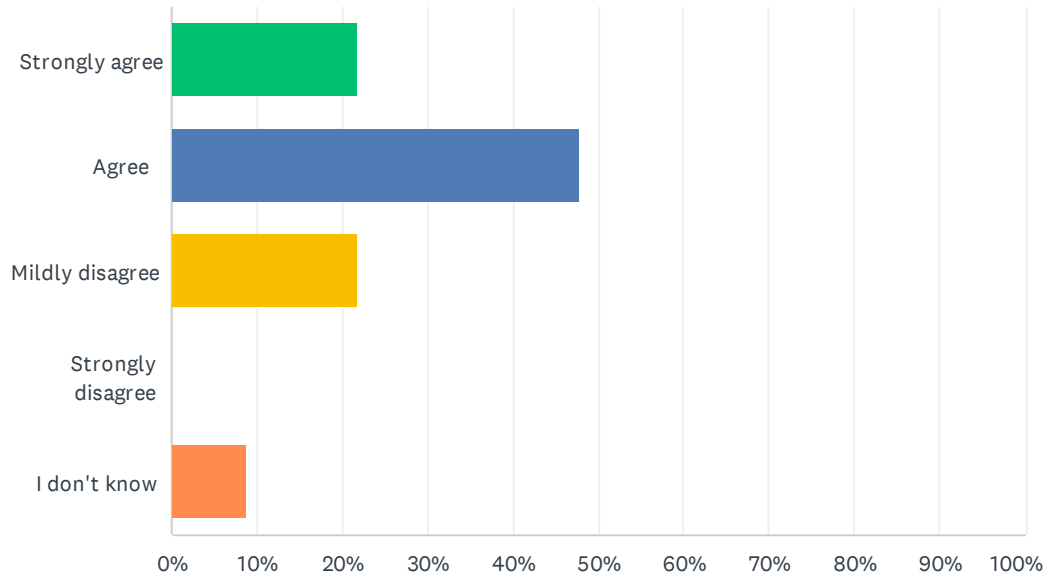
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Agree	82.61%	19
Disagree	17.39%	4
TOTAL		23

## Q11 My child's school has a way to recognize positive behavior among students.

Answered: 23 Skipped: 0



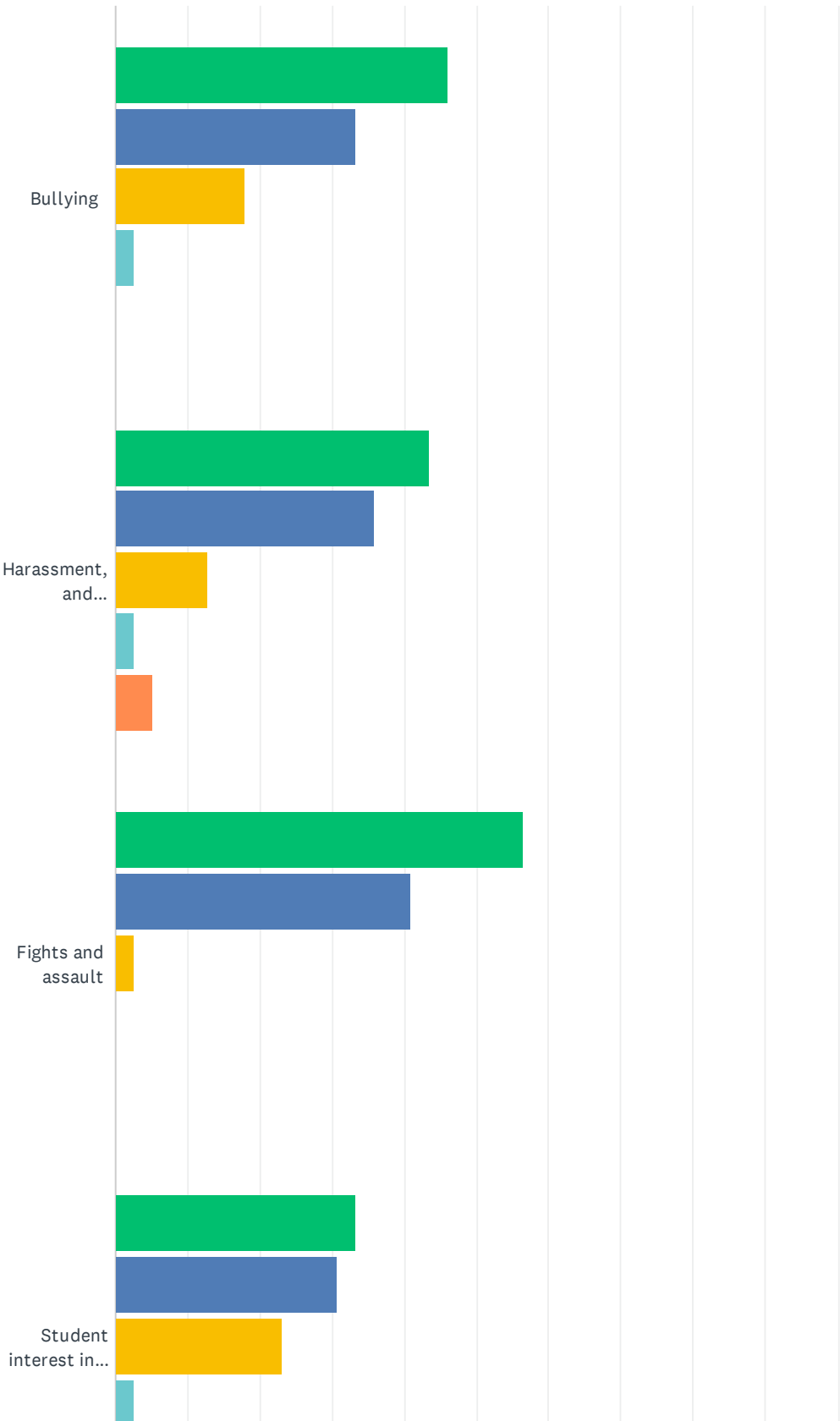
ANSWER CHOICES	RESPONSES	
Strongly agree	21.74%	5
Agree	47.83%	11
Mildly disagree	21.74%	5
Strongly disagree	0.00%	0
I don't know	8.70%	2
TOTAL		23

**Q12 What is something you would like to see improved regarding safety at your school?**

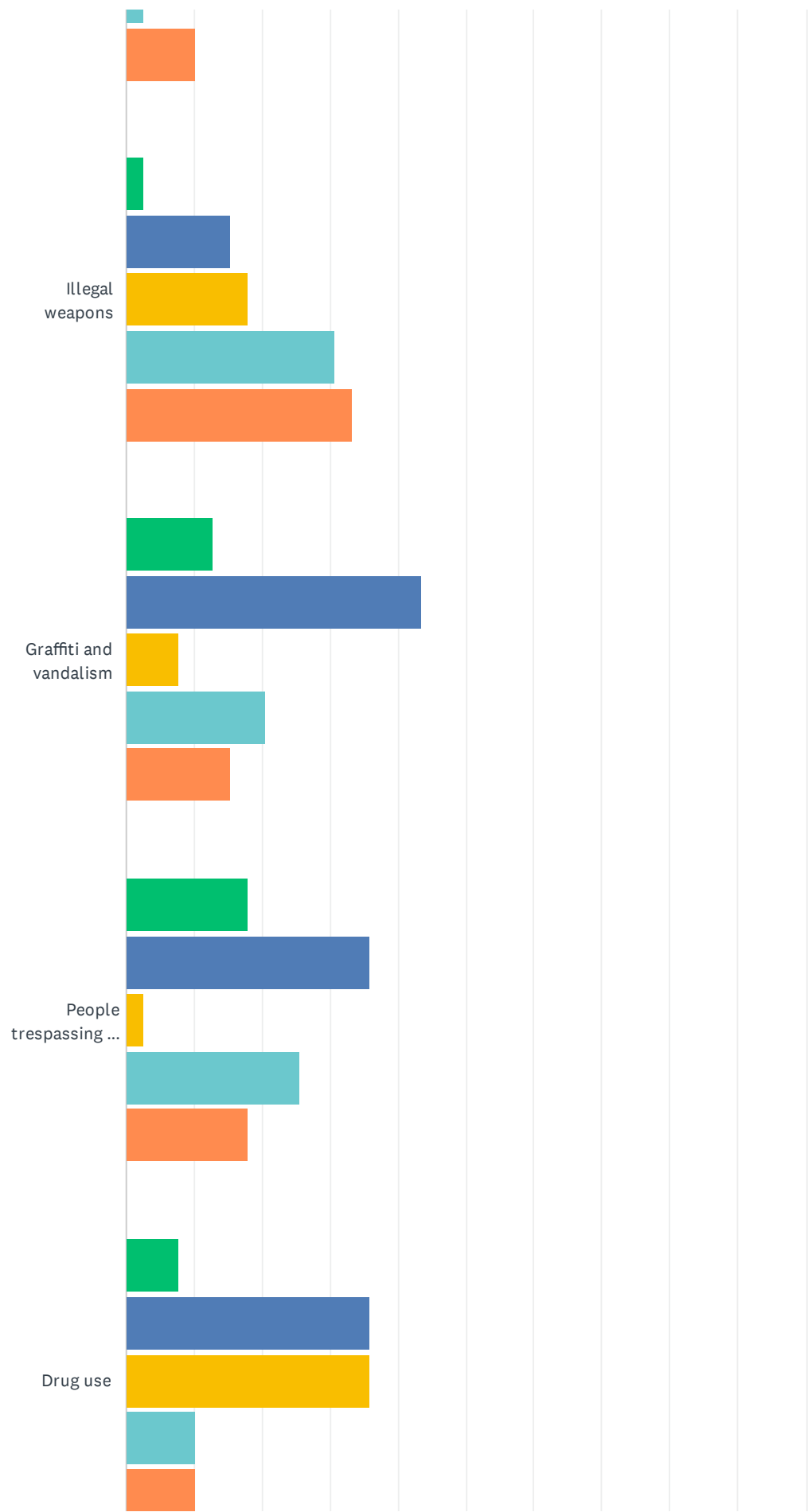
Answered: 16   Skipped: 7

Q1 How much do you find the following to be a problem at your school?

