

School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------------|-----------------------------------|--|---------------------------|
| Las Palmas Middle School | 19644366012538 | | January 08, 2026 |

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Purpose:

The School-Wide Plan (SWP) aims to elevate student achievement for all students, with a particular focus on those not meeting academic standards. By fostering innovative, positive environments, the SWP enhances connections between students and their learning experiences.

Components:

- 1. Comprehensive Needs Assessment:** Identifying areas requiring urgent attention and resources.
- 2. Reform Strategies:** Implementing methods to close achievement gaps and boost proficiency levels.
- 3. Highly Qualified Teachers:** Ensuring all instructors meet high professional standards.
- 4. Professional Development:** Providing continuous learning opportunities for staff.
- 5. Parental Involvement:** Engaging families in educational processes and decision-making.
- 6. Transition Plans:** Supporting students during key educational transitions.
- 7. Teacher Assessment Involvement:** Engaging educators in developing and reviewing assessments.
- 8. Coordination of Programs:** Efficient integration of various educational services and programs.

Governance and Educational Partner Engagement:

The School Site Council (SSC) plays a critical role in developing, reviewing, and annually updating the School Plan for Student Achievement (SPSA), including managing the budget and making necessary plan adjustments. Involvement extends to parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, as mandated by 5 California Code of Regulations (3932).

CSI and ATSI Planning:

- **CSI Planning:** This plan is specifically designed to meet federal CSI planning requirements for a school eligible for CSI. It details targeted strategies and interventions aimed at addressing the needs identified through comprehensive assessments, focusing on substantial improvements in academic outcomes.
- **ATSI Planning:** For a school eligible for ATSI, this plan serves to meet federal ATSI planning requirements, focusing on targeted supports for subgroups of students identified as underperforming to ensure that disparities in achievement are addressed effectively.

Parent and Community Involvement:

- **Support for Parental Activities:** Parental involvement activities are shaped by annual input from the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), District Town Hall Meetings, and LCAP Advisory groups. This input helps identify family engagement needs, leading to collaborative district priorities and initiatives planning.

- **Informed Parent Participation:** Parents have opportunities for informed participation, with accommodations for those with disabilities. School documents and meetings are accessible in Spanish and other languages upon request, ensuring ADA compliance.
- **Communication:** The district uses translators for school communications and employs outreach liaisons and EL Specialists to facilitate parent education and information sessions in Spanish at school sites.

Alignment with Federal and State Mandates:

The SPSA aligns with ESSA requirements and integrates elements of Compensatory Education, focusing on maximizing federal investments to support underserved students. It aligns with district priorities outlined in the LCAP, focusing on data-driven professional development and instructional planning to promote equitable outcomes.

Title I Implementation:

All nine elementary schools, three middle schools, and one continuation high school operate school-wide Title I programs. Each school conducts an annual needs assessment, reviewing data to identify strengths and weaknesses and brainstorming improvement strategies. These assessments inform each site's SPSA, which outlines the use of Title I funds for initiatives like reading and math interventions, professional development, and supplemental learning materials.

This comprehensive approach ensures that our school meets state and federal requirements and aligns with our commitment to providing a high-quality, equitable education for all students, with robust involvement from our educational partners and the community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

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

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

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

Meaningful involvement of parents, students, faculty, staff, and the broader community is essential to the development and continual improvement of the School Plan for Student Achievement (SPSA). Our district engages a diverse array of educational partners to ensure the plan is comprehensive and responsive to the needs of all students.

Annual Cycle of Engagement

August - September: Review and Identify Needs

- The School's Leadership Team, comprising administrators and teachers, reviews student achievement data to identify critical areas for improvement and summarize significant findings.
- The School Site Council (SSC), English Learner Advisory Committee (ELAC), and Title I parents provide input on the SPSA goals and the strategies/activities planned, including Title I expenditures.
- Notices in multiple languages facilitate communication with parents, and meetings are scheduled at various times to ensure broad participation.

October/November: Define Goals and Strategies

- The entire school faculty engages in discussions about the impact of various activities on student achievement, fostering a collaborative environment for sharing insights and strategies.
- Input continues to be gathered from district liaisons, SSC, ELAC, and Title I parents to refine the SPSA goals and corresponding strategies/activities.

December/January: Plan Approval

- The finalized plan, incorporating all stakeholder feedback, is submitted for approval to the SSC. District personnel assist with necessary revisions to ensure compliance and quality before submission to the local governing board in January.

January - April: Implementation and Monitoring

- Following approval, the specified purchases and implementations of the plan are executed. The effectiveness of the SPSA is monitored through the use of observational tools and focused classroom walkthroughs.
- Meetings with the SSC and district liaisons discuss ongoing updates and modifications to the plan to ensure it remains effective and relevant.

May/June: Annual Review and Program Evaluation

- At the end of the academic year, school leaders conduct a thorough review of the plan's effectiveness using evidence from educational partner surveys, classroom walkthroughs, and district formative assessments.
- Feedback from this evaluation is shared with the SSC and ELAC, who provide further recommendations. This crucial step informs the refinement of goals and the adjustment of strategies/activities for the next academic year.

Additional Requirements for CSI and ATSI

For schools undergoing Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), the district ensures that the development and implementation of the SPSA are in close partnership with the school and its educational partners, aligning with specific requirements to support these statuses.

This framework outlines a comprehensive and inclusive approach to involving educational partners in the SPSA process, ensuring that the plan reflects diverse community needs and is a strategic tool for enhancing student achievement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on a thorough review of the California School Dashboard, Las Palmas Middle School has two identified no state indicators where the overall performance falls into the "Red" or "Orange" performance categories. Suspension Rate is Orange and English Learner Progress in Orange.

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

The dashboard highlights key areas of concern for specific student groups. Specifically, English Learners fall within the "Red" performance level for the Chronic Absenteeism indicator, two levels below the "Yellow" category for all students. Likewise, the ELA for English Learners is "Yellow," two levels below the "Blue" category for all students. Additionally, Long-term English Learners fall within the "Orange" performance level for the ELA indicator, three levels below the "Blue" category for all students, and the "Red" performance level for the Math indicator, two levels below the "Yellow" category for all students. White students fall within the "Red" performance level for the Chronic Absenteeism indicator, two levels below the "Yellow" category for all students. Lastly, Students with Disabilities fall within the "Orange" performance level for the ELA indicator, three levels below the "Blue" category for all students.

Other Needs

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

In addition to the data provided by the California School Dashboard, Las Palmas Middle School utilizes locally collected data to identify and address additional areas of need. This includes student performance, behavior, and engagement measures that are not reflected in state indicators. A primary area of focus is strengthening academic support for students who are not yet meeting grade-level standards in core subjects such as math and English. Local assessments and teacher feedback have emphasized the need for targeted interventions, additional support, and differentiated instruction to help these students close learning gaps and achieve success.

To meet these needs, the school is expanding its after-school tutoring program and providing professional development for teachers focused on effective instructional strategies. Las Palmas is also increasing parent engagement through consistent communication, parent education sessions, and school events, while building stronger partnerships with local organizations and businesses. These locally identified priorities align with and complement the goals outlined in the California School Dashboard, ensuring that all Las Palmas Middle School students receive the support and opportunities they need to thrive academically and socially.

Data Analysis

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

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

Surveys

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

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

Additionally, a district-wide parent survey was administered in English and Spanish each spring. Survey questions included parent feedback and opinions in the following areas:

- Student participation in school activities
- Parent participation in school activities
- District and school priorities
- Parent communication preferences

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

- Writing and Mathematics
- Student academic support
- Social-emotional support

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

Classroom Observations

Throughout the year, teachers, principals, and district administrators participate in classroom walk-throughs and coaching activities. Teachers visit classrooms to verify evidence of site best teaching practices.

Administrators visit classrooms for both formal and informal observations. Highlights identifying best practices from walkthroughs are shared with all staff. Classrooms are also monitored through the formal evaluation process. Observation and evaluation forms are based on the California Standards for the Teaching Profession.

Analysis of Current Instructional Program

In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:

- Not meeting performance goals
- Missing performance goals
- Exceeding performance goals

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

Standards, Assessment, and Accountability

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

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

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

Teachers meet during collaborative team meetings to do the following:

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESSA)

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

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

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

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

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

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

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

assistant principal and a secondary dean. Entry-level administrators are paired with a veteran administrator coach to help guide them through the transition to leadership. All teachers and administrators participate in 3 district-wide professional development days and additional training for their school site, grade level, or subject area.

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

Teachers meet during collaborative team meetings to do the following:

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESSA).

Services provided to enable underperforming students to meet standards (see Intervention Pyramids)

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

- Use of highly qualified instructional aides to support classroom instruction
- Interventions are provided during the school day whenever possible; additional interventions are provided before and after school.

Evidence-based educational practices to raise student achievement.

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| American Indian | 0% | 0.12% | 0.11% | 0 | 1 | 1 |
| African American | 2.37% | 2.82% | 1.92% | 19 | 24 | 17 |
| Asian | 4.99% | 4.47% | 4.62% | 40 | 38 | 41 |
| Filipino | 2.62% | 2.23% | 2.59% | 21 | 19 | 23 |
| Hispanic/Latino | 84.79% | 84.25% | 85.01% | 680 | 717 | 754 |
| Pacific Islander | 0% | % | 0.11% | 0 | | 1 |
| White | 4.61% | 5.29% | 4.62% | 37 | 45 | 41 |
| Two or More Races | 0.37% | 0.59% | 0.68% | 3 | 5 | 6 |
| Not Reported | 0.25% | 0.24% | 0.34% | 2 | 2 | 3 |
| Total Enrollment | | | | 802 | 851 | 887 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 22-23 | 23-24 | 24-25 |
| Grade 6 | 276 | 292 | 278 |
| Grade 7 | 267 | 286 | 309 |
| Grade 8 | 259 | 273 | 300 |
| Total Enrollment | 802 | 851 | 887 |

Conclusions based on this data:

1. Enrollment at Las Palmas Middle School has grown from 802 students in 2022–23 to 887 students in 2024–25, reflecting steady growth and strong community confidence in the school's academic programs, climate, and reputation.
2. With approximately 85% of students identifying as Hispanic/Latino, Las Palmas serves a culturally rich and bilingual community, emphasizing the importance of culturally responsive teaching, strong ELD and Dual Language programs, and meaningful family engagement.
3. Enrollment is well-balanced across grade levels—292 in sixth grade, 286 in seventh, and 273 in eighth—which allows for consistent instructional planning, manageable class sizes, and equitable access to interventions, electives, and enrichment opportunities.

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 | 99 | 79 | 73 | 12.3% | 9.3% | 8.2% |
| Fluent English Proficient (FEP) | 194 | 192 | 205 | 24.2% | 22.6% | 23.1% |

Conclusions based on this data:

1. The percentage of English Learners has steadily declined from 12.3% in 2022–23 to 8.2% in 2024–25, reflecting continued progress in language acquisition and successful reclassification efforts.
2. The number of Fluent English Proficient (FEP) students has remained stable, increasing slightly from 194 to 205 over three years, indicating consistent language development and effective instructional support for multilingual learners.
3. The decreasing English Learner population and growing number of reclassified and fluent students suggest that Las Palmas Middle School's ELD program and integrated language supports are effectively helping students achieve English proficiency and transition into mainstream academic programs.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 6 | 253 | 265 | 288 | 249 | 264 | 285 | 249 | 264 | 285 | 98.4 | 99.6 | 99 |
| Grade 7 | 244 | 259 | 284 | 238 | 258 | 275 | 238 | 258 | 275 | 97.5 | 99.6 | 96.8 |
| Grade 8 | 264 | 251 | 269 | 257 | 246 | 268 | 257 | 246 | 268 | 97.3 | 98.0 | 99.6 |
| All Grades | 761 | 775 | 841 | 744 | 768 | 828 | 744 | 768 | 828 | 97.8 | 99.1 | 98.5 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 6 | 2507. | 2530. | 2518. | 14.46 | 17.42 | 21.75 | 27.71 | 34.09 | 22.81 | 26.10 | 26.52 | 24.56 | 31.73 | 21.97 | 30.88 |
| Grade 7 | 2531. | 2537. | 2545. | 12.61 | 11.24 | 16.73 | 31.51 | 37.60 | 34.55 | 26.05 | 24.81 | 23.64 | 29.83 | 26.36 | 25.09 |
| Grade 8 | 2539. | 2538. | 2546. | 15.95 | 10.98 | 11.57 | 27.24 | 28.86 | 32.09 | 24.90 | 26.02 | 27.61 | 31.91 | 34.15 | 28.73 |
| All Grades | N/A | N/A | N/A | 14.38 | 13.28 | 16.79 | 28.76 | 33.59 | 29.71 | 25.67 | 25.78 | 25.24 | 31.18 | 27.34 | 28.26 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | |
| Grade 6 | 13.71 | 15.15 | 18.60 | 52.42 | 59.85 | 51.58 | 33.87 | 25.00 | 29.82 | |
| Grade 7 | 12.24 | 12.79 | 13.82 | 62.87 | 59.30 | 65.09 | 24.89 | 27.91 | 21.09 | |
| Grade 8 | 14.01 | 11.79 | 13.06 | 54.09 | 56.50 | 61.19 | 31.91 | 31.71 | 25.75 | |
| All Grades | 13.34 | 13.28 | 15.22 | 56.33 | 58.59 | 59.18 | 30.32 | 28.13 | 25.60 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 6 | 15.66 | 22.73 | 21.13 | 52.21 | 57.58 | 43.31 | 32.13 | 19.70 | 35.56 |
| Grade 7 | 19.92 | 19.77 | 24.36 | 51.69 | 58.53 | 52.36 | 28.39 | 21.71 | 23.27 |
| Grade 8 | 20.62 | 17.48 | 20.52 | 49.03 | 47.97 | 50.00 | 30.35 | 34.55 | 29.48 |
| All Grades | 18.73 | 20.05 | 22.01 | 50.94 | 54.82 | 48.49 | 30.32 | 25.13 | 29.50 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 6 | 13.71 | 16.67 | 11.23 | 68.15 | 70.83 | 71.58 | 18.15 | 12.50 | 17.19 |
| Grade 7 | 11.81 | 7.75 | 12.36 | 71.31 | 78.29 | 72.00 | 16.88 | 13.95 | 15.64 |
| Grade 8 | 8.17 | 10.16 | 13.06 | 71.21 | 72.76 | 70.15 | 20.62 | 17.07 | 16.79 |
| All Grades | 11.19 | 11.59 | 12.20 | 70.22 | 73.96 | 71.26 | 18.60 | 14.45 | 16.55 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 6 | 15.26 | 16.67 | 20.00 | 63.45 | 69.32 | 61.75 | 21.29 | 14.02 | 18.25 |
| Grade 7 | 15.55 | 15.89 | 16.00 | 63.03 | 64.73 | 62.91 | 21.43 | 19.38 | 21.09 |
| Grade 8 | 18.68 | 18.29 | 17.16 | 54.86 | 63.41 | 63.43 | 26.46 | 18.29 | 19.40 |
| All Grades | 16.53 | 16.93 | 17.75 | 60.35 | 65.89 | 62.68 | 23.12 | 17.19 | 19.57 |

