



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ben Lomond Elementary	19-64436-6012447	October 9, 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 Ben Lomond 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 Ben Lomond Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

## Purpose:

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

## Components:

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

## Governance and Educational Partner Engagement:

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

## CSI and ATSI Planning:

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

## Parent and Community Involvement:

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

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

**Alignment with Federal and State Mandates:**

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

**Title I Implementation:**

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

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

## Educational Partner Involvement

How, when, and with whom did Ben Lomond 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**

Ben Lomond's involvement process for the School Plan for Student Achievement (SPSA) and its annual review and update is designed to be inclusive and collaborative. We engage educational partners, including teachers, staff, parents, and community members, through various means such as surveys, meetings, and open forums. This process ensures that the SPSA reflects our school community's diverse needs and priorities. Each year, we review student performance data and gather input from all educational partners to assess current strategies' effectiveness and identify areas for improvement. This comprehensive approach ensures that our SPSA remains aligned with our goal of providing a high-quality education for all students.

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.

On the 2025 CA Dashboard, Ben Lomond's Chronic Absenteeism indicator for overall performance is in the Red performance category, Suspension Rate indicator for overall performance is in the Orange performance category, and both English Language Arts and Mathematics indicators for overall performance are in the Orange performance category.

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.

Ben Lomond has no student groups with performance levels two or more levels below the "all students" performance on the CA Dashboard. While achievement gaps may still exist, no specific group performed significantly below the overall student population.

## Other Needs

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

Beyond the data provided by the California School Dashboard, additional needs were identified through locally collected data. This data included local assessment results (iReady, STAR Reading, and District Writing Assessments), attendance records, behavioral reports, and survey feedback from parents, teachers, and students. These sources provided a more detailed understanding of student performance and well-being, helping the school identify areas where students may need additional support, such as social-emotional learning and specific academic and attendance interventions. This comprehensive approach ensures that strategies in this plan are well-targeted and responsive to the unique needs of our students.

## 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 1 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 Ben Lomond 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	0.24%	0.21%	%	1	1	
African American	5%	5.13%	4.35%	21	24	22
Asian	4.52%	3.21%	3.16%	19	15	16
Filipino	4.29%	4.06%	3.95%	18	19	20
Hispanic/Latino	79.05%	80.56%	81.42%	332	377	412
Pacific Islander	0%	0.21%	0.20%	0	1	1
White	4.52%	4.49%	4.55%	19	21	23
Two or More Races	1.67%	1.71%	1.98%	7	8	10
Not Reported	0.71%	0.43%	0.40%	3	2	2
<b>Total Enrollment</b>				420	468	506

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			42
Kindergarten	104	61	74
Grade 1	68	95	64
Grade 2	56	72	100
Grade3	66	65	78
Grade 4	62	68	74
Grade 5	64	69	74
<b>Total Enrollment</b>	420	468	506

#### Conclusions based on this data:

1. The Hispanic/Latino student group has consistently grown over the past three years, reaching 81% of the total enrollment in 2024-25, indicating a stable and increasing demographic presence in the school.
2. There has been a notable decline in the percentage of African American students. White students remained consistent around 4.5%, while African American students decreased from 5.4% to 4.35% over the three-year period.

3. While overall student enrollment has remained relatively stable, minor fluctuations are evident across different grade levels. Increases are in grades 1 and 3.

# 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	50	63	72	11.9%	13.4%	14.2%
Fluent English Proficient (FEP)	27	23	17	6.4%	4.9%	3.4%

### Conclusions based on this data:

1. The percentage of English Learners (EL) in the student population has steadily decreased over the past three years, rising from 11.9% in 2022-2-23 to 14.2% in 2024-2025.
2. The proportion of Fluent English Proficient (FEP) students has declined, dropping from 6.4% in 2022-23, to 3.4% suggesting fewer students are maintaining proficiency after initial classification.
3. The CDE hasn't publicly released Reclassified Fluent English Proficient (RFEP) data, which highlights the importance of internal tracking and reporting of this group's progression.

# 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	57	66	68	55	66	66	55	66	66	96.5	100.0	97.1
Grade 4	63	64	70	61	62	69	61	62	69	96.8	96.9	98.6
Grade 5	73	64	68	72	63	66	72	63	66	98.6	98.4	97.1
All Grades	193	194	206	188	191	201	188	191	201	97.4	98.5	97.6

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	2393.	2408.	2401.	10.91	16.67	21.21	23.64	24.24	15.15	29.09	30.30	28.79	36.36	28.79	34.85
Grade 4	2465.	2443.	2469.	21.31	20.97	28.99	19.67	22.58	26.09	29.51	27.42	23.19	29.51	29.03	21.74
Grade 5	2502.	2509.	2475.	18.06	25.40	16.67	40.28	28.57	27.27	20.83	19.05	21.21	20.83	26.98	34.85
All Grades	N/A	N/A	N/A	17.02	20.94	22.39	28.72	25.13	22.89	26.06	25.65	24.38	28.19	28.27	30.35

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	16.36	9.09	15.15	60.00	72.73	63.64	23.64	18.18	21.21	
Grade 4	19.67	12.90	20.29	65.57	64.52	63.77	14.75	22.58	15.94	
Grade 5	18.06	23.81	19.70	69.44	60.32	54.55	12.50	15.87	25.76	
All Grades	18.09	15.18	18.41	65.43	65.97	60.70	16.49	18.85	20.90	

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	3.64	7.58	4.55	50.91	56.06	56.06	45.45	36.36	39.39
<b>Grade 4</b>	14.75	8.06	8.70	57.38	59.68	69.57	27.87	32.26	21.74
<b>Grade 5</b>	8.33	12.70	13.64	63.89	65.08	51.52	27.78	22.22	34.85
<b>All Grades</b>	9.04	9.42	8.96	57.98	60.21	59.20	32.98	30.37	31.84

