

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Barranca Elementary	19644366012439	October 2, 2025	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 Barranca Elementary 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 Barranca Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Barranca Elementary School's plan for continuous improvement is closely aligned with the Every Student Succeeds Act (ESSA) and the Covina-Valley Unified School District's Local Control and Accountability Plan (LCAP). Our shared commitment centers on equity, academic excellence, and the whole-child development of every learner.

To increase student achievement, teachers collaborate in Professional Learning Communities (PLCs) to analyze data, design standards-based instruction, and provide targeted interventions through our Multi-Tiered System of Supports (MTSS). Instructional practices are grounded in evidence-based strategies and responsive to individual student needs.

To reduce chronic absenteeism, we emphasize strong family partnerships, early identification of attendance concerns, and proactive supports that address barriers to student engagement. Recognition programs and positive communication further promote a culture of attendance and belonging.

Barranca also prioritizes high-quality Social-Emotional Learning (SEL) by implementing an evidence-based curriculum and embedding trauma-informed, restorative practices that foster empathy, resilience, and a positive school climate.

Finally, we are deeply committed to improving outcomes for English Learners through both designated and integrated ELD instruction, ongoing teacher professional development, and strong partnerships with families and the English Learner Advisory Committee (ELAC).

Through the coordination of federal, state, and local resources—including Title I, II, and III funding—Barranca ensures that programs and supports are coherent, data-driven, and equitable. Regular monitoring of academic, attendance, SEL, and language data guides continuous improvement efforts.

In all, Barranca Elementary's aligned ESSA and LCAP plan reflects our belief that every child can thrive when given meaningful learning opportunities, caring relationships, and the right supports to succeed.

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 Barranca Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our site's involvement process included input from staff, parents and community through a Needs Assessment and feedback from School Site Council and English Language Advisory Committee.

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 the CA Dashboard, Chronic Absenteeism (Orange) is the only state indicator performing the 'red' or 'orange' in overall performance.

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.

Students with Disabilities: English Language Arts (Orange) and Mathematics (Orange)

Other Needs

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

On the current dashboard, students are performing 15.1 points above standard in ELA and 4.8 points below standard in math.

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 Barranca Elementary. 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	0.36%	0.18%	0.19%	2	1	1
African American	2.51%	3.40%	3.02%	14	19	16
Asian	3.77%	3.22%	5.29%	21	18	28
Filipino	2.69%	3.04%	3.97%	15	17	21
Hispanic/Latino	81.87%	81.22%	77.13%	456	454	408
Pacific Islander	0.36%	0.36%	0.38%	2	2	2
White	5.03%	4.65%	4.73%	28	26	25
Two or More Races	3.05%	3.40%	4.16%	17	19	22
Not Reported	0.36%	0.54%	1.13%	2	3	6
Total Enrollment				557	559	529

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			54
Kindergarten	104	67	67
Grade 1	90	79	71
Grade 2	89	91	81
Grade3	83	90	81
Grade 4	88	92	86
Grade 5	103	100	89
Total Enrollment	557	559	529

Conclusions based on this data:

1. The Latino subgroup's enrollment rate of 77.13% highlights the significant role Latino students play in the school community. This proportion underscores the importance of maintaining equitable access to programs, resources, and supports that reflect the needs and strengths of this majority subgroup. Continued attention to culturally responsive practices, family engagement, and inclusive schoolwide initiatives will help ensure that all Latino students feel represented, supported, and positioned for academic success.

2. The decline in overall attendance from 551 students in 2022–23 to 505 students in 2024–25 reflects a notable shift in campus enrollment patterns. This decrease is due in part to the reduction of special education classes housed on the site, which directly impacted the number of students served. As the school adjusts to these changes, continued monitoring of enrollment trends, resource allocation, and program needs will be essential to ensure all remaining students continue to receive high-quality, equitable support.
3. Ongoing monitoring of enrollment and proactive recruitment efforts remain essential to sustaining stable student numbers and ensuring that programs and resources are aligned with community needs. Additionally, the recent change in TK eligibility dates has the potential to yield a positive increase in enrollment, offering an important opportunity to welcome new families and strengthen early learning pathways on campus.

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	57	60	43	10.2%	10.7%	8.1%
Fluent English Proficient (FEP)	40	34	35	7.2%	6.1%	6.6%

Conclusions based on this data:

1. The overall number of EL students has decreased from 10.7 in 2023-224 to 8.1% in 2024-25.
2. There is a need for continued professional development, parent training, and resources in order to ensure students make annual progress and reclassify according to the district's EL Plan.
3. The school's instructional emphasis on Reclassification is yielding an increase in student achievement.

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 3	90	80	94	87	80	91	86	80	91	96.7	100.0	96.8
Grade 4	96	90	90	94	88	89	94	88	89	97.9	97.8	98.9
Grade 5	97	106	96	95	103	93	95	103	93	97.9	97.2	96.9
All Grades	283	276	280	276	271	273	275	271	273	97.5	98.2	97.5

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 3	2438.	2452.	2441.	34.88	42.50	35.16	18.60	23.75	19.78	22.09	16.25	23.08	24.42	17.50	21.98
Grade 4	2480.	2470.	2467.	27.66	28.41	28.09	26.60	26.14	23.60	23.40	20.45	17.98	22.34	25.00	30.34
Grade 5	2513.	2518.	2486.	26.32	25.24	15.05	33.68	34.95	32.26	18.95	16.50	24.73	21.05	23.30	27.96
All Grades	N/A	N/A	N/A	29.45	31.37	26.01	26.55	28.78	25.27	21.45	17.71	21.98	22.55	22.14	26.74

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	23.26	31.25	27.47	60.47	50.00	50.55	16.28	18.75	21.98	
Grade 4	13.83	18.18	17.98	72.34	65.91	64.04	13.83	15.91	17.98	
Grade 5	22.11	21.36	15.05	66.32	64.08	69.89	11.58	14.56	15.05	
All Grades	19.64	23.25	20.15	66.55	60.52	61.54	13.82	16.24	18.32	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.23	27.50	25.27	47.67	53.75	51.65	22.09	18.75	23.08
Grade 4	20.21	18.18	20.22	67.02	59.09	49.44	12.77	22.73	30.34
Grade 5	21.05	26.21	8.60	56.84	57.28	62.37	22.11	16.50	29.03
All Grades	23.64	23.99	17.95	57.45	56.83	54.58	18.91	19.19	27.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.28	15.00	14.29	73.26	73.75	68.13	10.47	11.25	17.58
Grade 4	11.70	14.77	14.61	78.72	76.14	75.28	9.57	9.09	10.11
Grade 5	18.95	13.59	9.68	72.63	75.73	76.34	8.42	10.68	13.98
All Grades	15.64	14.39	12.82	74.91	75.28	73.26	9.45	10.33	13.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.77	32.50	19.78	63.95	56.25	63.74	16.28	11.25	16.48
Grade 4	19.15	14.77	19.10	65.96	68.18	66.29	14.89	17.05	14.61
Grade 5	18.95	19.42	13.98	63.16	63.11	69.89	17.89	17.48	16.13
All Grades	19.27	21.77	17.58	64.36	62.73	66.67	16.36	15.50	15.75

Conclusions based on this data:

1. Overall achievement in ELA of "All Students" shows a 8.87% decrease in the number of students that met or exceeded standards from 2023 to 2024.
2. ELA achievement is highest in grade 3 but declined in 4th and 5th grades.
3. 5th Grade had the most significant decline of 12.88% from the previous school year.