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 6 | 253 | 265 | 288 | 249 | 264 | 286 | 249 | 263 | 286 | 98.4 | 99.6 | 99.3 |
| Grade 7 | 244 | 259 | 284 | 239 | 258 | 280 | 239 | 258 | 280 | 98.0 | 99.6 | 98.6 |
| Grade 8 | 264 | 251 | 269 | 261 | 249 | 268 | 261 | 249 | 268 | 98.9 | 99.2 | 99.6 |
| All Grades | 761 | 775 | 841 | 749 | 771 | 834 | 749 | 770 | 834 | 98.4 | 99.5 | 99.2 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 6 | 2480. | 2505. | 2504. | 9.24 | 10.65 | 19.58 | 14.46 | 19.39 | 16.43 | 32.13 | 35.74 | 24.83 | 44.18 | 34.22 | 39.16 |
| Grade 7 | 2497. | 2510. | 2524. | 10.88 | 11.24 | 13.21 | 12.97 | 22.87 | 21.07 | 32.64 | 27.13 | 34.64 | 43.51 | 38.76 | 31.07 |
| Grade 8 | 2526. | 2533. | 2535. | 12.64 | 12.45 | 13.06 | 20.69 | 20.08 | 22.01 | 27.20 | 29.72 | 27.99 | 39.46 | 37.75 | 36.94 |
| All Grades | N/A | N/A | N/A | 10.95 | 11.43 | 15.35 | 16.15 | 20.78 | 19.78 | 30.57 | 30.91 | 29.14 | 42.32 | 36.88 | 35.73 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 6 | 4.02 | 7.98 | 11.89 | 53.41 | 60.46 | 51.75 | 42.57 | 31.56 | 36.36 |
| Grade 7 | 7.95 | 9.30 | 10.00 | 56.07 | 53.88 | 57.50 | 35.98 | 36.82 | 32.50 |
| Grade 8 | 9.96 | 10.04 | 7.84 | 47.89 | 55.02 | 55.22 | 42.15 | 34.94 | 36.94 |
| All Grades | 7.34 | 9.09 | 9.95 | 52.34 | 56.49 | 54.80 | 40.32 | 34.42 | 35.25 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 6 | 10.84 | 9.13 | 12.94 | 57.43 | 64.64 | 59.09 | 31.73 | 26.24 | 27.97 |
| Grade 7 | 10.04 | 11.24 | 10.36 | 57.74 | 61.24 | 65.71 | 32.22 | 27.52 | 23.93 |
| Grade 8 | 9.20 | 13.65 | 9.70 | 68.97 | 61.45 | 66.42 | 21.84 | 24.90 | 23.88 |
| All Grades | 10.01 | 11.30 | 11.03 | 61.55 | 62.47 | 63.67 | 28.44 | 26.23 | 25.30 |

Conclusions based on this data:

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

School and Student Performance Data

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

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

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 6 | 1525.2 | 1551.0 | 1553.6 | 1540.9 | 1577.3 | 1580.6 | 1509.0 | 1524.4 | 1525.9 | 36 | 25 | 34 |
| 7 | 1544.5 | 1539.2 | 1530.2 | 1560.2 | 1557.4 | 1545.7 | 1528.4 | 1520.3 | 1514.1 | 44 | 33 | 25 |
| 8 | 1552.8 | 1547.5 | 1564.0 | 1568.5 | 1567.1 | 1594.1 | 1536.8 | 1527.4 | 1533.3 | 36 | 34 | 22 |
| All Grades | | | | | | | | | | 116 | 92 | 81 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 6 | 22.22 | 36.00 | 50.00 | 25.00 | 28.00 | 38.24 | 38.89 | 24.00 | 2.94 | 13.89 | 12.00 | 8.82 | 36 | 25 | 34 |
| 7 | 36.36 | 27.27 | 36.00 | 22.73 | 24.24 | 32.00 | 25.00 | 30.30 | 8.00 | 15.91 | 18.18 | 24.00 | 44 | 33 | 25 |
| 8 | 25.00 | 38.24 | 31.82 | 41.67 | 17.65 | 40.91 | 19.44 | 20.59 | 22.73 | 13.89 | 23.53 | 4.55 | 36 | 34 | 22 |
| All Grades | 28.45 | 33.70 | 40.74 | 29.31 | 22.83 | 37.04 | 27.59 | 25.00 | 9.88 | 14.66 | 18.48 | 12.35 | 116 | 92 | 81 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 6 | 41.67 | 56.00 | 85.29 | 38.89 | 28.00 | 5.88 | 16.67 | 8.00 | 0.00 | 2.78 | 8.00 | 8.82 | 36 | 25 | 34 |
| 7 | 43.18 | 39.39 | 64.00 | 38.64 | 33.33 | 8.00 | 9.09 | 18.18 | 4.00 | 9.09 | 9.09 | 24.00 | 44 | 33 | 25 |
| 8 | 41.67 | 47.06 | 54.55 | 38.89 | 26.47 | 36.36 | 8.33 | 5.88 | 9.09 | 11.11 | 20.59 | 0.00 | 36 | 34 | 22 |
| All Grades | 42.24 | 46.74 | 70.37 | 38.79 | 29.35 | 14.81 | 11.21 | 10.87 | 3.70 | 7.76 | 13.04 | 11.11 | 116 | 92 | 81 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 6 | 5.56 | 4.00 | 2.94 | 13.89 | 20.00 | 23.53 | 38.89 | 48.00 | 52.94 | 41.67 | 28.00 | 20.59 | 36 | 25 | 34 |
| 7 | 6.82 | 0.00 | 4.00 | 20.45 | 21.21 | 28.00 | 43.18 | 39.39 | 20.00 | 29.55 | 39.39 | 48.00 | 44 | 33 | 25 |
| 8 | 5.56 | 5.88 | 4.55 | 25.00 | 26.47 | 27.27 | 41.67 | 32.35 | 27.27 | 27.78 | 35.29 | 40.91 | 36 | 34 | 22 |
| All Grades | 6.03 | 3.26 | 3.70 | 19.83 | 22.83 | 25.93 | 41.38 | 39.13 | 35.80 | 32.76 | 34.78 | 34.57 | 116 | 92 | 81 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|--|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | |
| 6 | 22.22 | 32.00 | 26.47 | 66.67 | 56.00 | 64.71 | 11.11 | 12.00 | 8.82 | 36 | 25 | 34 | |
| 7 | 15.91 | 15.15 | 8.00 | 61.36 | 54.55 | 60.00 | 22.73 | 30.30 | 32.00 | 44 | 33 | 25 | |
| 8 | 11.11 | 11.76 | 18.18 | 66.67 | 58.82 | 68.18 | 22.22 | 29.41 | 13.64 | 36 | 34 | 22 | |
| All Grades | 16.38 | 18.48 | 18.52 | 64.66 | 56.52 | 64.20 | 18.97 | 25.00 | 17.28 | 116 | 92 | 81 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|--|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | |
| 6 | 61.11 | 72.00 | 88.24 | 36.11 | 20.00 | 2.94 | 2.78 | 8.00 | 8.82 | 36 | 25 | 34 | |
| 7 | 72.73 | 63.64 | 76.00 | 18.18 | 27.27 | 0.00 | 9.09 | 9.09 | 24.00 | 44 | 33 | 25 | |
| 8 | 63.89 | 64.71 | 90.91 | 25.00 | 17.65 | 9.09 | 11.11 | 17.65 | 0.00 | 36 | 34 | 22 | |
| All Grades | 66.38 | 66.30 | 85.19 | 25.86 | 21.74 | 3.70 | 7.76 | 11.96 | 11.11 | 116 | 92 | 81 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|--|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | |
| 6 | 13.89 | 8.00 | 2.94 | 13.89 | 44.00 | 61.76 | 72.22 | 48.00 | 35.29 | 36 | 25 | 34 | |
| 7 | 13.64 | 12.12 | 4.00 | 38.64 | 33.33 | 44.00 | 47.73 | 54.55 | 52.00 | 44 | 33 | 25 | |
| 8 | 16.67 | 11.76 | 13.64 | 33.33 | 32.35 | 22.73 | 50.00 | 55.88 | 63.64 | 36 | 34 | 22 | |
| All Grades | 14.66 | 10.87 | 6.17 | 29.31 | 35.87 | 45.68 | 56.03 | 53.26 | 48.15 | 116 | 92 | 81 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 6 | 2.78 | 12.00 | 14.71 | 88.89 | 72.00 | 73.53 | 8.33 | 16.00 | 11.76 | 36 | 25 | 34 |
| 7 | 2.27 | 3.03 | 4.00 | 81.82 | 81.82 | 76.00 | 15.91 | 15.15 | 20.00 | 44 | 33 | 25 |
| 8 | 5.56 | 0.00 | 0.00 | 86.11 | 73.53 | 90.91 | 8.33 | 26.47 | 9.09 | 36 | 34 | 22 |
| All Grades | 3.45 | 4.35 | 7.41 | 85.34 | 76.09 | 79.01 | 11.21 | 19.57 | 13.58 | 116 | 92 | 81 |

Conclusions based on this data:

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

School and Student Performance Data

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 |
| 851 | 84.3% | 9.3% | 0.8% |
| Total Number of Students enrolled in Las Palmas Middle School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 79 | 9.3% |
| Foster Youth | 7 | 0.8% |
| Homeless | 47 | 5.5% |
| Socioeconomically Disadvantaged | 717 | 84.3% |
| Students with Disabilities | 128 | 15% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 24 | 2.8% |
| American Indian | 1 | 0.1% |
| Asian | 38 | 4.5% |
| Filipino | 19 | 2.2% |
| Hispanic | 717 | 84.3% |
| Two or More Races | 5 | 0.6% |
| Pacific Islander | 0 | 0.0% |
| White | 45 | 5.3% |

Conclusions based on this data:

1. Las Palmas Middle School serves 851 students, with a diverse population in which 84.3% are socioeconomically disadvantaged, emphasizing the importance of equitable access to academic support, enrichment, and family resources.
2. The school has 9.3% English Learners, 5.5% homeless youth, and 0.8% foster youth, highlighting the need for strong wraparound services, counseling, and targeted interventions to address barriers to learning.
3. With 84.3% Hispanic/Latino students, Las Palmas represents a culturally rich community, reinforcing the school's commitment to culturally responsive instruction, bilingual supports, and inclusive engagement with families.

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."



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

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

School and Student Performance Data

Academic Performance English Language Arts

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> Yellow</p> <p>9.5 points below standard</p> <p>Increased 3.7 points</p> <p>815 Students</p> | <p>English Learners</p> <p> Red</p> <p>75.4 points below standard</p> <p>Maintained 0.4 points</p> <p>127 Students</p> | <p>Long-Term English Learners</p> <p> Red</p> <p>127.2 points below standard</p> <p>Declined 25.9 points</p> <p>46 Students</p> |
| <p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p> | <p>Homeless</p> <p> No Performance Color</p> <p>37.9 points below standard</p> <p>Declined 8.7 points</p> <p>41 Students</p> | <p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>20.1 points below standard</p> <p>Maintained 2.5 points</p> <p>692 Students</p> |

| | | |
|--|--|--|
| <p>Students with Disabilities</p>  <p>Red</p> <p>90.2 points below standard</p> <p>Maintained 0.7 points</p> <p>126 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>46.1 points below standard</p> <p>Declined 3.9 points</p> <p>22 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Asian</p>  <p>Blue</p> <p>94.6 points above standard</p> <p>Increased 29.3 points</p> <p>38 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>62.2 points above standard</p> <p>Increased 15.5 points</p> <p>18 Students</p> | <p>Hispanic</p>  <p>Yellow</p> <p>16.3 points below standard</p> <p>Increased 3.9 points</p> <p>685 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Orange</p> <p>10.2 points below standard</p> <p>Declined 22.1 points</p> <p>45 Students</p> |

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

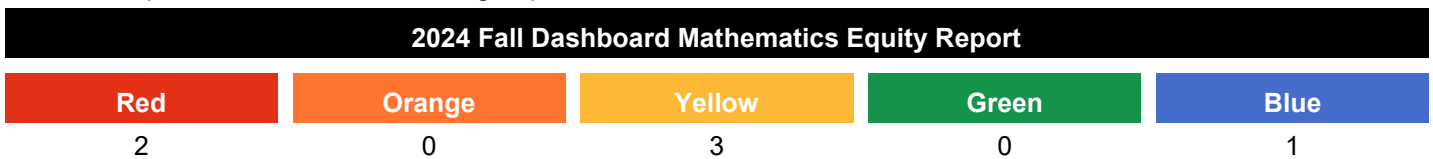
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>Yellow</p> <p>42.1 points below standard</p> <p>Increased 6.4 points</p> <p>816 Students</p> | <p>English Learners</p> <p>Red</p> <p>102.6 points below standard</p> <p>Maintained 0.5 points</p> <p>127 Students</p> | <p>Long-Term English Learners</p> <p>Red</p> <p>145.5 points below standard</p> <p>Declined 15.7 points</p> <p>46 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>54.3 points below standard</p> <p>Declined 14.5 points</p> <p>41 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>51.5 points below standard</p> <p>Increased 6.8 points</p> <p>692 Students</p> |

| | | |
|---|---|--|
| <p>Students with Disabilities</p>  <p>Red</p> <p>130.2 points below standard</p> <p>Declined 4.4 points</p> <p>126 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>102.7 points below standard</p> <p>Declined 5.9 points</p> <p>22 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Asian</p>  <p>Blue</p> <p>81.6 points above standard</p> <p>Increased 25.3 points</p> <p>38 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>26.7 points above standard</p> <p>Maintained 1.0 points</p> <p>18 Students</p> | <p>Hispanic</p>  <p>Yellow</p> <p>50.1 points below standard</p> <p>Increased 6.7 points</p> <p>686 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Yellow</p> <p>21.8 points below standard</p> <p>Maintained 0.5 points</p> <p>45 Students</p> |

Conclusions based on this data:

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

School and Student Performance Data



Academic Performance English Learner Progress

The 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  Blue 73.6 points above standard making progress. Number Students: 72 Students | Long-Term English Learner Progress  Blue 80.0 points above standard making progress. Number Students: 45 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 | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 5 | 14 | 0 | 52 |

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 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 | | |
|---|---|---|
| <p>All Students</p> <p> Yellow</p> <p>19% Chronically Absent</p> <p>Declined 2.2</p> <p>884 Students</p> | <p>English Learners</p> <p> Orange</p> <p>22.8% Chronically Absent</p> <p>Declined 5</p> <p>92 Students</p> | <p>Long-Term English Learners</p> <p> Orange</p> <p>21.2% Chronically Absent</p> <p>Declined 6.8</p> <p>52 Students</p> |
| <p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p> | <p>Homeless</p> <p> No Performance Color</p> <p>36% Chronically Absent</p> <p>Declined 4.9</p> <p>50 Students</p> | <p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>21.1% Chronically Absent</p> <p>Declined 2.7</p> <p>750 Students</p> |

| | | |
|--|--|---|
| <p>Students with Disabilities</p>  <p>Orange</p> <p>22.2% Chronically Absent</p> <p>Declined 3.1</p> <p>135 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>Increased 1.7</p> <p>24 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> |
| <p>Asian</p>  <p>Green</p> <p>5% Chronically Absent</p> <p>Declined 2.1</p> <p>40 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 4.8</p> <p>19 Students</p> | <p>Hispanic</p>  <p>Orange</p> <p>20.4% Chronically Absent</p> <p>Declined 2.2</p> <p>744 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Yellow</p> <p>18.4% Chronically Absent</p> <p>Declined 6</p> <p>49 Students</p> |