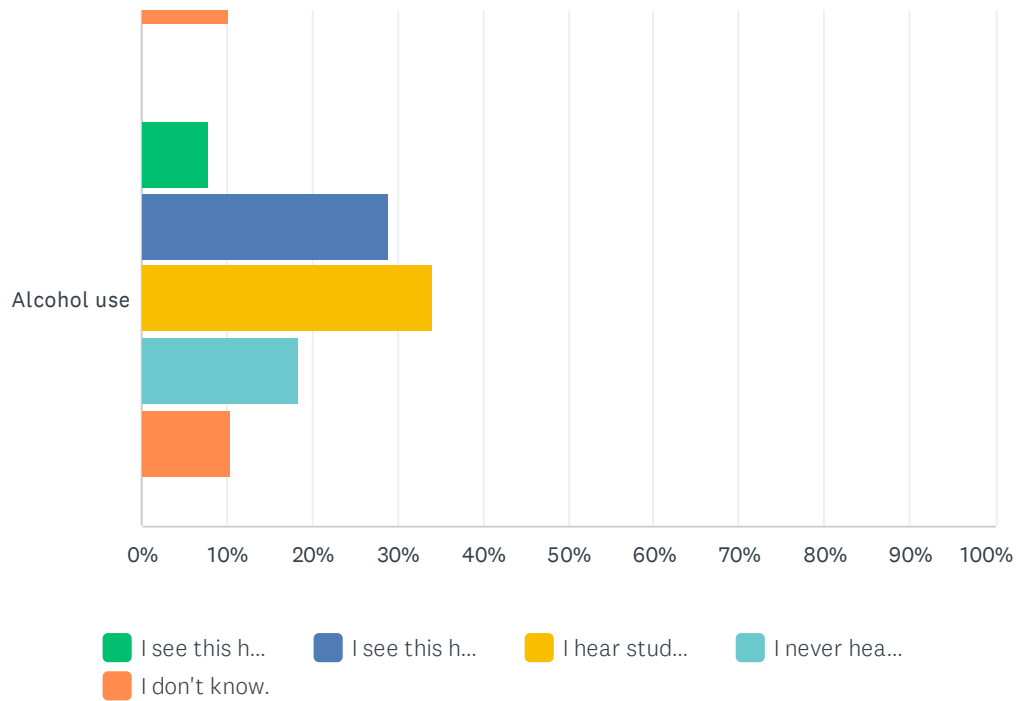
Answered: 39    Skipped: 0



LeyVa Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



LeyVa Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



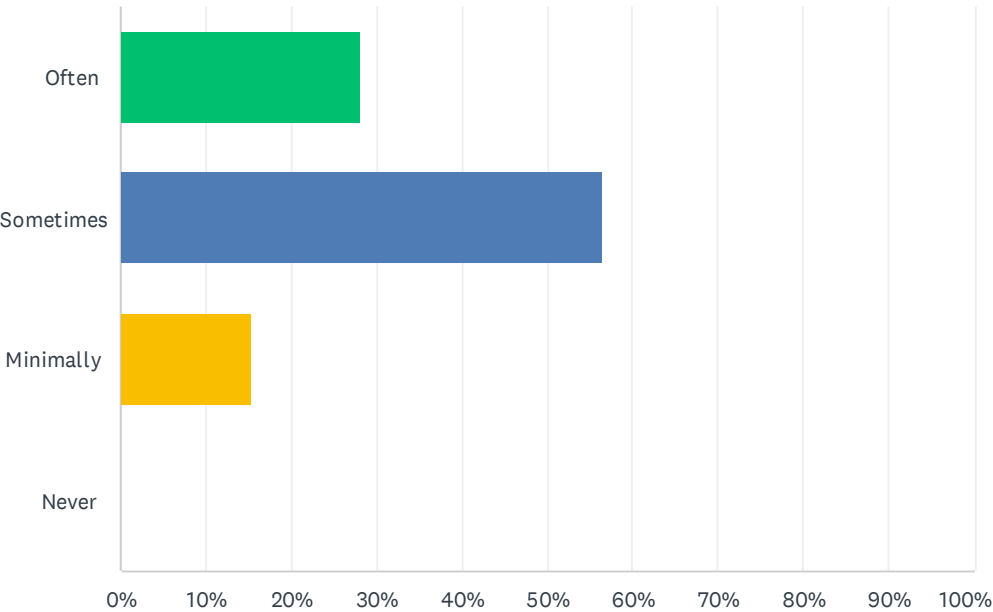
	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Bullying	46.15% 18	33.33% 13	17.95% 7	2.56% 1	0.00% 0	39	1.77
Harassment, and intimidation	43.59% 17	35.90% 14	12.82% 5	2.56% 1	5.13% 2	39	1.90
Fights and assault	56.41% 22	41.03% 16	2.56% 1	0.00% 0	0.00% 0	39	1.46
Student interest in gangs	33.33% 13	30.77% 12	23.08% 9	2.56% 1	10.26% 4	39	2.26
Illegal weapons	2.56% 1	15.38% 6	17.95% 7	30.77% 12	33.33% 13	39	3.77
Graffiti and vandalism	12.82% 5	43.59% 17	7.69% 3	20.51% 8	15.38% 6	39	2.82
People trespassing on campus	17.95% 7	35.90% 14	2.56% 1	25.64% 10	17.95% 7	39	2.90
Drug use	7.69% 3	35.90% 14	35.90% 14	10.26% 4	10.26% 4	39	2.79
Alcohol use	7.89% 3	28.95% 11	34.21% 13	18.42% 7	10.53% 4	38	2.95



Q2 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

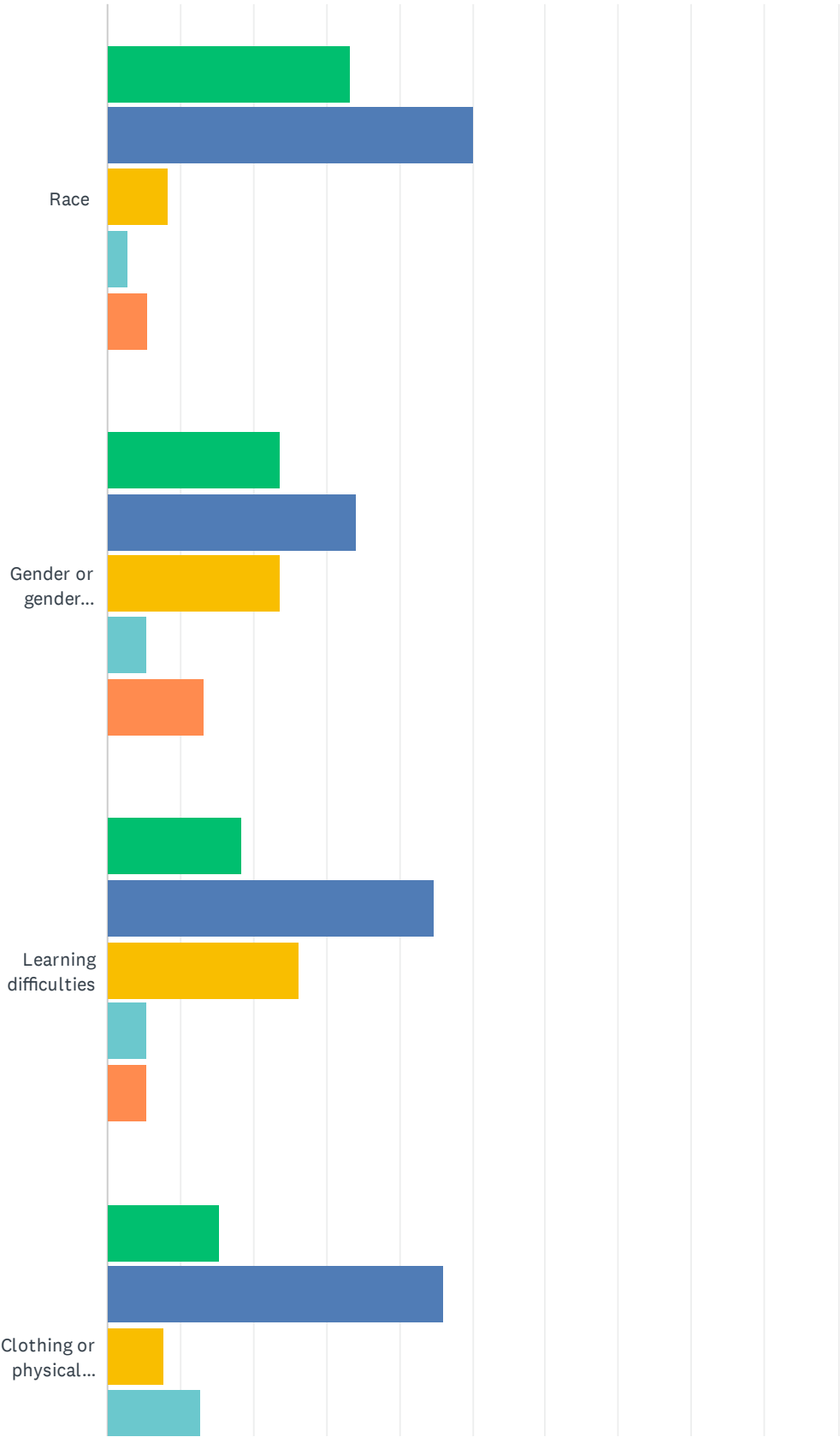
Answered: 39    Skipped: 0



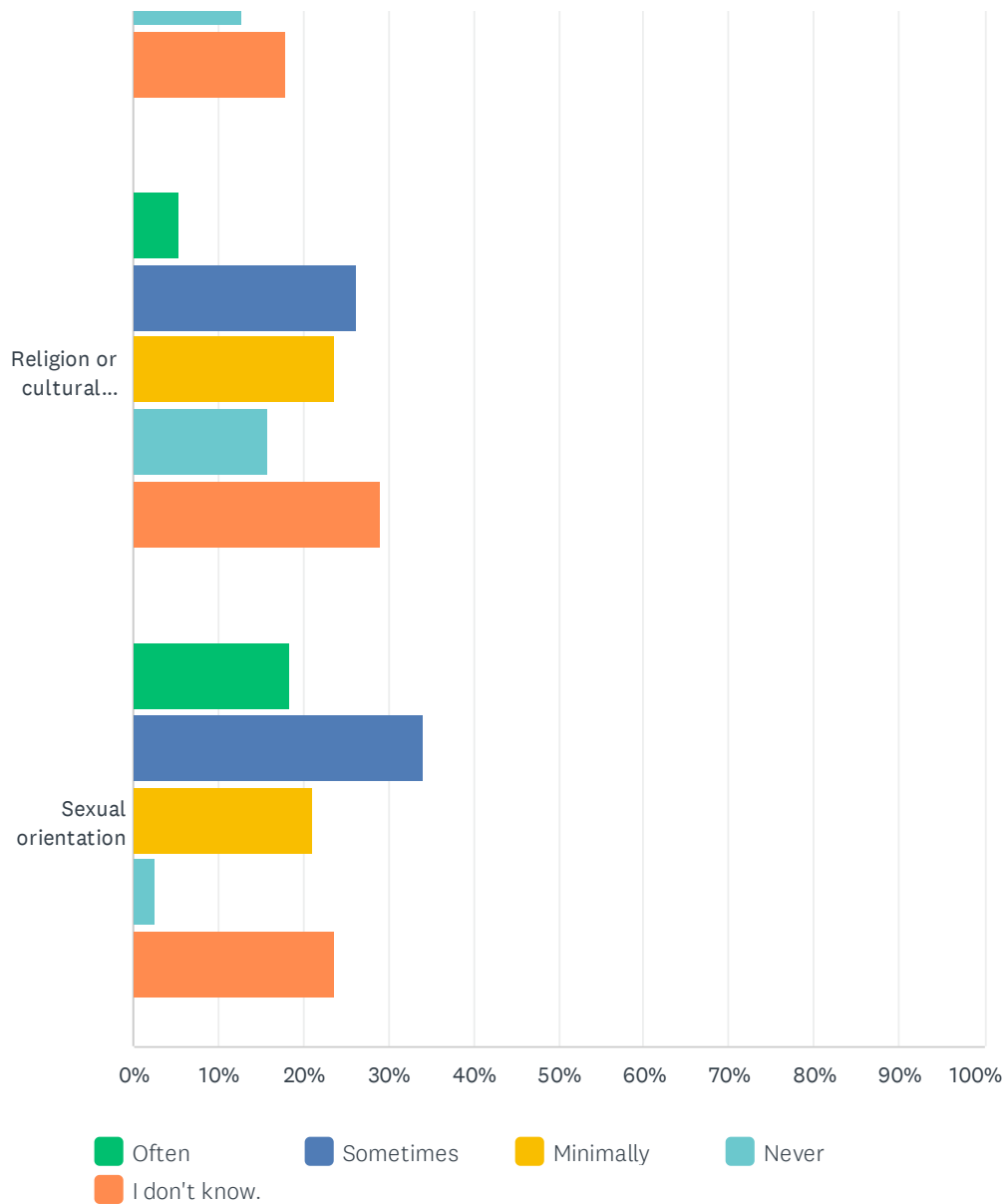
ANSWER CHOICES	RESPONSES	
Often	28.21%	11
Sometimes	56.41%	22
Minimally	15.38%	6
Never	0.00%	0
TOTAL		39

Q3 Students at this school get put down because of their...

Answered: 39    Skipped: 0



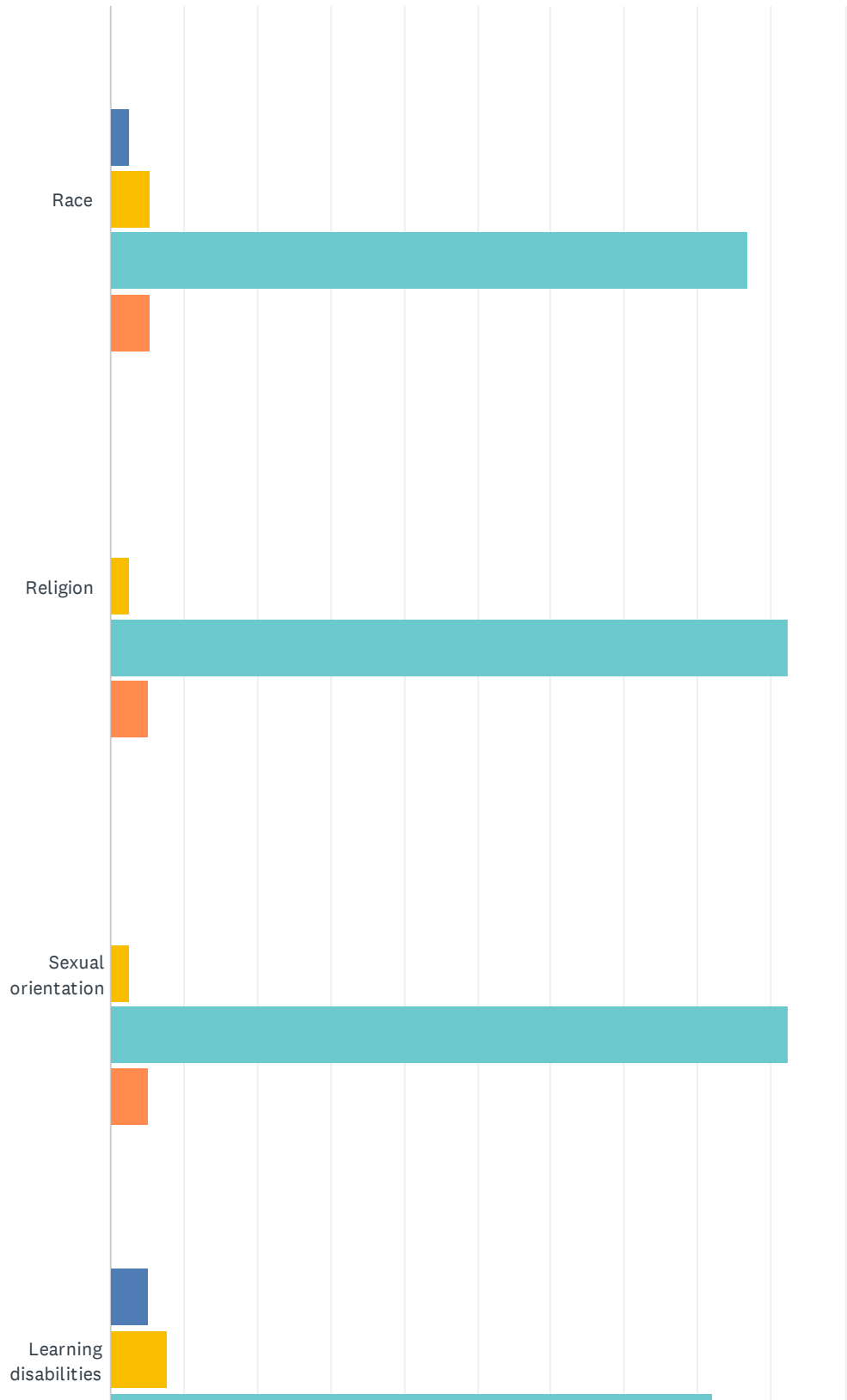
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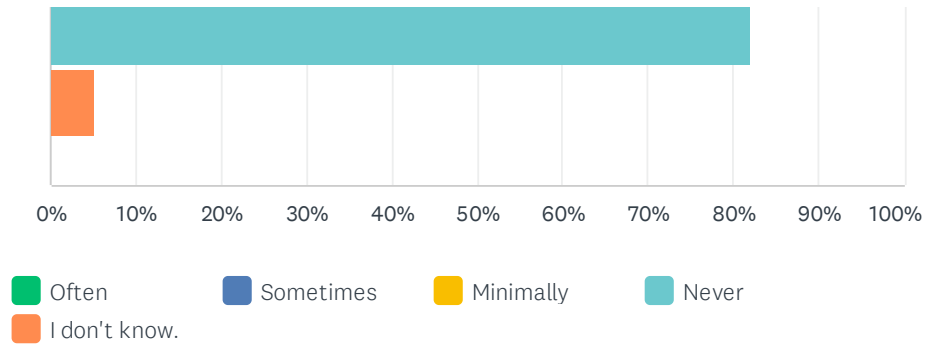
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	33.33% 12	50.00% 18	8.33% 3	2.78% 1	5.56% 2	36	1.97
Gender or gender identification	23.68% 9	34.21% 13	23.68% 9	5.26% 2	13.16% 5	38	2.50
Learning difficulties	18.42% 7	44.74% 17	26.32% 10	5.26% 2	5.26% 2	38	2.34
Clothing or physical appearance	15.38% 6	46.15% 18	7.69% 3	12.82% 5	17.95% 7	39	2.72
Religion or cultural practices	5.26% 2	26.32% 10	23.68% 9	15.79% 6	28.95% 11	38	3.37
Sexual orientation	18.42% 7	34.21% 13	21.05% 8	2.63% 1	23.68% 9	38	2.79