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	12.73	12.12	15.15	67.27	81.82	62.12	20.00	6.06	22.73
<b>Grade 4</b>	9.84	12.90	14.49	81.97	70.97	68.12	8.20	16.13	17.39
<b>Grade 5</b>	9.72	12.70	12.12	83.33	79.37	69.70	6.94	7.94	18.18
<b>All Grades</b>	10.64	12.57	13.93	78.19	77.49	66.67	11.17	9.95	19.40

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	10.91	18.18	10.61	69.09	65.15	63.64	20.00	16.67	25.76
<b>Grade 4</b>	16.39	20.97	10.14	75.41	51.61	76.81	8.20	27.42	13.04
<b>Grade 5</b>	20.83	20.63	12.12	66.67	65.08	63.64	12.50	14.29	24.24
<b>All Grades</b>	16.49	19.90	10.95	70.21	60.73	68.16	13.30	19.37	20.90

**Conclusions based on this data:**

1. Across the grades tested, there was a general trend of slight decrease performance in English Language Arts/Literacy (ELA). Fourth grade cohort data consistently shows improvement in students who are exceeding and meeting standards.
2. The participation rates for students taking the CAASPP ELA assessments remained high, with over 97% of enrolled students participating in the assessments across all grades in the most recent year, ensuring comprehensive data representation.
3. Students consistently performed well in the reading category, with a high percentage of students achieving "At or Near Standard" or "Above Standard" across all grades, indicating students are demonstrating an understanding of literary and non-fictional texts.

# 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	57	66	68	56	66	66	56	66	66	98.2	100.0	97.1
Grade 4	63	64	70	60	62	70	60	62	70	95.2	96.9	100
Grade 5	73	64	68	72	63	66	72	63	66	98.6	98.4	97.1
All Grades	193	194	206	188	191	202	188	191	202	97.4	98.5	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2401.	2425.	2411.	10.71	13.64	10.61	19.64	28.79	28.79	25.00	34.85	33.33	44.64	22.73	27.27
Grade 4	2441.	2460.	2455.	13.33	16.13	8.57	6.67	19.35	32.86	45.00	38.71	37.14	35.00	25.81	21.43
Grade 5	2481.	2482.	2498.	12.50	19.05	22.73	19.44	12.70	16.67	30.56	28.57	25.76	37.50	39.68	34.85
All Grades	N/A	N/A	N/A	12.23	16.23	13.86	15.43	20.42	26.24	33.51	34.03	32.18	38.83	29.32	27.72

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	12.50	24.24	12.12	46.43	57.58	53.03	41.07	18.18	34.85
Grade 4	11.67	11.29	11.43	56.67	59.68	58.57	31.67	29.03	30.00
Grade 5	9.72	11.11	18.18	56.94	53.97	53.03	33.33	34.92	28.79
All Grades	11.17	15.71	13.86	53.72	57.07	54.95	35.11	27.23	31.19

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
<b>Grade 3</b>	8.93	13.64	13.64	75.00	72.73	63.64	16.07	13.64	22.73
<b>Grade 4</b>	11.67	14.52	14.29	58.33	62.90	64.29	30.00	22.58	21.43
<b>Grade 5</b>	6.94	14.29	15.15	65.28	55.56	57.58	27.78	30.16	27.27
<b>All Grades</b>	9.04	14.14	14.36	65.96	63.87	61.88	25.00	21.99	23.76

**Conclusions based on this data:**

1. The percentage of students exceeding and meeting standards in mathematics has generally increased from 2020-21 to 2023-2024, with gains in the "Standard Met" and "Standard Exceeded" categories, indicating an overall improvement in mathematics proficiency.
2. Participation rates for the mathematics assessments were high, with over 98% of enrolled students tested each year, ensuring reliable and comprehensive assessment data across the grades.
3. Students perform better in communicating reasoning which demonstrates the ability to support mathematical conclusions.

# 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/te/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
<b>K</b>	1325.8	1396.9	1402.6	1330.6	1409.2	1415.4	1314.6	1368.1	1372.6	14	24	23
<b>1</b>	*	*	1405.1	*	*	1410.6	*	*	1399.3	8	7	14
<b>2</b>	*	*	*	*	*	*	*	*	*	7	7	9
<b>3</b>	*	*	*	*	*	*	*	*	*	4	6	7
<b>4</b>	*	*	*	*	*	*	*	*	*	*	8	8
<b>5</b>	*	*	*	*	*	*	*	*	*	6	4	8
<b>All Grades</b>										42	56	69

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
<b>K</b>	0.00	8.33	17.39	14.29	29.17	34.78	35.71	37.50	17.39	50.00	25.00	30.43	14	24	23
<b>1</b>	*	*	0.00	*	*	35.71	*	*	28.57	*	*	35.71	*	*	14
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	4.76	5.36	11.59	28.57	33.93	28.99	28.57	30.36	21.74	38.10	30.36	37.68	42	56	69

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
<b>K</b>	0.00	12.50	26.09	7.14	29.17	26.09	42.86	33.33	17.39	50.00	25.00	30.43	14	24	23
<b>1</b>	*	*	21.43	*	*	21.43	*	*	21.43	*	*	35.71	*	*	14
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	14.29	19.64	28.99	23.81	35.71	23.19	26.19	14.29	14.49	35.71	30.36	33.33	42	56	69

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
<b>K</b>	0.00	0.00	8.70	7.14	8.33	30.43	35.71	62.50	30.43	57.14	29.17	30.43	14	24	23
<b>1</b>	*	*	0.00	*	*	21.43	*	*	28.57	*	*	50.00	*	*	14
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	4.76	1.79	4.35	9.52	14.29	20.29	38.10	42.86	27.54	47.62	41.07	47.83	42	56	69

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
<b>K</b>	0.00	16.67	34.78	61.54	45.83	39.13	38.46	37.50	26.09	13	24	23
<b>1</b>	*	*	35.71	*	*	35.71	*	*	28.57	*	*	14
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	24.39	23.64	38.24	43.90	40.00	30.88	31.71	36.36	30.88	41	55	68