Conclusions based on this data:

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

School and Student Performance Data

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. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

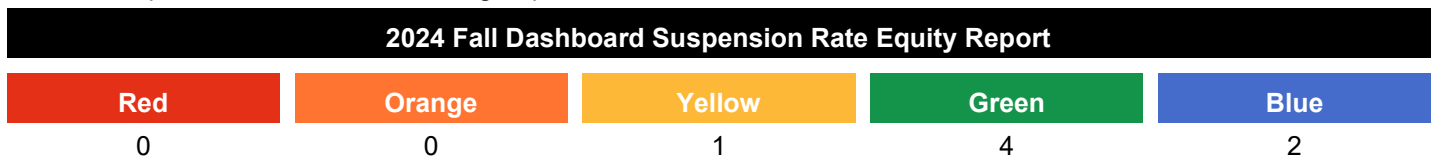
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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> Green</p> <p>4.3% suspended at least one day</p> <p>Declined 1.3%</p> <p>898 Students</p> | <p>English Learners</p> <p> Green</p> <p>5.2% suspended at least one day</p> <p>Declined 8.6%</p> <p>96 Students</p> | <p>Long-Term English Learners</p> <p> Yellow</p> <p>9.4% suspended at least one day</p> <p>Declined 8%</p> <p>53 Students</p> |
| <p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p> | <p>Homeless</p> <p> No Performance Color</p> <p>7.5% suspended at least one day</p> <p>Declined 0.8%</p> <p>53 Students</p> | <p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>4.9% suspended at least one day</p> <p>Declined 2%</p> <p>760 Students</p> |

| | | |
|--|---|---|
| <p>Students with Disabilities</p>  <p>Green</p> <p>5.1% suspended at least one day</p> <p>Declined 1.3%</p> <p>138 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>4% suspended at least one day</p> <p>Declined 1%</p> <p>25 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> |
| <p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>41 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4.8%</p> <p>19 Students</p> | <p>Hispanic</p>  <p>Green</p> <p>5% suspended at least one day</p> <p>Declined 1%</p> <p>756 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 5.4%</p> <p>49 Students</p> |

Conclusions based on this data:

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

District/School Goals Alignment

LCAP Goals:

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.
4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

LCAP and Educational Services Goal Alignments to SPSA

| LCAP | Educational Services | SPSA |
|-----------|---|---|
| Goals 1-4 | <p>English Language Arts: Increase the percentage of students meeting or exceeding standards in English Language Arts by 3%, as measured by CAASPP.</p> <p>Mathematics: Increase the percentage of students meeting or exceeding standards in Mathematics by 3%, as measured by the CAASPP.</p> <p>Science: Increase the percentage of students meeting or exceeding standards in Science by 3%, as measured by CAST.</p> <p>English Learner Progress: Increase the percentage of students making progress towards English language proficiency by 3%, as measured by the English Learner Progress Indicator (ELPI) on the CA Dashboard.</p> <p>Graduation Rate: Increase the high school graduation rate by 2%, as measured by the Graduation Rate Indicator on the CA Dashboard.</p> <p>A-G Rate: Increase the percentage of 12th-grade students meeting UC/CSU entrance requirements by 5%, as measured by the A-G completion rate.</p> <p>Attendance: Increase the Districtwide Attendance Rate to at least 96.5% or higher.</p> | Goals: ELA, Math, ELD, Science, College & Career Readiness, and Engagement |

Research Foundation

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

| Research Models and ESSA Ratings | Major Elements/Strategies | Section in SPSA |
|--|---|--|
| Focused Schools ESSA: Moderate | <ul style="list-style-type: none"> • Customized training for school-based data, Focus Goals and Instructional Leadership Teams (ILT) • Coaching for Central Office personnel and site leadership • Customized tools and protocols to help create strong structures and systems that support the framework for School Improvement. | Goals, Strategies, & Proposed Expenditures |
| Professional Learning Communities ESSA: Strong | <ul style="list-style-type: none"> • Ensuring that All Students Learn (Big Idea #1) • Building a Culture of Collaboration for School Improvement (Big Idea #2) • A Focus on Results (Big Idea #3) • Recognizing Hard Work and Commitment (Dr. Richard DuFour, Dr. Roland Barth, Dr. R. Marzano) | Goals, Strategies, & Proposed Expenditures |
| Response to Intervention (RTI) ESSA: Strong | <ul style="list-style-type: none"> • Tiers I, II and III Intervention structure planned and utilized • All schools utilize data from i-Ready and other state, district, and local assessments to meet students' needs • Students receive interventions on a daily basis within the school day and after school (Dr. Carol Tomlinson) (NEA 2007) (Dr. C. Cortiello 2006) (Dr. Coynen, M.D. 2004) | Goals, Strategies, & Proposed Expenditures |
| i-Ready ESSA: Moderate | <ul style="list-style-type: none"> • Research-based practices in Assessment, Classroom Instruction, Personalized Learning, and Blended Learning • Powerful adaptive diagnostic and growth measure • Core standards-based instruction, practice, and assessment • Adaptive learning • Personalized on-line instruction (Dr. Laine Bradshaw, Dr. Richard Brown, Dr. Hua Hua Chang, Dr. Mark Ellis, et. al.) | Goals, Strategies, & Proposed Expenditures |
| Thinking Maps ESSA: Strong | <ul style="list-style-type: none"> • Eight maps that correspond with fundamental thinking processes: Circle Map - Context; Bubble Map – describing adjectives; Flow Map – sequencing and ordering; Brace Map – part/whole relationships; Tree Map – classifying and grouping; Double Bubble Map – comparing and contrasting; Multi-Flow Map – analyzing causes and effects; Bridge Map - seeing analogies. • Excellent for English Learners and others to understand and access core curriculum • Thinking maps are a “common visual language” for students in all subjects in Grades K-12. (Dr. Katherine McKnight, Dr. Mary McMackin, et. al.) | Goals, Strategies, & Proposed Expenditures |
| Write from the Beginning and Beyond (TK-5) ESSA: Strong | <ul style="list-style-type: none"> • Grade level appropriate expectations for effective student writing • Teachers receive instruction for writing at their grade level • Students self-evaluate their writing performance and identify strategies for improvement • Students utilize Thinking Maps individually or in groups to organize and plan expository writing (Dr. John Weida, Dr. Jane C. Buckner) | Goals, Strategies, & Proposed Expenditures |

| Research Models and ESSA Ratings | Major Elements/Strategies | Section in SPSA |
|--|--|---|
| <p>Expository Reading and Writing Course (ERWC) 6-12</p> <p>ESSA: Moderate</p> | <ul style="list-style-type: none"> Professional Development for teachers Aligned to California’s ELA Common Core Standards Text-Based Grammar for Expository Reading and Writing New relevant student topics for enhanced motivation Reading and writing in both literary and informational texts <p>(California Department of Education (CCSS), California State University course syllabus)</p> | <p>Goals, Strategies, & Proposed Expenditures</p> |
| <p>UCI Math Project</p> <p>ESSA: Moderate</p> | <ul style="list-style-type: none"> Research -based hands-on professional development. Standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics, including the 8 mathematical practices. Increases pedagogical knowledge in areas such as How the Brain Learn Math, classrooms management, mathematical mindset, math discourse, student motivation, engagement, and questioning strategies, research and theory on student, learning, and homework. Intervention curriculum to fill in the gaps for students below grade level. Scaffolded English Language Learners supports. <p>(Fong, T., Perry, R., Reade, F., Klarin, B., & Jaquet, K., 2016) (Perry, Rebecca, Marple, Stacy., & Reade, Frances, 2019)</p> | <p>Goals, Strategies, & Proposed Expenditures</p> |
| <p>Lindamood-Bell</p> <p>ESSA: Strong</p> | <ul style="list-style-type: none"> Tiers I, II, III intervention Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling develops symbol imagery for reading and spelling. Visualizing and Verbalizing: develops concept imagery as a basis for comprehension and higher order thinking. Professional development to develop the underlying process necessary for a student to learn to read and comprehend. <p>(Donnelly, P.M., Huber, E., & Yeatman, J. D., 2019) (Sadoski, M. & Wilson, V., 2006)</p> | <p>Goals, Strategies, & Proposed Expenditures</p> |
| <p>Ruler</p> <p>ESSA: Moderate</p> | <ul style="list-style-type: none"> A system approach to Social-Emotional Learning. RULER is an acronym for the five skills of emotional intelligence: Recognizing; Understanding; Labeling; Expressing; Regulating. RULER supports the entire school community in: Understanding the value of emotions; Building the skills of emotional intelligence; and Creating and maintaining a positive school climate. <p>(Nathanson, L., Rivers, S. E., Flynn, L.M., & Brackett, M. A., 2016)</p> | <p>Goals, Strategies, & Proposed Expenditures</p> |
| <p>Character Strong/Purposeful People</p> <p>ESSA: Moderate</p> | <ul style="list-style-type: none"> Curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making Character Development: Patience, Kindness, Honesty, Respect, Selfishness, Forgiveness, Commitment, Humility <p>(Elias, M. J., & Arnold, H. (Eds.), 2006). (Brackett, M. A., & Katulak, N. A., 2006).</p> | <p>Goals, Strategies, & Proposed Expenditures</p> |

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts

By June 2026, Las Palmas will increase student achievement in ELA schoolwide, in each student group and grade level, by 10% or more on SBAC and district benchmarks.

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

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

Identified Need

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

A review of the California School Dashboard and local assessment data indicates several areas requiring significant improvement. ELA and Math performance reveal persistent gaps among English Learners (ELs) and students with disabilities (SWD), both of whom are performing well below their peers on state assessments. Dashboard indicators show that ELs have 0% proficiency in ELA across grades 6–8, and SWD demonstrate low proficiency levels as well, with rates as low as 4% in 8th grade. These performance gaps demonstrate a clear need for improved academic language development, differentiated instruction, and targeted intervention.

Local data, including i-Ready diagnostics, ALEKS, and common formative assessments, further identify weaknesses in foundational literacy and math skills, with only 54% of students demonstrating mastery. These results confirm that many students are not meeting grade-level expectations and require stronger Tier 1 instruction paired with targeted Tier 2 and Tier 3 supports.

Chronic absenteeism continues to affect academic progress, especially for ELs and SWD, who are disproportionately represented in absenteeism data. Attendance challenges limit consistent access to instruction and contribute to widening achievement gaps.

To address these needs, the school is implementing strengthened intervention periods, enhanced progress monitoring systems, and expanded use of research-based instructional practices such as WICOR and academic language routines. Additional supports—including targeted ELD instruction, increased parent communication, improved attendance monitoring, and expanded socio-emotional supports—are being utilized to close achievement gaps and improve outcomes for all student groups.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| CAASPP SBAC ELA | <p>56% at proficiency in 6th grade ELA 58% at proficiency in 7th grade ELA 53% at proficiency in 8th grade ELA</p> <p>0% at proficiency 6th grade ELA for English Learners 0% proficiency 7th grade ELA for English Learners 0% proficiency 8th grade ELA for English Learners</p> <p>24.39% at proficiency in 6th grade ELA English for students with disabilities 8.57% at proficiency in 7th grade ELA English for students with disabilities 4% at proficiency in 8th grade ELA English for students with disabilities</p> | <p>66% at proficiency in 6th grade ELA 68% at proficiency in 7th grade ELA 63% at proficiency in 8th grade ELA</p> <p>10% proficiency in 6th grade ELA for English Learners 10% proficiency in 7th grade ELA for English Learners 10% proficiency in 8th grade ELA for English Learners</p> <p>25.39% at proficiency in 6th grade Math English for students with disabilities 18.57% at proficiency in 7th grade Math English for students with disabilities 14% at proficiency 8th grade Math English for students with disabilities</p> |
| Common Formative Assessments (In-School) | 54% of students demonstrated mastery in the i-Ready diagnostic and Standard Mastery Report | 75% of students will demonstrated mastery in the i-Ready diagnostic and Standard Mastery Report |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|---|
| 1.1 | Teachers will regularly examine student performance and assessment data to monitor student mastery of standards during staff development and PLC collaboration sessions. Teachers will also meet in teams and departments to discuss instructional pacing and district benchmark outcomes to drive instruction. | All | <p>500 Title I - Site Allocation Certificated Salaries</p> <p>1500 LCFF S/C Site Innovation (3313) Books and Supplies</p> |
| 1.2 | Maintain 80% of teachers trained in AVID from all curricular disciplines. Strategies are utilized school-wide to enhance the learning of all students. Time is provided for peer observations and collaboration, along with PLC, to share best practices. Teachers will collaborate to increase rigor for developing Academic vocabulary, writing, and comprehension access to materials of varied lexiles. Utilization of AVID strategies of critical reading, Socratic Seminar, Cornell/Interactive Notes, AVID Professional Development, AVID Weekly, etc. | All | <p>1000 LCFF S/C AVID (4401) Books and Supplies</p> |
| 1.3 | Continue to train staff with Achievement Team protocol. Teachers will use short assessments - | All | |

| | | | |
|-------------|---|---|--|
| | both pre and post-tests - and use data to drive instruction. | | |
| 1.4 | Students will be able to access technology and online tools individually and collaboratively. The LMC (Library Media Center) is available for students who need technology access. Provide intervention software for ELA. | All | 250 Title I - Site Allocation Books and Supplies 200 Title I - Site Allocation Services and other operating expenditures 500 Title I - Site Allocation Certificated Salaries 300 Title I - Site Allocation Classified Salaries |
| 1.6 | Students will access i-Ready diagnostic and AR exams and take the Star diagnostic exams. These tools will help monitor students' reading comprehension progress. | All | District funded |
| 1.7 | Provide after-school tutoring and/or homework help for students. | All | 17000 LCFF S/C Tutoring (2226) Certificated Salaries |
| 1.8 | Provide opportunities for teacher training, peer observation, and collaboration in AVID strategies in accordance with our instructional focus and our commitment to implementing AVID school-wide. This will include the payment of AVID tutors. | All | 1500 LCFF S/C AVID (4401) Certificated Salaries 2500 LCFF S/C Site Innovation (3313) Professional/Consulting Services |
| 1.9 | Purchase updated technology for teachers and other staff members to support student achievement. | All | 1280 Title I - Site Allocation Books and Supplies 4273 LCFF S/C Site Innovation (3313) Books and Supplies |
| 1.12 | English Intervention and Study Skills sections will be offered, with allocated time for teachers to plan, develop differentiated curricula, and access additional materials and support. Additionally, a Saturday CAASPP Bootcamp will be available to further assist students. | Intervention for Standard nearly Met and Standard Not Met students. | 2000 Title I - Site Allocation Books and Supplies 2000 Title I - Site Allocation Certificated Salaries 7000 LCFF S/C Site Innovation (3313) Certificated Salaries |

| | | | |
|------|--|---|--|
| 1.13 | Provide instructional digital tools (Nearpod, GoFormative, Commonlit.org) to support student learning. | All | 8000 LCFF S/C Site Innovation (3313) Books and Supplies |
| 1.14 | Provide new teacher(s) with needed resources and supplies for effective instruction. | New Teacher | 3000 LCFF S/C Site Innovation (3313) Books and Supplies 1000 LCFF S/C New Teacher (2223) |
| 1.16 | Support EL students with accelerating language acquisition and developing literacy and reading comprehension skills. | AVID EXCEL- English Learners | District funded Certificated Salaries |
| 1.17 | Increase the opportunities for co-teaching for special education students. With the continued support of a special education teacher, students identified as special education will have more access to the general education environment and scaffolded support to be mainstreamed. | English Co-Teach-Special Education Students | District funded |

Annual Review

SPSA Year Reviewed: 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.

