

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Larrea Middle School	36 67934 0142075	April 1st 2025	6/24/2025

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

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

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

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

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

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities	4
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
Student Population.....	14
Overall Performance	16
Academic Performance.....	17
Academic Engagement.....	23
Conditions & Climate.....	26
Goals, Strategies, & Proposed Expenditures.....	28
Goal 1.....	28
Goal 2.....	32
Goal 3.....	37
Goal 4.....	40
Goal 5.....	53
Budget Summary	56
Budget Summary	56
Other Federal, State, and Local Funds	56
Budgeted Funds and Expenditures in this Plan.....	57
Funds Budgeted to the School by Funding Source.....	57
Expenditures by Funding Source	57
Expenditures by Budget Reference	57
Expenditures by Budget Reference and Funding Source	57
Expenditures by Goal.....	58
School Site Council Membership	59
Recommendations and Assurances	60
Instructions.....	61
Appendix A: Plan Requirements	68

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements71
Appendix C: Select State and Federal Programs74

Plan Description

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

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

Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

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

August 7th, 2024 - Administrative Collaboration Team Meeting

September 5, 2024 - Larrea Leadership Team Meeting

September 12, 2024 - ELAC Meeting

October 10th, 2024- Administrative Collaboration Meeting

November 6th, 2024- Larrea Leadership Meeting

January 8th, 2025- Department Chair Semester Two Meeting

March 10th, 2025 - SPSA Team Meeting

August 2024 - May 2025 - SSC Meetings (held on the 1st Tuesday of each month)

March 26th, 2025- CAASPP Planning Meeting

May 14th, 2025- Larrea Leadership Meeting

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

While we have scores for the 2024 school year, we did not have color indicators.

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

NA

Other Needs

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
African American	%	18.18%	%		74	
Asian	%	0.49%	%		2	
Filipino	%	1.23%	%		5	
Hispanic/Latino	%	68.06%	%		277	
Pacific Islander	%	0.25%	%		1	
White	%	6.39%	%		26	
Two or More Races	%	4.18%	%		17	
Not Reported	%	1.23%	%			
Total Enrollment					407	

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 7		407	
Total Enrollment		407	

Conclusions based on this data:

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

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners		73		17.1	17.9%	
Fluent English Proficient (FEP)		45		2.9	11.1%	
Reclassified Fluent English Proficient (RFEP)				6.6		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			422			414			414			98.1
All Grades			422			414			414			98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		No	2480.			4.83			21.26			28.26			45.65
All Grades	N/A	N/A	N/A			4.83			21.26			28.26			45.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		No Data	4.83			55.07			40.10
All Grades			4.83			55.07			40.10

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		No Data	10.39			46.86			42.75
All Grades			10.39			46.86			42.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		No Data	7.49			68.36			24.15
All Grades			7.49			68.36			24.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		No Data	5.80			58.70			35.51
All Grades			5.80			58.70			35.51

Conclusions based on this data:

1. Larrea Middle school in its opening year with just 7th grade students, had 25% of the student test "at or above the standard" in ELA
2. This year according to early data released by the state, 8th grade ELA is at 23% "at or above" and 7th grade is at 30% "at or above in ELA.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			425			420			419			98.8
All Grades			425			420			419			98.8

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			2446.			2.15			8.59			26.97			62.29
Grade 11															
All Grades	N/A	N/A	N/A			2.15			8.59			26.97			62.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			3.58			33.89			62.53
Grade 11									
All Grades			3.58			33.89			62.53

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			3.10			42.72			54.18
All Grades			3.10			42.72			54.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			1.67			61.58			36.75
All Grades			1.67			61.58			36.75

Conclusions based on this data:

1. Larrea Middle School in it first year had only 10% of the students test proficient in math.
2. This year early release test scores indicate 7th grade math is at 26% and 8th grade math is at 11% at our above the standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7			1516.3			1519.3			1512.9			70
All Grades												70

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7			7.14			35.71			38.57			18.57			70
All Grades			7.14			35.71			38.57			18.57			70

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7			31.43			34.29			22.86			11.43			70
All Grades			31.43			34.29			22.86			11.43			70

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7			1.43			15.71			40.00			42.86			70
All Grades			1.43			15.71			40.00			42.86			70

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7			14.29			60.00			25.71			70
All Grades			14.29			60.00			25.71			70

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7			51.43			38.57			10.00			70
All Grades			51.43			38.57			10.00			70

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7			4.29			40.00			55.71			70
All Grades			4.29			40.00			55.71			70

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7			2.86			75.71			21.43			70
All Grades			2.86			75.71			21.43			70

Conclusions based on this data:

1. Larrea Middle School had five students reclassified this year.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
775	76.7%	17.9%	3.4%
Total Number of Students enrolled in Larrea Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	17.9%
Foster Youth	14	3.4%
Homeless	20	4.9%
Socioeconomically Disadvantaged	312	76.7%
Students with Disabilities	67	16.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	74	18.2%
American Indian	0	0.0%
Asian	2	0.5%
Filipino	5	1.2%
Hispanic	277	68.1%
Two or More Races	17	4.2%
Pacific Islander	1	0.2%
White	26	6.4%

Conclusions based on this data:

- Larrea Middle School's student population matches other schools in the area.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



No Performance Color

Academic Engagement

Chronic Absenteeism



No Performance Color

Conditions & Climate

Suspension Rate



No Performance Color

Mathematics



No Performance Color

English Learner Progress



No Performance Color

Conclusions based on this data:

1. NA

School and Student Performance Data

Academic Performance English Language Arts

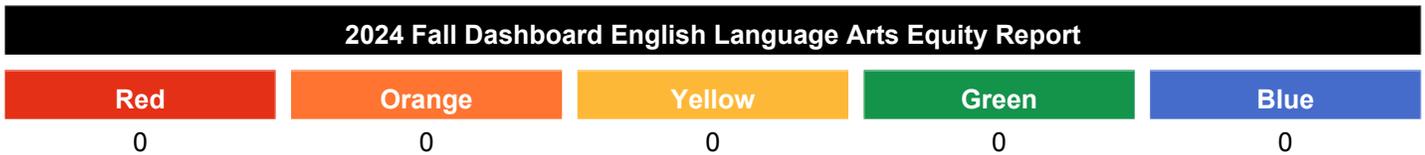
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p></p> <p>No Performance Color</p> <p>66.6 points below standard</p> <p>363 Students</p>	<p>English Learners</p> <p></p> <p>No Performance Color</p> <p>105.6 points below standard</p> <p>78 Students</p>	<p>Long-Term English Learners</p> <p></p> <p>No Performance Color</p> <p>122.0 points below standard</p> <p>56 Students</p>
<p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Homeless</p> <p></p> <p>No Performance Color</p> <p>130.1 points below standard</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p></p> <p>No Performance Color</p> <p>68.4 points below standard</p> <p>284 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>159.1 points below standard</p> <p>58 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>58.6 points below standard</p> <p>61 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>69.1 points below standard</p> <p>256 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>76.5 points below standard</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>79.4 points below standard</p> <p>23 Students</p>

Conclusions based on this data:

1. Data shows that Larrea Middle School is 66.6 points below the standard in ELA, with most students below the standard that are English learners, long term EL, foster youth or homeless.