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	0.00	20.83	17.39	50.00	50.00	52.17	50.00	29.17	30.43	14	24	23
1	*	*	0.00	*	*	57.14	*	*	42.86	*	*	14
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.90	28.57	20.29	52.38	39.29	43.48	35.71	32.14	36.23	42	56	69

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	0.00	0.00	4.35	35.71	79.17	69.57	64.29	20.83	26.09	14	24	23
1	*	*	0.00	*	*	57.14	*	*	42.86	*	*	14
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	1.79	1.45	33.33	57.14	53.62	59.52	41.07	44.93	42	56	69

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	0.00	12.50	26.09	42.86	62.50	34.78	57.14	25.00	39.13	14	24	23
1	*	*	0.00	*	*	64.29	*	*	35.71	*	*	14
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	7.14	11.59	50.00	57.14	44.93	45.24	35.71	43.48	42	56	69

**Conclusions based on this data:**

1. The ELPAC results indicate a positive trend in overall language scores, with the percentage of level 4 students increasing by 6.83 % over the last three year.
2. There has been a significant growth in both oral and written language.

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3. The number of students participating in the ELPAC assessments has increased over the years, ensuring more comprehensive data collection and a better understanding of the English language proficiency levels across the student population.

# 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
468	80.8%	13.5%	0.6%
Total Number of Students enrolled in Ben Lomond 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	63	13.5%
Foster Youth	3	0.6%
Homeless	33	7.1%
Socioeconomically Disadvantaged	378	80.8%
Students with Disabilities	75	16%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	5.1%
American Indian	1	0.2%
Asian	15	3.2%
Filipino	19	4.1%
Hispanic	377	80.6%
Two or More Races	8	1.7%
Pacific Islander	1	0.2%
White	21	4.5%

**Conclusions based on this data:**

1. The student population at Ben Lomond Elementary School is predominantly socioeconomically disadvantaged, with 80.8% of students eligible for free or reduced-price meals. This highlights a significant need for targeted support and resources to address the unique challenges faced by these students.
2. The school's student body is diverse, with Hispanic students making up the largest demographic group at 80.6%. Other racial and ethnic groups, including African American, Asian, Filipino, and White students, are also represented but in much smaller number
3. The school has a notable proportion of students with additional needs, including 13% English Learners and 16% students with disabilities. This underscores the importance of providing specialized support and resources to meet these students' diverse educational and developmental needs.

# 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
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. The school's overall performance in Mathematics is at the Green performance level, indicating above-average achievement. This suggests effective teaching strategies and student understanding in this subject area.
2. The performance in English Language Arts (ELA) is at the Yellow performance level, indicating moderate performance with room for improvement. Additional efforts and strategies are needed to enhance reading and writing skills, which will elevate this metric.

3. The Chronic Absenteeism measure is Red, the lowest performance level, highlighting a significant need to improve student attendance. Addressing this issue is critical, as consistent attendance is vital for academic success and overall student engagement.

# School and Student Performance Data

## Academic Performance English Language Arts

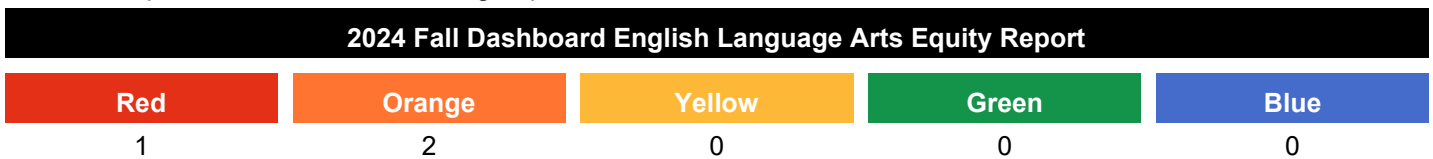
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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><b>All Students</b></p> <p>Orange</p> <p>19.1 points below standard</p> <p>Declined 6.9 points</p> <p>197 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>84.0 points below standard</p> <p>Declined 18.4 points</p> <p>26 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>36.0 points below standard</p> <p>Declined 11.3 points</p> <p>157 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>95.9 points below standard</p> <p>Declined 36.8 points</p> <p>37 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>28.1 points below standard</p> <p>Declined 7.3 points</p> <p>161 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>

**Conclusions based on this data:**

1. The school's performance in English Language Arts (ELA) is at the Orange level, indicating a moderate performance overall, with students 19.1 points below the standard. Students in all sub groups are also performing at the orange or red levels.
2. English Learners and Socioeconomically Disadvantaged students are underperforming significantly, with scores 84 and 36.5 points below the standard, respectively. The English Learners' scores have notably decreased by 18.4 points, highlighting a critical area for targeted intervention and support.
3. The Hispanic student group, representing the largest demographic, is performing 28.1 points below the standard and has maintained a similar performance level over the past year. This indicates a consistent gap in ELA achievement for this group, necessitating focused efforts to address these disparities.

# School and Student Performance Data

## Academic Performance Mathematics

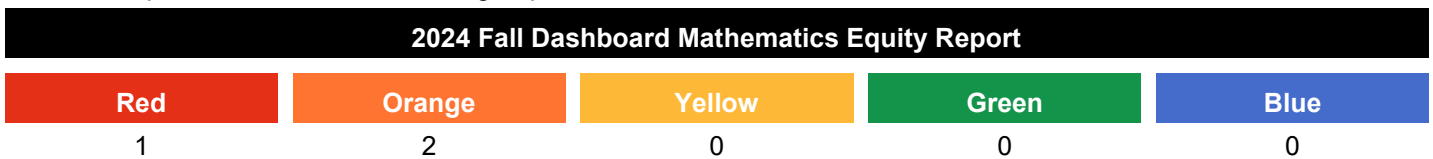
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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><b>All Students</b></p> <p>Orange</p> <p>25.8 points below standard</p> <p>Maintained 1.2 points</p> <p>197 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>89.8 points below standard</p> <p>Declined 4.7 points</p> <p>28 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>38.6 points below standard</p> <p>Declined 7.6 points</p> <p>157 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>95.7 points below standard</p> <p>Declined 26.7 points</p> <p>37 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>31.4 points below standard</p> <p>Declined 4.9 points</p> <p>161 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>

**Conclusions based on this data:**

1. The overall student performance in Mathematics has declined, moving to the orange performance level with 25.8 points below the standard. This indicates the need for continued targeted support and effective first instruction.
2. English Learners have faced significant challenges in Mathematics, with a performance of 89.8 points below the standard. This highlights a critical need for targeted interventions and support for this group.
3. Both Socioeconomically Disadvantaged students and Students with Disabilities have also shown decline and remain below the standard, indicating ongoing efforts are needed to support these student groups.