Q4 How often do you hear ADULTS at school make fun of differences such as...

Answered: 39    Skipped: 0



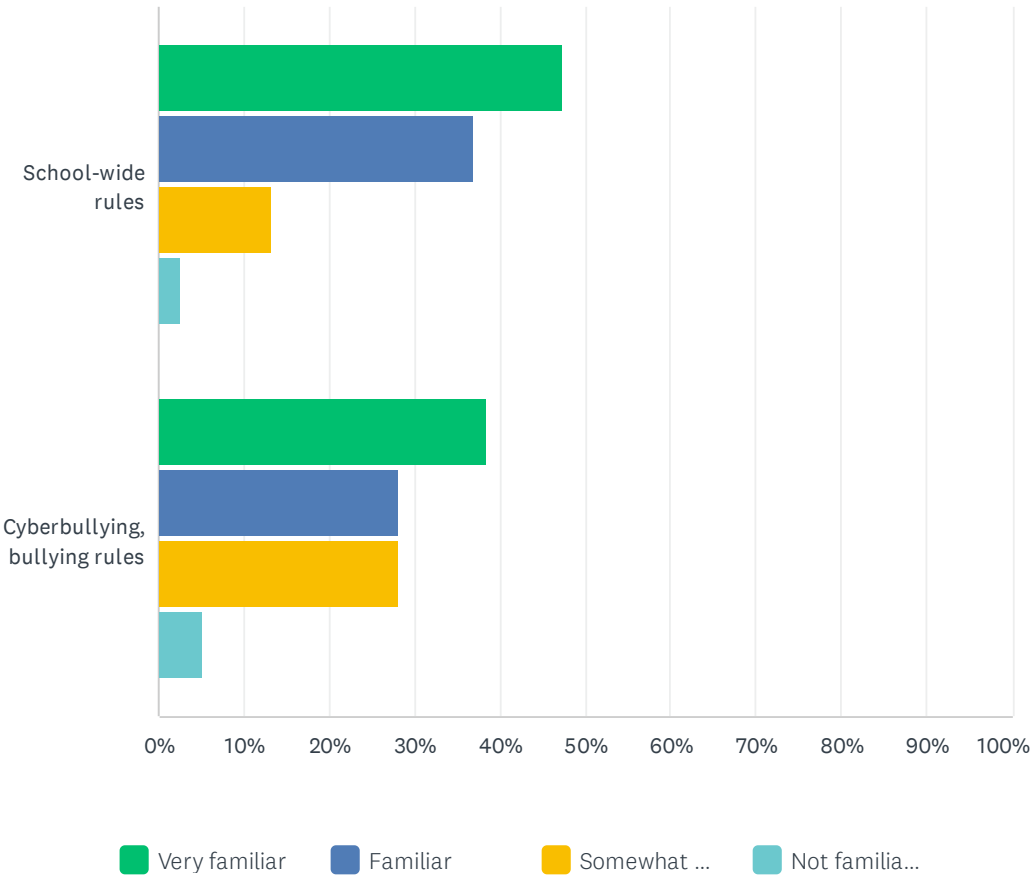
LeyVa Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	2.63% 1	5.26% 2	86.84% 33	5.26% 2	38	3.95
Religion	0.00% 0	0.00% 0	2.56% 1	92.31% 36	5.13% 2	39	4.03
Sexual orientation	0.00% 0	0.00% 0	2.56% 1	92.31% 36	5.13% 2	39	4.03
Learning disabilities	0.00% 0	5.13% 2	7.69% 3	82.05% 32	5.13% 2	39	3.87

Q5 How familiar are you with the following?

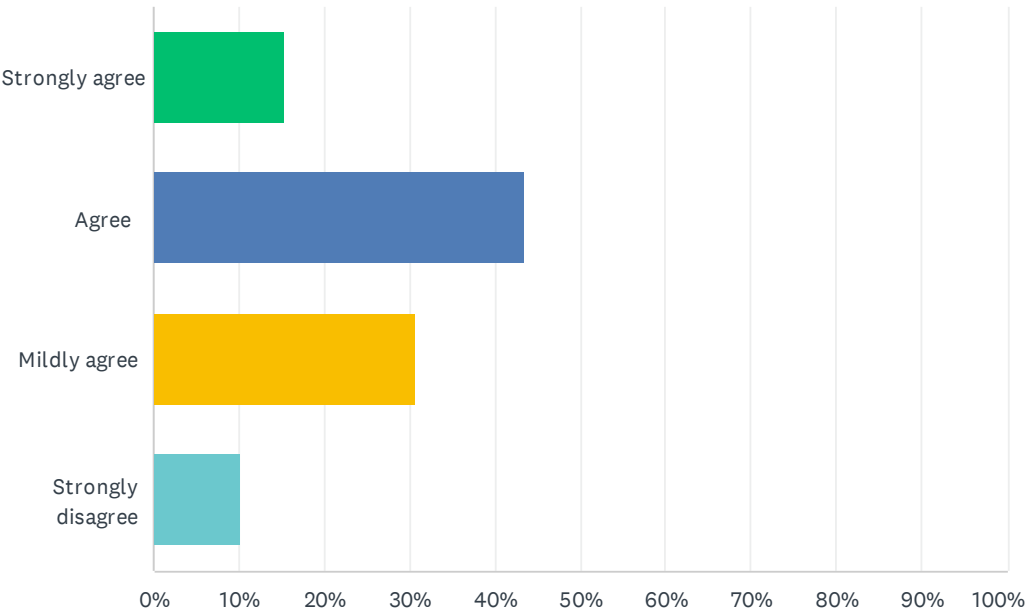
Answered: 39    Skipped: 0



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
School-wide rules	47.37% 18	36.84% 14	13.16% 5	2.63% 1	38	1.71
Cyberbullying, bullying rules	38.46% 15	28.21% 11	28.21% 11	5.13% 2	39	2.00

Q6 Staff enforces school rules fairly and appropriately?

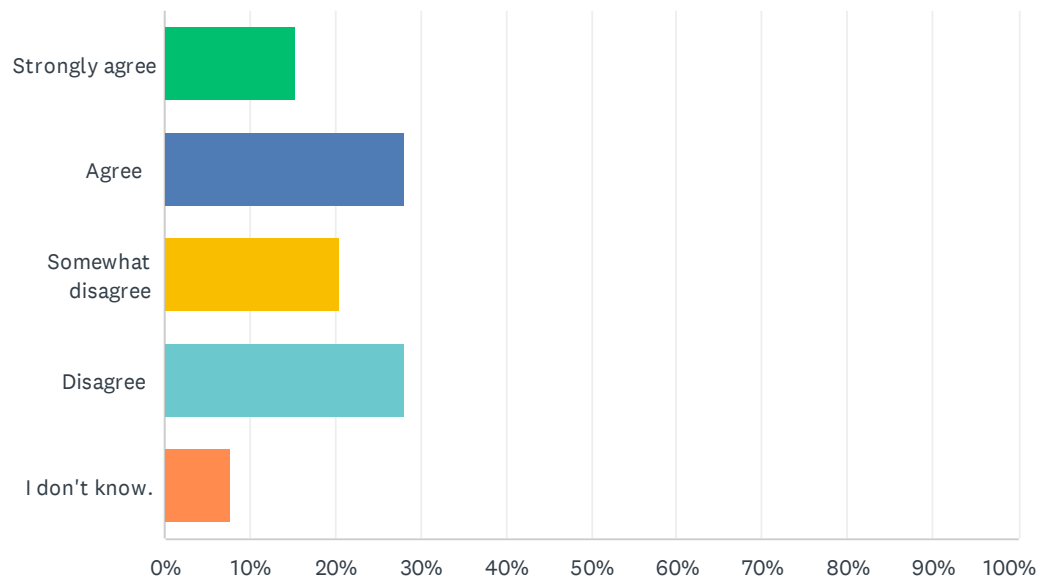
Answered: 39    Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	15.38%	6
Agree	43.59%	17
Mildly agree	30.77%	12
Strongly disagree	10.26%	4
TOTAL		39

Q7 I think that suspensions and expulsions are assigned to students when necessary.

Answered: 39   Skipped: 0

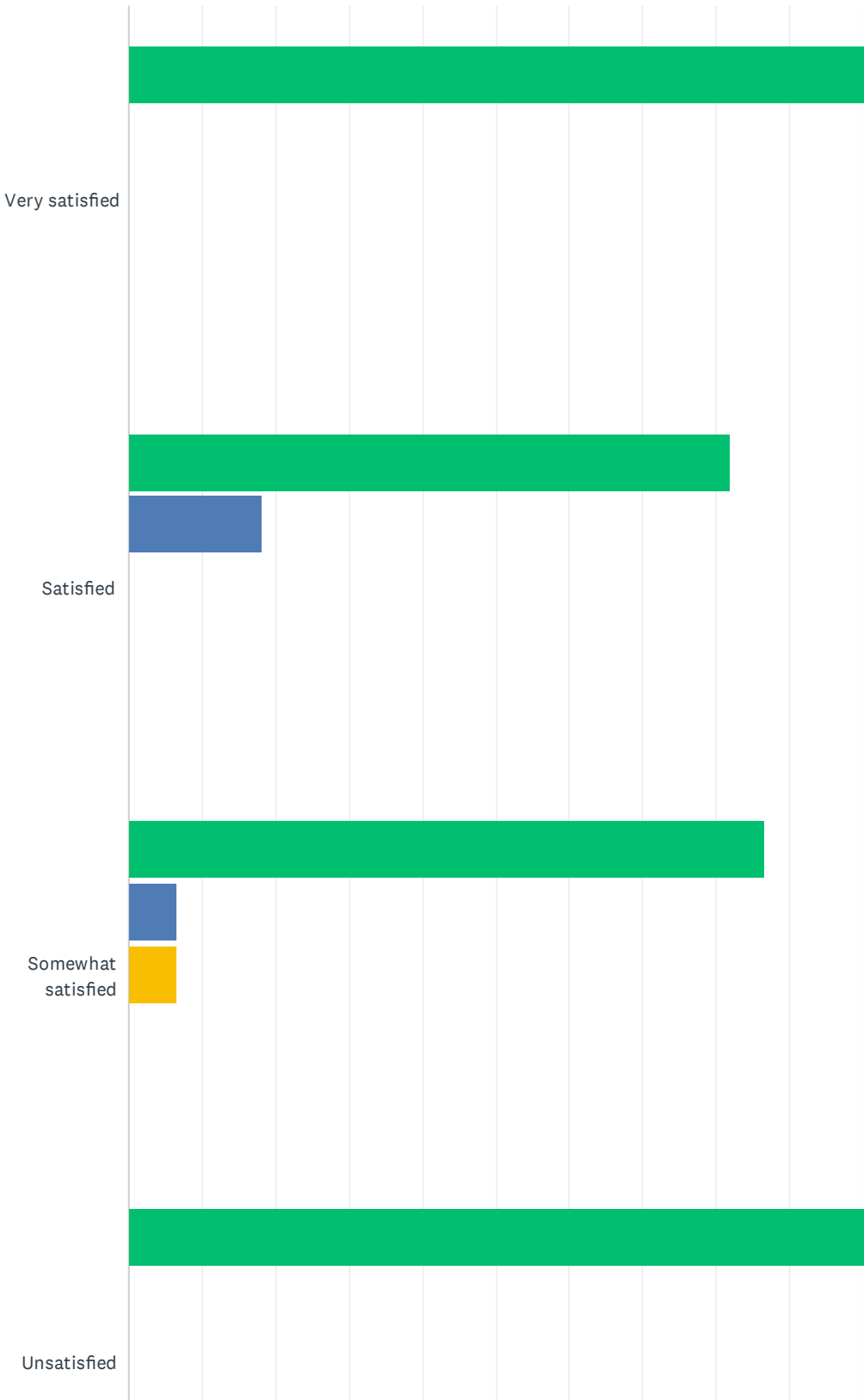


ANSWER CHOICES	RESPONSES	
Strongly agree	15.38%	6
Agree	28.21%	11
Somewhat disagree	20.51%	8
Disagree	28.21%	11
I don't know.	7.69%	3
TOTAL		39

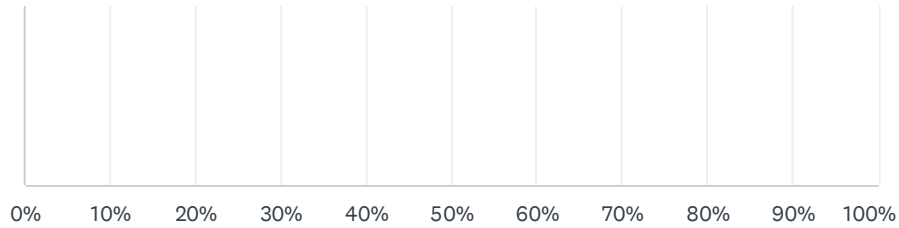


Q8 How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?