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 3	90	80	94	86	80	93	86	80	93	95.6	100.0	98.9
Grade 4	96	90	90	94	88	89	94	88	89	97.9	97.8	98.9
Grade 5	97	106	96	96	103	93	96	103	93	99.0	97.2	96.9
All Grades	283	276	280	276	271	275	276	271	275	97.5	98.2	98.2

* 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 3	2430.	2452.	2431.	22.09	30.00	31.18	24.42	30.00	23.66	23.26	20.00	15.05	30.23	20.00	30.11
Grade 4	2449.	2454.	2457.	9.57	11.36	14.61	28.72	27.27	23.60	25.53	31.82	33.71	36.17	29.55	28.09
Grade 5	2476.	2490.	2478.	13.54	22.33	15.05	17.71	13.59	15.05	31.25	27.18	27.96	37.50	36.89	41.94
All Grades	N/A	N/A	N/A	14.86	21.03	20.36	23.55	22.88	20.73	26.81	26.57	25.45	34.78	29.52	33.45

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 3	24.42	25.00	23.66	44.19	55.00	44.09	31.40	20.00	32.26
Grade 4	15.96	11.36	13.48	45.74	53.41	49.44	38.30	35.23	37.08
Grade 5	11.46	17.48	10.75	51.04	52.43	63.44	37.50	30.10	25.81
All Grades	17.03	17.71	16.00	47.10	53.51	52.36	35.87	28.78	31.64

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.23	30.00	32.26	53.49	56.25	47.31	16.28	13.75	20.43
Grade 4	18.09	10.23	12.36	54.26	62.50	67.42	27.66	27.27	20.22
Grade 5	8.33	13.59	11.83	57.29	55.34	52.69	34.38	31.07	35.48
All Grades	18.48	17.34	18.91	55.07	57.93	55.64	26.45	24.72	25.45

Conclusions based on this data:

1. Overall achievement in Math of "All Students" shows a 2.82% decrease in the number of students that met or exceeded standards from 2023 to 2024.
2. CAASPP data indicates the highest math achievement in grade 3 with a decline in grade 4 and in grade 5.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1404.1	1424.6	*	1413.7	1414.4	*	1381.6	1447.5	*	13	17	10
1	1488.8	*	1467.8	1501.1	*	1461.0	1476.1	*	1473.8	12	9	11
2	*	*	*	*	*	*	*	*	*	9	8	8
3	*	*	1474.4	*	*	1482.0	*	*	1466.2	9	5	15
4	*	*	*	*	*	*	*	*	*	7	8	5
5	*	1534.8	*	*	1549.1	*	*	1520.3	*	4	11	8
All Grades										54	58	57

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.69	17.65	*	38.46	29.41	*	23.08	41.18	*	30.77	11.76	*	13	17	*
1	33.33	*	18.18	33.33	*	36.36	25.00	*	27.27	8.33	*	18.18	12	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	13.33	*	*	26.67	*	*	26.67	*	*	33.33	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	27.27	*	*	36.36	*	*	27.27	*	*	9.09	*	*	11	*
All Grades	24.07	13.79	24.56	40.74	36.21	26.32	24.07	34.48	28.07	11.11	15.52	21.05	54	58	57

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.69	5.88	*	38.46	41.18	*	7.69	35.29	*	46.15	17.65	*	13	17	*
1	58.33	*	18.18	33.33	*	54.55	8.33	*	18.18	0.00	*	9.09	12	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	26.67	*	*	33.33	*	*	20.00	*	*	20.00	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	63.64	*	*	27.27	*	*	0.00	*	*	9.09	*	*	11	*
All Grades	53.70	29.31	33.33	29.63	36.21	29.82	3.70	22.41	24.56	12.96	12.07	12.28	54	58	57

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	17.65	*	38.46	23.53	*	46.15	41.18	*	15.38	17.65	*	13	17	*
1	25.00	*	18.18	33.33	*	36.36	16.67	*	18.18	25.00	*	27.27	12	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	0.00	*	*	13.33	*	*	46.67	*	*	40.00	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	9.09	*	*	18.18	*	*	45.45	*	*	27.27	*	*	11	*
All Grades	11.11	6.90	10.53	29.63	20.69	21.05	40.74	39.66	40.35	18.52	32.76	28.07	54	58	57

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.77	5.88	*	30.77	64.71	*	38.46	29.41	*	13	17	*
1	75.00	*	72.73	25.00	*	18.18	0.00	*	9.09	12	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	40.00	*	*	26.67	*	*	33.33	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	27.27	*	*	63.64	*	*	9.09	*	*	11	*
All Grades	55.56	17.24	43.86	31.48	65.52	40.35	12.96	17.24	15.79	54	58	57

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.69	17.65	*	61.54	58.82	*	30.77	23.53	*	13	17	*
1	41.67	*	0.00	58.33	*	90.91	0.00	*	9.09	12	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	33.33	*	*	46.67	*	*	20.00	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	90.91	*	*	0.00	*	*	9.09	*	*	11	*
All Grades	53.70	44.83	31.58	37.04	39.66	56.14	9.26	15.52	12.28	54	58	57

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.69	23.53	*	69.23	64.71	*	23.08	11.76	*	13	17	*
1	33.33	*	36.36	33.33	*	36.36	33.33	*	27.27	12	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	0.00	*	*	46.67	*	*	53.33	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	9.09	*	*	54.55	*	*	36.36	*	*	11	*
All Grades	14.81	10.34	14.04	57.41	51.72	56.14	27.78	37.93	29.82	54	58	57

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.08	52.94	*	53.85	41.18	*	23.08	5.88	*	13	17	*
1	25.00	*	9.09	58.33	*	63.64	16.67	*	27.27	12	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	0.00	*	*	73.33	*	*	26.67	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	36.36	*	*	36.36	*	*	27.27	*	*	11	*
All Grades	18.52	24.14	19.30	66.67	51.72	56.14	14.81	24.14	24.56	54	58	57

Conclusions based on this data:

1. ELPAC data indicates a 10.28% decline in the number of students scoring at level 4 from 2022 to 2023.
2. ELPAC data indicates a decrease in the percentage of students scoring "Well Developed" in three out of the four domains, from 2022 to 2023.
3. ELPAC data indicates an increase of 5.62% in the number of students scoring "Well Developed" in the writing domain.