# 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	
<b>English Learner Progress</b>  No Performance Color 36.4 points above standard making progress. Number Students: 44 Students	<b>Long-Term English Learner Progress</b>  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			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
8	20	0	16

### Conclusions based on this data:

- Only 36.4% of English Learners (EL) are making progress toward English language proficiency, indicating that the majority of EL students are not advancing at the expected rate. This suggests a need for more effective language acquisition support and targeted interventions.
- A significant number of EL students maintained their levels at 45.5%, while 18.2 % decreased a level. This indicates that many students are struggling to progress beyond these foundational levels, necessitating enhanced instructional strategies.
- No students maintained an ELPI Level 4, the highest English language proficiency level, highlighting a gap in achieving advanced proficiency among EL students. This underscores the need for targeted programs to help students reach and maintain higher proficiency levels.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

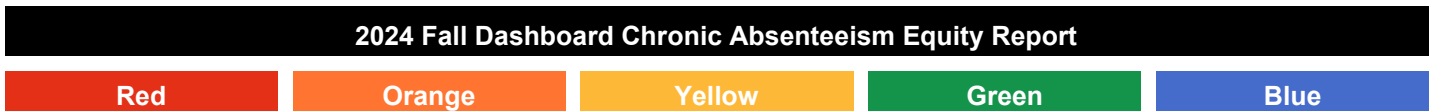
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group																
<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">All Students</th></tr> <tr><td> Yellow</td></tr> <tr style="background-color: #e6f2ff;"><td>13.5% Chronically Absent</td></tr> <tr><td>Declined 7.7</td></tr> <tr><td>480 Students</td></tr> </table>	All Students	 Yellow	13.5% Chronically Absent	Declined 7.7	480 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">English Learners</th></tr> <tr><td> Yellow</td></tr> <tr style="background-color: #e6f2ff;"><td>11.9% Chronically Absent</td></tr> <tr><td>Declined 15.2</td></tr> <tr><td>67 Students</td></tr> </table>	English Learners	 Yellow	11.9% Chronically Absent	Declined 15.2	67 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">Long-Term English Learners</th></tr> <tr><td> No Performance Color</td></tr> <tr><td>0 Students</td></tr> </table>	Long-Term English Learners	 No Performance Color	0 Students	
All Students																
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<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">Foster Youth</th></tr> <tr><td> No Performance Color</td></tr> <tr><td>Fewer than 11 students - data not displayed for privacy</td></tr> <tr><td>3 Students</td></tr> </table>	Foster Youth	 No Performance Color	Fewer than 11 students - data not displayed for privacy	3 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">Homeless</th></tr> <tr><td> No Performance Color</td></tr> <tr style="background-color: #e6f2ff;"><td>22.2% Chronically Absent</td></tr> <tr><td>0</td></tr> <tr><td>36 Students</td></tr> </table>	Homeless	 No Performance Color	22.2% Chronically Absent	0	36 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th></tr> <tr><td> Yellow</td></tr> <tr style="background-color: #e6f2ff;"><td>16.2% Chronically Absent</td></tr> <tr><td>Declined 10.3</td></tr> <tr><td>389 Students</td></tr> </table>	Socioeconomically Disadvantaged	 Yellow	16.2% Chronically Absent	Declined 10.3	389 Students
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<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>20% Chronically Absent</p> <p>Declined 19</p> <p>95 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>15.4% Chronically Absent</p> <p>Increased 6.3</p> <p>26 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 11.8</p> <p>21 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>14.6% Chronically Absent</p> <p>Declined 8.9</p> <p>384 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>9.1% Chronically Absent</p> <p>Declined 4.5</p> <p>22 Students</p>

**Conclusions based on this data:**

1. The overall chronic absenteeism rate is 13.5%, with several groups, including English Learners (11.9%), Socioeconomically Disadvantaged students (16.2%), and Students with Disabilities (20%), experiencing particularly high rates. This widespread issue indicates a need for targeted interventions to improve attendance.
2. The data shows an overall decline in chronic absenteeism.
3. The data indicates that vulnerable student populations, such as Socioeconomically Disadvantaged students and English Learners, have high rates of chronic absenteeism. This suggests the necessity for targeted support programs to address the underlying issues contributing to these high absenteeism rates.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

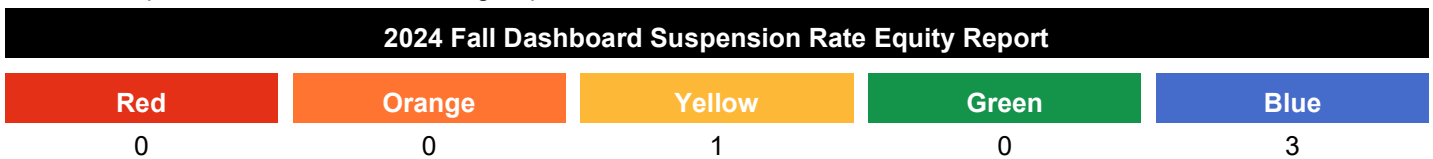
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p> Blue</p> <p>0.2% suspended at least one day</p> <p>Declined 0.5%</p> <p>489 Students</p>	<p><b>English Learners</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>69 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>36 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>0.3% suspended at least one day</p> <p>Declined 0.7%</p> <p>396 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>1% suspended at least one day</p> <p>Increased 1%</p> <p>97 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>27 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>21 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0.3% suspended at least one day</p> <p>Declined 0.6%</p> <p>390 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>22 Students</p>

**Conclusions based on this data:**

1. The overall suspension rate for the school is low at 0.2%. This indicates a generally positive school climate with minimal need for suspensions.
2. Students with Disabilities increased their suspension rate by 1%. Although still low, this increase suggests a need to monitor and address any emerging disciplinary issues within these groups to maintain a supportive and equitable school environment.
3. Other subgroups show positive rates, indicating the success of positive interventions.