School and Student Performance Data

Academic Performance Mathematics

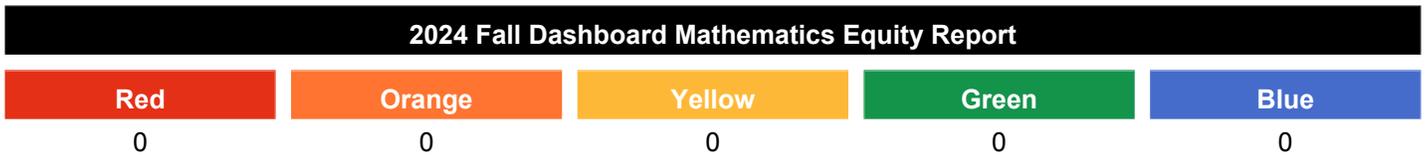
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>116.7 points below standard</p> <p>369 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>149.1 points below standard</p> <p>82 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>171.5 points below standard</p> <p>57 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>145.2 points below standard</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>120.4 points below standard</p> <p>288 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>172.0 points below standard</p> <p>58 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>119.9 points below standard</p> <p>61 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>119.0 points below standard</p> <p>261 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>118.0 points below standard</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>115.5 points below standard</p> <p>23 Students</p>

Conclusions based on this data:

1. While there is no performance color there is a data change from Larrea's first year open with only 7th grade. Math scores were at 12%. , This year we saw an increase to 23%

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 37.9% making progress. Number Students: 66 Students	Long-Term English Learner Progress  No Performance Color 43.1% making progress. Number Students: 58 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 24.2%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 37.9%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 37.9%

Conclusions based on this data:

- Larrea Middle School should growth of 13.7% in this area.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group																				
<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">All Students</th></tr> <tr><td></td></tr> <tr><td>No Performance Color</td></tr> <tr style="background-color: #e6f2ff;"><td>27.4% Chronically Absent</td></tr> <tr><td>0</td></tr> <tr><td>453 Students</td></tr> </table>	All Students		No Performance Color	27.4% Chronically Absent	0	453 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">English Learners</th></tr> <tr><td></td></tr> <tr><td>No Performance Color</td></tr> <tr style="background-color: #e6f2ff;"><td>31.3% Chronically Absent</td></tr> <tr><td>0</td></tr> <tr><td>80 Students</td></tr> </table>	English Learners		No Performance Color	31.3% Chronically Absent	0	80 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">Long-Term English Learners</th></tr> <tr><td></td></tr> <tr><td>No Performance Color</td></tr> <tr style="background-color: #e6f2ff;"><td>35.8% Chronically Absent</td></tr> <tr><td>0</td></tr> <tr><td>67 Students</td></tr> </table>	Long-Term English Learners		No Performance Color	35.8% Chronically Absent	0	67 Students
All Students																				
No Performance Color																				
27.4% Chronically Absent																				
0																				
453 Students																				
English Learners																				
No Performance Color																				
31.3% Chronically Absent																				
0																				
80 Students																				
Long-Term English Learners																				
No Performance Color																				
35.8% Chronically Absent																				
0																				
67 Students																				
<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">Foster Youth</th></tr> <tr><td></td></tr> <tr><td>No Performance Color</td></tr> <tr style="background-color: #e6f2ff;"><td>20% Chronically Absent</td></tr> <tr><td>0</td></tr> <tr><td>15 Students</td></tr> </table>	Foster Youth		No Performance Color	20% Chronically Absent	0	15 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">Homeless</th></tr> <tr><td></td></tr> <tr><td>No Performance Color</td></tr> <tr style="background-color: #e6f2ff;"><td>41.7% Chronically Absent</td></tr> <tr><td>0</td></tr> <tr><td>24 Students</td></tr> </table>	Homeless		No Performance Color	41.7% Chronically Absent	0	24 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th></tr> <tr><td></td></tr> <tr><td>No Performance Color</td></tr> <tr style="background-color: #e6f2ff;"><td>30.7% Chronically Absent</td></tr> <tr><td>0</td></tr> <tr><td>361 Students</td></tr> </table>	Socioeconomically Disadvantaged		No Performance Color	30.7% Chronically Absent	0	361 Students
Foster Youth																				
No Performance Color																				
20% Chronically Absent																				
0																				
15 Students																				
Homeless																				
No Performance Color																				
41.7% Chronically Absent																				
0																				
24 Students																				
Socioeconomically Disadvantaged																				
No Performance Color																				
30.7% Chronically Absent																				
0																				
361 Students																				

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>36.8% Chronically Absent</p> <p>0</p> <p>76 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>33.3% Chronically Absent</p> <p>0</p> <p>90 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>26.7% Chronically Absent</p> <p>0</p> <p>300 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>19.2% Chronically Absent</p> <p>0</p> <p>26 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p> <p> No Performance Color</p> <p>25% Chronically Absent</p> <p>0</p> <p>28 Students</p>

Conclusions based on this data:

1. Larrea Middle School has a chronic absenteeism rate of 27.4%, with homeless, socioeconomically disadvantaged and students with disabilities accounting for more of this rate. 15% for homeless

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

Conditions & Climate Suspension Rate

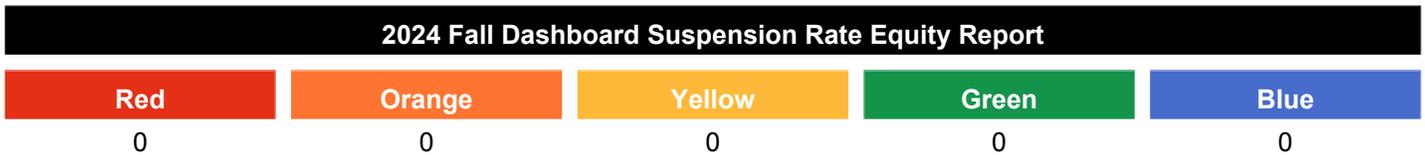
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>10.6% suspended at least one day</p> <p>470 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>6.2% suspended at least one day</p> <p>81 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>7.4% suspended at least one day</p> <p>68 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>10.5% suspended at least one day</p> <p>19 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>12% suspended at least one day</p> <p>25 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>11% suspended at least one day</p> <p>372 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>13.8% suspended at least one day</p> <p>80 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>19.8% suspended at least one day</p> <p>96 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>8.4% suspended at least one day</p> <p>309 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>11.5% suspended at least one day</p> <p>26 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p> <p> No Performance Color</p> <p>3.3% suspended at least one day</p> <p>30 Students</p>

Conclusions based on this data:

1. Larrea Middle School holds a 10.[^]5 suspension rate, in comparison is low to other middle schools.

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.

School Wide Literacy

Larrea Middle School has set forth some goals since it opened up in 2023. The goal is to increase our students' ability to read and comprehend texts at or above their grade level by the end of their 8th grade year. Second, to improve their vocabulary skills by learning new words and using them correctly in writing and conversation. Last, we would like to close the Grade Equivalent gap between the levels in which students enter our school and when they leave our school and proceed to the high school.

According to the STAR REN data, the literacy rates (2023-24) were as follows for 7th grade - 25.1%, 97 of 387 students scored at or above the minimum district benchmark proficiency level. The current literacy rates are as follows for 7th grade - 28.5%, 101 out of 354 students scored at or above the minimum district benchmark proficiency level. This reflects an increase.