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
559	80%	10.7%	0.7%
Total Number of Students enrolled in Barranca Elementary.	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	60	10.7%
Foster Youth	4	0.7%
Homeless	25	4.5%
Socioeconomically Disadvantaged	447	80%
Students with Disabilities	109	19.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	3.4%
American Indian	1	0.2%
Asian	18	3.2%
Filipino	17	3%
Hispanic	454	81.2%
Two or More Races	19	3.4%
Pacific Islander	2	0.4%
White	26	4.7%

Conclusions based on this data:

1. Significant student groups are present in three categories including socioeconomically disadvantaged, students with disabilities, and English Language Learners.

2. The school's homeless population is a priority due to a temporary emergency shelter and local hotel providing housing to families experiencing homelessness.
3. The number of students with disabilities has increased significantly due to a district-wide program change.

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 Blue
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. School used progressive discipline and systematic SEL implementation to promote positive engagement and school climate.
2. Intervention for chronic absenteeism continues to be a priority.
3. Academic performance in mathematics is far below academic performance in English Language Arts.

School and Student Performance Data

Academic Performance English Language Arts

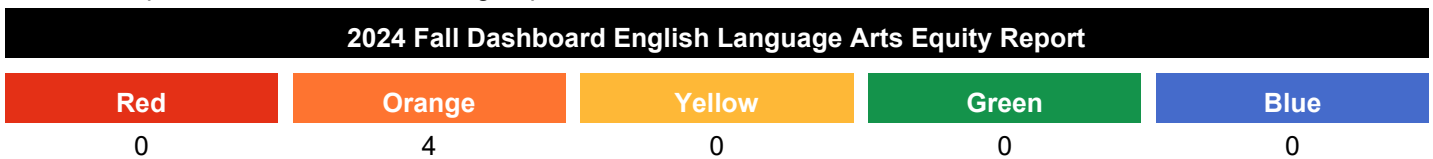
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>1.4 points below standard</p> <p>Declined 16.1 points</p> <p>267 Students</p>	<p>English Learners</p> <p> Orange</p> <p>37.2 points below standard</p> <p>Declined 32.4 points</p> <p>35 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>29.4 points below standard</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>7.9 points below standard</p> <p>Declined 3.6 points</p> <p>228 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>99.0 points below standard</p> <p>Increased 10.8 points</p> <p>48 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>8.6 points below standard</p> <p>Declined 21.9 points</p> <p>225 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>19.8 points below standard</p> <p>Declined 5.4 points</p> <p>14 Students</p>

Conclusions based on this data:

1. Overall, student achievement in ELA decreased to 1.4 distance from Standard.
2. ELs, Students with Disabilities, Hispanic and SE Disadvantaged all decreased in their achievement for 23-24.

School and Student Performance Data

Academic Performance Mathematics

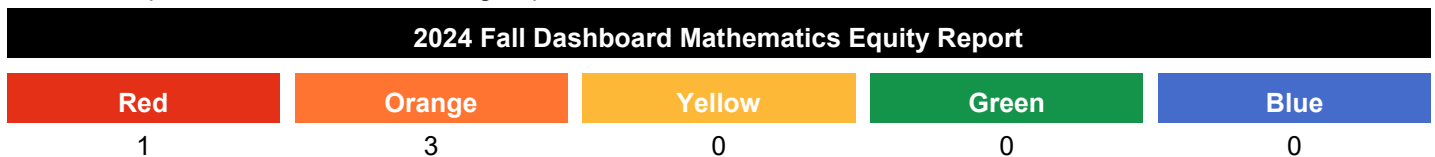
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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>24.7 points below standard</p> <p>Declined 8.5 points</p> <p>268 Students</p>	<p>English Learners</p> <p>Orange</p> <p>54.3 points below standard</p> <p>Declined 26.0 points</p> <p>36 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>86.6 points below standard</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>32.2 points below standard</p> <p>Declined 3.8 points</p> <p>229 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>117.3 points below standard</p> <p>Declined 4.3 points</p> <p>48 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>33.4 points below standard</p> <p>Declined 14.4 points</p> <p>226 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>65.1 points below standard</p> <p>Declined 15.9 points</p> <p>14 Students</p>

Conclusions based on this data:

1. Overall, students achievement in math decreased with an average of 8.5 point distance from standard.
2. All significant student groups, including socioeconomically disadvantaged, Hispanic, and English Learners score in the low academic performance range.

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 58.1 points above standard making progress. Number Students: 43 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 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	13	1	24

Conclusions based on this data:

- English Learner progress is very high with 73.7% of ELL students making progress toward English proficiency.

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>16.5% Chronically Absent</p> <p>Declined 6.8</p> <p>575 Students</p>	<p>English Learners</p> <p> Green</p> <p>6.5% Chronically Absent</p> <p>Declined 15.6</p> <p>62 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 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>39.4% Chronically Absent</p> <p>Increased 10.8</p> <p>33 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>18.5% Chronically Absent</p> <p>Declined 8.5</p> <p>470 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>25.8% Chronically Absent</p> <p>Declined 3.1</p> <p>124 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>55% Chronically Absent</p> <p>Increased 8.8</p> <p>20 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>No Performance Color</p> <p>5.6% Chronically Absent</p> <p>Increased 5.6</p> <p>18 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>17 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>15.7% Chronically Absent</p> <p>Declined 9.5</p> <p>466 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>13% Chronically Absent</p> <p>Declined 2</p> <p>23 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>25% Chronically Absent</p> <p>Increased 6.8</p> <p>28 Students</p>

Conclusions based on this data:

1. Chronic absenteeism is very high in all student groups.
2. Strategic and increased intervention is needed to address chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

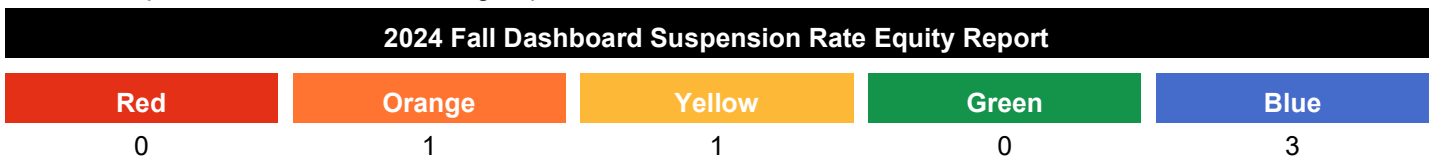
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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> Blue</p> <p>0.2% suspended at least one day</p> <p>Maintained 0.2%</p> <p>605 Students</p>	<p>English Learners</p> <p> Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 1.5%</p> <p>67 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 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>0% suspended at least one day</p> <p>Maintained 0%</p> <p>41 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0.2% suspended at least one day</p> <p>Maintained 0.2%</p> <p>492 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.8%</p> <p>127 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>30 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>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>18 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0.2% suspended at least one day</p> <p>Maintained 0.2%</p> <p>481 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>30 Students</p>

Conclusions based on this data:

1. School used progressive discipline to proactively prevent suspensions.
2. School used systematic SEL implementation to promote student well-being.