Strategies 1.1, 1.3, 1.4, 1.6, 1.8, and 1.9 were implemented as intended and were effective based on PLC and benchmark assessment data showing improved alignment in instructional pacing, greater access to technology, and consistent use of formative assessments to guide instruction. Teachers effectively used i-Ready and STAR diagnostic data to monitor reading comprehension growth, while the integration of online tools such as Nearpod and CommonLit increased student engagement and provided ongoing progress monitoring.

Strategies 1.2 and 1.8 were implemented successfully, maintaining over 80% of staff trained in AVID methodologies. Classroom observations and walkthrough data showed consistent use of AVID strategies—such as Cornell Notes, Socratic Seminars, and focused note-taking—leading to improved student organization, collaboration, and academic discourse across content areas.

Strategies 1.7 and 1.12 were implemented effectively, with expanded after-school tutoring and Saturday CAASPP Bootcamps resulting in increased student participation and measurable gains in reading comprehension as reflected in local benchmark and progress monitoring data.

Strategies 1.13 and 1.14 were implemented as planned. The addition of digital instructional tools and new teacher resources enhanced instructional delivery, providing greater differentiation and support for both students and newly hired staff.

Strategies 1.15 and 1.16 were implemented as intended and effective based on English Learner progress data showing improved language proficiency and literacy outcomes. AVID Excel and after-school tutoring provided targeted academic language development and reading comprehension support for EL and Dual Language students.

Strategy 1.17 was implemented successfully and supported by co-teaching observation data indicating increased access for special education students to the general education environment. This approach improved inclusion, collaboration between general and special education staff, and academic outcomes for students with disabilities.

While most strategies were fully implemented, some adjustments were made due to increased demand for technology and instructional materials. Additional funds were allocated to tutoring, AVID training, and classroom resources to ensure all students received the necessary support to achieve the school's ELA goals.

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

While the strategies were implemented effectively overall, some adjustments were necessary to meet emerging needs. Increased demand for technology and instructional resources resulted in higher-than-anticipated expenditures. To address this, additional funds were directed toward expanding after-school tutoring and homework support, providing more AVID training opportunities, and purchasing supplemental instructional materials to strengthen classroom instruction. Despite these budgetary challenges, the school remains committed to ensuring that all students receive the support needed to meet academic goals. Continued teacher collaboration and professional development will remain key components in sustaining progress and achieving the desired outcomes.

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

Based on the analysis of the current goal, adjustments will be made to strengthen the effectiveness of efforts to increase student achievement in ELA by 10% across all student groups and grade levels at Las Palmas Middle School. The following updates are reflected in the SPSA:

Goal:

The overall goal remains the same, with no changes to its description.

Annual Outcomes:

Targets have been refined to ensure measurable and realistic growth in the number of students meeting or exceeding ELA standards. A specific focus has been placed on improving outcomes for students with disabilities and English Learners by 10% on the CAASPP and other assessments. Greater emphasis will also be placed on closing the achievement gap between student groups.

Metrics:

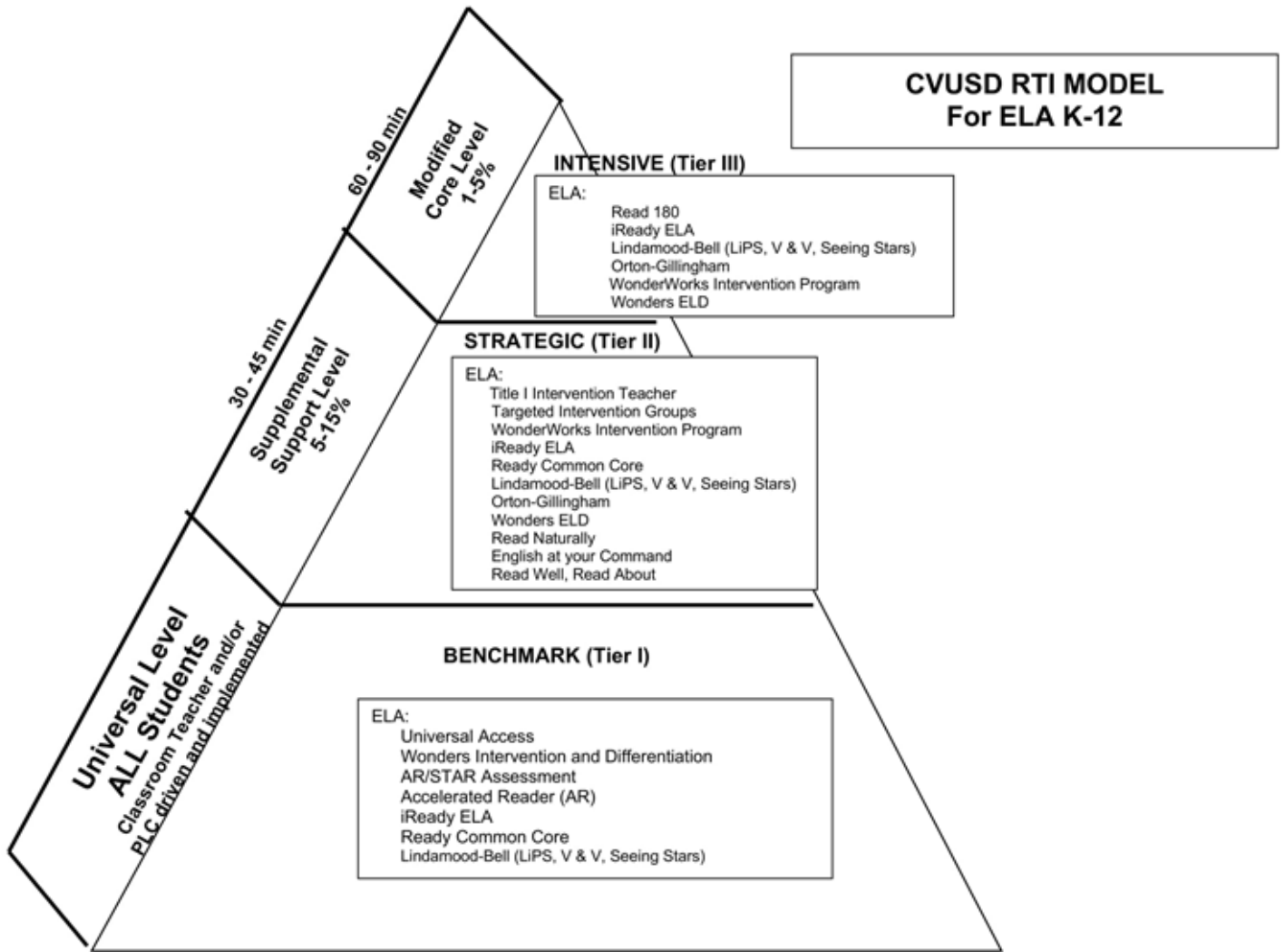
No new metrics have been added or removed.

Strategies/Activities and Proposed Expenditures:

Strategies and activities have been refined for clarity, alignment, and impact. Each action step is now more clearly defined to ensure that initiatives directly support the goal of increasing ELA proficiency. These refinements streamline processes, improve resource allocation, and clarify staff roles and responsibilities to support effective implementation.

Overall, these updates provide a more focused and intentional approach to raising ELA achievement across all student groups. The adjustments were developed collaboratively with input from educational partners to ensure that strategies are responsive to the diverse needs of the Las Palmas student community.

RTI Pyramid: District ELA



Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Mathematics

By June 2026, Las Palmas will increase student achievement in Mathematics schoolwide, in each student group and grade level by 10% or more on SBAC and district benchmarks.

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

Identified Need

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

A review of the California School Dashboard and local assessment data indicates that Mathematics is a significant area requiring improvement across all grade levels. Current CAASPP results show overall proficiency rates of 37% in 6th grade, 39% in 7th grade, and 37% in 8th grade—demonstrating a schoolwide need for deeper mathematical understanding and stronger Tier 1 instruction.

There are also substantial performance gaps among student groups. English Learners (ELs) show proficiency rates ranging from 5.56% to 16.67% in 6th and 7th grade, with only 12.5% proficient in 8th grade. Students with disabilities (SWD) perform significantly below peers, with proficiency rates below 10% in 6th grade and dropping to 0% by 8th grade. These gaps indicate that current instructional supports, intervention structures, and language development strategies are not sufficiently meeting the needs of these groups in mathematics.

Local data, including common formative assessments, i-Ready diagnostics, ALEKS checks, and districtwide assessments, reinforce the Dashboard findings. Only 50% of students are demonstrating mastery on PLC-created common formative assessments, and student performance on districtwide assessments also remains at 50%. These patterns highlight weaknesses in foundational math skills, conceptual understanding, and the consistency of instructional practices across classrooms.

To address these areas of need, the school is strengthening Tier 1 instruction through the use of high-leverage math strategies, data-driven PLC cycles, and common mathematical language routines. Additional steps include expanding targeted intervention during the school day, increasing progress monitoring for ELs and SWD, implementing small-group instruction aligned to essential standards, and integrating ALEKS and i-Ready data into instructional planning. Increased family communication regarding attendance and academic performance is also being used to ensure students have consistent access to instruction.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------|---|--|
| CAASPP SBAC Math | <p>6th-37% level of proficiency 7th-39% level of proficiency 8th-37% level of proficiency</p> <p>5.56% level of proficiency for EL students in 6th grade 16.67% level of proficiency for EL students in 7th grade 12.5% level of proficiency for EL students in 8th grade</p> <p>9.97% level of proficiency for students with reported disabilities in 6th grade 2.86% level of proficiency for students with reported disabilities in 7th grade 0% level of proficiency for students with reported disabilities in 8th grade</p> | <p>6th-47% level of proficiency 7th-49% level of proficiency 8th 47% level of proficiency</p> <p>15.56% level of proficiency for ELL students in 6th grade 26.67% level of proficiency for ELL students in 7th grade 22.5% level of proficiency for ELL students in 8th grade</p> <p>10.97% level of proficiency for students with reported disabilities in 6th grade 12.86% level of proficiency for students with reported disabilities in 7th grade 10% level of proficiency for students with reported disabilities in 8th grade</p> |
| Common Formative Assessments | 50% of students demonstrate mastery on common formative assessments created by grade level professional learning communities. | 60% of students demonstrate mastery on common formative assessments created by grade level professional learning communities. |
| Districtwide | 50% of students demonstrate mastery on district assessments | 60% of students demonstrate mastery on district assessments |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|--|
| 2.1 | Teachers will meet in teams to determine common assessments, analyze data, differentiate instruction, and create an action plan for a math summit. They will continue to implement problems that require high levels of reason, both abstract and quantitative, and construct viable arguments, patterns, and strategies. They will also implement standards for mathematical practice and provide opportunities for peer observation and collaboration. | ALL | <p>3000 LCFF S/C Site Innovation (3313) Certificated Salaries</p> <p>1992 Title I - Site Allocation Professional/Consulting Services</p> |
| 2.2 | We will continue to use technology both in and out of the classroom, providing opportunities for intervention via technology, differentiated instruction, peer coaching, guided study, and teacher/tutors. | ALL | <p>5000 LCFF S/C Site Innovation (3313) Books and Supplies</p> <p>2000 LCFF S/C Site Innovation (3313) Certificated Salaries</p> |

| | | | |
|------|---|--|---|
| 2.3 | Support will be provided with supplies and technology to help with achievement team cycle implementation and data boards. | ALL | 508 Title I - Site Allocation Books and Supplies |
| 2.4 | UCI training for all math teachers to enhance math rigor with a four-step approach: facts, procedures, concepts, and relational knowledge. | ALL | |
| 2.5 | We will continue our work with PLC training for teachers to enhance their practice and effectively guide their instruction using a common data protocol for review/ Achievement Teams. | ALL | 4000 Title I - Site Allocation Certificated Salaries 550 Title I - Site Allocation Books and Supplies 3000 Title I - Site Allocation Books and Supplies |
| 2.6 | Provide opportunities for teacher training, peer observation, and collaboration in AVID strategies in accordance with our instructional focus and our commitment to implementing AVID school-wide. This will include the payment of AVID tutors. | ALL | 500 LCFF S/C AVID (4401) Certificated Salaries |
| 2.7 | Math Intervention sections will be established, including resources for teacher release time for planning, developing a differentiated curriculum, and acquiring additional materials and support. Additionally, a Saturday CAASPP Bootcamp will be offered. | Intervention for Standard nearly Met and Standard Not Met students | 4,000 Title I - Site Allocation Certificated Salaries 7000 LCFF S/C Site Innovation (3313) Certificated Salaries |
| 2.8 | Provide math intervention for students below grade level. | All | District funded Certificated Salaries |
| 2.9 | AVID Excel—Strategies from AVID Excel will be utilized to support the acquisition and understanding of the academic language used in math. The strategies will be shared with all teachers so they can be utilized in all classes to support all EL students on campus. | EL Students | District funded Professional/Consulting Services |
| 2.10 | Co-Teach Math. Las Palmas will add a co-teach 6th-grade math class. This will expose SPED students to the same level of rigor as our general education students with the support of both a general and special education teacher. | Students with Disabilities | District funded Certificated Salaries |

Annual Review

SPSA Year Reviewed: 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.

Strategies 2.1, 2.2, 2.3, 2.4, 2.5, and 2.6 were implemented as intended and were effective based on PLC and benchmark data showing consistent improvement in instructional alignment, data analysis, and use of high-level reasoning and problem-solving tasks. Teachers engaged in collaborative planning, analyzed common formative assessments, and used technology to differentiate instruction. UCI math training and PLC cycles strengthened teacher capacity to deliver rigorous, concept-based instruction, which contributed to steady gains in student proficiency on local assessments.