According to the STAR REN data, our current literacy rates for our 8th grade students are as follows: 38.6%, 155-401 students

The target goal for Larrea Middle School for both 7th and 8th grade – 50% of students score at or above the minimum district benchmark proficiency level.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Baseline data from placement testing at the start of the 2023-24 school year shows that school wide our students read at a 5.1 grade level. At the beginning of the 2024-25 school year, our 7th grade students were reading at a 5 grade level and by the end of the school year students in 7th grade are testing at a 5.3 grade level. At the beginning of the year our 8th grade students were reading at a 6th grade level and they are now currently reading at a 6.6 grade level. These findings lead our school to continue our Reading intervention classes and our honors English classes. We have increased our reading classes from having 8 during the 2023-24 school year to 14 during the 2024-25 school year. We have also increased the amount of Honors classes. In the 2023-24 school year, we have 2 honors classes for 7th grade. The 2024-25 school year, we scheduled 3 7th grade and 4 8th grade honors classes. Both classes are intended to push both our lower level students and those that excel.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Ren Reading Level 2023-24 School Year	5.1 Reading Level Schoolwide	All students reading at grade level
Star Ren Reading Level 2024-25 School Year	5 Reading Level Overall School Wide, 7th grade - 5th GE / 28.5% proficient 8th grade - 6.6 GE / 38.6% proficient	All students reading at grade level or to increase the overall school average by 1 GE year for each grade level.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Students will be enrolled in a class to improve literacy based on their Instructional Reading Level measured by performance on the Star Ren. assessment. The class will use the Reading Intervention program called Accelerated Reader and a supplemental program that is currently being researched.</p> <p>A. Department will collaborate on a monthly basis, during pull-out days, to vertically and horizontally align essential standards/skills to inform teach and access growth for students.</p> <p>B. Department will collaborate quarterly to access, review, and plan instruction based on Star Ren Scores and IAB's data from the CAASPP website.</p> <p>C. Department will collaborate on best practices to include, but not limited to, Professional Development, observations, Cultural Diversity trips (Footsteps to Freedom) and various trainings to increase rigor and student engagement within the classroom.</p> <p>D. All departments, as well as the library tech, can purchase instructional materials, programs, and software for curriculum enhancement. Programs such as Membean, NoRedInk, Flocabulary, Brainpop, Scholastic, etc.</p> <p>E. English department will collaborate with other departments to integrate cross-curricular instruction to include, but not limited to, activities, projects, and professional development in these areas.</p> <p>F. English will administer the STAR Renaissance test, 3 times a school year, (beginning, middle, and end) to be used as the Universal Screener for interventions.</p> <p>G. Larrea will provide students with learning experiences outside of the classroom environment to support the standards and student engagement.</p> <p>H. Larrea will use AVID and WICOR strategies to help scaffold support for students to not only encourage the A-G requirements in High School,</p>	All Students	<p>25,000 Title I 4000-4999: Books And Supplies \$26,000</p> <p>30,000 Title I 1000-1999: Certificated Personnel Salaries \$30,000 Tutoring</p> <p>13,000 Title I 5000-5999: Services And Other Operating Expenditures \$13,000 Supplemental Programs</p> <p>10,000 Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>but for college and career readiness and success as well. This includes, but is not limited to, 3 Ring Notebooks, Spiral Notebooks, School Agendas/Planners, and school supplies. These materials will support both AVID and WICOR strategies in the classroom but students having the ability to write, collaborate with others, learning and staying organized, and as another way to involvement family engagement with parents having the ability to look regularly at what skills and standards students are learning in the classrooms at Larrea.</p> <p>I. The English Department will have the ability to use various programs, purchase a laptop cart and a class set of laptops, to support instruction of the English standards and promote college and career readiness. Our students will be prepared to meet the A-G requirements in high school. (Using Microsoft Office)</p> <p>G. To increase literacy and student engagement within the reading intervention program, Larrea Middle School will have available a class set of EReaders (IE: Amazon Kindles) and a cart to charge them.</p> <p>H. Students will utilize an interactive notebook for Reading classes. These can be composition notebooks with manipulatives and foldables inside. This includes the supplies to complete notebooks such as: scissors, color pencils, markers, glue, paper, braids, tape, etc.</p>		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

At the beginning (August) and middle (December) of the 2024-25 school year, Larrea gave the literacy Star Ren test. Larrea used the data from May 2024, to guide the master schedule and determine how many honors English class

would now be needed as well as placing any student who tested below a 6 GE into a reading class. In August 2024, Larrea tested all incoming 7th grade students to determine the needs and thus created an additional honors class and add more reading classes to the master schedule (any student that was below a 5 GE was given a supplemental reading class). Larrea added an additional teacher who solely teaching the reading program as well for the 2024-25 school year. Two new programs were added this year, Membean (mostly in 8th grade) and Accelerated Reader, which were piloted and used in English, Academic English, and Reading classes.

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

2023-24 - Students that were on the bubble of meeting the academic literacy goals were not provided with the Reading 180 program due to not having enough sections available. Students that were below the goal were enrolled in the Reading 180 course and teachers supplemented the program with additional resources such as Scholastic.

2024-25 - Again, students who were on the cusp of being at grade level (within 2 years of GE proficiency) were not provided with a reading support class due to limited space and class sizes even though an additional full time teacher/6 classes was added to the master schedule. Teachers used more supplemental programs and resources such as Scholastic, Read Works, Membean, Savvas, and Accelerated Reader.

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.

Larrea will be transitioning over from the Reading 180 program to the Accelerated Reader program along with an additional supplemental resource that is still being researched for the following 2025-26 school year. Literacy is a main focus at Larrea Middle School and moving forward we will utilize additional Pull-Out days to review data, collaborate, and receive training on new platforms to increase student achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

2023-24 - The current estimated percentage of students who met or exceeded the ELA standards on the CAASPP assessment is: 24.3%, 94 of 387 students are estimated to score at or above the proficiency benchmark on the ELA state test. The current percentage of African American students that scored at or above the minimum district benchmark is 12.5% (9 of 72). The target goal for African American students is 25% for the 2023-2024 academic school year. The current percentage of Hispanic students that scored at or above the minimum district benchmark is 19.2% (15 of 78). The target goal for Hispanic students is 40% for the 2023-2024 academic school year.
2024-2025 - The current percentage of students who met or exceeded the ELA standards on the CAASPP testing was 25%.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard ELA 2024	2023-24 - Scores for African American Students: 25% meet or exceeds the standards 2023-24 - Scores for Hispanic Students: 24% meet or exceeds the standards	5% increase
CA School Dashboard Math 2024	2023-24 - Scores for African American Students: 8% meet or exceeds the standards 2023-24 - Scores for Hispanic Students: 9% meet or exceeds the standards	5% increase
CA School Dashboard ELPI 2024	2023-24 - 4.28% of students were reclassified, 3/70 students were reclassified	4% increase

	2024-25 - 4.2% of students were reclassified, 5/119 students were reclassified	
--	--	--