Answered: 39 Skipped: 0



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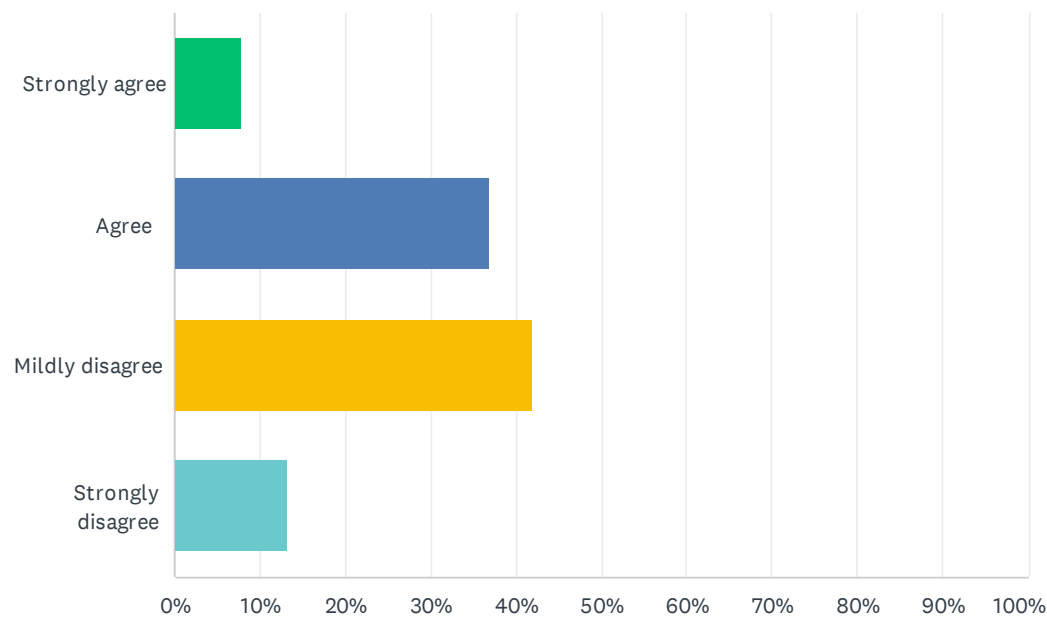


 (no label)
  (no label)
  (no label)
  (no label)

	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	TOTAL	WEIGHTED AVERAGE
Very satisfied	100.00% 5	0.00% 0	0.00% 0	0.00% 0	0.00% 0	5	1.00
Satisfied	81.82% 9	18.18% 2	0.00% 0	0.00% 0	0.00% 0	11	0.82
Somewhat satisfied	86.67% 13	6.67% 1	6.67% 1	0.00% 0	0.00% 0	15	0.87
Unsatisfied	100.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8	1.00

Q9 The school provides adequate training for staff on school policies and procedures?

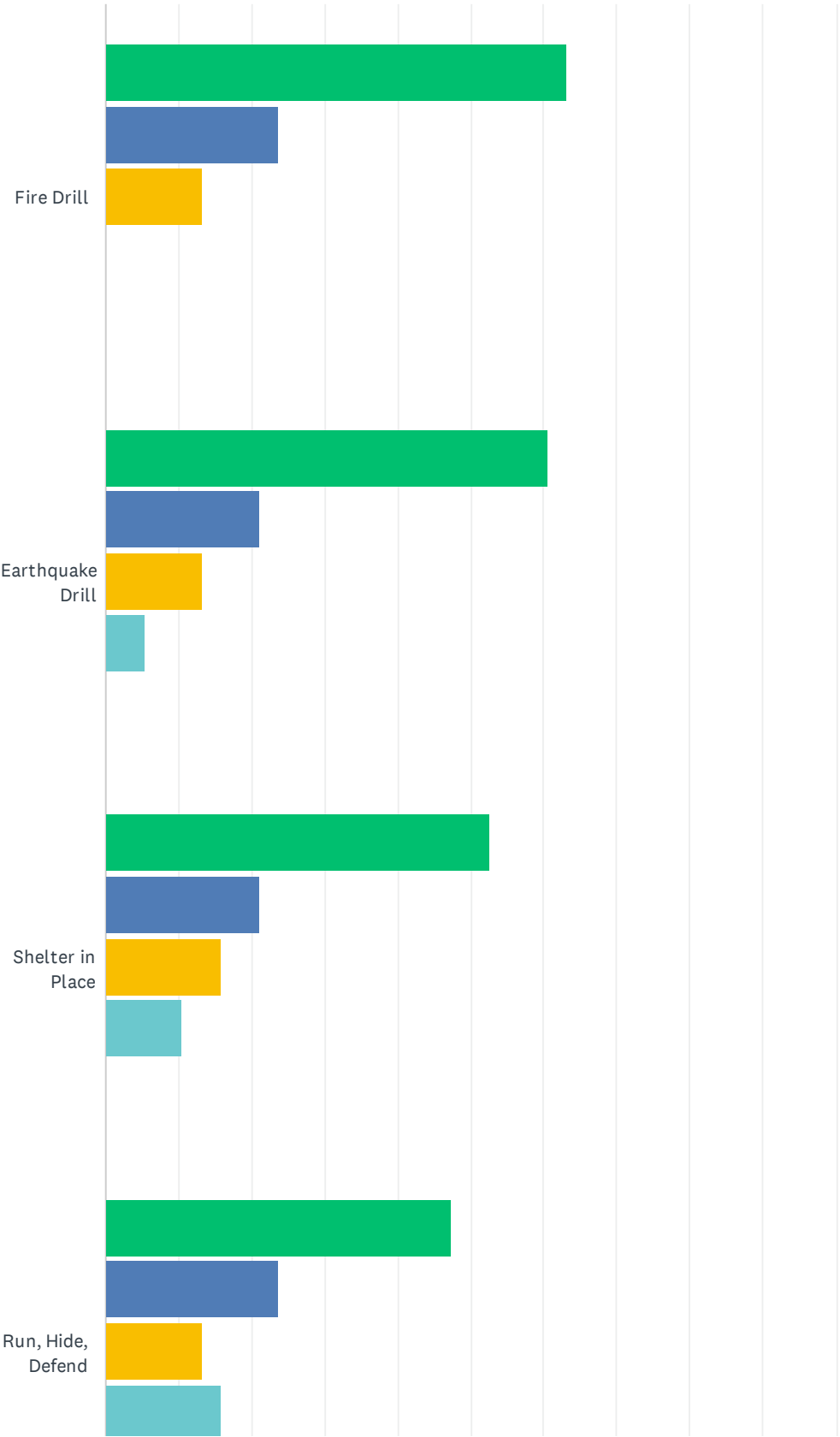
Answered: 38    Skipped: 1



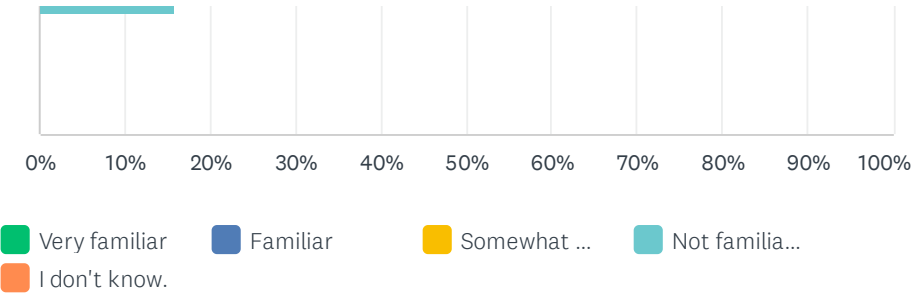
ANSWER CHOICES	RESPONSES	
Strongly agree	7.89%	3
Agree	36.84%	14
Mildly disagree	42.11%	16
Strongly disagree	13.16%	5
TOTAL		38

Q10 How well do you understand your schools Emergency procedures?

Answered: 38    Skipped: 1



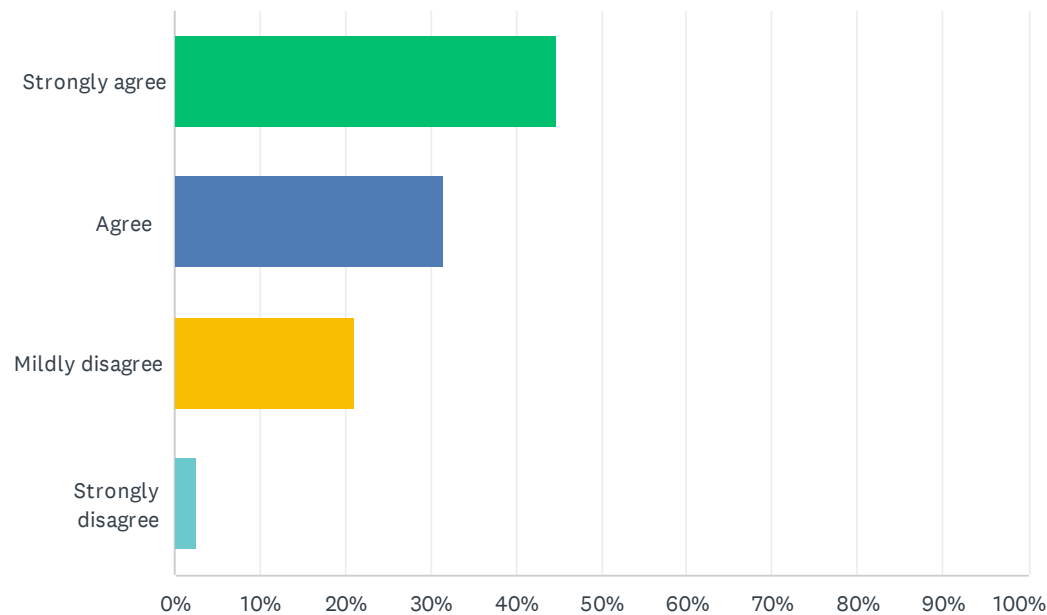
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	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW.	TOTAL
Fire Drill	63.16% 24	23.68% 9	13.16% 5	0.00% 0	0.00% 0	38
Earthquake Drill	60.53% 23	21.05% 8	13.16% 5	5.26% 2	0.00% 0	38
Shelter in Place	52.63% 20	21.05% 8	15.79% 6	10.53% 4	0.00% 0	38
Run, Hide, Defend	47.37% 18	23.68% 9	13.16% 5	15.79% 6	0.00% 0	38

Q11 Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.