Strategies 2.7 and 2.8 were implemented as intended and were effective based on progress-monitoring data showing increased student participation and growth among those enrolled in Math Intervention and Saturday CAASPP Bootcamps. These supports provided targeted instruction to students performing below standard, leading to higher mastery rates on i-Ready diagnostics and district benchmark assessments.

Strategies 2.9 and 2.10 were implemented effectively and supported by classroom observation and student outcome data. AVID Excel strategies enhanced English Learners' understanding of academic math language, while the addition of a co-taught 6th-grade math class increased access for students with disabilities to grade-level content and improved performance through scaffolded instruction.

While all strategies were implemented with fidelity, adjustments were made to allocate additional funds for intervention staffing, AVID training, and instructional technology due to increased demand. Overall, the combination of collaborative teacher practices, targeted interventions, and specialized supports for English Learners and students with disabilities contributed to measurable progress toward the goal of increasing math proficiency by 10% across all student groups.

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

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

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

Based on the analysis of implementation and outcome data, several refinements will be made to strengthen the effectiveness of the math goal and ensure continued progress toward increasing student achievement by 10% across all grade levels and student groups.

The goal statement will remain the same, maintaining the focus on improving math proficiency for all students, including English Learners and students with disabilities.

Annual Outcomes:

Targets have been adjusted to ensure measurable and attainable growth in CAASPP math performance, with particular attention to closing achievement gaps. Specific emphasis will be placed on increasing the percentage of students meeting or exceeding standards in grades 6–8, as well as improving outcomes for English Learners and students with disabilities through differentiated instruction and targeted intervention.

Metrics:

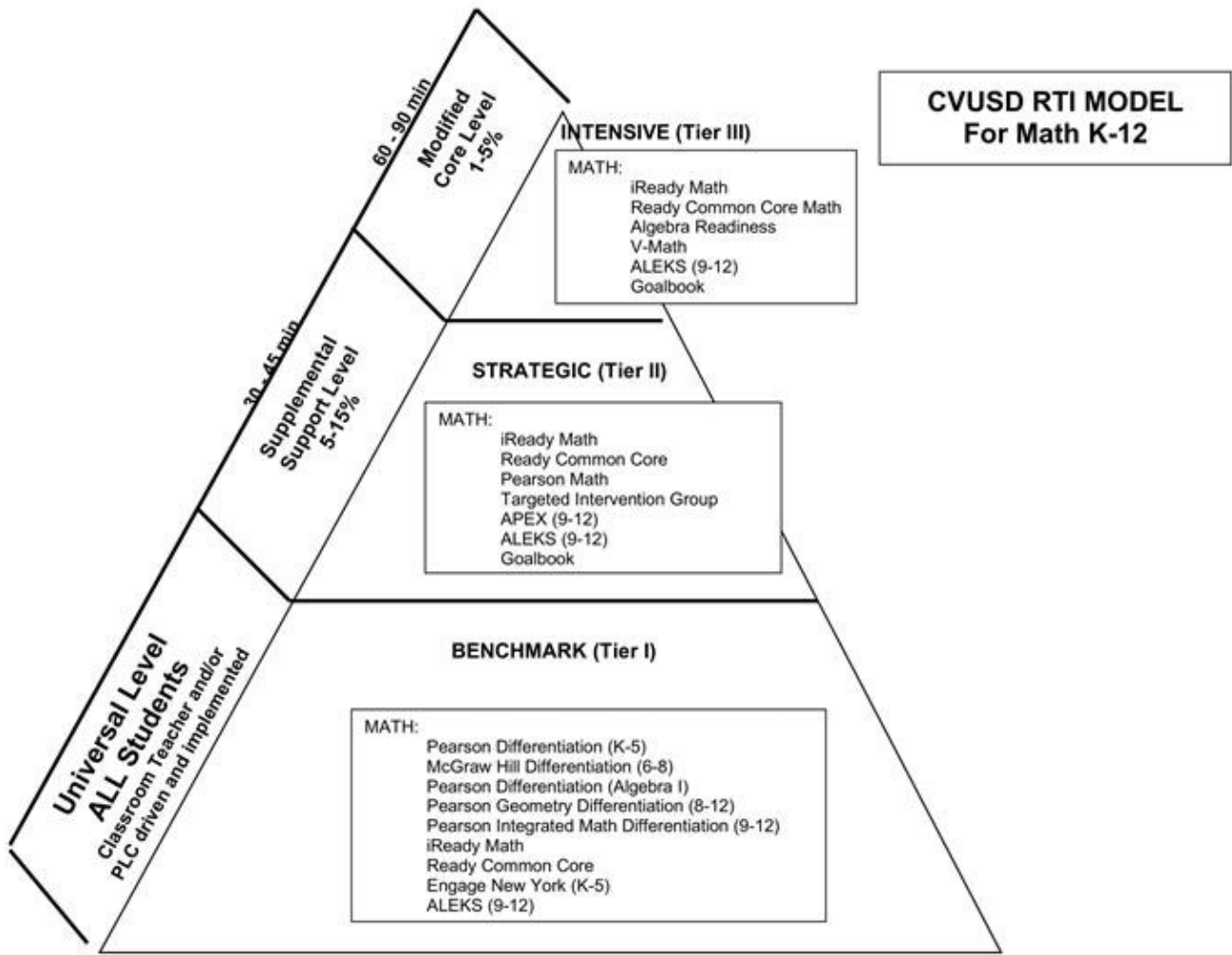
No new metrics will be added or removed; however, greater emphasis will be placed on analyzing i-Ready diagnostic growth and common formative assessment data as leading indicators to monitor progress toward state assessment goals.

Strategies/Activities:

Several strategies will be refined for clarity and focus. Additional time and resources will be dedicated to after-school math intervention and Saturday CAASPP Bootcamps (Strategies 2.7 and 2.8). AVID Excel strategies (Strategy 2.9) will be further embedded into math instruction to strengthen academic language development for English Learners. Co-teaching opportunities (Strategy 2.10) will be expanded beyond 6th grade to provide greater access and inclusion for students with disabilities. Continued professional development in data analysis, mathematical reasoning, and technology integration (Strategies 2.1–2.6) will ensure alignment across grade levels.

These revisions, outlined in the updated SPSA under Goal 2, are designed to create a more focused, data-driven approach that supports equitable access to rigorous math instruction for all students at Las Palmas Middle School.

RTI Pyramid: District Math



Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Language Development

By June 2026, 10% growth overall in performance for EL students on both math and ELA as measured by the CAASPP scores.

By June 2026, 5% increase in EL progress on ELPI.

By June 2026, 10% increase on proficiency on the summative ELPAC

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

Identified Need

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

A review of California School Dashboard indicators and local assessment data identifies English Learner (EL) performance as a significant area requiring improvement. Recent results show a decline in both the Summative ELPAC proficiency rate and the ELPI progress indicator, demonstrating that fewer EL students are meeting annual growth targets or progressing through language levels as expected. This decline highlights gaps in academic language development, consistent delivery of designated and integrated ELD, and the need for stronger support structures for long-term English Learners (LTELs) and newcomers.

Achievement gaps between ELs and non-ELs remain wide. On the CAASPP, EL proficiency is 0% in ELA across grades 6–8, and Math proficiency ranges from 5.56% to 16.67%, far below schoolwide averages. These gaps are further compounded for English Learners with disabilities, who show even lower levels of proficiency. Chronic absenteeism is also elevated among ELs, limiting consistent access to instruction and contributing to slower language and academic development.

Local data, including i-Ready diagnostics, common formative assessments, ALEKS, and districtwide benchmarks, confirm that ELs are underperforming in foundational literacy and math skills. These indicators show that current systems need tightening to ensure all students receive structured language support tied to academic content.

To address these needs, the school is strengthening designated and integrated ELD instruction, increasing progress monitoring cycles, expanding the use of academic language routines across content areas, and providing targeted interventions for LTELs and newcomers. Additional steps include improving attendance support for EL students, implementing more consistent use of scaffolds and sentence frames in all classrooms, and providing professional development to ensure alignment in instructional practices.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------|--|--|
| CAASPP SBAC ELA | 0% at proficiency 6th grade ELA for English Learners 0% proficiency 7th grade ELA for English Learners 0% proficiency 8th grade ELA for English Learners | 10% proficiency in 6th grade ELA for English Learners 10% proficiency in 7th grade ELA for English Learners 10% proficiency in 8th grade ELA for English Learners |
| CAASPP SBAC Math | 5.56% level of proficiency for EL students in 6th grade 16.67% level of proficiency for EL students in 7th grade 12.5% level of proficiency for EL students in 8th grade | 15.56% level of proficiency for ELL students in 6th grade 26.67% level of proficiency for ELL students in 7th grade 22.5% level of proficiency for ELL students in 8th grade |
| CA Dashboard: ELPI | 52.5% making progress | 57.5% making progress |
| Summative ELPAC | 28% Proficient | 38% Proficient |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|--------------------------------|--|
| | | | |
| 3.1 | The ELD Coordinator will continue to monitor students' progress and ensure that they are properly placed in special programs and interventions according to RTI and Catch Up Plan, providing time and period subs for the ELD Coordinator to meet with students, teachers, parents, and instructional aide support. | EL | District funded |
| 3.2 | Provide interpreters for parents during parent events or meetings, and to enable parent/teacher communication | ALL as applicable | 2500 LCFF S/C Site Innovation (3313) Classified Salaries |
| 3.3 | Provide intervention for EL students during and/or after school and focus on EL at the intermediate or high levels on ELPAC who are not meeting the district Catch Up Plan and expectations. Provide monitoring and intervention for our RFEP students as needed to help students progress academically. Identified students selected to participate in a study skills course. | Specified EL and RFEP students | 5000 LCFF S/C Site Innovation (3313) Books and Supplies |
| 3.4 | Provide Designated ELD for at least 30 minutes a day based on ELD performance levels according to ELPAC, ELD performance levels according to the High Point assessment, and EL student needs. Utilize the CA ELD Standards and the ELA/ELD Framework. | EL | District funded |

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

Annual Review

SPSA Year Reviewed: 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.

Overall, the implementation of strategies designed to support English Learners was partially effective, with several activities completed as planned and others requiring stronger consistency and fidelity. The ELD Coordinator (Strategy 3.1) monitored student progress, reviewed placement, and met with teachers, students, and parents; however, staffing constraints and limited substitute coverage sometimes reduced the frequency of individual check-ins. While this system provided essential oversight, inconsistent monitoring cycles limited the full impact of the Catch-Up Plan.

Designated ELD was provided daily (Strategy 3.4), and teachers used the CA ELD Standards and ELA/ELD Framework to guide instruction. Despite this, delivery varied across classrooms, and walkthrough data indicated that not all students consistently received the full 30 minutes of structured language instruction. Integrated ELD (Strategies 3.7 and 3.8) was also implemented in core classes, but the level of fidelity differed by department, impacting the development of academic language across content areas.

Parent engagement strategies—including interpreters and ELAC meetings (Strategies 3.2 and 3.9)—were successfully implemented and strengthened communication with families. However, inconsistent parent attendance at ELAC meetings limited the opportunity to fully leverage parent voice in decision-making.

Intervention opportunities for EL, RFEP, and LTEL students (Strategies 3.3 and 3.10) were offered during and after school, and AVID Excel (Strategy 3.11) provided targeted language development for intermediate-level ELs. These interventions benefited participating students, but attendance challenges and uneven participation reduced overall effectiveness. Additionally, while monitoring tools such as the 3D Assessments (Strategy 3.8) were introduced, their use across teams was not fully consistent.

Professional development in AVID strategies and academic language routines (Strategy 3.6) supported some improvement in instructional practices, yet implementation varied across classrooms. As a result, the use of structured conversations, sentence frames, and vocabulary routines did not occur uniformly across grade levels.

Overall, while the foundational structures for EL support were implemented, inconsistent delivery of designated and integrated ELD, variable intervention participation, and limited monitoring cycles contributed to declines in Summative ELPAC proficiency and ELPI progress. Continued strengthening of fidelity, collaboration, and data-driven adjustments will be necessary to fully achieve the articulated goals.

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

There were no major deviations from the planned strategies and activities. However, it became apparent that additional resources were required to fully implement the planned interventions. There was an increased focus on supporting general education teachers in providing effective ELD instruction within their content areas, ensuring that EL students receive consistent and high-quality support across all subjects. To address these challenges, adjustments in the SPSA include reallocating funds.

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

Based on the analysis of the current goal and outcome data, several refinements will be made to strengthen the effectiveness of programs and supports for English Learners at Las Palmas Middle School. These adjustments aim to accelerate language acquisition, improve reclassification rates, and close achievement gaps between English Learners and their peers.

The goal statement will remain the same, maintaining the focus on increasing English Learner proficiency in reading, writing, listening, and speaking, as measured by ELPAC, ELPI, and CAASPP performance outcomes.

Annual Outcomes:

Targets for English Learner progress will be refined to reflect realistic yet ambitious growth. The goal is to increase the percentage of students meeting proficiency on the Summative ELPAC by 10% and to raise the percentage of students showing growth on the ELPI from 69.7% to at least 74.7%. Additionally, CAASPP ELA and Math targets for English Learners will be adjusted to reflect incremental annual progress across grade levels.

Metrics:

No new metrics will be added or removed. However, greater emphasis will be placed on using local formative assessment data, 3D Assessment results, and reclassification monitoring tools to identify and support English Learners in real time. These additional data points will ensure more timely interventions aligned with the Catch-Up Plan and RTI process.

Strategies/Activities:

To strengthen implementation, Las Palmas will expand AVID Excel supports to reach more English Learners and increase opportunities for collaboration between general education and ELD teachers (Strategies 3.4, 3.6, and 3.11). The ELD Coordinator (Strategy 3.1) will receive additional release time to support progress monitoring, coordinate interventions, and provide professional development on integrated ELD strategies. Parent engagement activities (Strategies 3.2 and 3.9) will include additional workshops to build family capacity in supporting academic language development at home.

These revisions are reflected in the updated SPSA under Goal 3, ensuring a more comprehensive, data-driven approach that strengthens instructional consistency, enhances language development, and supports equitable access to rigorous academic content for all English Learners at Las Palmas Middle 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 4

Title and Description of School Goal

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

Science

By June 2026, Las Palmas will increase student achievement in science schoolwide on common formative assessments.

By June 2026, Las Palmas will increase by 10% the percentage of students proficient on CAST.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

Identified Need

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

A review of schoolwide assessment data and California School Dashboard indicators shows a need to improve overall student proficiency in core content areas and in science. Schoolwide common formative assessment results indicate that only 48% of students are demonstrating proficiency, revealing gaps in content mastery, consistency of instructional practices, and the effectiveness of current intervention systems. This performance shows that many students are not meeting grade-level expectations and require additional support, reteaching, and opportunities for academic practice.

Similarly, CAST results indicate that only 30% of students are meeting proficiency standards in science. This demonstrates a need for stronger alignment between classroom instruction, hands-on learning opportunities, and the NGSS performance expectations. Data also reflect uneven implementation of science instructional routines and limited cohesion across grade levels regarding vocabulary development, inquiry-based learning, and analysis of scientific phenomena.