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>Students will be enrolled in a class to improve literacy based on their Instructional Reading Level measured by performance on the Star Ren. assessment. The class will use the Reading intervention program called Accelerated Reader.</p> <p>A. Departments will collaborate on a monthly basis, during pull-out days, to vertically and horizontally align essential standards/skills to inform teach and access growth for students.</p> <p>B. Departments will collaborate quarterly to access, review, and plan instruction based on IAB's from the CAASPP, Savvas, and Star Ren data. Pull out days will also be utilized for collaboration and support to increase the number of students being reclassified.</p> <p>C. Department will collaborate on best practices to include, but not limited to, Professional Development, observations, Cultural Diversity trips (Footsteps to Freedom) and various trainings to increase rigor and student engagement within the classroom.</p> <p>D. All departments, as well as the library tech, can purchase instructional materials and software for curriculum enhancement.</p> <p>E. English department will collaborate with other departments to integrate cross-curricular instruction to include but not limited to activities, projects, and professional development in these areas.</p> <p>F. English will administer the STAR Renaissance test, 3 times a school year, to be used as the Universal Screener for interventions.</p> <p>G. Focused Interventions on ELPAC students levels one, two and low threes.</p> <p>H. To support EL, monies will be set aside to purchase supplies, supplemental materials, books, technology, or services to support at-risk EL students.</p> <p>I. Give a practice test with the ELPAC students in preparation for reclassification and testing environment.</p>	All Students, AA, Hispanic	<p>15,000 Title I 4000-4999: Books And Supplies AVID</p> <p>20,000 Title I 1000-1999: Certificated Personnel Salaries Tutoring</p> <p>24,000 Title I 5000-5999: Services And Other Operating Expenditures</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>J. Larrea will provide students with learning experiences outside of the classroom environment to support the standards.</p> <p>K. Larrea will use AVID and WICOR strategies to help scaffold support for students to not only encourage the A-G requirements in High School, but for college and career readiness and success as well. This includes, but is not limited to, 3 Ring Notebooks, Spiral Notebooks, School Agendas/Planners, and school supplies.</p> <p>L. Students will utilize an interactive notebook for their core classes (Math, English, Social Studies, and Science). These can be composition notebooks with manipulatives and foldables inside. This includes the supplies to complete notebooks such as: scissors, color pencils, markers, glue, paper, braids, tape, etc.</p>		
<p>2.2</p>	<p>Larrea Middle School will be working as a team to increase test scores in all subject areas. This is not only done with teaching the standards within the classroom, but by motivating and providing incentives to students to try hard on their CAASPP tests.</p> <p>A. Larrea will work towards adjusting the school calendar and bell schedule to the modified minimum day schedule on testing days during the months of April and May.</p> <p>B. Larrea will have two testing options: 1. Larrea will pull out students in small group testing blocks with classified/certificated employees. Students will take their state tests in a quiet testing environment and not feel rushed to complete their tests the same time as their peers. Larrea will break groups down by GPA levels so students do not feel pressured to keep up with students who are at different academic levels than themselves. 2. Larrea will have each department test students within the classroom during their assigned core subject area. Students who would be more successful in a small group or a different testing environment will have the to ability to be tested in another room with other classified/certificated employees.</p> <p>C. Larrea Middle School will provide testing incentives to students before, during and after state testing. These incentives will be geared towards getting students excited and ready to take CAASPP testing, calming nerves, helping with distractions during testing, or showing appreciation for a job well done after state testing. This can be items such as: spirit wear, food, drinks, supplies,</p>	<p>All students</p>	<p>1,000 District Funded None Specified</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>pencils, educational trips, gift certificates, tickets for a raffle, or raffle prizes for positive attendance during state testing (but not limited to only these incentives), the funding will be out of general site funds.</p> <p>D. Educators will be provided with professional development on teaching students test taking strategies, ways to inspire students, and how to access data with individual students, analyze it, and then encourage growth on the following years CAASPP test.</p> <p>E. The English department will encourage literacy and success in meeting the English essential standards on a weekly basis over the entire school year leading up to the CAASPP state tests. This will include recognition of student achievement on each member of the department's doors, pictures on "The Pride of Larrea" wall outside the Principal's office, recognition on the school's social media page and small appreciation gifts such as: Larrea stickers, pencils, gift certificates, drinks, food, etc., as well as monthly and semester literacy celebrations of recipients.</p>		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Data has yet to be received from the CAASPP until May 2025. Once received data will be analyzed to see if the goal was met and adjustments will be made at that time.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Math & Science

Goal 1: Math - In the 2024-25 school year, Larrea Middle School intends to reach the 30% mark, of all students, scoring at or above the state standard for 7th and 8th grade, as measured by District Based MDTP Assessments, District Based Benchmark Assessments, and/or statewide CAASPP Mathematics Assessment. The percentage will be determined and compared in the district wide and school wide margins.

Goal 2: Science - In the 2024-25 school year, Larrea intends to have 25% of students meet or exceed CAASP testing in Science for 8th grade.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

2024-25 -

Goal 1: Larrea had 10% of students meet or exceed proficiency on the CAASP testing. Larrea did not meet the intended goal of 30% that was set forth at the beginning of the academic school year. In the 2023-24 school year, Larrea provided 7th grade students with 4 honors math classes and 2 math connection classes. During the 2024-2025 school year Larrea continued to provide the 2 math connection classes to 7th grade students and 3 honors math classes to both 7th and 8th grade. For the following school year (year 3), Larrea will add 2 additional Math Connection classes to the 8th grade students and 2 additional Math Quest classes to support our incoming 7th graders. This will be added to support additional learning and needs for students who tested below grade level that were not addressed between the first and second years of Larrea being open.

Goal 2: This will be Larrea's first year taking the CAASP 8th grade science test so no data is currently available. In preparation for this state test, the Science dept has given 3 practice Science IAB's over the course of the school year to prepare students. Larrea also was able to construct a Science lab to give students hands on experience and teachers can visit this lab on a regular basis.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ca School Dashboard - Math	10% of students meet or exceeds the standards (8% met the standard and 2% exceeded the standard)	Increase by 5%
Star Ren. - Mathematics	2023-24 - Overall GE for the school year was 4.2 2024-25 - Aug -Overall school GE for Math is 5.4 7th grade: Aug 2024 overall 4.6 GE, Dec 2024 overall 5 GE	Increase by 5%

	8th grade: Aug 2024 overall 5.3 GE, Dec 2024 overall 5.4 GE	
MDTP Assessment	56% of our students took the MDTP and only our Honors classes took the Integrated 2 Placement. Many students were duplicated in the process skewing the data. We will not be using the MDTP as a placement for 9th grade. We will give a comparable test or use CAASP State Test Scores for placement.	Increase by 5% and/or 80% of all students will take the correct MDTP/Integrated Placement test for 9th grade.
CA School Dashboard - Science	No Data Available until May 2025	30% meets or exceeds the standards

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>Students will be enrolled in Math Analysis based on their performance on the Star Ren. math assessment. The class will use the various resources /materials provided to address the students who are struggling below grade level.</p> <p>A. Teachers will provide students with the use of technology and other targeted manipulatives (math games, math books, etc.) to help remediate in weak or struggling math areas.</p> <p>B. Math department will use benchmarks and common assessments to monitor student progress for re-teaching purposes and targeted interventions. Students will use technology to extend the skills learned in mathematics classes to real world applications.</p> <p>C. Students will use technology, math software to include Desmos, Get More Math, Go Math, and Gizmos, to reinforce and assist learning in new and reviewed mathematics.</p> <p>D. Departments will collaborate on a monthly basis, during pull-out days, to vertically and horizontally align essential standards/skills to inform, teach, and access growth for students. Pull-out days can also be used quarterly for collaboration among teachers to address student needs to reach Larrea's goal of increasing by 5% in both Math and Science.</p> <p>E. Departments will collaborate quarterly to access, review, and plan instruction based on IAB's from the CAASPP.</p> <p>F. Departments will collaborate on best practices to include, but not limited to, Professional Development, observations, and other various trainings to increase rigor and student engagement within the classroom.</p>	All Students	<p>15,000 Title I 5000-5999: Services And Other Operating Expenditures Field Trip</p> <p>12,000 Title I 1000-1999: Certificated Personnel Salaries</p> <p>7000 Title I 4000-4999: Books And Supplies</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>G. Teachers will provide extended learning time before and/or after school tutoring to support students who need targeted skills intervention.</p> <p>H. Larrea will provide students with learning experiences outside of the classroom environment to support the standards.</p> <p>I. Larrea will use AVID and WICOR strategies to help scaffold support for students to not only encourage the A-G requirements in High School, but for college and career readiness and success as well. This includes, but is not limited to, 2 inch - 3 Ring Notebooks/Binders, Spiral Notebooks, School Agendas/Planners, and school supplies.</p> <p>H. Students will utilize an interactive notebook for Math classes. These can be composition notebooks with manipulatives and foldables inside. This includes the supplies to complete notebooks such as: scissors, color pencils, markers, glue, paper, braids, tape, etc.</p>		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Larrea Middle School used Star Ren. - Math, and District Based Benchmark assessments to measure student growth over the academic school year. Students were given both the district's IAB's (Pre and Post tests) on the CAASP website (Quarterly), as well as Star Ren. (Aug, Dec, May) to prepare students for the Math state test. Larrea's initial goal was to have 30% meet or exceed that standard, however we only had 10% of our student population meet or exceed the standard. From the 2023-2024 school year to the 2024-25 school year, Larrea continued to offer 2 support math classes to our 7th grade students. However, we did not support those 7th graders when they became 8th graders with any support classes during the 2024-2025 academic school year. Due to the test scores (10% proficiency) and not helping the students this year, we have built a master schedule for the 2025-26 school year where Larrea will offer 2 Math Quest classes to our incoming 7th graders, and 4 more additional classes for both 7th & 8th grade classes as a support class to help those students with additional math academic needs.