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; Buildings 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
PBIS (Positive Behavioral Interventions & Supports) ESSA: Moderate	Provide a consistent and systematic framework for providing students with a learning environment that promotes the positive social, emotional, and academic outcomes that helps the staff to close the achievement gap.	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, we will increase by 4% the number of 3rd-5th grade students who meet or exceed standards on ELA portion of the CAASPP based on the 2025 data.

By June 2026, we will increase by 4% the number of 1st-5th grade students who meet or exceed standards on the ELA portion of the i-Ready Diagnostic based on the 2025 data.

By June 2026, we will increase by 5% the number of students with disabilities who meet or exceed standards on the ELA portion of the CAASPP, based on the 2025 data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

* Continue to increase the number of students who meet or exceed standards on the ELA portion of the CAASPP in order to ensure a pathway to college and career readiness.

* Modify strategies and reallocate resources in order to address equity in ELA performance, as measured by the CAASPP, for students with disabilities.

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	59.46% of students met or exceeded standards in 2025.	63.46% of students will meet or exceed Standards in 2026.
I-Ready ELA	64% of K-5th grade students were proficient or higher in ELA on the end of year diagnostic in 2025.	68% of K-5th grade students will be at or above level in ELA on the end of the year diagnostic in 2026.
CAASPP SBAC ELA for Students with Disabilities	15.15% of 3rd-5th grade students met or exceeded the standard in 2025.	20.15% of 3rd-5th grade students will meet or exceed the standard in 2026.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Staff will work in Professional Learning Communities to:</p> <ul style="list-style-type: none"> * Plan implementation of Common Core State Standards * Use Common Formative Assessments to monitor student progress * Analyze student data using DnA to adjust instruction and pacing. *Plan appropriate interventions *Implement Thinking Maps across all grade levels. *Implement Write from the Beginning and Beyond *Implement i-Ready *Work with the Instructional Leadership Team on the focus of reading comprehension at the grade level. *Plan lessons using research-based instructional strategies and visible learning. * To address ATSI indicator - minimum 1x monthly sped PLC in order to monitor learning outcomes and adjust instruction for students with disabilities 	All students	<p>3952 LCFF S/C Site Innovation (3313) Books and Supplies</p> <p>7497 LCFF S/C Site Innovation (3313) Certificated Salaries</p> <p>750 LCFF S/C New Teacher (2223) Certificated Salaries</p>
1.2	Part time instructional aide will assist Title 1 Teacher with intervention support.	Targeted intervention students	29,380.00 Title I Part A Instructional Aide (30100.0) Classified Salaries
1.3	<p>Intervention strategies and/or programs will be implemented for students not meeting academic achievement according to our pyramid of intervention. Strategies include, but are not limited to:</p> <ul style="list-style-type: none"> *To address ATSI indicator - Implement Lindamood Bell reading curriculum for students with disabilities *Software/technology support using Accelerated Reader, i-Ready *Small group instruction 	Targeted intervention students	10000 LCFF S/C Site Innovation (3313) Books and Supplies
1.4	<p>Provide staff development opportunities that will focus on Common Core State Standards, research based instructional practices, establishing common formative assessment, and using data to drive instruction.</p> <p>To address ATSI indicator - provide staff development opportunities that will focus on reading intervention instruction for students with disabilities.</p>	All Students	District funded Certificated Salaries
1.5	Technology will be incorporated into daily instruction to provide interactive and innovative learning experiences.	All Students	District funded Books and Supplies

1.6	Students will participate in the Accelerated Reader program by reading books, taking quizzes on AR books using one to one devices to support the instructional focus of reading comprehension at grade level.	All Students	District funded Books and Supplies
1.7	Provide additional supplies, instructional resources, and technology tools to support engagement and increased academic achievement.	Targeted Homeless Students	1496 Title I - Homeless Books and Supplies
1.8	Provide parent education nights to support reading instruction and practice. To address ATSI indicator - Provide parent education on preparation for CAASPP.	All Students	1496 Title I- Parent Involvement Certificated Salaries 0 Title I- Parent Involvement Books and Supplies
1.9	Title 1 teacher will provide reading intervention and curriculum planning for students at, above, and below grade level.	All Students	District funded Books and Supplies
1.10	To address ATSI indicator - Title 1 Intervention and Outreach teacher will monitor academic progress on trimester benchmark assessments and use this data to set improvement goals for students.	Students with Disabilities	1000 LCFF S/C Site Innovation (3313) Certificated Salaries
1.11	Provide before, during, and after school tutoring for students.	All Students	5000 LCFF S/C Tutoring (2226) Certificated Salaries Classified 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 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 and 1.11 were implemented as intended and were effective based on overall iReady data. Strategies 1.1, 1.4, and 1.12 were not fully implemented as there is a lack of evidence of professional development and tutoring being full executed in every classroom at the school as reflected in CAASPP data.