Local data and PLC discussions show that instructional practices vary across classrooms, impacting student performance on both common formative assessments and the CAST. Inconsistent use of AVID WICOR strategies, collaborative structures, and new curriculum materials has contributed to uneven student outcomes. In addition, gaps in foundational literacy and academic vocabulary continue to affect student understanding of science and content-heavy assessments.

To address these needs, the school must strengthen fidelity in curriculum implementation, improve consistency in data-driven PLC practices, expand real-world and inquiry-based learning opportunities, and provide targeted supports to students who are not yet meeting proficiency on formative and summative assessments.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------|--|---|
| Common Formative Assessments | 48% of students demonstrated proficiency on school wide common formative assessments | 60% of students will demonstrate proficiency on school wide common formative assessment |
| CAST Assessment | 30% of students demonstrating proficiency in the CAST assessment. | 40% of students will demonstrate proficiency in the CAST assessment. |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|--|
| 4.1 | Provide opportunities for teacher training, especially with the newly adopted curriculum. | ALL | 2000 Title I - Site Allocation Certificated Salaries |
| 4.2 | Meet in teams and departments to analyze student performance, ensuring that all students are learning and receiving interventions (RTI model). | ALL | 1500 LCFF S/C Site Innovation (3313) Certificated Salaries |
| 4.3 | Provide opportunities for student collaboration and further implementation of AVID WICOR strategies. | ALL | 8000 LCFF S/C Site Innovation (3313) Services and other operating expenditures |
| 4.4 | Provide opportunities for teacher training, peer observation, and collaboration in AVID strategies in accordance with our instructional focus and our commitment to implementing AVID school-wide. This will include the payment of AVID tutors. | ALL | 2500 LCFF S/C Site Innovation (3313) Certificated Salaries |
| 4.5 | Provide expanded learning opportunities for all students through field trips and real-life, hands-on learning experiences. | All | 8000 Title I - Site Allocation Certificated Salaries 2500 Site Allocation (26000.0) Services and other operating expenditures |

Annual Review

SPSA Year Reviewed: 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.

The implementation of the strategies designed to improve student performance on schoolwide common formative assessments and the CAST assessment was partially effective. Teachers received professional development to support

the implementation of the newly adopted curriculum (Strategy 4.1), as well as continued training in AVID WICOR strategies and peer collaboration (Strategies 4.3 and 4.4). These trainings helped build teacher capacity and supported more consistent use of structured note-taking, collaborative learning, and academic language routines. However, implementation varied across departments, and several classrooms demonstrated inconsistent fidelity, limiting the overall effectiveness of these strategies on improving student proficiency.

PLC teams met regularly to analyze data and monitor student progress (Strategy 4.2). These meetings strengthened teacher collaboration and increased the use of data-driven instruction. Although PLC cycles supported targeted reteaching and intervention, the level of depth and consistency in reviewing common formative assessment results varied by grade level, which impacted the school's ability to ensure all students received timely and aligned supports.

Expanded learning opportunities, such as field trips and hands-on science experiences (Strategy 4.5), were successfully implemented and provided students with real-world applications of the curriculum. These experiences enhanced student engagement and supported conceptual understanding, particularly in science. Yet, without consistent pre-teaching and post-learning reinforcement, the impact on CAST outcomes was limited.

Overall, while many of the planned strategies were implemented, the effectiveness was reduced by inconsistencies in instructional delivery, variable use of AVID and curriculum routines, and uneven PLC implementation. Strengthening fidelity across grade levels and content areas will be essential to achieving the articulated goals for increased proficiency on both common formative assessments and the CAST.

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

Overall, the strategies and activities for the science goal were implemented as planned; however, some adjustments were made to address evolving instructional needs and resource demands. Professional development costs for Strategy 4.1 were higher than anticipated due to expanded participation in NGSS training and additional sessions on integrating literacy and inquiry within science instruction. Additional funds were reallocated from general supplies to cover these training costs and ensure all science teachers received updated curriculum support.

Strategy 4.3, focused on student collaboration and the implementation of AVID WICOR strategies, required additional materials and classroom resources to facilitate lab-based and project-based learning, leading to a modest increase in expenditures for instructional supplies.

In contrast, Strategy 4.5, which included field trips and hands-on experiences, was partially adjusted due to scheduling conflicts and transportation limitations. As a result, some planned trips were replaced with on-campus experiential learning opportunities, resulting in slightly lower expenditures than budgeted.

Despite these minor budget reallocations, all funds were used strategically to strengthen instructional quality and student engagement in science. The reallocation of expenditures directly supported the goal of increasing student proficiency on common formative assessments and the CAST, ensuring that resources were aligned with instructional impact and student learning outcomes.

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

Based on the analysis of implementation and outcome data, several refinements will be made to strengthen the effectiveness of the science goal and improve student achievement at Las Palmas Middle School. These adjustments are designed to increase alignment with the Next Generation Science Standards and to provide more opportunities for students to engage in inquiry-based and hands-on learning experiences.

The goal statement will remain the same, maintaining the focus on increasing student proficiency in science as measured by the California Science Test and local common formative assessments.

Annual Outcomes:

Targets will be refined to ensure measurable progress. The goal is to increase the percentage of students meeting or exceeding proficiency on the CAST from 30 percent to 40 percent and to raise local common formative assessment proficiency from 48 percent to 60 percent. Subgroup data will be analyzed more frequently to monitor progress for English Learners and students with disabilities, ensuring that achievement gaps continue to narrow.

Metrics:

No new metrics will be added or removed. However, more emphasis will be placed on using formative assessment data, lab performance tasks, and student project rubrics as indicators of progress toward mastery of science standards.

Strategies and Activities:

Adjustments will be made to provide additional professional development for teachers on NGSS-aligned practices, including inquiry-based instruction, academic vocabulary integration, and cross-curricular literacy. Funds will also be allocated to expand student access to lab equipment, digital simulations, and STEM field experiences to promote deeper conceptual understanding. Collaboration time within PLCs will be increased to allow teachers to review data and develop common assessments that reflect NGSS performance expectations.

These revisions are outlined in the updated SPSA under Goal 4 and are designed to enhance instructional quality, increase student engagement, and ensure equitable access to rigorous science learning opportunities for all students at Las Palmas Middle 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 5

Title and Description of School Goal

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

History Social Science

By June 2026, the History department will have fully developed common assessments that match the English Framework and match CAASPP-like questions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

A review of local assessment data and California School Dashboard indicators shows that History/Social Science remains an area in need of continued improvement at Las Palmas Middle School. While students demonstrate engagement and growth in historical thinking skills, overall performance on writing-based assessments and content mastery remains below district expectations. Analysis of common formative assessments indicates that many students struggle with analyzing primary sources, citing textual evidence, and writing historical arguments, which are essential skills for success in the state's literacy-based standards.

Performance gaps are most evident among English Learners and students with disabilities, who continue to perform below their peers in reading comprehension and academic writing within historical contexts. This reflects a broader need to strengthen literacy integration across the History/Social Science curriculum, particularly the use of academic vocabulary, document-based questioning, and writing strategies that support argumentative and explanatory responses.

To address these areas, Las Palmas Middle School will expand professional development for History/Social Science teachers on literacy integration, document analysis, and writing in history, using AVID WICOR strategies to build inquiry, collaboration, and academic discourse. Teachers will continue to collaborate in PLCs to review formative assessment data, calibrate grading practices, and develop common assessments aligned to California's History–Social Science Framework. Additional emphasis will be placed on supporting English Learners through the use of scaffolded reading materials, graphic organizers, and sentence frames to develop both content knowledge and language proficiency.

These actions are designed to improve student achievement in History/Social Science, close existing performance gaps, and ensure that all students develop the critical thinking, literacy, and civic engagement skills necessary for college and career readiness.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| Common Formative Assessments that are aligned to the ELA standards. | <p>56% at proficiency in 6th grade ELA 58% at proficiency in 7th grade ELA 52% at proficiency in 8th grade ELA</p> <p>4.35% at proficiency 6th grade ELA for English Learners 0% proficiency 7th grade ELA for English Learners 0% proficiency 8th grade ELA for English Learners</p> <p>11.43% at proficiency in 6th grade ELA English for students with disabilities 15.38% at proficiency in 7th grade ELA English for students with disabilities 12.20% at proficiency in 8th grade ELA English for students with disabilities</p> | <p>54% at proficiency in 6th grade ELA 61% at proficiency in 7th grade ELA 54% at proficiency in 8th grade ELA</p> <p>13% at proficiency in 6th grade ELA for English Learners 10% proficiency in 7th grade ELA for English Learners 10% proficiency in 8th grade ELA for English Learners</p> <p>22% at proficiency in 6th grade Math English for students with disabilities 25% at proficiency in 7th grade Math English for students with disabilities 23% at proficiency 8th grade Math English for students with disabilities</p> |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|--|
| 5.1 | Technology will be used to track student performance and data on assessments and progress monitoring of ELA standards. | All students | 1592 LCFF S/C Site Innovation (3313) Books and Supplies |
| 5.2 | WICOR strategies will be implemented in the History Department to support student achievement. | All students | 3000 LCFF S/C Site Innovation (3313) Books and Supplies |
| 5.3 | Teachers will participate in professional development in the AVID WICOR framework. | All students | 2500 LCFF S/C Site Innovation (3313) Professional/Consulting Services 3000 Title I - Site Allocation Professional/Consulting Services |
| 5.4 | Teachers will work in Professional Learning Communities to examine student work and implementation of instructional practices. | All Students | 3100 Title I - Site Allocation Certificated Salaries |

Annual Review

SPSA Year Reviewed: 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.

The implementation of the History/Social Science strategies was effective in strengthening literacy integration, historical inquiry, and student engagement across all grade levels. Strategies 5.1 and 5.4 were implemented as planned, with teachers effectively using technology to track student performance, analyze assessment data, and monitor progress on literacy-based standards. Professional Learning Communities (PLCs) met regularly to review student work, calibrate grading practices, and adjust instruction to support deeper analysis of historical content. This data-driven approach allowed teachers to identify skill gaps early and provide targeted support to students needing additional assistance.

Strategies 5.2 and 5.3 were also implemented successfully and had a positive impact on both instructional quality and student achievement. Through professional development in the AVID WICOR framework, teachers incorporated writing, inquiry, collaboration, organization, and reading strategies into daily instruction. Students participated in document-based discussions, focused note-taking, and writing assignments that emphasized evidence-based reasoning and critical thinking. As a result, classroom walkthroughs and student work samples reflected greater engagement and improved academic discourse.

Overall, these strategies have been effective in building students' analytical and writing skills within the context of History/Social Science. Teachers demonstrated increased collaboration and consistency in instructional delivery, and students showed measurable improvement on local formative assessments. Continued focus on AVID WICOR integration, PLC collaboration, and the use of technology for data monitoring will further enhance student achievement and historical literacy across all student groups at Las Palmas Middle School.

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

There were no significant differences between the intended and actual implementation of the strategies. However, some discrepancies were noted in allocating and utilizing resources, particularly in the deployment of technology and professional development opportunities. While the foundational steps towards achieving the goal have been laid, there is a clear need for enhanced support and more rigorous implementation to meet the articulated outcomes. The discrepancies between intended and actual execution, particularly in resource allocation and professional development, highlight areas for improvement in the next phase of the plan.

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

Based on the analysis of current implementation and outcome data, several refinements will be made to strengthen the History/Social Science goal and ensure continued improvement in student performance and engagement. These changes are designed to deepen literacy integration, enhance historical thinking skills, and close achievement gaps among student groups.

The goal statement will remain the same, maintaining the focus on improving student proficiency in History/Social Science through the consistent use of AVID WICOR strategies, technology integration, and data-driven instructional practices.

Annual Outcomes:

Targets will be adjusted to ensure measurable and realistic growth in student proficiency on local common formative assessments. The revised goal is to increase the percentage of students demonstrating mastery in historical analysis and writing by 10 percent. Progress will continue to be monitored through student work samples, writing rubrics, and common assessment data within each grade level.

Metrics:

No new metrics will be added or removed; however, more emphasis will be placed on analyzing student writing samples, document-based questions (DBQs), and cross-curricular literacy assessments as indicators of historical understanding and argumentation skills.

Strategies/Activities:

Adjustments will include expanded professional development for History/Social Science teachers focused on disciplinary literacy, document analysis, and argumentative writing aligned to the California History–Social Science Framework. PLC collaboration time will continue to be prioritized for teachers to develop and score common assessments and share best practices in using AVID strategies to support English Learners and students with disabilities. Additional resources will be allocated for classroom materials, technology-based primary source analysis tools, and student field experiences that connect historical content to real-world applications.

These revisions are outlined in the updated SPSA under Goal 5 and are intended to enhance instructional quality, promote literacy and inquiry in social studies, and ensure equitable access to rigorous, standards-aligned learning for all students at Las Palmas Middle 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 6

Title and Description of School Goal

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

AVID
By June 2026, our school-wide goal is to maintain or increase our participation in AVID enrollment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

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

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

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

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

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------|--|---|
| Student involvement | Maintain 98% of students to remain in the program. | Maintain 98% or increase to 100% of students to remain in our program |

Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|---|
| 6.1 | Provide an AVID Parent Night where students invite family members, organize and design stations to inform parents of AVID strategies and activities, and invite guest speakers such as former AVID students to share how AVID has influenced their lives. | AVID students | |
| 6.2 | AVID Summer Institute is an annual conference for teachers that offers training on AVID strategies for multiple subject areas. As an AVID Demonstration Site, we are expected to have at least 50% of our staff trained in AVID strategies, so every year, new teachers must be AVID trained. The strategies learned in the Summer Institute are used in all subject matter classes. | AVID Students | 1500 LCFF S/C AVID (4401) Services and other operating expenditures 6555.5 LCFF S/C AVID (4401) |
| 6.3 | AVID professional development—Throughout the year, LACOE provides Pathway Training to districts that would like additional support and training. These pathway trainings ensure AVID strategies are used in core classes such as math, English, science, and history. Time is given during training for teachers to collaborate and strategize using information in classrooms. At subsequent AVID Site Team meetings, teachers are invited to share information and how they will use it in their classes. Substitute teachers must be provided for teachers to attend training. | ALL | 1000 LCFF S/C AVID (4401) Classified Salaries 6555.5 LCFF S/C AVID (4401) |
| 6.4 | AVID tutors are hired to run tutorial groups in the AVID classes. We currently have six AVID classes of 32-35 students, two per grade level, in which college-going tutors must be hired for a 7:1 ratio. The AVID tutors are trained in AVID strategies annually, and they help students with academic concepts, organizational skills, participation, and grade progress. These tutors are hired for the entire year and work during the AVID periods, 2-4, and through lunch to provide tutoring to our AVID students who are struggling academically. | AVID Students | 19500 LCFF S/C AVID (4401) Classified Salaries |
| 6.5 | All AVID students participate in college visits to gain exposure to the college culture and experience. Each grade level visits a university each year and reflects on their experience. | AVID Students | 1500 LCFF S/C AVID (4401) Services and other operating expenditures 3500 LCFF S/C Site Innovation (3313) Services and other operating expenditures 2000 Title I - Site Allocation Services and other operating expenditures |

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|--|--|--|--|
| | | | |
|--|--|--|--|

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

College and Career Technical Classes

The school will increase student achievement and engagement in the Photography and TV Journalism CTE pathways by improving proficiency on pathway-aligned performance tasks and project rubrics. By June 2026, at least 10 percent more students will meet or exceed proficiency on CTE pathway assessments, and participation of English Learners and students with disabilities in advanced CTE coursework and projects will increase by 15 percent. The school will also increase the number of students completing at least one industry-aligned project by 20 percent, demonstrating readiness for high school CTE and future college and career opportunities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

Identified Need

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

To improve equity in access and achievement within the photo and TV Journalism CTE pathway, we aim to address identified performance gaps, particularly among underrepresented student groups, as indicated in recent Dashboard data and local assessments. Our target is to increase proficiency rates and engagement for all students in this pathway, focusing on providing differentiated support to English Language Learners and students with disabilities, who have shown lower rates of proficiency in foundational photography and technical skills. Steps will include incorporating more hands-on, scaffolded learning experiences, increasing opportunities for real-world application through project-based learning, and enhancing access to digital resources and tools. Additionally, we will engage families and community partners in showcasing student work, reinforcing skill application, and supporting career readiness.