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

Our CAASP data shows that only 10% of our students meet or exceeded the standard, but we have no year 2 data to compare to until May 2025.

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

In the 2025-2026 academic school year, Larrea will be implementing GoMath, Get More Math, Desmos as a supplemental resources to help meet all students individual needs, as well as adding 6 support classes for our math students in both 7th and 8th grade on the master schedule.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

School Climate, Culture, and Student Involvement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

At Larrea, one of our focuses for the 2025-2026 academic school year will be to increase the level of student involvement and engagement on campus through various classes, clubs, sports, and other events. Students need to feel that they are a part of the school and is a place where they belong, as well as a place that they feel needed. We will also focus on creating a positive school climate and enhancing student success through orientation, transition and a leadership program.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduction of 7th Graders with a D or F on their Report Card	2023-2024 - <ul style="list-style-type: none"> 7th Grade (ONLY) S1: 33% or 139/417 students; S2: 46% or 193/417 students 2024-2025 <ul style="list-style-type: none"> 7th Grade - S1: 43% or 156/362 students 8th Grade - S1: 52% or 216/418 students 	Improvement seen from the data provided from the 2024-2025 academic school year by at least 1%
Decrease in the Suspension rate of both 7th and 8th graders	2023-2024 - <ul style="list-style-type: none"> 7th Grade (ONLY): 55 suspensions 2024-2025 - <ul style="list-style-type: none"> 7th & 8th Grade: 85 suspensions (as of March 2025) 	Improvement seen from the data provided from the 2024-2025 academic school year by at least 1 %

Decrease in the number of Tardies	2023-2024 - 6,591 total tardies 2024-2025 - 11,691 total tardies (as of March 15th, 2025)	Improvement seen from the data provided from the 2024-2025 academic school year by at least 1 %
Comparing the Panorama Student, Parent and Staff Surveys	Spring 24 - Fall 24 <ul style="list-style-type: none"> Family Survey: Climate of Support for Academic Learning from 92% to 95%, Knowledge and Fairness of Discipline, Rules and Norms 67% to 74% Student Survey: Climate of Support for Academic Learning from 69% to 74%, Safety from 45% to 51%, Teacher-Student Relationships from 42% to 45%, and Valuing of ELA and Math from 6% to 84% Staff Survey: Climate of Support for Academic Learning from 93% to 95%, Sense of Belonging (School Connectedness) from 77% to 61%. 	Improvement seen from the data provided from the 2024-2025 Panorama Surveys by at least 1 %
Decrease in the number of students going to OCI	2023-2024 - 57 students 2024-2025 - 164 students	Improvement seen from the data provided from the 2024-2025 academic school year by at least 1 %
Involvement in the participation of events will increase 5 Star System	2023-2024 - 61% or 34/55 staffs used 5 star over the course of the school year 2024-2025 - 79% or 61/77 staffs used 5 star over the course of the school year	Student participation at events will increase by 25% for the 2025-2026 academic school year.
Library - Increase literacy, engagement, and visits to the library 5 Star System	2023-2024 - 71 classroom visits 2024-2025 - 40 classroom visits	Literacy, library activity participation, and visits will increase by 5% over the 2024-2025 academic school year.
Attendance rates will increase from the 23-24 school year	2023-2024 - 90.7% Attendance Rate 2024-2025 - 90% Attendance Rate (As of March 2025)	Attendance rates will increase by 3% for the 2025-2026 school year (compared to the 2024-2025 school year).
Semester Grades	2023-2024 <ul style="list-style-type: none"> 7th grade: S1 - 21% or 90/417, S2 - 35% of 147/417 2024-2025 <ul style="list-style-type: none"> 7th grade: S1 - 34.8% or 126/362, S2 8th grade: S1 - 49% or 205/418, S2 	50% of all students on campus will have a passing grade in all core classes

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>WEB is a middle school orientation and transition program that welcomes 6th and 7th graders to make them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help other students succeed, the program trains mentors from your 8th grade class to be WEB Leaders.</p> <p>A. WEB Crew will have matching uniforms/shirts/attire to support the program, as well as stand out as a student leader on campus, so incoming 7th graders can easily identify them if they are in need of help, support or have questions.</p> <p>B. Within the classroom, WEB Crew will follow the programs curriculum/books so it can be implemented outside of the classroom.</p> <p>C. WEB Crew will send the appropriate school staff members to trainings so they will be able to facilitate the program with fidelity.</p> <p>D. WEB Crew will hold various events throughout the school year to promote the climate and culture of the school and the transition of students. These events will need, but not limited to, food, snacks, drinks, event supplies, banners, etc.</p> <p>E. WEB students will attend various study trips to learn and expand their knowledge on the WEB program. This can include but is not limited to the cost of transportation, food, cost of entree etc.</p> <p>F. WEB Crew will be able to purchase a Mascot uniform to promote school culture, spirit, and involvement on campus.</p>	All Students	<p>10,000 Title I 4000-4999: Books And Supplies WEB</p> <p>8,000 Title I 1000-1999: Certificated Personnel Salaries</p>
4.2	<p>AVID</p> <p>A. Certificated staff will be trained in AVID strategies to facilitate student understanding of the curriculum (in all subject areas) and support focus note-taking strategies.</p> <p>1. Larrea will provide AVID trainings to all staff members/departments during both Pull Out Days and/or Weekly Collaboration. For example, Quarter 1: Math & Electives, Quarter 2: English & Special Education, Quarter 3: Science & Physical Education, Quarter 4: History & Instructional Aides. These can either be full pull out days, broken up by grade level, half days, or however it best works for Larrea.</p> <p>B. AVID Tutors will be employed to support student AVID strategies to improve academic achievement.</p>	All students who are enrolled in the AVID program at Larrea Middle School.	<p>10,000 Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Contract</p> <p>15,000 Title I 5800: Professional/Consulting Services And Operating Expenditures</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>C. AVID classes, teachers, and tutors will attend various educational study trips to promote a college-going culture.</p> <p>D. Larrea Middle School will utilize various college items to support AVID and school AVID clothing to inspire/promote various colleges and trade schools as well as having a presence while at school. This can include College flags, AVID shirts for teachers and staff, AVID posters for both around campus, inside buildings and in classrooms.</p> <p>E. An AVID coordinator and team will receive additional hours to write the AVID site plan, coordinate events and attend professional development such as the Summer Institute.</p> <p>F. Larrea Middle School is dedicated to teaching and implementing focused note-taking strategies and college and career-going culture. Materials such as, but not limited to, 3 ring-binders, dividers, colored paper, pencil cases, spiral notebooks, agendas, planners, copy paper, and other various supplies.</p> <p>G. Purchase flexible seating or classroom needs to improve collaborative activities, tutoring, and improve SEL strategies.</p> <p>H. Larrea Middle School will hold AVID Nights to increase family engagement and help parents better understand their role in the students' path to college.</p> <p>I. AVID classes and teachers will utilize the AVID.org site in the classroom to promote WICOR strategies and promote college and career readiness. AVID students and all teachers at Larrea will use the school planners to promote both AVID and WICOR strategies in all classes.</p> <p>J. School-wide planners will be utilized across Larrea to support AVID and WICOR strategies - especially Writing, Inquiry, and Organization - across all classes, ensuring consistency and accountability. Planners help create a college-readiness culture aligned with AVID's mission for all students.</p>		
4.3	<p>5 Star Program</p> <p>A. In order to increase efficiency, promote timeliness, develop responsibility with each student, and create a safe learning environment free from distractions, all teacher will have access to a 5 Star System, Scanners, and a Kiosk in each of their rooms or offices. This will allow for</p>	All Students	8000 Title I 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>classrooms and teachers to utilize their instructional minutes for learning and allow the 5 Star program to be used with fidelity.</p> <p>B. Larrea Middle School will provide new and ongoing training to staff on the use and updates of 5 Star Training.</p> <p>C. Professional Development will be offered to members of the staff for ongoing training to promote and continue the use of 5 Star within the classroom and various offices.</p> <p>D. Larrea Middle School will fully support the implementation and running costs of 5 Star.</p> <p>E. Larrea will provide each student with a Lanyard to place their Identification cards into so this system can work and be used with fidelity from both staff and students.</p>		
4.4	<p>Physical Education</p> <p>A. Implement assignments for students in physical education that will integrate academic support in the areas of literacy. This can include reading, taking notes, and writing essays on sports, health, and fitness topics (but not limited to this).</p> <p>B. Larrea Middle School will provide the physical education staff development opportunities to assist teachers in remaining up to date on the current subject matter, educational practices, technology, cross-curricular strategies, etc.</p> <p>C. Implement assignments for students that are unable to participate in regular physical education activities that integrate academic support in the interdisciplinary subject areas. This would include, but not limited to, supplies and technology.</p> <p>D. Larrea Middle School will provide the necessary professional development in order to assist teachers in helping students meet and have access to the curricular needs of the Physical Education program. This includes trainings for the Positive Prevention Plus Program as well as any others that will be needed throughout the school year.</p> <p>E. Larrea Middle School will provide students and teacher with professional tools, equipment, and materials, including maintenance and upkeep, to facilitate a well-rounded education. Exercise equipment, score boards, field lights (lighting), gym sound system, microphones, megaphones, mats, jerseys for teams, physical education clothing, washer and dryer, dumbbells, bars, plyometric boxes, yoga balls, cones, basketballs, soccer balls, volleyballs, footballs, football flags, badminton</p>	All Students	5000.00 General Fund 4000-4999: Books And Supplies Discretionary funds