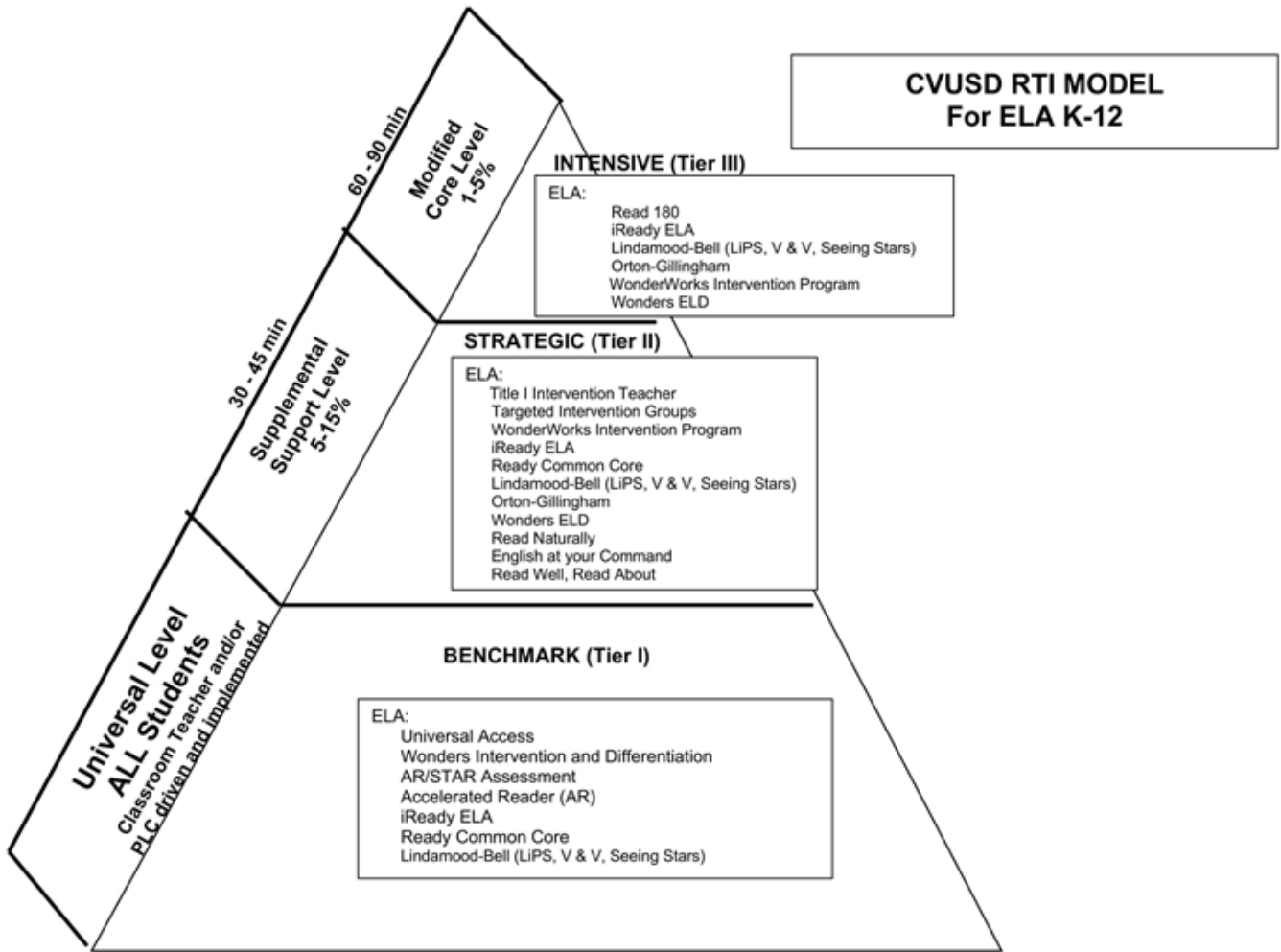
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 and 1.11 were implemented as intended with budget expenditures aligning with the plan. Strategies 1.1, 1.4, 1.12 were partially implemented as intended with budget expenditures aligning with 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.

Minor updates have been made to the identified need section to include consistent progress monitoring using iReady, IABs and Common Formative Assessment Data, which now incorporates baseline data and an expected outcome. All other annual outcomes, metrics, strategies/activities will remain unchanged.

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, we will increase by 3%, the number of 3rd-5th grade students who meet or exceed standards in mathematics as measured by CAASPP based on the 2025 data.

By June 2026, we will increase by 3% the number of 1st-5th grade students who meet or exceed standards in mathematics as measured by the i-Ready Diagnostic.

By June 2026, we will increase by 4% the number of students with disabilities who meet or exceed standards in mathematics as measured by CAASPP based on the 2025 data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

* Continue to increase the number of students who meet or exceed standards on the mathematics portion of the CAASPP in order to ensure a pathway to college and career readiness.

* Modify strategies and reallocate resources in order to address in equity in Math performance, as measured by the CAASPP, for students with disabilities.

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	51.55% of 3rd-5th grade students met or exceeded standards in mathematics as measured by the 2025 CAASPP.	54.55% of 3rd-5th grade students will meet or exceed standards in mathematics as measured by the 2026 CAASPP
I-Ready	58% of K-5th grade students met or exceeded standards in mathematics as measured by the 2025 iReady diagnostic.	61% of K-5th grade students will meet or exceed standards in mathematics as measured by the 2026 I-Ready diagnostic
CAASPP SBAC Math for Students with Disabilities	15.15% of SWD met or exceeded standards in mathematics as measured by the 2024 CAASPP.	20.15% of SWD will meet or exceed standards in mathematics as measures by the 2026 CAASPP.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Staff will work in Professional Learning Communities to:</p> <p>Implement Eureka2 curriculum Plan implementation of Common Core State Standards Plan how to provide effective feedback in order to support independent learning. Use Common Formative Assessments to monitor student progress Analyze Data (Eureka2, iReady, FIABs) to plan instruction geared to student needs Plan lessons using research-based instructional strategies and visible learning. * To address ATSI indicator - minimum 1x monthly sped PLC in order to monitor learning outcomes and adjust instruction for students with disabilities</p>	All Students	<p>2500 LCFF S/C Site Innovation (3313) Books and Supplies</p> <p>2500 LCFF S/C Site Innovation (3313) Certificated Salaries</p> <p>750 LCFF S/C New Teacher (2223) Certificated Salaries</p>
2.4	Technology will be incorporated into daily instruction to provide interactive and innovative learning experiences.	All Students	<p>4195 LCFF S/C Site Innovation (3313) Books and Supplies</p> <p>50 Title I - Site Allocation Books and Supplies</p>
2.5	i-Ready will be implemented TK-5th grade for intervention and enrichment.	All Students	<p>500 LCFF S/C Site Innovation (3313) Books and Supplies</p>
2.6	Provide parent education nights to support math instruction and practice.	All Students	<p>1000 LCFF S/C Site Innovation (3313) Certificated Salaries</p>
2.7	Provide during and after school tutoring.	All students	<p>1582 Title I - Site Allocation Certificated Salaries</p> <p>6000 LCFF S/C Tutoring (2226) Certificated Salaries</p>
2.8	Use iReady to differentiate math instruction based on individual student needs and to address remediation, review of grade level standards, and acceleration.	All Students	<p>807.00 Title I - Site Allocation Books and Supplies</p>

2.9	Math Intervention and Outreach teacher will provide math intervention and curriculum planning for all students.	All Students	1000 LCFF S/C Site Innovation (3313) Books and Supplies
2.10	Teachers are provided two days of substitute coverage to work with grade level colleagues to create a scope and sequence of instruction that meets the rigor of the Standards.		District funded Professional/Consulting Services
2.11	To address ATSI indicator - Math Intervention and Outreach teacher will monitor academic progress on trimester benchmark assessments and use this data to set improvement goals for students.	Students with Disabilities	807 LCFF S/C Site Innovation (3313) Certificated Salaries
2.12	Implement school-wide math achievement and recognition program	All Students	District funded Books and Supplies

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, 2.6, 2.7, 2.9, 2.11 and 2.12 were implemented as intended and were effective based upon iReady Data. Strategies 2.5 and 2.8 were not fully implemented as teachers were given the flexibility to utilize a variety of online platforms limiting these strategies effectiveness as evidenced by CAASPP Data.