This goal directly addresses the need for improvement by focusing on performance gaps and implementing specific strategies to help close those gaps, fostering both technical skill development and inclusive learning experiences.

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 |
|------------------------------------|--|--|
| Chronic Absenteeism (CA Dashboard) | 16.6% chronic absenteeism rate 22.9% chronic absenteeism rate for EL Students 20.5% chronic absenteeism rate for SWD Students 22.9% chronic absenteeism rate for White Students | 2.3% chronic absenteeism rate 9.6% chronic absenteeism rate for EL Students 12.7% chronic absenteeism rate for SWD Students 12.5% chronic absenteeism rate for White 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 |
|---------------------|---|-----------------------|--|
| 7.1 | Provide industry specific resources for students in the CTE T.V. Journalism pathway. | All | 15,000 StrongWorkforce (63880) Books and Supplies 15,000 K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) Books and Supplies |
| 7.2 | Provide industry specific resources for students in the CTE photo pathway. | All | 20,663 StrongWorkforce (63880) Books and Supplies |
| 7.3 | Provide necessary resources for choir such as risers, keyboard, sheet music, and etc. | All | 20,000 Prop 28 (67700) Books and Supplies |
| 7.4 | Field Trips for students to learn from practitioners for video production, photography, and choir | All CTE students | 14436 Prop 28 (67700) Services and other operating expenditures 15,000 K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) |

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.

Las Palmas Middle School has made significant progress in expanding and enhancing its Career Technical Education (CTE) pathways through the implementation of the TV Journalism, Photography, and Choir programs. These initiatives have provided students with hands-on, industry-relevant learning experiences that connect classroom instruction to real-world applications in the creative and performing arts.

Through Strong Workforce funding, the school invested in professional-grade cameras, lighting, editing software, and studio equipment for both the TV Journalism (7.1) and Photography (7.2) programs. These resources have transformed traditional classrooms into dynamic production labs, allowing students to explore the full creative process—from planning and composition to post-production editing—mirroring authentic media industry practices.

Additionally, Prop 28 funding has been instrumental in supporting the Choir program (7.3) by providing essential performance materials such as risers, a keyboard, and sheet music. These investments have elevated both the quality of instruction and the student performance experience, promoting artistic growth and schoolwide engagement in the performing arts.

To further connect learning with professional practice, students have participated in industry-related field trips (7.4) where they engage with practitioners in video production, photography, and music. These experiences have inspired career interest and strengthened students' understanding of professional expectations in the arts and media industries.

Early indicators show increased student interest and enrollment in CTE courses, high levels of engagement, and improved collaboration and creativity across disciplines. Moving forward, Las Palmas Middle School plans to continue expanding these programs, integrating cross-curricular projects with English and Social Studies, and strengthening partnerships with local colleges and industry professionals to provide mentorship and authentic learning experiences..

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

There was no major differences with the intended implementation of the plan.

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

Based on the success and growing student interest in the CTE Visual and Performing Arts pathways, Las Palmas Middle School will refine and expand this goal to ensure continued program growth, sustainability, and alignment with industry standards.

For the upcoming year, the school plans to expand course offerings by maintaining two sections of TV Journalism and adding an additional section of Photography in the master schedule to accommodate increasing enrollment. This adjustment will allow for smaller class sizes, more individualized instruction, and broader student participation in both programs.

To further enhance the quality and relevance of instruction, additional Strong Workforce and Prop 28 funds will be allocated to upgrade digital editing equipment, software licenses, lighting systems, and musical performance tools. These updates are reflected in Strategies 7.1–7.3, ensuring students have access to industry-standard tools that mirror professional environments.

The Field Trip component (7.4) will also be expanded to include visits to local colleges, media studios, and live performance venues to deepen students' exposure to career pathways and postsecondary opportunities.

In terms of metrics, future monitoring will include not only enrollment and completion rates but also student surveys, portfolio reviews, and showcase participation to measure engagement and skill acquisition.

These changes are documented in the updated SPSA Goal 7 under Strategies/Activities 7.1–7.4, with revised expenditure allocations and expanded performance measures to reflect the continued growth of Las Palmas Middle School's CTE programs.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

School Climate and School Culture

By June 2025, the school will decrease the chronic absenteeism rate for all student groups by 10 percent or more from the previous school year. During this same period, the school will increase Renaissance student participation by at least 10 percent, as measured by eligibility rosters, event attendance, and participation in Renaissance recognition activities. Progress toward this goal will be monitored quarterly using attendance data, Renaissance participation reports, and intervention logs to ensure ongoing evaluation and necessary adjustments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Our District will guarantee all students are eligible and prepared for college and careers upon graduation. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

Based on a review of the Dashboard and local data, the chronic absenteeism rate, which currently stands at 21.2% across all student groups, needs to be reduced. Specific student groups, including English Learners (27.8%), Students with Disabilities (25.4%), and White students (24.3%), show even higher rates of chronic absenteeism, indicating substantial performance gaps.

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

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-----------------------------------|--|---|
| CA Dashboard: Chronic Absenteeism | 16.6% chronic absenteeism rate 22.9% chronic absenteeism rate for EL Students 20.5% chronic absenteeism rate for SWD Students 22.9% chronic absenteeism rate for White Students | 6.6% chronic absenteeism rate 12.9% chronic absenteeism rate for EL Students 10.5% chronic absenteeism rate for SWD Students 12.9% chronic absenteeism rate for White Students |
| Renaissance Participation | 52% Renaissance Participation | increased by 10% |

Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|---|--|
| 8.1 | Continue to support Renaissance programs such as "Crash the Class" attendance program. | ALL | 5000 LCFF S/C Site Innovation (3313) Books and Supplies |
| 8.2 | Continue to support the school lunchtime guidance referral program to create a positive learning environment for the classroom, provide a strong character-based curriculum, and provide opportunities for the Guidance team to meet and collaborate to analyze data, organize guidance, and contact parents to decrease chronic absenteeism and improve school culture. | ALL | 4000 LCFF S/C Site Innovation (3313) Books and Supplies |
| 8.3 | Develop and implement parent nights to train parents to participate in effective leadership and school governance roles such as PTA and SSC/ELAC. Increase parent opportunities on campus to improve school culture and communication via the school newsletter (s'mores). | ALL | 500 Title I - Site Allocation Books and Supplies 1496 Title I- Parent Involvement Books and Supplies |
| 8.4 | Provide resources and materials to support school climate and college-going culture. | ALL | 5000 LCFF S/C Site Innovation (3313) Books and Supplies |
| 8.5 | Provide extra hours for the health clerk to provide support and a resource for parents to foster positive attendance. | ALL | 3000 LCFF S/C Site Innovation (3313) Classified Salaries |
| 8.6 | Support our SAI students with sessions regarding peer conflicts and social-emotional situations, and provide ongoing support as needs arise to help our other means of correction regarding student behaviors. Provide additional support and incentives for McKinney Vento students. | Support SAI and McKinney Vento Students | 1496 Title I - Homeless Books and Supplies |
| 8.7 | Continue to foster a college-going culture by providing college shirts and other spirit wear for the school community. | ALL | 5000 LCFF S/C Site Innovation (3313) Services and other operating expenditures |
| 8.8 | Provide opportunities for teachers to attend training on school climate, incentives, and overall student recognition. | ALL | 5000 LCFF S/C Site Innovation (3313) Services and other operating expenditures 5000 LCFF S/C Site Innovation (3313) |

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

Annual Review

SPSA Year Reviewed: 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.

Las Palmas Middle School implemented a comprehensive set of strategies aimed at reducing chronic absenteeism and increasing student participation in Renaissance programs. Key efforts included strengthening schoolwide recognition systems such as “Crash the Class”, which celebrates positive attendance and academic progress; enhancing the lunchtime guidance referral program to support a safe and inclusive school environment; and expanding parent engagement initiatives—including parent nights and newsletters—to improve communication and family-school partnerships (8.1, 8.2, 8.3 & 8.4). These efforts collectively fostered a stronger sense of belonging, motivation, and accountability among students.

The addition of an extra hourly health clerk provided targeted support to students and families, reinforcing the importance of consistent attendance and addressing health-related barriers (8.5). Staff facilitated sessions focused on peer conflict resolution, social-emotional well-being, and positive behavior supports (8.6), while schoolwide initiatives promoting a college-going culture, such as distributing college shirts and school spirit items, helped build motivation and pride in attendance (8.7).

To sustain these efforts, teachers participated in professional development centered on school climate, student recognition, and incentive systems (8.8). The Perfect Attendance Award program recognized students monthly for their commitment to attendance (8.9), and a bi-monthly call system was established for staff to communicate with parents regarding student progress in academics, behavior, and attendance (8.10).

These coordinated efforts have led to measurable improvements in chronic absenteeism rates. Continued monitoring and targeted interventions will remain a priority to ensure sustained improvement across all student groups.

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

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

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

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

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

As a result of the analysis, Las Palmas Middle School will refine its goal to further reduce chronic absenteeism and increase positive student engagement through an integrated system of recognition, intervention, and family outreach.

To strengthen the impact of current efforts, the school will expand targeted interventions for student groups still showing higher absenteeism rates—particularly English Learners, Students with Disabilities, and White students—as identified in the California Dashboard data. These changes are reflected in the updated strategies (8.1–8.10) within the SPSA.

The Renaissance recognition system will be expanded to include new incentives that highlight growth in attendance and behavior, rather than only perfect outcomes, to ensure all students have opportunities for acknowledgment. Additionally, attendance mentors and the Jump Crew Kids mentoring program will be more intentionally aligned with attendance data to provide personalized check-ins and interventions.

Parent engagement will continue to be a cornerstone of this goal. The school will implement new multilingual parent communication tools and host family workshops focused on attendance, wellness, and academic success. The bi-monthly call system will evolve into a more data-driven model using Aeries Analytics to identify and reach out to at-risk students early.

In terms of metrics, future outcomes will not only measure overall chronic absenteeism rates but also track Renaissance participation rates, subgroup attendance trends, and parent engagement indicators. These refinements, outlined in

SPSA Goal 8 (Strategies 8.1–8.10), are designed to ensure a more equitable and proactive approach to student attendance and engagement.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

Dual Spanish Immersion

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
 Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
 Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

Identified Need

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

Success will be measured by increasing the number of students earning the Middle School Seal of Biliteracy and the percentage of students passing the local mock AP Spanish Language assessment. These metrics demonstrate progress toward high levels of bilingualism and college- and career-readiness.

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 |
|----------------------------------|---|---|
| Middle School Seal of Biliteracy | 60% of students received the Middle School Seal of Biliteracy | 70% of students received the Middle School Seal of Biliteracy |
| Mock Pre-AP Exam | 50% of students passed the Mock AP Spanish Language exam in 8th grade | 60% of students passed the Mock AP Spanish Language exam in 8th grade |

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 |
|---------------------|---|------------------------|---|
| 9.1 | Strengthen Instructional Rigor Through AP-Aligned Curriculum and Assessments | Dual Language Students | 3,000 LCFF S/C Dual Language (2228) Books and Supplies |
| 9.2 | Expand Cultural and Academic Experiences and Field Trips to Enrich Biliteracy and Cultural Competency | Dual Language Students | 3,000 LCFF S/C Dual Language (2228) Services and other operating expenditures |

| | | | |
|-----|---|------------------------|--|
| 9.3 | Provide Targeted Small-Group Instruction and Enrichment to Strengthen Academic Language | Dual Language Students | 2700 LCFF S/C Dual Language (2228) Classified Salaries District funded Certificated Salaries |
|-----|---|------------------------|--|

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.

During the 2024–25 school year, implementation of our Dual Language strategies showed meaningful progress toward strengthening academic Spanish proficiency, biliteracy development, and student engagement within the program. Strategy 9.1, which focused on strengthening instructional rigor through AP-aligned curriculum and assessments, was fully implemented. Teachers collaborated to integrate AP Spanish Language–aligned tasks—including academic writing prompts, interpretive listening activities, and quarterly mock assessments. This resulted in greater consistency across grades and increased student exposure to advanced academic Spanish, better preparing them for the Middle School Seal of Biliteracy and the local mock AP Spanish Language exam.

Strategy 9.2, which expanded cultural and academic field trip opportunities, was implemented with high success. Students participated in visits to the Huntington Library and other Spanish-rich cultural experiences designed to deepen cultural understanding and provide real-world opportunities to practice academic Spanish. These experiences significantly increased student engagement, motivation, and vocabulary acquisition—key elements of biliteracy and AP readiness. Parent feedback and student reflections demonstrated strong support for continuing and expanding these opportunities.

Strategy 9.3, which provided targeted small-group instruction and enrichment, was partially implemented but showed promising outcomes. Students received structured support in Spanish reading, writing, and oral language through 7th period and classroom rotations. Progress monitoring using local benchmarks indicated improvement in academic vocabulary, writing proficiency, and overall confidence in Spanish. Continued refinement is needed to ensure consistent delivery across all grade levels and expand intervention availability for students who require additional support.

Overall, the Dual Language strategies were effective in increasing student engagement, improving academic Spanish proficiency, and supporting progress toward key program outcomes. These strategies contributed positively to students’ preparation for the Middle School Seal of Biliteracy and improved readiness for the local mock AP Spanish assessment. Continued focus on targeted intervention, expanded cultural experiences, and AP-aligned instructional practices will enhance the long-term success and sustainability of the program.

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

Overall, the strategies for the Dual Language goal were implemented as planned, with only minor adjustments to expenditures and timelines. Strategy 9.1 (AP-aligned curriculum and assessments) was implemented without significant deviation; however, some instructional materials cost less than anticipated, leaving a small balance in the Books and Supplies allocation. These savings will be repurposed to purchase additional Spanish-language novels and instructional resources to support biliteracy.