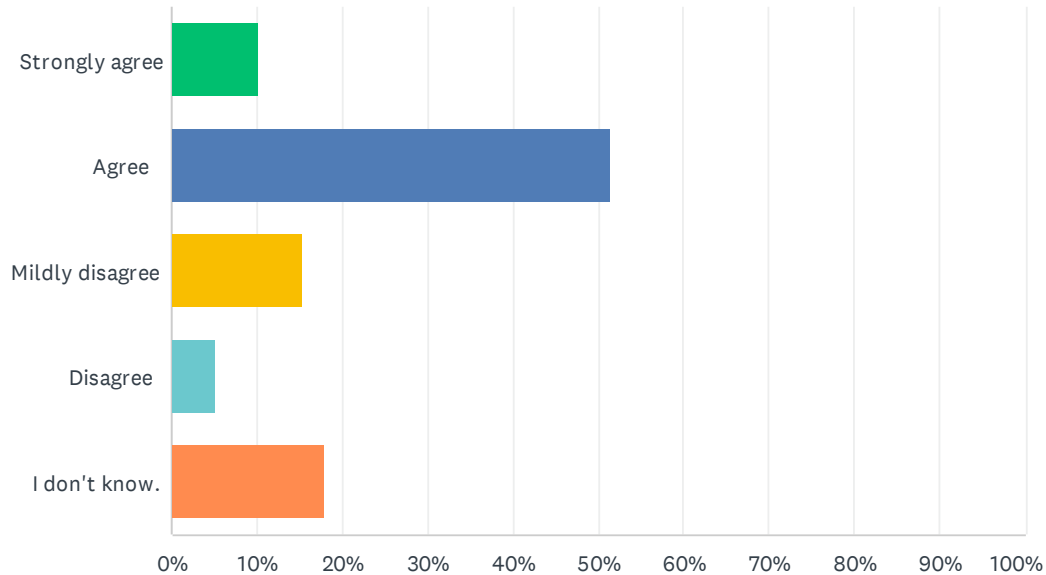
Answered: 38 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	44.74%	17
Agree	31.58%	12
Mildly disagree	21.05%	8
Strongly disagree	2.63%	1
TOTAL		38

## Q12 The school has adequate resources to help students in an emergency or crisis.

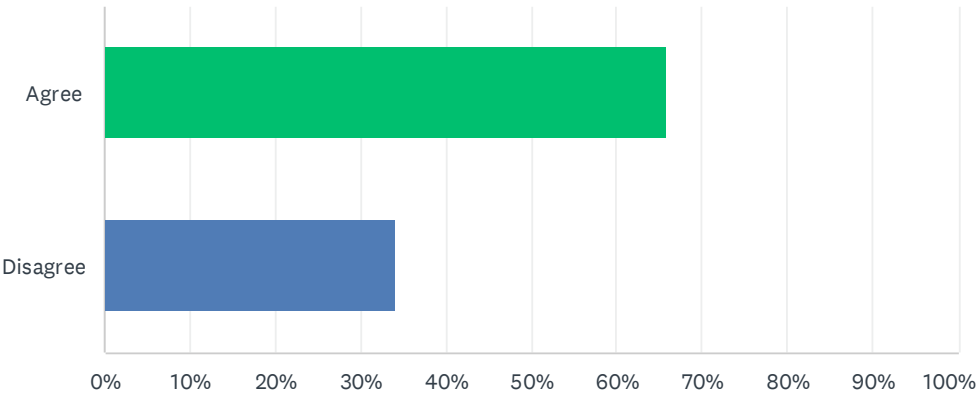
Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	10.26%	4
Agree	51.28%	20
Mildly disagree	15.38%	6
Disagree	5.13%	2
I don't know.	17.95%	7
TOTAL		39

Q13 I am aware of the district's Wellness Connections webpage for staff and students.

Answered: 38 Skipped: 1

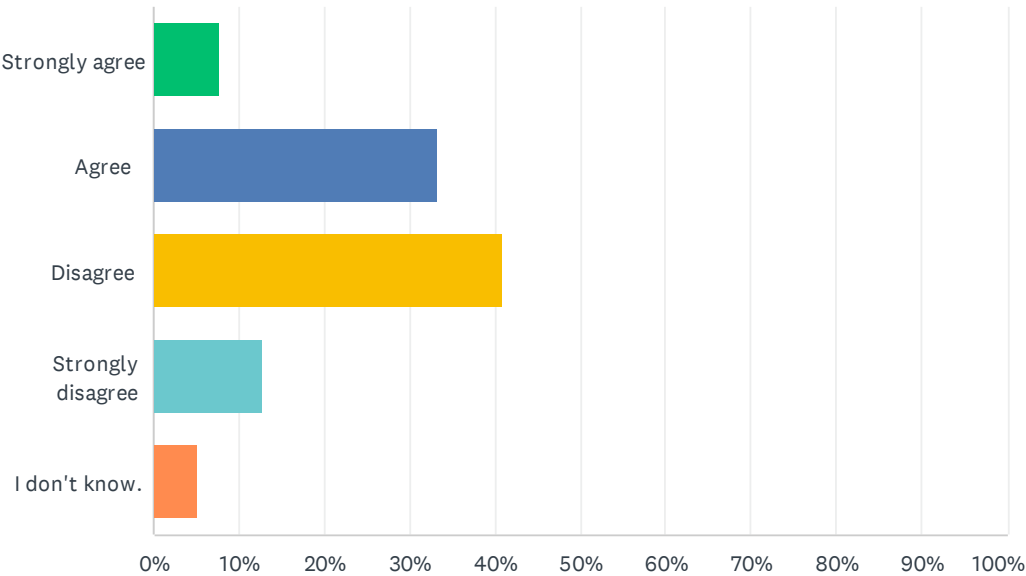


ANSWER CHOICES	RESPONSES	
Agree	65.79%	25
Disagree	34.21%	13
TOTAL		38



Q14 The facilities and grounds are well maintained at my school.

Answered: 39    Skipped: 0



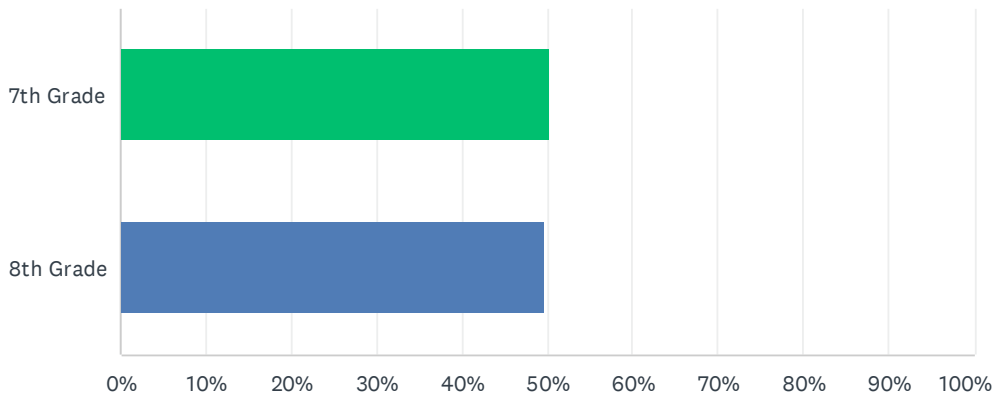
ANSWER CHOICES	RESPONSES	
Strongly agree	7.69%	3
Agree	33.33%	13
Disagree	41.03%	16
Strongly disagree	12.82%	5
I don't know.	5.13%	2
TOTAL		39

## Q15 What is something you would like to see improved regarding safety at your school?

Answered: 28   Skipped: 11

Q1 What is your current grade?

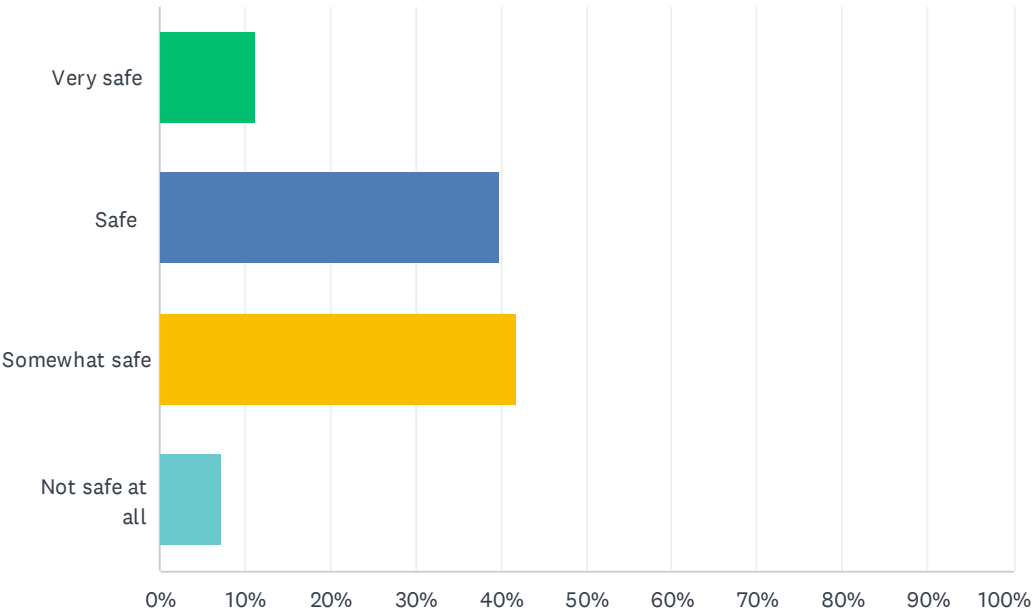
Answered: 418    Skipped: 0



ANSWER CHOICES		RESPONSES	
7th Grade		50.24%	210
8th Grade		49.76%	208
TOTAL			418

Q2 How safe do you feel at school?