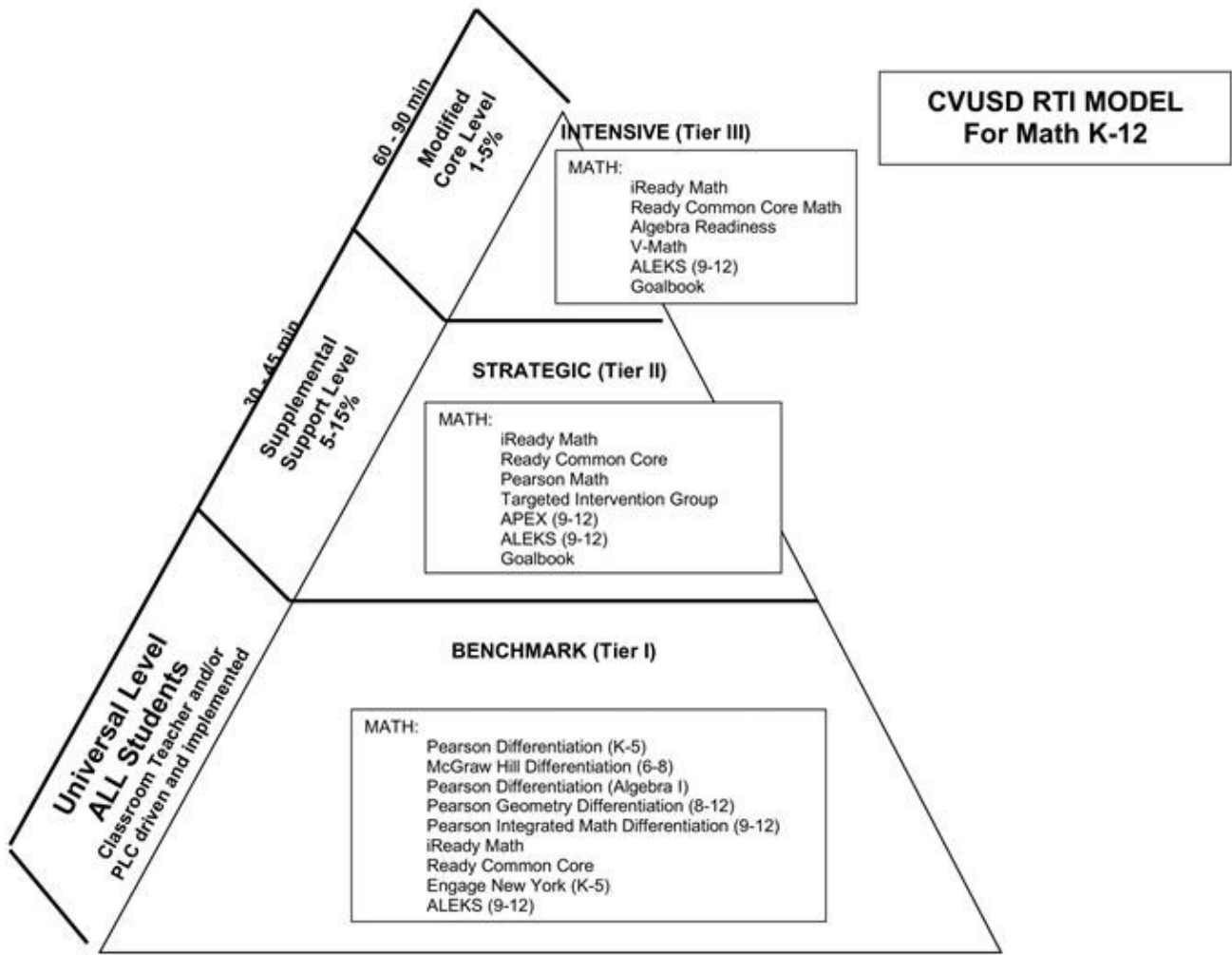
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.9, 2.11, and 2.12 were implemented as intended, with budget expenditures aligning with the plan. Strategies 2.5 and 2.8 were partially implemented, with budget expenditures aligning with the plan; however, the strategies were not fully executed in every classroom.

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.

Minor updates have been made to the identifies need section to include the elimination of Zearn in order to fully implement iReady. New action 2.10 was added to focus on standards-based teacher collaboration facilitated by administration to support students meeting the rigor of the Standards. All other annual outcomes, metrics, strategies/activities will remain unchanged.

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, 16% of EL students will achieve Proficient status on the 2026 ELPAC.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

The drop in ELPAC proficiency from 24.56% in 2024 to 10.87% in 2025 highlights an urgent need for significant growth in English language development outcomes. This decline signals that current supports are not sufficiently meeting the needs of English learners and that instructional practices, progress monitoring, and targeted interventions must be strengthened. Improving ELPAC achievement is essential not only for language proficiency, but also for ensuring equitable access to grade-level curriculum and long-term academic success for all English learners.

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
ELPAC	10.87% of EL students achieved Proficient status on the 2025 ELPAC.	By June 2026, 16% of EL students will have achieved Proficient status on the ELPAC.

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	All ELL students will receive appropriate instruction by CLAD/LDS (or equivalent) certificated teachers using specific ELL teaching strategies to meet student needs.	EL Students	District funded Certificated Salaries
3.2	Staff will work in Professional Learning Communities to: * Plan implementation of Common Core State Standards	EL Students	500 LCFF S/C Site Innovation (3313) Certificated Salaries

	<ul style="list-style-type: none"> * Use Common Formative Assessments to monitor student progress (K-5 ELD Assessment Scale and/or Moving into English) * Analyze student data using DnA to adjust instruction and pacing. * Plan appropriate interventions * Implement Thinking Maps across all grade levels. * Implement Write from the Beginning and Beyond * Implement i-Ready * Work with Instructional Leadership Team on the focus of reading comprehension at grade level. * Plan lessons using research based instructional strategies and visible learning. <p>Implementation of ELD with scaffolding will be integrated in all content areas.</p>		1500 LCFF S/C Site Innovation (3313) Books and Supplies
3.3	All ELL students will receive a minimum of 30 minutes daily Designated ELD Language support in addition to regular English Language Arts period. 30 minutes ELD Language support will be provided in according to CA ELA standards and the ELA/ELD Framework.	EL Students	District funded Certificated Salaries
3.4	Intervention strategies and/or programs will be implemented for students not meeting academic achievement according to our pyramid of intervention. Strategies include, but are not limited to: <ul style="list-style-type: none"> *Specific, direct instruction *Software/technology support *Small group instruction *In school tutoring programs 	EL Students	2500 LCFF S/C Site Innovation (3313) Books and Supplies 500 LCFF S/C Site Innovation (3313) Certificated Salaries
3.5	Community Outreach Liaison, teachers and site principal will provide additional support for EL students through parent education and ELAC meetings.	EL Students	District funded Classified Salaries
3.6	The Community Outreach Liaison and School Counselor will provide translation and build partnerships with EL parents.	EL Students	District funded Books and Supplies
3.7	Teachers will work in collaboration with the District ELD Instructional Coach to identify specific learning needs and appropriate instructional strategies to increase English proficiency.	EL Students	District funded Certificated Salaries
3.8	EL Students in Grades 3-5 will take ELPAC IABs and data will inform instruction and intervention.	EL Students	

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 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 and 3.7 were implemented as intended and were effective based on the school's increased Reclassification Rate of 21.5%

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

Strategies 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 and 3.7 were implemented as intended, with budget expenditures aligning with 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.