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>rackets, birdies, badminton nets, bocce balls, hockey sticks, hockey goals, softballs, softball gloves, rubber bases, Bluetooth speakers, equipment for state physical testing, and replacement of equipment as needed throughout the year. This can be purchased and utilized to increase student engagement and help students meet the A-G graduation requirements.</p>		
<p>4.5</p>	<p>Fine Arts / Music</p> <p>A. Larrea Middle School will provide practical applications through art projects, which will use a variety of measurements to support core classes. Various art materials will be needed to complete art projects and activities such as: paints, paper, folders, glue, markers, etc.</p> <p>B. Larrea Middle School will utilize the current instruments and continue to expand student knowledge and learning on other instruments over the school year. Music and band will have the ability to repair or replace equipment as needed throughout the school year.</p> <p>C. Larrea Middle School will provide the necessary professional development in order to assist teachers in helping students meet and have access to the curricular needs of the departments.</p> <p>D. Larrea Middle School will provide students with study trips to expand on the current knowledge that is being taught in the classroom.</p> <p>E. Larrea Middle School will utilize current curriculum and texts to best teach students past/current topics and themes, events, in a manner that is engaging to student learning.</p> <p>F. Larrea will assist in maintaining a clean art room by revamping with tile flooring as needed.</p>	<p>All Students</p>	<p>17,000 Prop 28 4000-4999: Books And Supplies</p> <p>5000 Title I 5000-5999: Services And Other Operating Expenditures Field Trip</p>
<p>4.6</p>	<p>Special Education</p> <p>A. Larrea Middle School will provide funding to support the academic achievement of all learners, including students with special needs, including but not limited to: supplemental instructional materials, academic study trips, school supplies, classroom supplies, etc.</p> <p>B. Larrea Middle School will provide an environment to support all learners, including students with special needs, that will better help students focus and increase engagement in the classroom environment.</p> <p>C. Larrea Middle School will provide the necessary professional development in order to assist</p>	<p>SWDs</p>	<p>5000 General Fund 4000-4999: Books And Supplies Above base supplies</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>teachers in helping students meet and have access to the curricular needs of the department.</p> <p>D. Larrea Middle School will provide rigorous academic achievement for all students including our GATE, general, and special needs populations.</p> <p>H. Students can utilize an interactive notebook for classes. These can be composition notebooks with manipulatives and foldables inside. This includes the supplies to complete notebooks such as: scissors, color pencils, markers, glue, paper, braids, tape, etc.</p>		
4.7	<p>Electives</p> <p>A. Larrea Middle School will provide the necessary professional development in order to assist teachers in helping students meet and have access to the curricular needs of the departments.</p> <p>B. Larrea Middle School will provide students and teachers with professional tools, equipment, materials, including maintenance and upkeep, to facilitate a well-rounded education. This can include: cameras, software programs, classroom supplies, event supplies, student and staff materials, sound systems, attire and items to support the unity of an elective, club, or team will be provided to students and staff to increase student engagement within Larrea Middle School to increase student engagement.</p> <p>c. Provide both students and staff field study opportunities to facilitate growth and cultural experiences in both elective and core classes.</p> <p>D. Purchase laptops, cameras, and designated computer programs to support the yearbook and digital photography class.</p> <p>E. Larrea will promote and assist in providing students with ample opportunities for learning and growth in various electives. This includes such things as camera equipment, zoom lenses, elective shirts and school gear, study trips to allow students to engage in and learn more about subjects in depth and supplies that are needed to teach the curriculum.</p>	<p>This includes all students in both 7th and 8th grade who are enrolled in an elective class at Larrea Middle School.</p>	
4.8	<p>Library</p> <p>A. Larrea Middle School will hold monthly library events in which students can participate and compete against one another. These events can include, but not limited to: Redesign your favorite book cover, Create a scene diagram from your favorite book, Plot chart diagrams etc. These</p>	<p>All staff and students at Larrea Middle School.</p>	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>events will be supported with materials, various equipment as needed, food, drinks, etc.</p> <p>B. Larrea Middle School will invite professionals of all trades and backgrounds to come into the library and give speeches, presentations, and/or hold events to provide students information on various college and career options and opportunities.</p> <p>C. Supplies, technology, and equipment needed to hold events to encourage students to participate and attend.</p> <p>D. The Librarian has the ability to replace or repair damaged books and material, or to order new books and material for students and teachers throughout the school year or as requested by staff and students.</p> <p>E. The Larrea Library will help provide a well-rounded education by purchasing current books, magazine subscriptions, and literature, etc., to improve literacy and academic achievement. Students in the library will have access to technology (computers and printers) to create presentations and projects that support classroom instruction. Students will have areas in the library where they can read, research and engage in their passion of reading.</p>		
4.9	<p>Science</p> <p>A. Students will utilize an interactive notebook for Science classes. These can be composition notebooks with manipulatives and foldables inside. This includes the supplies to complete notebooks such as: scissors, color pencils, markers, glue, paper, braids, tape, etc. Inside the notebooks, students can write lab reports that contain hypotheses, various methods, observations, analysis/data, and their conclusions.</p> <p>B. Larrea Middle School will provide development opportunities to better help teachers in remaining up to date on current subject matter, educational practices, technology, NGSS, School City, IAB's, CAASPP, and other cross-curricular strategies.</p> <p>C. Students will utilize proper technology, conduct research and various activities, field studies, complete hands on projects inside and outside of the classroom. These projects will be student driven and align with the standards to prepare students for their 8th grade CAASPP Science test.</p> <p>D. The Science department will support Mathematics by using academic vocabulary consistently, teaching graphs, measurements, and implementing project-based learning.</p>	All staff and students who are enrolled at Larrea Middle School.	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>E. The Science department will integrate science reading materials (Scholastic, magazines, etc.) to support English instruction, and other core classes, to improve literacy by having students read, write summaries, analyze articles and perform independent or group research lessons using various scientific literature.</p> <p>F. In an effort to increase participation while meeting the NGSS and Science standards, teachers will develop and implement labs for all students and build literacy skills. This includes items such as lab materials, lab equipment and programs, student and staff materials, as well as professional development for teachers to learn the skills to make such labs as engaging as possible for students.</p> <p>G. The Science department will support literacy (speaking, reading, writing, and critical thinking) through the use of hands-on materials and educational study trips that help students develop knowledge, opinions, and ideas in core subjects.</p>		