# 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><b>English Language Arts:</b> Increase the percentage of students meeting or exceeding standards in English Language Arts by 3%, as measured by CAASPP.</p> <p><b>Mathematics:</b> Increase the percentage of students meeting or exceeding standards in Mathematics by 3%, as measured by the CAASPP.</p> <p><b>Science:</b> Increase the percentage of students meeting or exceeding standards in Science by 3%, as measured by CAST.</p> <p><b>English Learner Progress:</b> 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><b>Graduation Rate:</b> Increase the high school graduation rate by 2%, as measured by the Graduation Rate Indicator on the CA Dashboard.</p> <p><b>A-G Rate:</b> Increase the percentage of 12th-grade students meeting UC/CSU entrance requirements by 5%, as measured by the A-G completion rate.</p> <p><b>Attendance:</b> 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"> <li>• Customized training for school-based data, Focus Goals and Instructional Leadership Teams (ILT)</li> <li>• Coaching for Central Office personnel and site leadership</li> <li>• Customized tools and protocols to help create strong structures and systems that support the framework for School Improvement.</li> </ul>	Goals, Strategies, & Proposed Expenditures
Professional Learning Communities  ESSA: Strong	<ul style="list-style-type: none"> <li>• Ensuring that All Students Learn (Big Idea #1)</li> <li>• Building a Culture of Collaboration for School Improvement (Big Idea #2)</li> <li>• A Focus on Results (Big Idea #3)</li> <li>• Recognizing Hard Work and Commitment (Dr. Richard DuFour, Dr. Roland Barth, Dr. R. Marzano)</li> </ul>	Goals, Strategies, & Proposed Expenditures
Response to Intervention (RTI)  ESSA: Strong	<ul style="list-style-type: none"> <li>• Tiers I, II and III Intervention structure planned and utilized</li> <li>• All schools utilize data from i-Ready and other state, district, and local assessments to meet students' needs</li> <li>• 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)</li> </ul>	Goals, Strategies, & Proposed Expenditures
i-Ready  ESSA: Moderate	<ul style="list-style-type: none"> <li>• Research-based practices in Assessment, Classroom Instruction, Personalized Learning, and Blended Learning</li> <li>• Powerful adaptive diagnostic and growth measure</li> <li>• Core standards-based instruction, practice, and assessment</li> <li>• Adaptive learning</li> <li>• Personalized on-line instruction (Dr. Laine Bradshaw, Dr. Richard Brown, Dr. Hua Hua Chang, Dr. Mark Ellis, et. al.)</li> </ul>	Goals, Strategies, & Proposed Expenditures
Thinking Maps  ESSA: Strong	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Excellent for English Learners and others to understand and access core curriculum</li> <li>• Thinking maps are a “common visual language” for students in all subjects in Grades K-12. (Dr. Katherine McKnight, Dr. Mary McMackin, et. al.)</li> </ul>	Goals, Strategies, & Proposed Expenditures
Write from the Beginning and Beyond (TK-5)  ESSA: Strong	<ul style="list-style-type: none"> <li>• Grade level appropriate expectations for effective student writing</li> <li>• Teachers receive instruction for writing at their grade level</li> <li>• Students self-evaluate their writing performance and identify strategies for improvement</li> <li>• Students utilize Thinking Maps individually or in groups to organize and plan expository writing (Dr. John Weida, Dr. Jane C. Buckner)</li> </ul>	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"> <li>Professional Development for teachers</li> <li>Aligned to California’s ELA Common Core Standards</li> <li>Text-Based Grammar for Expository Reading and Writing</li> <li>New relevant student topics for enhanced motivation</li> <li>Reading and writing in both literary and informational texts</li> </ul> <p>(California Department of Education (CCSS), California State University course syllabus)</p>	<p>Goals, Strategies, &amp; Proposed Expenditures</p>
<p>UCI Math Project</p> <p>ESSA: Moderate</p>	<ul style="list-style-type: none"> <li>Research -based hands-on professional development.</li> <li>Standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics, including the 8 mathematical practices.</li> <li>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.</li> <li>Intervention curriculum to fill in the gaps for students below grade level.</li> <li>Scaffolded English Language Learners supports.</li> </ul> <p>(Fong, T., Perry, R., Reade, F., Klarin, B., &amp; Jaquet, K., 2016) (Perry, Rebecca, Marple, Stacy., &amp; Reade, Frances, 2019)</p>	<p>Goals, Strategies, &amp; Proposed Expenditures</p>
<p>Lindamood-Bell</p> <p>ESSA: Strong</p>	<ul style="list-style-type: none"> <li>Tiers I, II, III intervention</li> <li>Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling develops symbol imagery for reading and spelling.</li> <li>Visualizing and Verbalizing: develops concept imagery as a basis for comprehension and higher order thinking.</li> <li>Professional development to develop the underlying process necessary for a student to learn to read and comprehend.</li> </ul> <p>(Donnelly, P.M., Huber, E., &amp; Yeatman, J. D., 2019) (Sadoski, M. &amp; Wilson, V., 2006)</p>	<p>Goals, Strategies, &amp; Proposed Expenditures</p>
<p>Ruler</p> <p>ESSA: Moderate</p>	<ul style="list-style-type: none"> <li>A system approach to Social-Emotional Learning.</li> <li>RULER is an acronym for the five skills of emotional intelligence: Recognizing; Understanding; Labeling; Expressing; Regulating.</li> <li>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.</li> </ul> <p>(Nathanson, L., Rivers, S. E., Flynn, L.M., &amp; Brackett, M. A., 2016)</p>	<p>Goals, Strategies, &amp; Proposed Expenditures</p>
<p>Character Strong/Purposeful People</p> <p>ESSA: Moderate</p>	<ul style="list-style-type: none"> <li>Curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side.</li> <li>SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making</li> <li>Character Development: Patience, Kindness, Honesty, Respect, Selfishness, Forgiveness, Commitment, Humility</li> </ul> <p>(Elias, M. J., &amp; Arnold, H. (Eds.), 2006). (Brackett, M. A., &amp; Katulak, N. A., 2006).</p>	<p>Goals, Strategies, &amp; 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
<p>AVID</p> <p>ESSA: Moderate</p>	<p>AVID: provides professional development, resources, and ongoing support to increase student achievement, close the achievement gap and prepare students for college and career through collaboration, inquiry and organization.</p>	<p>Goals, Strategies, &amp; Proposed Expenditures</p>
<p>Positive Behavioral Supports and Interventions (PBIS)</p> <p>ESSA: Moderate</p>	<p>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.</p>	<p>Goals, Strategies, &amp; Proposed Expenditures</p>