New Action 3.8 has been added to the 24-25 plan to better serve EL students and provide targeted support in the improvement of ELPAC outcomes. All other annual outcomes, metrics and strategies/activities will remain unchanged.

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, 40.44% or more of 5th grade students will meet or exceed the standards in Science as measured by CAST.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Barranca will continue to participate in PD to implement NGSS standards and the execution of the TWIGS Science Curriculum.

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
CAST	34.44% of 5th grade students met or exceeded the standards in Science as measured by CAST in 2025.	By June 2026, 40.44% or more of 5th grade students will meet or exceed the standards in Science as measured by CAST.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Students will receive a comprehensive and standards based Science program called TWIGS. Teachers will implement a broad repertoire of teaching strategies and materials to meet the needs of all students.	All Students	500 Title I - Site Allocation Books and Supplies
4.2	Staff will work in Professional Learning Communities to: * Plan implementation of Common Core State Standards	All Students	2089 LCFF S/C Site Innovation (3313) Books and Supplies

	<ul style="list-style-type: none"> *Use Common Formative Assessments to monitor student progress * Analyze student data using DnA to adjust instruction and pacing. *Plan appropriate interventions *Implement Thinking Maps *Plan lessons using research-based instructional strategies and visible learning. 		
4.3	Science instruction will be integrated with other subjects including but not limited to, English Language Arts, Mathematics and Physical Education	All Students	420 LCFF S/C Site Innovation (3313) Books and Supplies
4.4	The California Science Center will provide teachers with professional development in NGSS instruction using the TWIGS curriculum.	All Students	

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 4.2. and 4.3 were implemented as intended and were effective based on qualitative data (classroom observations, PD Feedback Forms). Strategy 4.1 was not fully implemented because an NGSS-based curriculum was not available during the 2023-24 school year.

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

Strategies 4.2 and 4.3 were implemented as intended with budget expenditures aligning with the plan. Strategy 4.1 was not fully implemented resulting in a material difference between budgeted and actual expenditures because the NGSS curriculum was not available during the 2023-24 school year.

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

New actions, 4.1 and 4.4 will be added to the 24-25 plan to better serve all students and provide support using a rigorous, standards-based curriculum. All other outcomes, metrics, and strategies/activities will remain unchanged.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Social-Emotional Learning

Social-Emotional learning for students will be supported through attendance, character themes, and PBIS.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Students need systematic SEL supports in order to achieve academic success.
Increase SEL supports for the White student group.

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
Attendance Rate	14.6% of Barranca students were chronically absent during the 2024-2025 school year.	By June 2026, chronic absenteeism will decrease by 10%.
Suspension Rate	.5% of Barranca students were suspended during the 2024-2025 school year.	By June 2026, the suspension rate will be maintained at .25%.
Attendance Rate	23.9% of the white student group were chronically absent during the 2024-2025 school year.	By June 2026, chronic absenteeism will decrease 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
5.1	Attendance will be monitored and supported through: * Teacher-Parent communication * Attendance Letters sent home	All Students	1000 LCFF S/C Site Innovation (3313) Books and Supplies

	<ul style="list-style-type: none"> * Goal setting and recognition for positive attendance by class * Individual student recognition for positive attendance * School-Parent communication including SART if necessary * Weekly Attendance Team Meetings. 		
5.2	<p>School-wide implementation of SEL through the use of CharacterStrong, RULER, and Restorative Practices:</p> <ul style="list-style-type: none"> * Teachers will engage students in a minimum of one lesson/activity for each month, matching the CharacterStrong theme * The school counselor will provide push-in lessons and activities for monthly themes and other needs as identified by parents and the instructional leadership team * Site SEL team will provide models and supports for RULER and Restorative Practices during staff meetings * The principal and community liaison will conduct parent meetings to provide education and resources for SEL 	All Students	1000 LCFF S/C Site Innovation (3313) Books and Supplies
5.3	<p>Students identified for additional SEL support will be referred and supported by the school counselor and/or district social worker:</p> <ul style="list-style-type: none"> * Students will participate in small group school-based counseling * Students will participate in individual mental health counseling * Students and families will be referred for community-based therapy as needed 	Target Intervention Students	District funded Certificated Salaries
5.4	<p>Positive Behavior and Intervention Supports will be implemented school-wide:</p> <ul style="list-style-type: none"> * Students receive instruction in PBIS "PRIDE" expectations * School staff will promote PBIS by recognizing students using PRIDE passes * Monthly assemblies will recognize student achievement in PRIDE * A Student Leadership Council will be formed to provide student models of PBIS/PRIDE * A variety of recess activities activities will be implemented in order to engage students in positive play with peers 	All Students	2000 LCFF S/C Site Innovation (3313) Books and Supplies
5.5	<p>Increase student engagement and attendance through high-quality art instruction school-wide:</p> <ul style="list-style-type: none"> *Supplies to support art curriculum *Afterschool art program materials 	All Students	7718.00 Prop 28 (67700) Books and Supplies
5.6	<p>Supplies to increase student engagement and attendance for after-school tutoring programs.</p>	All Students	2500.00 Site Allocation (26000.0) Books and Supplies

5.7	Provide 5th grade field trip to middle school to facilitate transition from elementary to middle school.	All 5th Grade Students	District funded
5.8	Provide transition meetings and actions related to smooth transition from preschool into Kindergarten as well as K into 1st.	Kinder 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 5.1, 5.2, 5.3 and 5.4 were implemented as intended and were effective based upon attendance data that showed a 9% decrease in the chronic absenteeism rate.

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

Strategies 5.1, 5.2, 5.3 and 5.4 were implemented as intended with budget expenditures aligning with 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.

New Actions 5.5 and 5.6 have been added to the 2024-25 plan to better support attendance outcomes by increasing student engagement through the arts and tutoring. Minor updates have been made to the identified need section to include the establishment of an attendance team in Goal 5.1 that meets weekly to monitor and respond to data in order to improve attendance outcomes. All other annual outcomes, metrics, and strategies and activities remain unchanged.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Attendance By June 2026, we will decrease chronic absenteeism by 8% to 9.9%.
--

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

<ol style="list-style-type: none"> 1. Guarantee all students are eligible and ready for college and career upon graduation. 2. Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students. 3. Create a schoolwide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and 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.

<ul style="list-style-type: none"> * Continue to improve student and family engagement in order to ensure a pathway to academic and personal success. * Modify strategies and reallocate resources in order to address high rate of chronic absenteeism. * Decrease chronic absenteeism for the white student group.