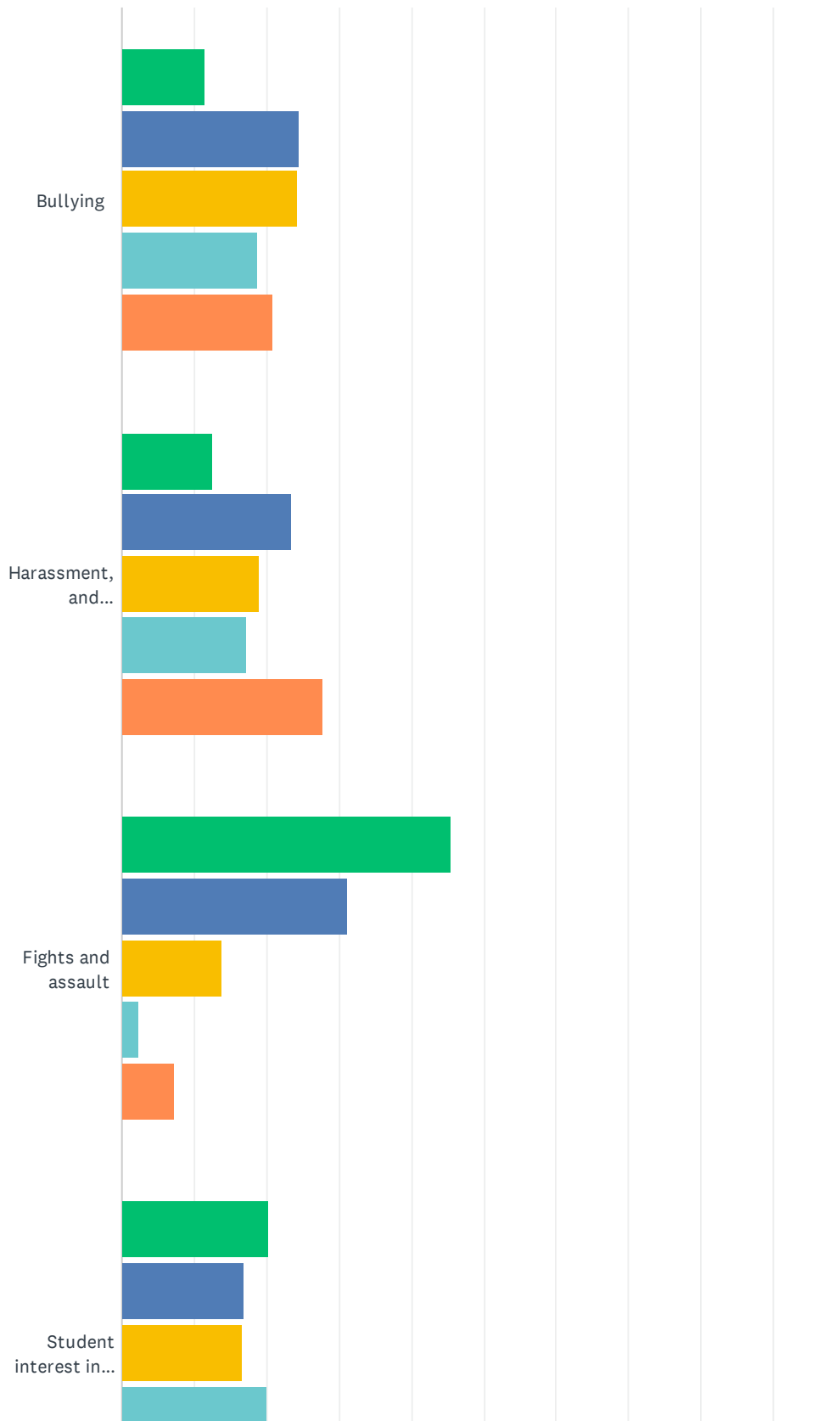
Answered: 417    Skipped: 1



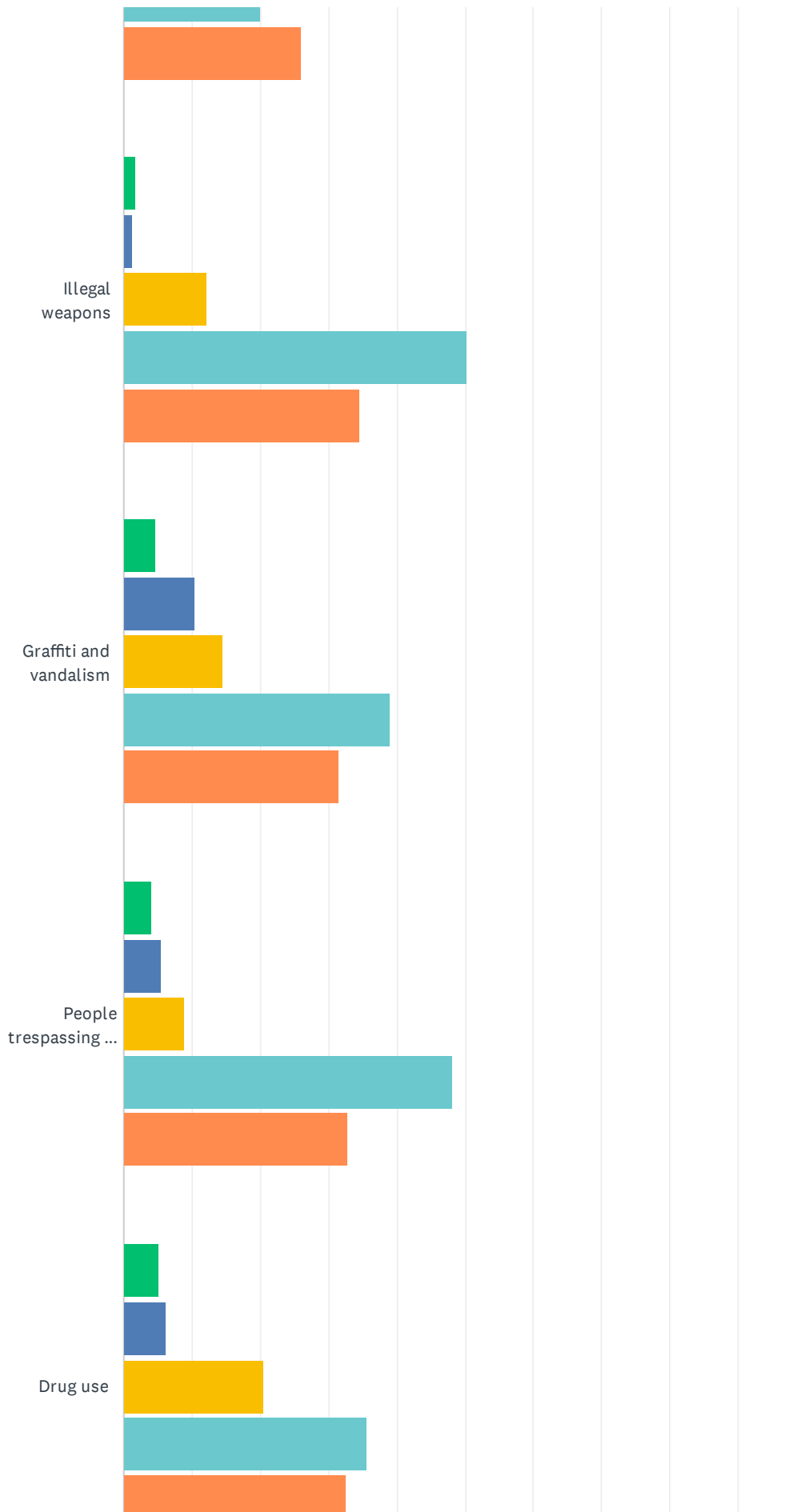
ANSWER CHOICES	RESPONSES	
Very safe	11.27%	47
Safe	39.81%	166
Somewhat safe	41.73%	174
Not safe at all	7.19%	30
TOTAL		417

### Q3 How much do you find the following to be a problem at your school?

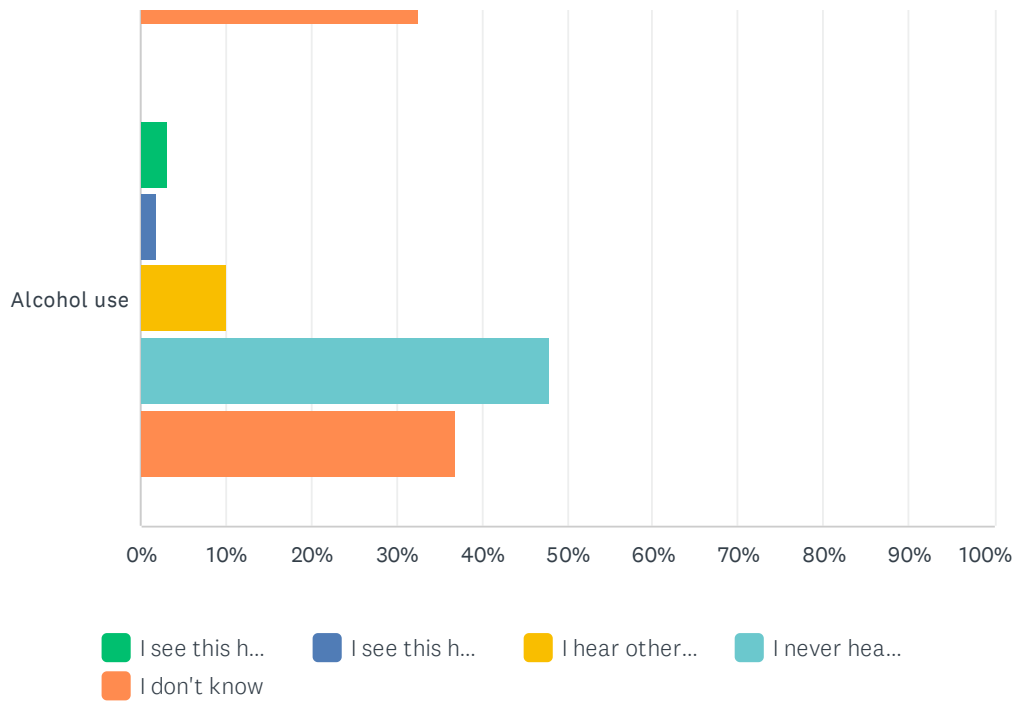
Answered: 418 Skipped: 0



LeyVa Middle School Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



LeyVa Middle School Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

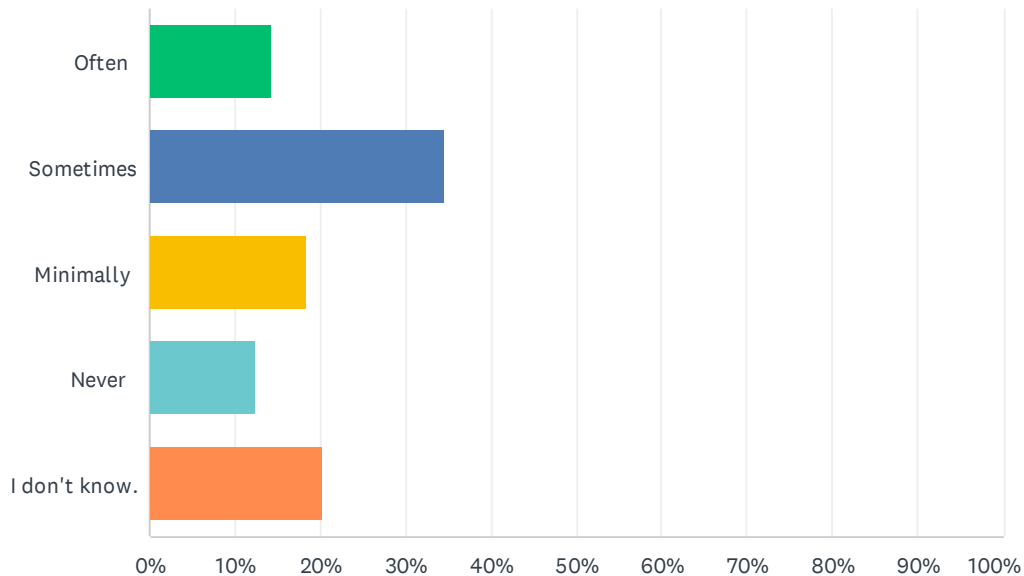


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL
Bullying	11.44% 47	24.57% 101	24.33% 100	18.73% 77	20.92% 86	411
Harassment, and intimidation	12.59% 51	23.46% 95	19.01% 77	17.28% 70	27.65% 112	405
Fights and assault	45.41% 188	31.16% 129	13.77% 57	2.42% 10	7.25% 30	414
Student interest in gangs	20.34% 83	16.91% 69	16.67% 68	20.10% 82	25.98% 106	408
Illegal weapons	1.74% 7	1.24% 5	12.16% 49	50.37% 203	34.49% 139	403
Graffiti and vandalism	4.68% 19	10.34% 42	14.53% 59	38.92% 158	31.53% 128	406
People trespassing on campus	4.15% 17	5.61% 23	9.02% 37	48.29% 198	32.93% 135	410
Drug use	5.13% 21	6.11% 25	20.54% 84	35.70% 146	32.52% 133	409
Alcohol use	3.17% 13	1.95% 8	10.00% 41	48.05% 197	36.83% 151	410

## Q4 How often do you hear or see any act of bullying at your school?

Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

Answered: 418 Skipped: 0

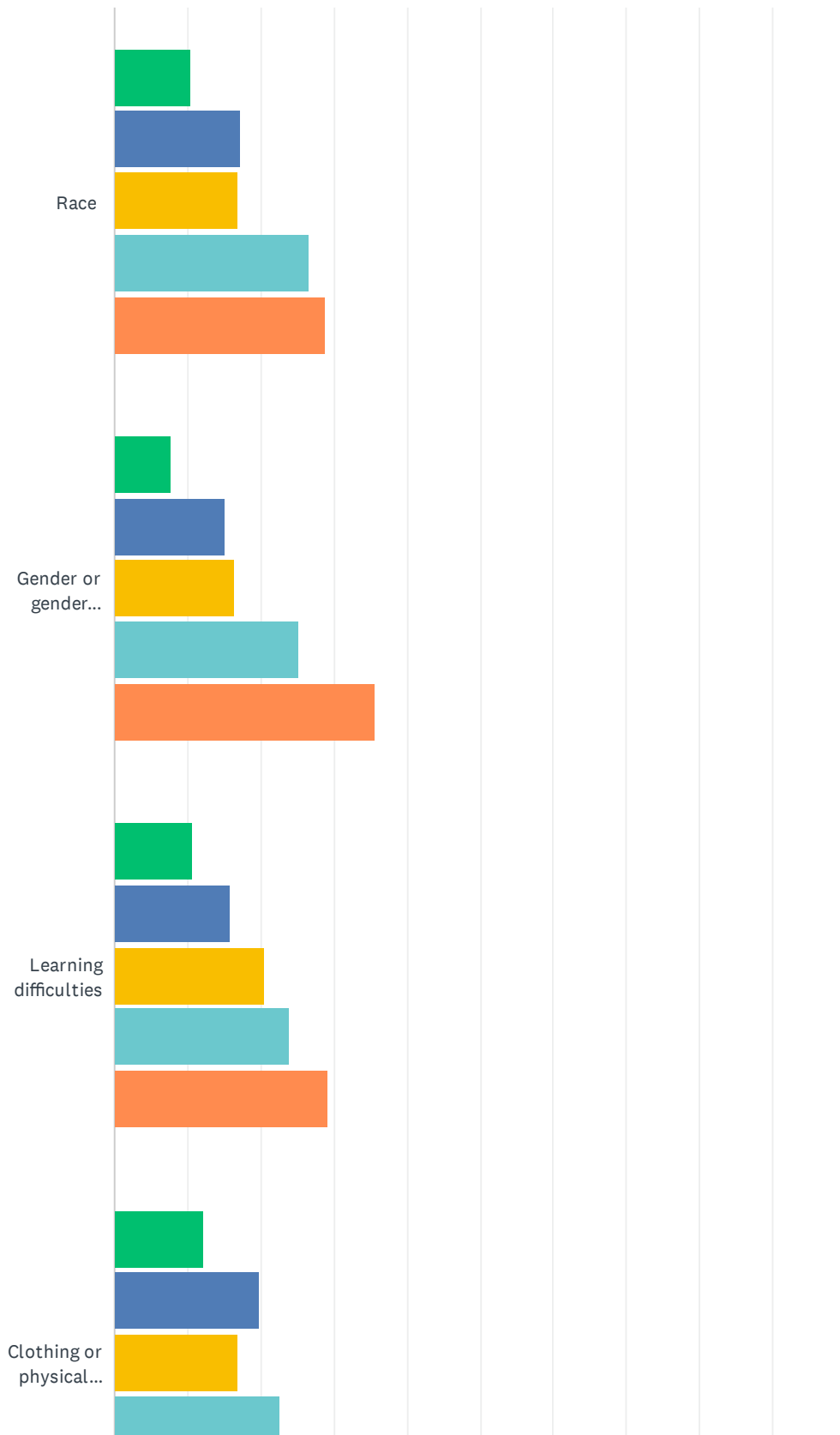


ANSWER CHOICES	RESPONSES	
Often	14.35%	60
Sometimes	34.45%	144
Minimally	18.42%	77
Never	12.44%	52
I don't know.	20.33%	85
TOTAL		418