# 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, Ben Lomond will increase the percentage of students who will meet and exceed standards as measured by the CAASPP ELA and iReady Trimester 2 Reading by 3%.

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

LCAP goal to which this school goal is aligned.

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

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

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

### Identified Need

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

Based on a review of the Dashboard and local data, there is a clear need to increase the percentage of students who meet and exceed the standards on the CAASPP ELA assessment. The current CAASPP data indicates that 43.50% of all students are proficient, with a notably lower proficiency rate of 14% among Students with Disabilities (SWD). This data highlights several areas requiring significant improvement:

Performance Gaps Among Student Groups

Areas of Low Performance: Low performance in critical areas such as reading comprehension, writing, and analytical skills.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	All Students- 43.50% Met or Exceeded Standard SWD- 14% Met or Exceeded Standard SED- 39.66%Met or Exceeded Standard EL- 0% Met or Exceeded Standard	All Students- 46.50% Met or Exceeded Standard SWD- 17% Met or Exceeded Standard SED- 42.66% Met or Exceeded Standard EL- 3% Met or Exceeded Standard
iReady ELA Trimester 1 and 2 Diagnostic	Trimester 1 All students - 50% met or Exceeded Standards	By trimester 2 - all students will be at 53% met or exceeded standards

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers in grades TK-5 will implement the Common Core Standards in ELA, delivering a comprehensive reading and language arts program. They will focus on developing student skills in communication, creativity, critical thinking, and collaboration, with an emphasis on increasing reading achievement. All students will have access to district-adopted curriculum and its components. Teachers will be provided with professional development opportunities, including AVID training, and will have access to supplemental instructional materials, technology, software, professional books, incentives, and other resources needed to support the instruction of the ELA Common Core Standards. Additionally, teachers will teach Character Strong and RULER and students will receive mental health support from elementary counselors, social work interns, and social workers.	All students	3830 Title I - Site Allocation Books and Supplies
1.2	All staff will implement the school's MTSS model to enhance student achievement. TK-5 students performing below grade level will have access to extended day interventions (before and after school) and during-school interventions, based on assessment data. A pre-test and post-test will monitor student progress in these interventions. A Title I Teacher and a Title I instructional assistant will provide both strategic and intensive interventions, depending on the time and frequency needed. The Library Media Center (LMC) will be open before and after school for teacher-led and technology-based intervention programs, and teachers will offer tutoring before, during and/or after school. Classified staff will support instruction and interventions. Training will be provided to provide necessary strategies.	All students	3000 LCFF S/C Tutoring (2226) Certificated Salaries
1.3	Parents will have opportunities for involvement through workshops, training, family literacy nights, and community events, such as the Talent Show and Spelling Bee. The principal and counselor will host "Coffee with the Principal/counselor" meetings to share information about school programs, curriculum, Common Core Standards, assessment data, community resources, and nutrition. Classified and Certificated staff will provide support for these events.	All students	544.00 Title I- Parent Involvement Books and Supplies  500 LCFF S/C Site Innovation (3313) Books and Supplies  1000 LCFF S/C Site Innovation (3313) Certificated Salaries
1.4	Technology will be integrated into daily instruction to provide engaging, interactive, and innovative learning experiences. Purchases will include, but are not limited to, devices, software, hardware,	All students	1100 LCFF S/C Site Innovation (3313) Books and Supplies