<p>4.10</p>	<p>Social Studies</p> <p>A. Support overall literacy with reading, writing, critical thinking, and speaking through hands on materials, artifacts, academic study trips, guest presenters/speakers, and cross-curricular project-based learning activities.</p> <p>B. Students will utilize an interactive notebook for Social Studies classes. These can be composition notebooks with manipulatives and foldables inside. This includes the supplies to complete notebooks such as: scissors, color pencils, markers, glue, paper, braids, tape, etc.</p> <p>C. Larrea will provide increased access to appropriate technology, online databases, subscriptions services, site licenses or software programs to enhance and engage students in Social Studies instruction. (Including but not limited to EdPuzzle, Flocabulary, Nearpod, etc.)</p> <p>D. Teachers will implement and increase reading within the classroom with primary source and historical documents. If possible, Larrea will host guest speakers, historians, etc. to come into the classrooms and provide students with artifacts and presentations.</p> <p>E. Necessary professional development will be provided in order to assist Social Studies teachers in helping students meet the Science standards. This includes academic trips for both students and</p>	<p>All staff and students who are enrolled at Larrea Middle School.</p>	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>staff to dive deeper into the curriculum and experience hands on learning.</p> <p>F. Social Studies teachers will be able to collaborate with any department, whether through pull-outs, trainings, or other professional opportunities, to facilitate cross-curricular teaching that supports students in their skill sets.</p> <p>G. Purchase a class set of laptops and a laptop cart and other various programs to support instruction that can be shared within the history department.</p> <p>H. Purchase a class set of history textbooks for each history teacher to help aide with student participation in class. Students will be using these textbooks on a consistent basis and having them available to use will benefit students in mastering the subject matter and standards.</p>		
<p>4.11</p>	<p>Student Clubs</p> <p>A. All students will have access to be involved in clubs to promote a well-rounded educational experience. Clubs will promote and encourage student involvement on campus and hold events that encourage student involvement and participation at Larrea Middle School.</p> <p>B. Larrea will assist in recognizing these clubs with shirts and other gear/apparel to promote a school culture where involvement is being promoted and encouraged.</p> <p>C. Clubs will have the ability to attend study trips as groups to encourage collaboration, student success, and promote a positive school atmosphere.</p>	<p>All students who are currently attending Larrea Middle School.</p>	
<p>4.12</p>	<p>School Culture</p> <p>A. All 8th grade students will be allowed to attend an 8th grade end of the year field trip as a way for Larrea to recognize their success and achievements here at school. This can include transportation and busing, food, parking, entry fees, shirts, subs for staff members, etc.</p>	<p>All students who are currently attending Larrea Middle School.</p>	
<p>4.13</p>	<p>Involvement of Staff, Parents, and Community:</p> <p>A. Provide parent/student access to Aeries, with emails for account activation at the start of every school year.</p> <p>B. Offer the opportunity for all staff to be represented in site decisions, SSC (School Site Council).</p>	<p>All students who are currently attending Larrea Middle School.</p>	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>C. Employ a Family Engagement Liaison. Larrea will provide the FEL with supplies and materials need to effectively carry out this job with items such as paper, pencils, files, programs, etc.</p> <p>D. The principal will support parent engagement, trainings, and involvement with monthly meetings called, "Coffee with the Principal." This includes the proper supplies to make this an event where parents feel comfortable and welcome. Items like coffee, drinks, pastries, decor, office supplies, etc.</p> <p>E. Provide parents, students, and the community with resources and support that is provided by Larrea's Mental Health Clinician.</p>		
<p>4.14</p>	<p>PBIS: is a school-wide system used at Larrea to promote positive behavior by clearly defining expectations, teaching students how to meet those expectations, and consistently rewarding positive actions, with a focus on prevention rather than punishment, ensuring all students understand what is considered appropriate behavior throughout the school day; this can include classroom settings, hallways, lunchroom, and even on the bus.</p> <p>A. Quarterly PBIS awards with prizes will be given to students chosen by staff that show excellence in our schools mantra's focus (Respect, Organization, Accountability, Responsibility). These will provide consistent, positive reinforcement for students who are actively demonstrating desired behaviors throughout the school year, promoting a culture of accountability and encouraging sustained positive behavior change, which ultimately leads to a more positive and productive learning environment.</p> <p>1. Portable Sound System (approx. \$8000) to be used for PBIS award/recognition activities.</p> <p>B. Supplies for PBIS student recognition activities. PBIS monthly recognition activities are justified because they actively reinforce positive student behaviors, promote a positive school climate, increase student engagement, and provide consistent public acknowledgement for students who are meeting behavioral expectations, ultimately encouraging them to maintain and improve their behavior over time.</p> <p>1. Popsicle hand out 2. Cookie decorating 3. Donuts and cocoa 4. Thanksgiving pie eating 5. No tardy challenge</p> <p>C. Classroom ROAR signs and school signage. School-wide PBIS signage serves as a consistent visual reminder of expected positive behaviors across the entire school, reinforcing the established</p>	<p>All students who are currently attending Larrea Middle School.</p>	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>expectations for students in all areas, promoting a positive school climate, and maximizing student understanding of appropriate actions through clear visual cues, ultimately leading to improved behavior and academic performance.</p> <p>D. 5 Star User Conference. Attending a 5 star user conference is provides a unique opportunity to gain in-depth knowledge about the latest product features, network with industry peers and experts, learn best practices from successful users, and potentially influence future product development by directly providing feedback to the company, all while building stronger community around the company, all while building a stronger community around the platform and enhancing our staff's own professional standing within the user base.</p> <p>E. A PBIS redemption store is a key component of a Positive Behavioral Interventions and Supports (PBIS) system because it provides a tangible way for students to redeem earned points for rewards, which incentivizes positive behavior, promotes student engagement, and creates a consistent system for recognizing and rewarding desired actions across the school, ultimately contributing to a more positive learning environment.</p>		
4.15	Peer Counseling - Larrea will create a course where we will focus on helping our at risk youth, foster kids, and students in need. We will implement a program called Thrive to help these students. Larrea will provide necessary items for this program/class to be successful such as: guest speakers, personal hygiene items, school supplies, clothing, and other necessary items to help students achieve success in school and in life.	All students who are currently attending Larrea Middle School.	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Each activity/strategy will be supported by Larrea Middle School on a daily basis both inside and outside of the classroom. Teachers will use these tools to support students in participating in various activities, clubs, teams, and in requesting of elective classes. Larrea Middle School will hold WEB Training for our 8th grade students/WEB Leaders from July 28th - 30th, 2025. Our WEB Leaders will then hold an orientation for incoming 7th graders on July 31st, 2025. These WEB leaders will assist in the acclimation of the new students on campus for their 7th grade introduction. Starting the 2025-2026 school year, Larrea's WEB program will expand from not only hosting WEB training and 7th grade Orientation, but will now also include WEB Mentors/Leaders who will teach 7th graders over the course of the entire academic school social and academic skills.