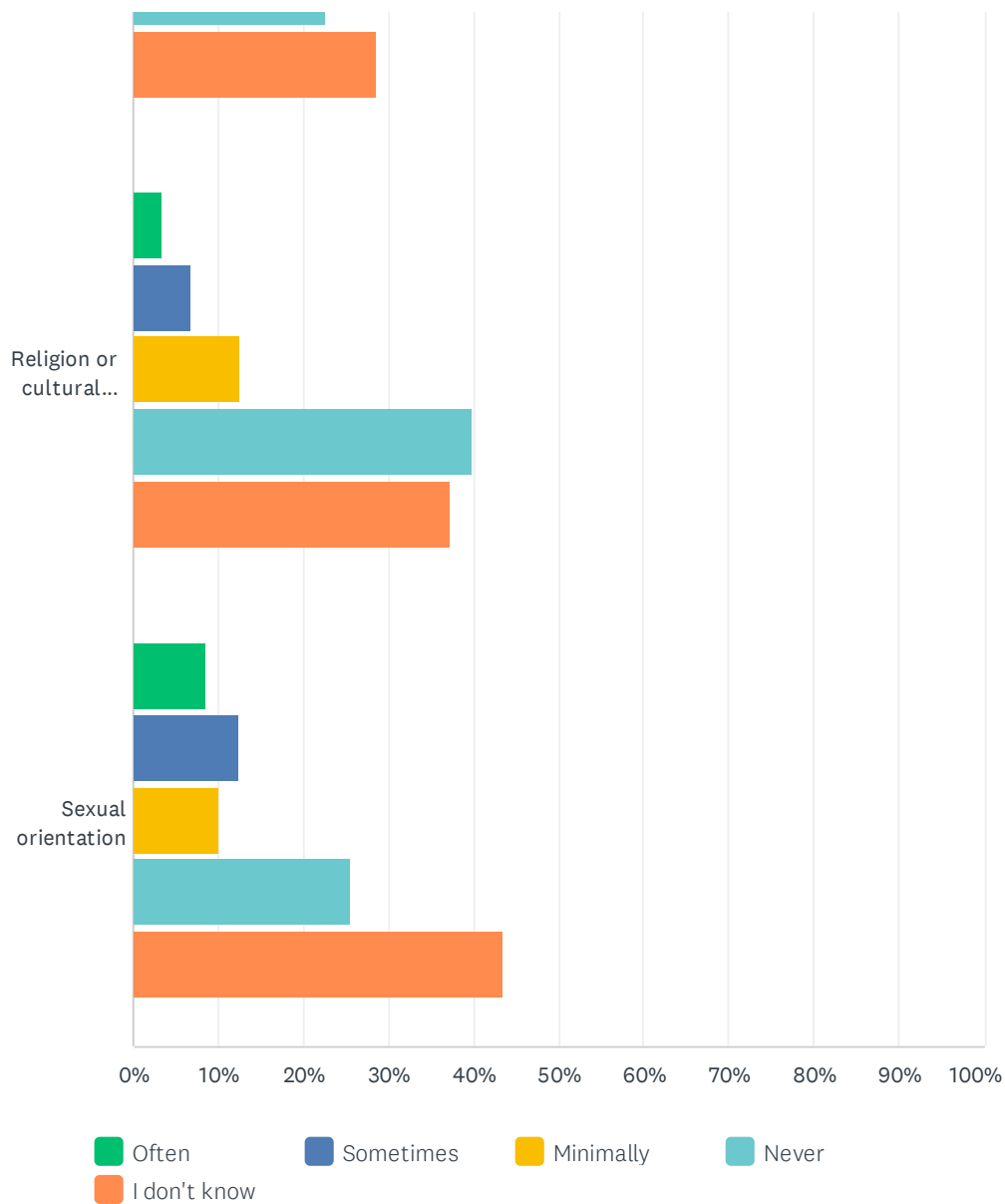


## Q5 Students at this school get put down because of their...

Answered: 416 Skipped: 2



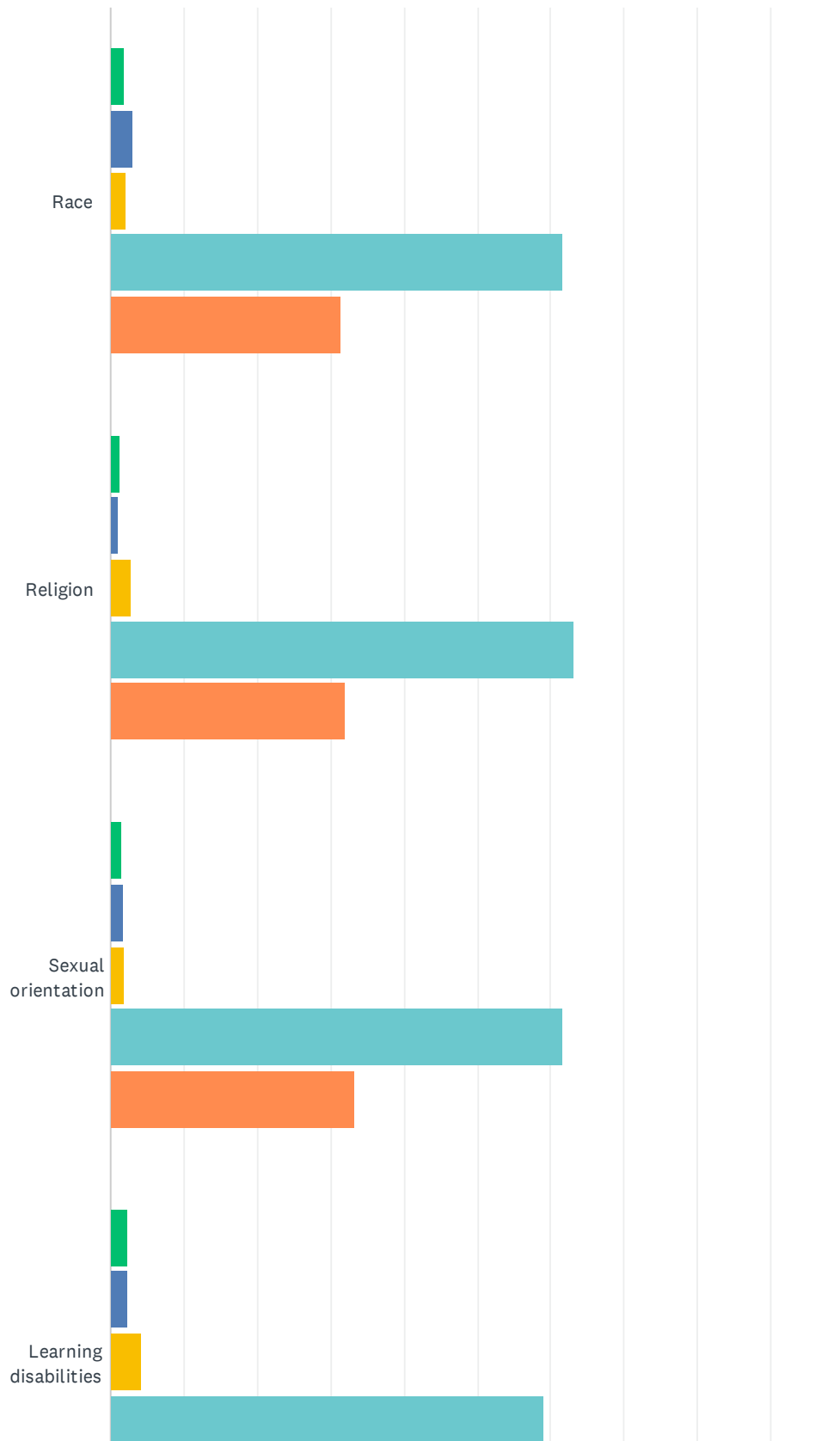
LeyVa Middle School Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024



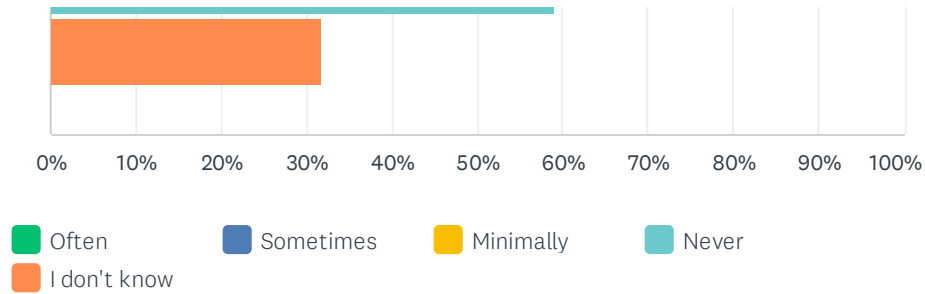
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	10.49% 43	17.32% 71	16.83% 69	26.59% 109	28.78% 118	410	3.46
Gender or gender identification	7.60% 31	15.20% 62	16.42% 67	25.25% 103	35.54% 145	408	3.66
Learning difficulties	10.71% 44	15.82% 65	20.44% 84	23.84% 98	29.20% 120	411	3.45
Clothing or physical appearance	12.20% 50	19.76% 81	16.83% 69	22.68% 93	28.54% 117	410	3.36
Religion or cultural practices	3.43% 14	6.86% 28	12.50% 51	39.95% 163	37.25% 152	408	4.01
Sexual orientation	8.54% 35	12.44% 51	10.00% 41	25.61% 105	43.41% 178	410	3.83

## Q6 ADULTS at school make fun of differences such as...

Answered: 411 Skipped: 7



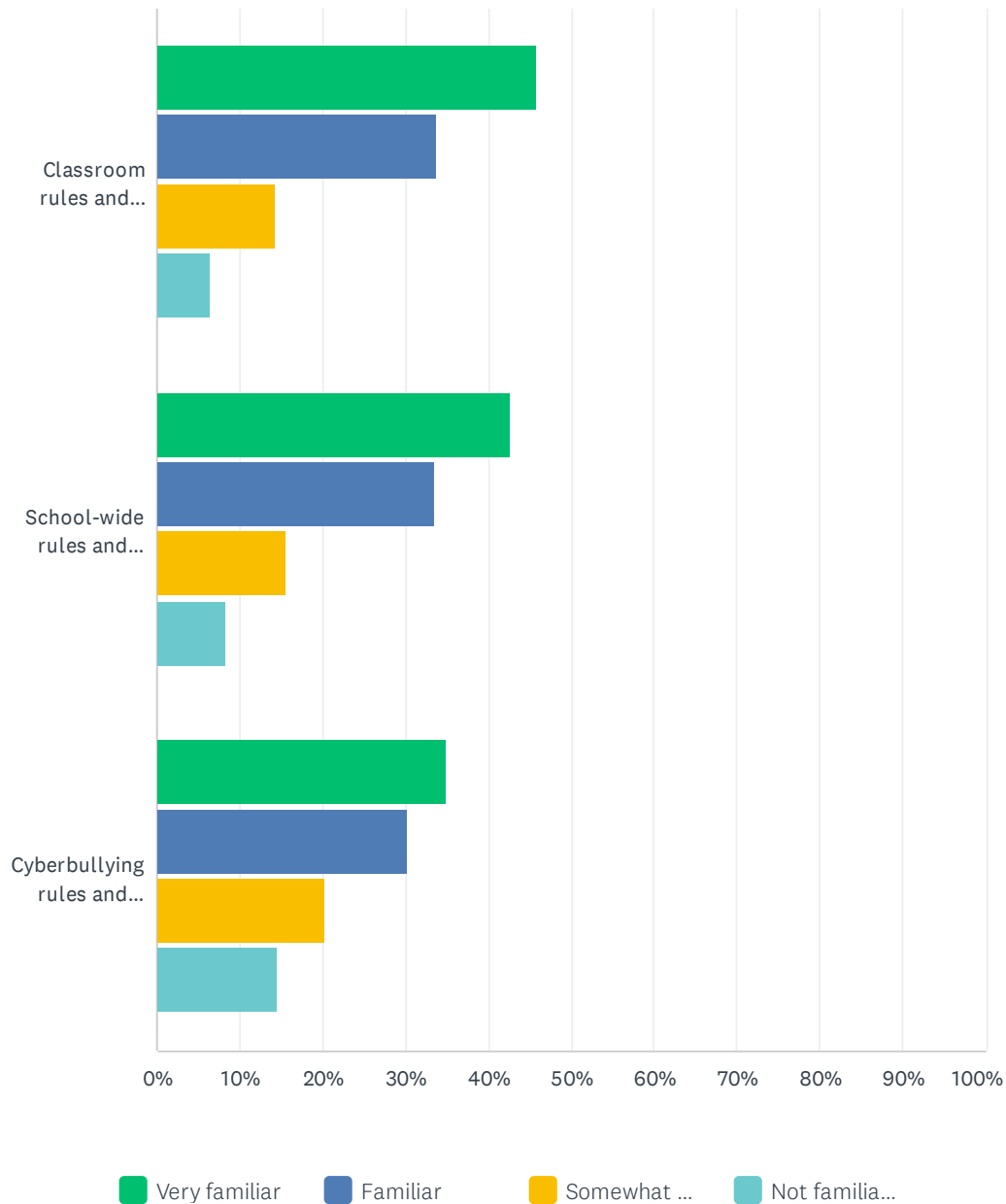
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	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	1.96% 8	2.93% 12	2.20% 9	61.61% 252	31.30% 128	409	4.17
Religion	1.23% 5	0.98% 4	2.70% 11	63.14% 257	31.94% 130	407	4.24
Sexual orientation	1.48% 6	1.72% 7	1.97% 8	61.58% 250	33.25% 135	406	4.23
Learning disabilities	2.45% 10	2.45% 10	4.17% 17	59.07% 241	31.86% 130	408	4.15

## Q7 How familiar are you with the following?

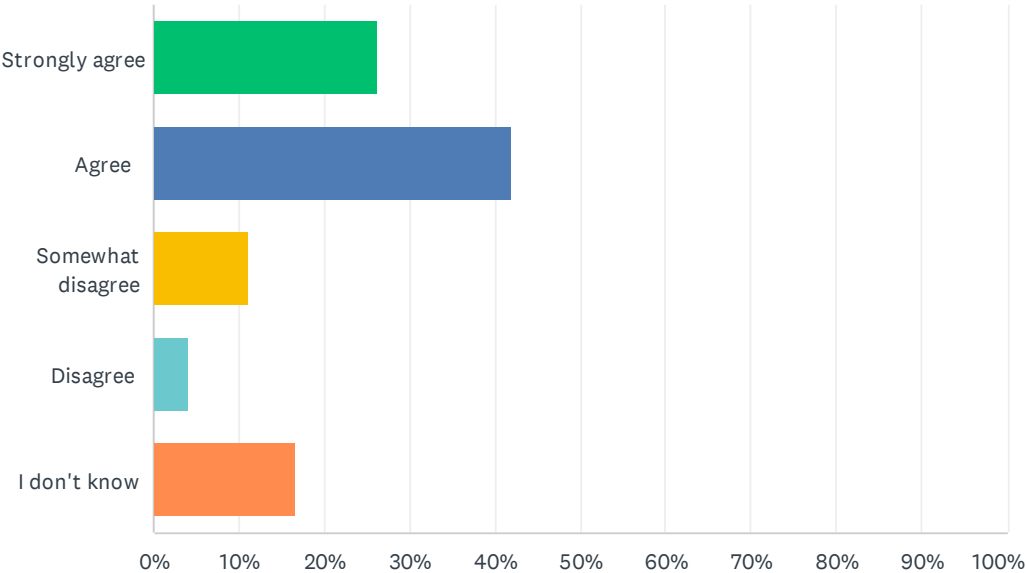
Answered: 416 Skipped: 2



	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	45.76% 189	33.66% 139	14.29% 59	6.30% 26	413	1.81
School-wide rules and consequences when those rules are broken.	42.72% 176	33.50% 138	15.53% 64	8.25% 34	412	1.89
Cyberbullying rules and consequences when those rules are broken.	34.87% 144	30.27% 125	20.34% 84	14.53% 60	413	2.15

Q8 I think that suspensions and expulsions are assigned to students when necessary.