	peripheral devices, headphones, tech accessories, professional development, supplemental materials, and supplies to support student learning.		
<b>1.5</b>	Classified staff and certificated staff including but not limited to instructional assistants, will support ELA instruction and interventions. They will participate in professional development and be provided with supplies, professional books, resources, and instructional materials to help raise student achievement.	All students	23250 Title I Part A Instructional Aide (30100.0) Classified Salaries  1500 LCFF S/C Site Innovation (3313) Books and Supplies
<b>1.6</b>	Teachers will work in professional learning communities (PLC) and use the Achievement Teams to: <ul style="list-style-type: none"> <li>• Plan instruction based on Common Core State Standards</li> <li>• Use interim and common formative assessments to monitor student progress</li> <li>• Analyze student data to adjust instruction and pacing</li> <li>• Plan appropriate interventions</li> <li>• Implement Thinking Maps across all grade levels</li> <li>• Implement Write from the Beginning and Beyond</li> <li>• Implement close reading strategies</li> <li>• Develop Close Reading progression TK-5</li> </ul>	All students	5000 LCFF S/C Site Innovation (3313) Certificated Salaries
<b>1.7</b>	All teachers and support staff will receive professional development and collaboration time to analyze data and develop strategies for increasing student achievement. This may include working with instructional coaches and consultants.	At risk students	District funded
<b>1.8</b>	Ben Lomond's leadership team and staff will analyze school-wide data to establish or reaffirm the school's focus, SMARTe goals, action plans, and professional development to enhance student achievement. Professional development and release time will be provided to the leadership team to develop their skills as teacher leaders.	All students	1200 Title I - Site Allocation Certificated Salaries
<b>1.9</b>	Provide opportunities for Grade Level Summits and Cross-Grade Level meetings for the implementation of AVID strategies. Provide opportunities to attend additional AVID training. Implement AVID culture building practices. Provide opportunities for College Field Trips. Promote college going culture and awareness	All students	5000 LCFF S/C AVID (4401) Professional/Consulting Services  1000 LCFF S/C College Campus Visit (04423.0)
<b>1.10</b>	Provide new teachers resources and materials to support student learning and implement teaching and grade level standards.	all students	2000 LCFF S/C New Teacher (2223)

# 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.

**Common Core Standards in ELA (1.1):** Implementing Common Core Standards across grades TK-5 include professional development (such as AVID training), district-adopted curriculum, and supplemental materials. This approach aimed to develop communication, creativity, critical thinking, and collaboration skills. The percentage of students above standard in the reading claim in ELA saw a modest increase for 5th grade students 6% and cohort data between 3rd and 4th grade increased by 8.8% however, overall Ben Lomond did not meet it's desired goal of school wide 48% proficient in ELA.

**MTSS and Interventions (1.2):** The MTSS model provided extended day interventions and strategic/intensive support for students below grade level. Despite these efforts, the increase in proficiency was marginal, suggesting a need for more targeted or intensified interventions, especially for SWD. This suggests that the RTI interventions must be targeted to better meet students' needs.

**Parent Involvement (1.3):** The school offered various parent involvement opportunities, including workshops and literacy nights. While these activities aimed to support students' learning at home, their direct impact on student proficiency was not significantly measurable. However, there was an increase in parent participation, along with positive parent feedback.

**Support Staff and Instructional Assistants (1.4):** A key strategy involved instructional assistants and other classified staff supporting ELA instruction. They were provided with professional development and resources, contributing to the overall support structure for students. However, the effectiveness of these supports was limited, as indicated by the slight increase in proficiency rates.

**Technology Integration (1.5):** Incorporating technology and programs to engage students and enhance learning. While this strategy is innovative and enhances classroom engagement, the impact on ELA proficiency was not as substantial as expected.

**Transition Programs (1.6):** Transition programs for preschool to kindergarten and fifth to middle school students were implemented. These programs focused on readiness and easing transitions.

**Professional Learning Communities (1.8):** PLCs and Achievement Teams focused on using data to plan instruction and interventions. The implementation of AVID, Thinking Maps, Write from the Beginning and Beyond, and close reading strategies were intended to improve student outcomes. This collaborative approach supported some improvement in student outcomes, though not to the extent needed to achieve the 3% proficiency increase.

**Professional Development and Collaboration (1.10):** Ongoing professional development and collaboration time were provided. However, the overall effectiveness of these activities in raising student proficiency was limited, as indicated by the modest increase in scores.

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

There were no significant differences between the intended implementation and the actual execution of strategies. The budgeted expenditures were aligned with the planned activities, including professional development, technology

integration, and interventions. However, the allocation of resources may need to be reconsidered, particularly in supporting SWD, as this group's proficiency rates are continuing to decline.

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.

**Updated Goal Description:** Our new goal is to increase the percentage of students who meet or exceed the standards in the CAASPP and iReady ELA test by 3% by June 2026. This aligns with our district's commitment to providing high-quality education and ensuring equity for all students.

**Updated Identified Need:** We have identified significant gaps in performance, especially among Students with Disabilities (SWD) and other underperforming groups. We need to focus more on helping these students improve their ELA and math skills.

**Updated Baseline and Expected Outcomes:** Based on the latest available data, we have updated the baseline and expected outcome data for all students, including specific focus areas for Students with Disabilities (SWD), socioeconomically disadvantaged students, and English Learners (EL). These updates reflect our commitment to improving proficiency levels across all groups, ensuring targeted support and resources are provided to meet the needs of each student population.