Overall the Panorama survey showed a positive school experience for all parties involved (Student, Staff, and Parent), therefore Larrea will continue working at maintaining that climate. In an area that Larrea decreased on was on the Staff Survey under "Sense of Belonging (School Connectedness), it was here that Larrea decreased from 77% to 64%. Larrea Middle School will work over the 2025-26 school year to rectify this by working with the staff on various department and AVID "Pull Out" Days where teacher are able to meet, collaborate, review data and develop relationships with one another.

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

N/A

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.

N/A

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.

California Community Schools Partnership

Larrea Middle School, in its opening year, began the process of developing a plan to ensure our community school promotes the values of racial justice, shared power, relationship-centered spaces, classroom-community connections, and mental health awareness and resources, while maintaining a continued focus on academic improvement. With these values in mind, we plan to continue with the following strategic steps:

Community Engagement and Partnerships: By fostering a strong connection between schools, local resource agencies, and businesses, we plan to encourage both parents/guardians and students to become involved in their community. This will be achieved through volunteer service projects, inviting successful residents and past alumni to be guest speakers, and cementing partnerships with local community organizations. When students are encouraged to be active participants in their community, it imbues them with a sense of pride in their hometown.

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.

As a 2nd year school, Larrea is working on building a strong partnership from the beginning by creating 4 main goals: to integrate student supports, create a strong family and community engagement, having collaborative leadership, and extended learning time and opportunities. Over the course of year 2 and 3, Larrea is currently needing to gather data from surveys to establish the needs that will best fit our students and community best. Larrea will continue to keep a focus on parent and community engagement with our FEL and meeting our students mental health needs with support services.

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
School Survey's from Staff, Students, and Parents	2024-2025 - Larrea is currently waiting on the district's committee to be fully establish so we, as Larrea Middle School, can send our needs to the district.	70% of all active members participate in the School Surveys
Increase in the number of community members attending Parent Engagement Trainings (Coffee with the Principal)	2024-2024 - Currently Larrea has on average between 8-9 community members attending meetings on a monthly basis.	5 or more community members to attend each meeting
Increase in the number of community members attending Shot Clinics at Larrea	2024-2025 - _____14_____	Larrea will increase the attendance of community members attending by 5%

Sustain or Increase in the number of students utilizing "The Den" or Support Services	2023-2024 - 437 students went to "The Den" 2024-2025 - 586 students went to "The Den"	Wellness Center - Sustained or Increase of use by 25% Support Services - To sustain the regular use of services as needed for students
---	--	---

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Larrea Middle School will begin hosting Shot clinics 2 times a year to the community on campus.	All Students	
5.2	Larrea will explore various options and program brought forth by staff, students, and parents to support the local community. If Larrea decides to implement programs such as a Peer Counseling, Thrive Program, Food Pantry, a Clothing and personal hygiene Closet, Larrea will use monies to help with the creation, implementation, set up, and running costs to maintain programs over the course of the school year.	All Students	
5.3	<p>Involvement of staff, parents and community:</p> <ol style="list-style-type: none"> 1. Provide parent/student access to Aeries, with emails for account activation at the start of every single school year. 2. Offer the opportunity for all staff to be represented in site decisions, SSC (School Site Council). 3. Employ a Family Engagement Liaison (FEL). <ul style="list-style-type: none"> • Larrea will continue to provide the FEL with items needed to successfully carry out all duties necessary to make our FEL dept successful. This can include items such as a Color Printer for flyers, coffee, waters, candies, muffins, juice, fruit, sandwiches, chips, ice teas, plates, napkins, etc. to make each Family/Parent Engagement Event successful. Larrea will also provide the school's FEL with the necessary supplies and storage (locked storage cabinets and bins). (Enrollment Fairs, Parent Workshops, Coffee with the Principal, etc) • Larrea will have a yearly Volunteer Appreciate Day held at the end of the school year where we will recognize and show our appreciation for community members who have volunteered at Larrea. At his event, volunteers will be provided with small gifts of Larrea SWAG (shirts, lanyards, cups, pens etc.) • Larrea shirts/swag will be provided to approved Volunteers at Larrea to promote school culture at events and during volunteer hours. 4. Support parents and community members with "Coffee with the Principal" on a monthly basis. 5. Provide parents, student and community with 	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>resources and support provided by the Mental Health Clinician.</p> <ul style="list-style-type: none"> Larrea will continue to provide students and family members with "The Cave" as a safe place for students to go. At "The Cave" students are able use items such as, but not limited to, books, journals, manipulatives, rocks, games, art supplies (canvases, paint, paint brushes, oil pastels, color pencils, markers, copy paper, etc.) and other incentives for students to reinforce and promote positive behavior on campus. Larrea will work as a collaborative group to celebrate Unity Day/Anti-Bullying Day across campus by celebrating and buying items such as shirts, socks, bracelets, lanyards, pens, pins, and any other items deemed necessary to encourage school unity amongst all students and staff. 		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Larrea was able to to successfully implement and establish both an FEL and Mental Health office within the first two years. Parents attended FEL events on a regular basis as well as students regularly visiting "The Den" and having support services available when needed on a regular basis. Larrea was also able to provide 2 shot clinics at the beginning and end of the year.

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

No major differences are needed for the implementation of the strategies/activities, but rather more time to expand each program or department.

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

No changes to this goal until May 2026 to allow for growth to continue.

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	\$287,617
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$255,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$227,000.00

Subtotal of additional federal funds included for this school: \$227,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$1,000.00
General Fund	\$10,000.00
Prop 28	\$17,000.00

Subtotal of state or local funds included for this school: \$28,000.00

Total of federal, state, and/or local funds for this school: \$255,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
District Funded	1,000.00
General Fund	10,000.00
Prop 28	17,000.00
Title I	227,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	80,000.00
4000-4999: Books And Supplies	84,000.00
5000-5999: Services And Other Operating Expenditures	65,000.00
5800: Professional/Consulting Services And Operating Expenditures	25,000.00
None Specified	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	District Funded	1,000.00
4000-4999: Books And Supplies	General Fund	10,000.00
4000-4999: Books And Supplies	Prop 28	17,000.00
1000-1999: Certificated Personnel Salaries	Title I	80,000.00
4000-4999: Books And Supplies	Title I	57,000.00
5000-5999: Services And Other Operating Expenditures	Title I	65,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	25,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
78,000.00
60,000.00
34,000.00
83,000.00

School Site Council Membership

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

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

Name of Members	Role
Larry Williams	Principal
Even Lopez	Secondary Student
Luna Lopez	Parent or Community Member
Alex Musselwhite	Classroom Teacher
Megan Krole	Classroom Teacher
Quiana Roberts	Other School Staff
Christina Hanson	Parent or Community Member

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

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



Special Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/2025.

Attested:



Principal, Joe Williams on 5/19/2025



SSC Chairperson, Alex Musslewhite on 5/19/2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023