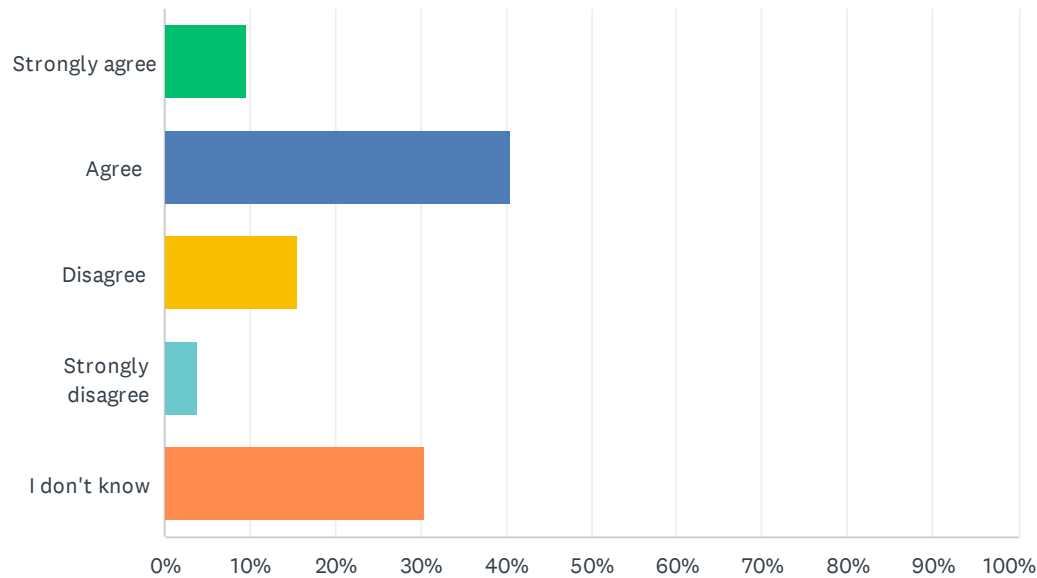
Answered: 415    Skipped: 3



ANSWER CHOICES	RESPONSES	
Strongly agree	26.27%	109
Agree	41.93%	174
Somewhat disagree	11.08%	46
Disagree	4.10%	17
I don't know	16.63%	69
TOTAL		415

Q9 The facilities and grounds are well maintained at my school.

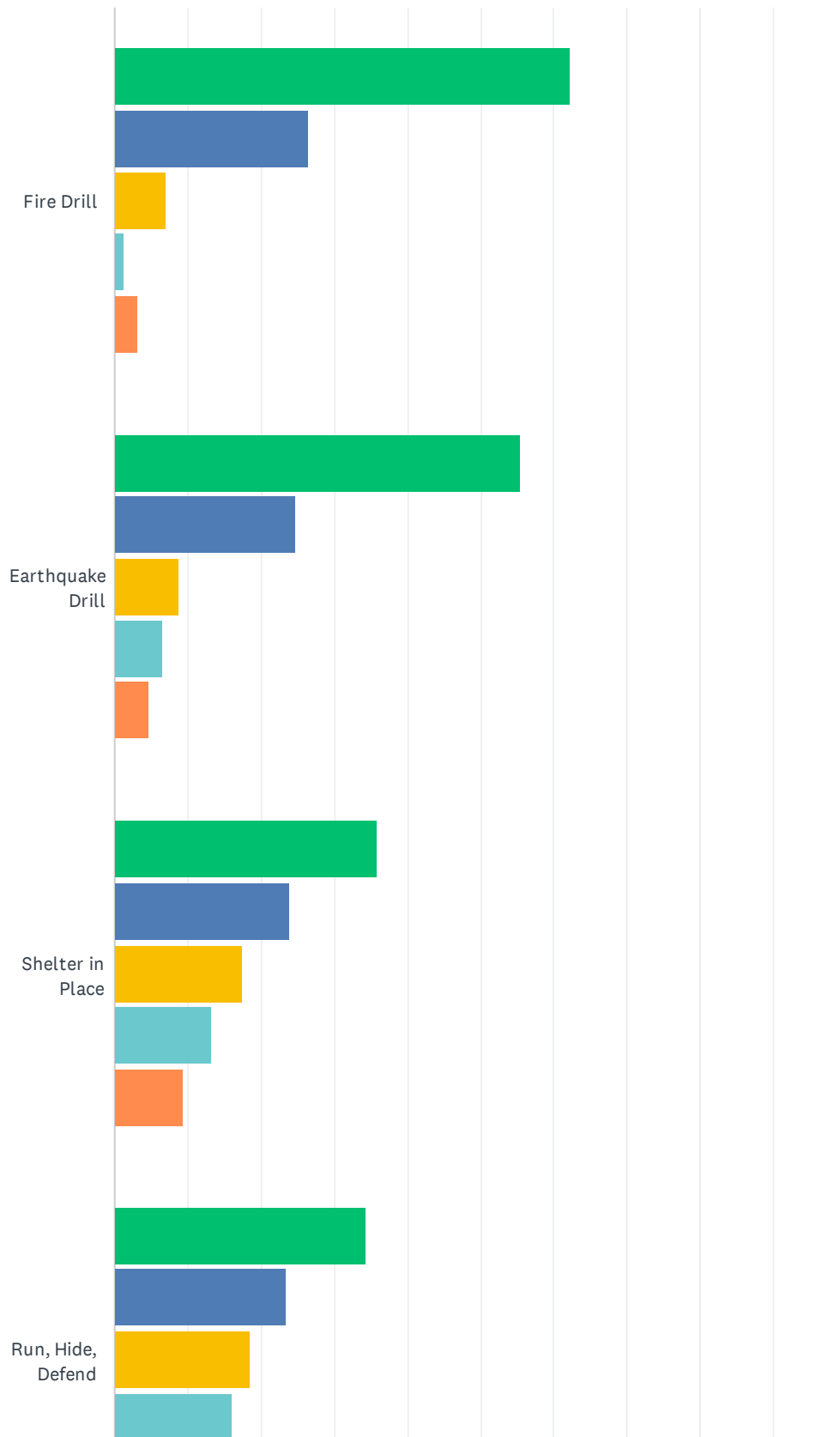
Answered: 414    Skipped: 4



ANSWER CHOICES	RESPONSES	
Strongly agree	9.66%	40
Agree	40.58%	168
Disagree	15.46%	64
Strongly disagree	3.86%	16
I don't know	30.43%	126
TOTAL		414

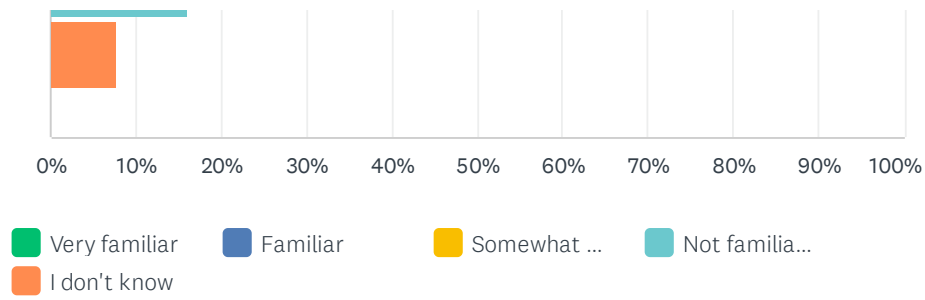
## Q10 How well do you understand your schools Emergency procedures?

Answered: 416 Skipped: 2





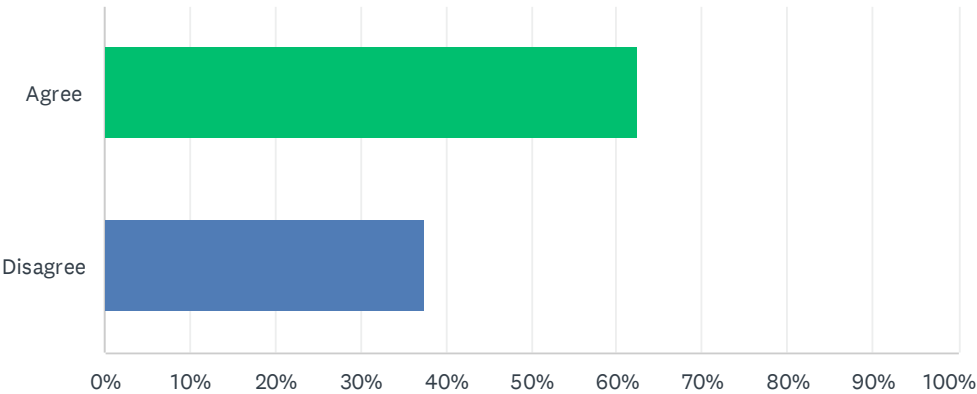
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	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	62.26% 259	26.44% 110	6.97% 29	1.20% 5	3.13% 13	416
Earthquake Drill	55.45% 229	24.70% 102	8.72% 36	6.54% 27	4.60% 19	413
Shelter in Place	35.84% 148	23.97% 99	17.43% 72	13.32% 55	9.44% 39	413
Run, Hide, Defend	34.30% 142	23.43% 97	18.60% 77	15.94% 66	7.73% 32	414

Q11 I am aware of the district's Wellness Connections webpage.

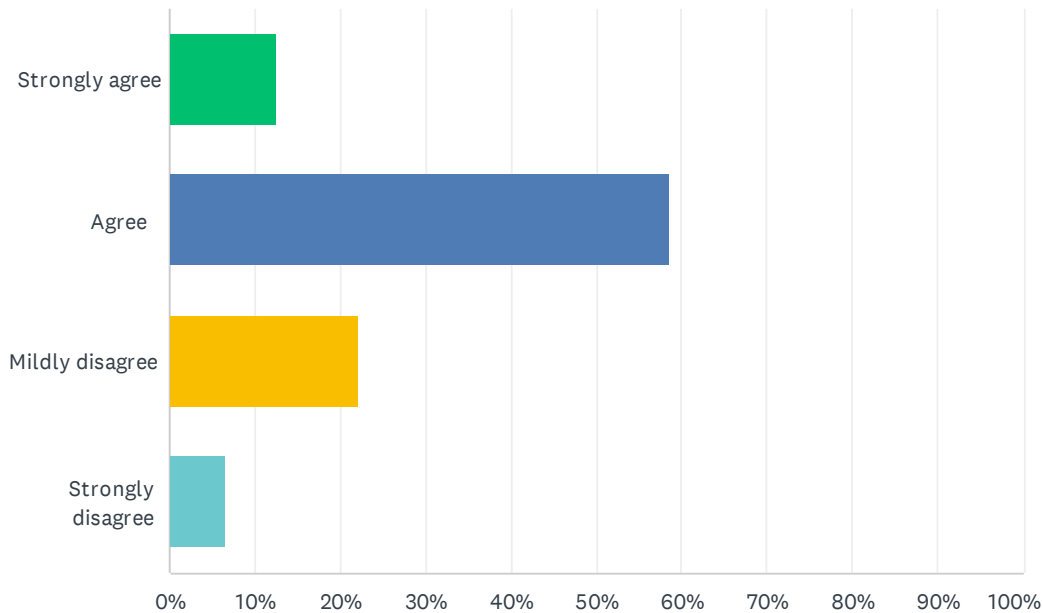
Answered: 411    Skipped: 7



ANSWER CHOICES		RESPONSES	
Agree		62.53%	257
Disagree		37.47%	154
TOTAL			411

Q12 The school has a way to recognize and reinforce positive behavior among students.

Answered: 414 Skipped: 4



ANSWER CHOICES	RESPONSES	
Strongly agree	12.56%	52
Agree	58.70%	243
Mildly disagree	22.22%	92
Strongly disagree	6.52%	27
TOTAL		414

**Q13 What is something you would like to see improved regarding safety at your school?**

Answered: 318   Skipped: 100

# Parent Involvement Policy

- **School Site Council:** All parents may attend School Site Council (SSC) meetings, which are scheduled four to five times a year. Committee members are elected. Check the weekly parent newsletter for the SSC ballot and the times and dates of our meetings.
- **Bulldog PTSA:** Parents of all LeyVa students, including both programs (Bulldog Pathways and Bulldog Tech), are invited to lead and assist with school activities. All parents are encouraged to join. Officers are elected annually.
- **ELAC Committee:** Parents of children who qualify for the English Language Learners Program are encouraged to join this committee and attend the meetings. Valuable information is shared that will affect their children. Dates will be shared in the weekly parent newsletter.
- **Migrant Education :** Parents of children who qualify for Migrant Education services are encouraged to join this committee and attend the meetings. Extra resources and support for families are available.
- **District Groups:** District level committees and councils are also available for parent participation, which makes sure the LeyVa the community is represented for district decisions, and keeps our voices heard. Keep an eye out for opportunities.