For Strategy 9.2 (cultural and academic field trips), transportation and entry fees were slightly higher than originally budgeted due to increased district transportation rates. As a result, the school prioritized field trips that provided the

highest academic impact within the available budget. Although all planned trips occurred, the number of participating grade levels was adjusted to remain within the allocation.

Strategy 9.3 (targeted small-group instruction and enrichment) experienced a minor delay in hiring and scheduling additional classified support, causing classified salary expenditures to roll out later in the school year than intended. Despite the delayed start, small-group sessions were delivered consistently once staffing was secured. Certificated salary expenditures were not needed at the level originally projected, resulting in unused funds in that line item.

Overall, differences between intended and actual implementation did not impact the school's ability to carry out the strategies effectively. Adjustments were made to ensure that the Dual Language program remained aligned with the articulated goal and continued to support student progress toward biliteracy and AP Spanish readiness.

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

Based on the analysis of progress toward the Dual Language goal, several adjustments will be made to strengthen implementation and improve outcomes for the coming year. First, the annual outcomes and metrics will be refined to include more specific measures aligned to program expectations. In addition to tracking the percentage of students earning the Middle School Seal of Biliteracy, the school will now formally include the percentage of students passing the local mock AP Spanish Language assessment as a key indicator of academic Spanish proficiency. These updated metrics will be reflected in the "Annual Measurable Outcomes" section of the SPSA.

In terms of strategies, Strategy 9.3 (targeted small-group instruction and enrichment) will be expanded and clarified to ensure consistent delivery across all grade levels. Progress monitoring cycles will be strengthened, and additional classified support will be scheduled earlier in the year to avoid delays in implementation. This refinement will be noted in the "Strategy/Activity" table under Goal 9.

Strategy 9.2 (cultural and academic field trips) will be adjusted to better align with available funding and ensure equitable participation across grade levels. The revised strategy will prioritize field trips that directly support biliteracy, academic vocabulary development, and AP readiness. These changes will be captured in the updated description of Activity 9.2.

Finally, based on the effectiveness of AP-aligned instruction (Strategy 9.1), the school will expand the use of AP-style writing rubrics and listening tasks into lower grade levels to build early proficiency and ensure vertical alignment. This enhancement will be reflected in the strategy description and noted within the "Actions/Services" update.

Together, these refinements strengthen alignment between the strategies, annual outcomes, and the data analysis, ensuring improved support for Dual Language students. All changes are identified in the SPSA under Goal 9: Strategies/Activities and Annual Measurable Outcomes.

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 | \$44,872.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$330,574.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0 |

Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation (\$) |
|-----------------------------|-----------------|
| Title I - Homeless | \$1,496.00 |
| Title I - Site Allocation | \$41,880.00 |
| Title I- Parent Involvement | \$1,496.00 |

Subtotal of additional federal funds included for this school: \$44,872.00

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 (\$) |
|---|-----------------|
| K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) | \$30,000.00 |
| LCFF Attendance (03308) | \$500.00 |
| LCFF S/C AVID (4401) | \$41,111.00 |
| LCFF S/C College Campus Visit (04423.0) | \$6,927.00 |
| LCFF S/C Dual Language (2228) | \$8,700.00 |
| LCFF S/C New Teacher (2223) | \$1,000.00 |
| LCFF S/C Site Innovation (3313) | \$107,865.00 |
| LCFF S/C Tutoring (2226) | \$17,000.00 |
| Prop 28 (67700) | \$34,436.00 |
| Site Allocation (26000.0) | \$2,500.00 |
| StrongWorkforce (63880) | \$35,663.00 |

Subtotal of state or local funds included for this school: \$285,702.00

Total of federal, state, and/or local funds for this school: \$330,574.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|--------------|---------|
| Title I - Site Allocation | \$41,880.00 | 0.00 |
| Title I- Parent Involvement | \$1,496.00 | 0.00 |
| Title I - Homeless | \$1,496.00 | 0.00 |
| LCFF S/C Site Innovation (3313) | \$107,865.00 | 0.00 |
| LCFF S/C AVID (4401) | 41,111.00 | 0.00 |
| LCFF S/C Tutoring (2226) | 17,000.00 | 0.00 |
| LCFF S/C College Campus Visit (04423.0) | 6,927.00 | 0.00 |
| LCFF Attendance (03308) | \$500.00 | 0.00 |
| LCFF S/C Dual Language (2228) | 8,700.00 | 0.00 |
| Site Allocation (26000.0) | 2,500.00 | 0.00 |
| K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) | 30,000.00 | 0.00 |
| Prop 28 (67700) | 34,436.00 | 0.00 |
| LCFF S/C New Teacher (2223) | \$1,000.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---|------------|
| K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) | 30,000.00 |
| LCFF Attendance (03308) | 500.00 |
| LCFF S/C AVID (4401) | 41,111.00 |
| LCFF S/C College Campus Visit (04423.0) | 6,927.00 |
| LCFF S/C Dual Language (2228) | 8,700.00 |
| LCFF S/C New Teacher (2223) | 1,000.00 |
| LCFF S/C Site Innovation (3313) | 107,865.00 |
| LCFF S/C Tutoring (2226) | 17,000.00 |
| Prop 28 (67700) | 34,436.00 |
| Site Allocation (26000.0) | 2,500.00 |
| StrongWorkforce (63880) | 35,663.00 |
| Title I - Homeless | 1,496.00 |

| | |
|-----------------------------|-----------|
| Title I - Site Allocation | 41,880.00 |
| Title I- Parent Involvement | 1,496.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| | 16,000.00 |
| Books and Supplies | 132,608.00 |
| Certificated Salaries | 68,300.00 |
| Classified Salaries | 30,500.00 |
| Professional/Consulting Services | 14,992.00 |
| Services and other operating expenditures | 55,063.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|-----------|
| | K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) | 15,000.00 |
| Books and Supplies | K12 Strong Workforce - Round 7: LA-25 C-VUSD: Work Based Learning & Career Exposure (63880.7) | 15,000.00 |
| Books and Supplies | LCFF Attendance (03308) | 500.00 |
| | LCFF S/C AVID (4401) | 13,111.00 |
| Books and Supplies | LCFF S/C AVID (4401) | 1,000.00 |
| Certificated Salaries | LCFF S/C AVID (4401) | 3,500.00 |
| Classified Salaries | LCFF S/C AVID (4401) | 20,500.00 |
| Services and other operating expenditures | LCFF S/C AVID (4401) | 3,000.00 |
| Services and other operating expenditures | LCFF S/C College Campus Visit (04423.0) | 6,927.00 |
| Books and Supplies | LCFF S/C Dual Language (2228) | 3,000.00 |
| Classified Salaries | LCFF S/C Dual Language (2228) | 2,700.00 |
| Services and other operating expenditures | LCFF S/C Dual Language (2228) | 3,000.00 |
| | LCFF S/C New Teacher (2223) | 1,000.00 |
| Books and Supplies | LCFF S/C Site Innovation (3313) | 46,365.00 |
| Certificated Salaries | LCFF S/C Site Innovation (3313) | 23,000.00 |

| | | |
|---|---------------------------------|-----------|
| Classified Salaries | LCFF S/C Site Innovation (3313) | 7,000.00 |
| Professional/Consulting Services | LCFF S/C Site Innovation (3313) | 10,000.00 |
| Services and other operating expenditures | LCFF S/C Site Innovation (3313) | 21,500.00 |
| Certificated Salaries | LCFF S/C Tutoring (2226) | 17,000.00 |
| Books and Supplies | Prop 28 (67700) | 20,000.00 |
| Services and other operating expenditures | Prop 28 (67700) | 14,436.00 |
| Services and other operating expenditures | Site Allocation (26000.0) | 2,500.00 |
| Books and Supplies | StrongWorkforce (63880) | 35,663.00 |
| Books and Supplies | Title I - Homeless | 1,496.00 |
| Books and Supplies | Title I - Site Allocation | 8,088.00 |
| Certificated Salaries | Title I - Site Allocation | 24,800.00 |
| Classified Salaries | Title I - Site Allocation | 300.00 |
| Professional/Consulting Services | Title I - Site Allocation | 4,992.00 |
| Services and other operating expenditures | Title I - Site Allocation | 3,700.00 |
| Books and Supplies | Title I- Parent Involvement | 1,496.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 53,803.00 |
| Goal 2 | 31,550.00 |
| Goal 3 | 9,000.00 |
| Goal 4 | 24,500.00 |
| Goal 5 | 13,192.00 |
| Goal 6 | 42,111.00 |
| Goal 7 | 100,099.00 |
| Goal 8 | 47,619.00 |
| Goal 9 | 8,700.00 |

Positions Funded by School's Categorical Programs

| Position and Time Funded | How Many | Funding Sources | Percentage |
|---------------------------------|----------|-----------------|------------|
| Administrative Positions | | | |

| Certificated Positions | How Many | Funding Sources | Percentage |
|------------------------|----------|-----------------|------------|
| None | | | |

| Classified Positions | How Many | Funding Sources | Percentage |
|----------------------|----------|-----------------|------------|
| None | | | |

School Safety Plan SB187

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

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

Principal: Roy Umana



Signature

Date

School Site Council President: Melody Gonzalez



Signature

Date

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

SB 1667 requires the following school safety plan changes:

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

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

District Representative: Fernando Sanchez. Director of Student Services

School Site Council Membership

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

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

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

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

English Learner Advisory Committee Members

Las Palmas Middle School

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

| Name of Members | Principal | Parent or Community Member | DELAC Parent * |
|--|-----------|----------------------------|----------------|
| Roy Umana | X | | |
| Zayda Huiza | | X | |
| Cynthia Arrizo | | X | |
| Marisela Frymark | | X | |
| Limon, Victoria | | X | |
| Zamora-Perea, Pedro D | | X | |
| Roxanna Flores | | X | |
| Lilian Vargas | | | X |
| Numbers of members of each category | 1 | 5 | 1 |

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Roy Umana on



SSC Chairperson, Melody Gonzalez on

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix B: Categorical District Services Budget

| | Title I | Title II | Title III | Title IV | Perkins |
|----------------|----------------|--------------|--------------|--------------|--------------|
| Entitlement | \$2,456,189.00 | \$355,541.00 | \$134,937.00 | \$189,351.00 | \$100,927.00 |
| Carryover | \$228,015.00 | \$158,500.00 | \$125,022.00 | \$145,333.00 | |
| Indirect Costs | \$189,962.71 | \$32,422.23 | \$16,460.50 | \$21,192.06 | \$4,806.05 |
| Admin Costs | \$180,150.85 | \$34,365.73 | | | \$8,358.34 |

Title I Education Services Distribution

| | Certificated Salaries 1000s | Classified Salaries 2000s | Benefits 3000s | Supplies 4000s | Licenses/ Consultants Transportation 5000s | Indirect Costs | Total |
|------------------------------|-----------------------------|---------------------------|----------------|----------------|--|----------------|----------------|
| Indirect Costs | | | | | | \$189,962.71 | \$ 189,962.71 |
| Admin Costs | \$ 42,566.00 | \$ 58,848.00 | \$ 35,130.00 | | \$ - | | \$ 136,544.00 |
| Homeless | | | | \$ 1,496.00 | | | \$ 1,496.00 |
| Parent and Family Engagement | | \$ 736.00 | \$ 260.00 | \$ 500.00 | | | \$ 1,496.00 |
| Other Title I Activities | \$ 1,141,367.00 | | \$400,520.00 | \$ 23,206.00 | \$ 88,436.00 | | \$1,653,529.00 |

Title II Education Services Distribution

| | Certificated Salaries 1000s | Classified Salaries 2000s | Benefits 3000s | Supplies 4000s | PD Contracts/ Conferences 5000s | Indirect Costs | Total |
|--------------------|-----------------------------|---------------------------|----------------|----------------|---------------------------------|----------------|---------------|
| Education Services | \$ 101,847.00 | \$ 4,628.00 | \$ 24,678.00 | \$ 4,000.00 | \$ 260,115.00 | \$ 32,422.23 | \$ 427,688.23 |

Title III Education Services Distribution

| | Certificated Salaries 1000s | Classified Salaries 2000s | Benefits 3000s | Supplies 4000s | Conferences/ Consultants 5000s | Indirect Costs | Total |
|--------------------|-----------------------------|---------------------------|----------------|----------------|--------------------------------|----------------|---------------|
| Education Services | \$ 79,773.00 | \$ 1,944.00 | \$ 26,758.00 | \$ 10,000.00 | \$ 35,520.00 | \$ 16,460.50 | \$ 170,455.50 |

Title IV Education Services Distribution

| | Certificated Salaries 1000s | Classified Salaries 2000s | Benefits 3000s | Supplies 4000s | Conferences/ Consultants 5000s | Indirect Costs | Total |
|--------------------|-----------------------------|---------------------------|----------------|----------------|--------------------------------|----------------|---------------|
| Education Services | | | | \$ 47,390.00 | \$ 159,918.00 | \$ 21,192.06 | \$ 228,500.06 |

Perkins Education Services Distribution

| | Certificated Salaries 1000s | Classified Salaries 2000s | Benefits 3000s | Supplies 4000s | Conferences/ Consultants 5000s | Indirect Costs | Total |
|--------------------|-----------------------------|---------------------------|----------------|----------------|--------------------------------|----------------|-------------|
| Education Services | \$ - | | \$ - | \$ - | \$ - | \$ 4,806.05 | \$ 4,806.05 |

Centralized Services Description

| Funding Source | Allocated Centralized | Description of the Specific Services to be Provided |
|----------------|-----------------------|---|
| Title I | \$11,831.00 | <p>This page is provided by the Educational Services Department charging for services.</p> <p>The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I education program for educationally disadvantaged students. These include areas of program development, School Plan review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state-required reports and documents. In addition, the Director Equity, Assessment, and Evaluator of Programs provides technical assistance for schools.</p> |
| Title II | \$33,839.00 | <p>The Educational Services Department provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. This includes improving teacher and principal quality, professional development, and support for professional growth. In addition, Title II, Part A is offered to eligible nonprofit private schools located within Covina-Valley boundaries. The Director Equity, Assessment, and Evaluator of Programs consults with participating private schools.</p> |
| Title III | BASED ON NEED | <p>EL Support Programs provide direction and coordination for District services designed to meet the needs of EL students. It includes staff development, fiscal accounting, legal compliance, state language census, management and evaluation activities, cooperative planning with schools, curriculum assistance, advisory committees, and writing program applications. The District TK-12 ELD Instructional Coach facilitates conversations amongst educators using formative and summative EL achievement data analysis to drive instructional decisions and effective implementation of EL instructional strategies.</p> |
| Title IV | \$15,549.00 | <p>The Educational Services Department provides direction and coordination for District student support and academic enrichment to improve students' academic achievement. This includes providing students access to a well-rounded education and safe and healthy student activities. The Director Equity, Assessment, and Evaluator of Programs provides consultation for Title IV, Part A, and equitable services are offered to nonprofit private schools located within Covina-Valley boundaries.</p> |
| Perkins V | | <p>The Director of Curriculum and Instruction 6-12, provides direction and coordination for District Perkins V allocations to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.</p> |

Appendix C: Select State and Federal Programs

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

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

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