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	17.9% of all students were chronically absent during the 2024-2025 school year.	Decrease chronic absenteeism by 17.9% to 9.9% during the 2025-26 school year.
CA Dashboard	20% of white students were chronically absent during the 2024-2025 school year.	Decrease chronic absenteeism of white students by 10% during the 2025-26 school year.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Increase academic engagement through: <ul style="list-style-type: none"> * During and after school tutoring * School-wide math achievement/recognition program * Implementation of Lindamood-Bell reading intervention * Parent education on preparation for CAASPP 	All Students	3000 LCFF S/C Tutoring (2226) Certificated Salaries

	* Provide academic resources for parents		
6.2	Increase social-emotional engagement through: * Monthly SEL classroom lesson provided by teacher or school counselor * Implementation of RULER practices * Implementation of Bronco Buddies SEL club * Opportunities to check in with the school counselor * Provide mental health resources	All Students	District funded Books and Supplies 3000 LCFF S/C Tutoring (2226) Certificated Salaries District funded Certificated Salaries
6.3	Parent Involvement in Attendance Monitoring * Parent education class on attendance provided by the community liaison * Weekly telephone check-in for at-risk attendance students * Parent meetings for SART * Parent meetings for SARB	All students	District funded Classified Salaries
6.4	Promote a positive school culture through * PBIS school-wide program * PTA Family Nights * Attendance recognition * Monthly school rally	All Students	500 LCFF Attendance (03308) Books and Supplies
6.5	Provide on campus free after-school child care	Unduplicated Students	District funded Classified Salaries
6.6	Provide small group and 1:1 school-based counseling	Targeted Intervention Students and White students	District funded Certificated Salaries
6.7	Provide weekly attendance monitoring and follow-up by the attendance team.	All Students	
6.8	Provide college campus field trips to support attendance and engagement.	Targeted Students	1000.00 LCFF S/C College Campus Visit (04423.0) Services and other operating expenditures
6.9	Provide high-quality art education within the instructional day and in after-school programs	All Students	13,015 Prop 28 (67700)

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 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6 were implemented as intended and were effective based on the reduction of the attendance data that showed a decrease in chronic absenteeism.

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

Strategies 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6 were implemented as intended, with budget expenditures aligning with 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.

New action, Strategy 6.7 has been added to the plan to better serve all students by identifying the root cause of attendance problems for individual pupils and identifying effective interventions.

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	\$35,311.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125,004.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I - Homeless	\$1,496.00
Title I - Site Allocation	\$2,939.00
Title I- Parent Involvement	\$1,496.00

Subtotal of additional federal funds included for this school: \$5,931.00

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 (\$)
LCFF Attendance (03308)	\$500.00
LCFF S/C College Campus Visit (04423.0)	\$1,000.00
LCFF S/C New Teacher (2223)	\$1,500.00
LCFF S/C Site Innovation (3313)	\$46,460.00
LCFF S/C Tutoring (2226)	\$17,000.00
Prop 28 (67700)	\$20,733.00
Site Allocation (26000.0)	\$2,500.00
Title I Part A Instructional Aide (30100.0)	\$29,380.00

Subtotal of state or local funds included for this school: \$119,073.00

Total of federal, state, and/or local funds for this school: \$125,004.00

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	2,939.00	0.00
Title I Part A Instructional Aide (30100.0)	29,380.00	0.00
Title I - Homeless	1,496.00	0.00
Title I- Parent Involvement	1,496.00	0.00
LCFF S/C Site Innovation (3313)	46,460.00	0.00
LCFF S/C Tutoring (2226)	17,000.00	0.00
LCFF S/C College Campus Visit (04423.0)	1,000.00	0.00
LCFF Attendance (03308)	500.00	0.00
LCFF S/C New Teacher (2223)	1,500.00	0.00
Site Allocation (26000.0)	2,500.00	0.00
Prop 28 (67700)	20,733.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Attendance (03308)	500.00
LCFF S/C College Campus Visit (04423.0)	1,000.00
LCFF S/C New Teacher (2223)	1,500.00
LCFF S/C Site Innovation (3313)	46,460.00
LCFF S/C Tutoring (2226)	17,000.00
Prop 28 (67700)	20,733.00
Site Allocation (26000.0)	2,500.00
Title I - Homeless	1,496.00
Title I - Site Allocation	2,939.00
Title I Part A Instructional Aide (30100.0)	29,380.00
Title I- Parent Involvement	1,496.00

Expenditures by Budget Reference

Budget Reference	Amount
Books and Supplies	46,227.00

Certificated Salaries	35,382.00
Classified Salaries	29,380.00
Services and other operating expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Books and Supplies	LCFF Attendance (03308)	500.00
Services and other operating expenditures	LCFF S/C College Campus Visit (04423.0)	1,000.00
Certificated Salaries	LCFF S/C New Teacher (2223)	1,500.00
Books and Supplies	LCFF S/C Site Innovation (3313)	32,656.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	13,804.00
Certificated Salaries	LCFF S/C Tutoring (2226)	17,000.00
	Prop 28 (67700)	13,015.00
Books and Supplies	Prop 28 (67700)	7,718.00
Books and Supplies	Site Allocation (26000.0)	2,500.00
Books and Supplies	Title I - Homeless	1,496.00
Books and Supplies	Title I - Site Allocation	1,357.00
Certificated Salaries	Title I - Site Allocation	1,582.00
Classified Salaries	Title I Part A Instructional Aide (30100.0)	29,380.00
Books and Supplies	Title I- Parent Involvement	0.00
Certificated Salaries	Title I- Parent Involvement	1,496.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,571.00
Goal 2	21,691.00
Goal 3	5,000.00
Goal 4	3,009.00
Goal 5	14,218.00
Goal 6	20,515.00

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
TI Intervention Teacher	1	District Funded	100%


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

School Safety Plan SB187

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

This is to certify that Barranca Elementary 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: Courtney Sawyer



Signature

10/6/25
Date

School Site Council President: Andrea San Filippo (Vice President)



Signature

10/6/25
Date

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

SB 1667 requires the following school safety plan changes:

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

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

District Representative: Fernando Sanchez. Director of Student Services

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Courtney Sawyer	Principal
Andrea San Filippo	Classroom Teacher
Vianey Rojas	Parent or Community Member
Sasha Cardenas	Classroom Teacher
Carla Villa	Classroom Teacher
Gerald Morell	Parent or Community Member
Desire Ventura	Parent or Community Member
Daniel Oliver	Parent or Community Member
Roger Balderas	Parent or Community Member
Nicole Prado	Other School Staff

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

English Learner Advisory Committee Members

Barranca Elementary

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 *
Courtney Sawyer	X		
Nicole Prado		X	
Desire Ventura		X	
Vianey Rojas		X	
Noelle Nesbitt			X
Alba Pimentel		X	
Jessica Gonzalez		X	
Sandra Serrano		X	
Numbers of members of each category	1	7	2

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

Other: School Site Council

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 10/6/25.

Attested:



Principal, Courtney Sawyer on 10/6/2025



SSC Chairperson, Andrea San Filippo (Vice President) on 10/6/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix 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	\$6,763.05	<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	\$20,181.00	<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	\$9,273.00	<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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