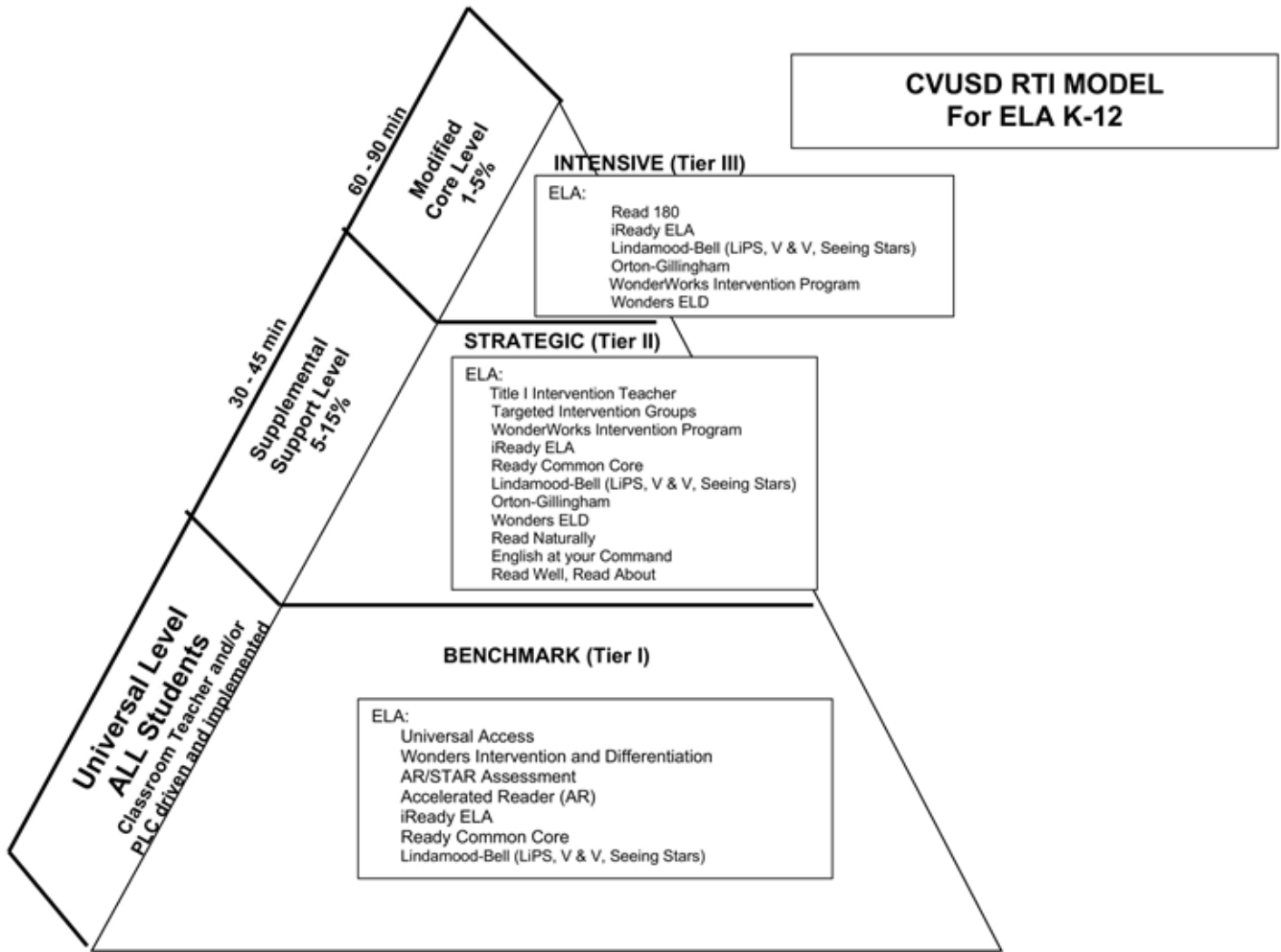
**Edited Strategies and Activities:** We have updated our strategies to ensure they are clear and actionable.

**Updated Proposed Expenditures:** These proposed expenditures reflect the prioritized needs identified through the comprehensive needs assessment and engagement with educational partners. They are designed to address specific student performance gaps and provide the necessary resources to support the updated goal of increasing CAASPP and iReady ELA proficiency. These expenditures are outlined in the updated SPSA, ensuring transparency and accountability in using funds to achieve the articulated goals.

**Leadership Team and Data Analysis (1.11):** The leadership team analyzed school-wide data to create action plans and professional development opportunities. While this approach was comprehensive, the impact on student achievement was less significant than expected. This goal is now combined with 1.8.

**Grade-Level Summits and Cross-Grade Meetings (1.12):** AVID strategies were discussed and implemented during Grade-Level Summits and Cross-Grade meetings. This approach aimed to strengthen instructional practices, particularly in developing critical thinking and study skills. However, the overall impact on ELA proficiency was moderate. This goal is now combined with 1.8.

# 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.

#### Math

By June 2026, Ben Lomond will increase the percentage of students who will meet and exceed standards as measured by the CAASPP Math and iReady Trimester Math by 3%.

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

LCAP goal to which this school goal is aligned.

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

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

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

### Identified Need

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

Based on the current data and a thorough review of the Dashboard and local data, several areas require attention to achieve the stated goal:

**Overall Low Math Proficiency:** The overall math proficiency rate of 37.27% for all students is well below the desired standard, indicating a need for improved instruction and support in mathematics.

**Significant Performance Gaps Among Student Groups:** Only 15% of SWD met or exceeded the standard, highlighting a substantial gap compared to the overall student population. This indicates a critical need for specialized support and tailored instructional strategies to help SWD succeed in math. The math proficiency rate of 4.76% for EL students is concerning, suggesting significant barriers to accessing and mastering the math curriculum. Language barriers and a lack of foundational math skills may contribute to this low performance.

**Critical Math Skill Development:** Across all groups, there is a need to focus on developing critical math skills, including problem-solving, analytical thinking, and application of mathematical concepts. The data suggests that students struggle particularly with complex, higher-order math skills necessary for academic success.

### 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 Math	All Students- 37.27% Met or Exceeded Standard SWD- 12% Met or Exceeded Standard SED- 30.46% Met or Exceeded Standard EL- 4.76% Met or Exceeded Standard	All Students- 40.27% Met or Exceeded Standard SWD- 15% Met or Exceeded Standard SED- 33.46% Met or Exceeded Standard EL- 7.76% Met or Exceeded Standard

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will use all parts of the Eureka Math Squared curriculum with purpose, integrity, and consistency. They will build and maintain strong instructional routines (fluency, math strategies, talking tools, anchor charts) with purpose and pacing. They will use Tuesday time and additional training time to identify need and strengthen best practices to help all learners. Teachers will meet in grade-level and cross-grade-level teams to discuss pacing and assessment outcomes to guide instruction and intervention.	All Students	District funded Certificated Salaries  4638 LCFF S/C Site Innovation (3313) Books and Supplies  6000 LCFF S/C Site Innovation (3313) Certificated Salaries  1000 Title I - Site Allocation Certificated Salaries
2.2	Strategic and intensive interventions will be provided for students before, after, and during school. Materials such as instructional supplies, software, professional books, technology, workbooks, support materials, and manipulatives will be purchased to support these interventions. Additional math support will be offered, with the interventionist using manipulatives, hands-on activities, differentiated teaching, and research-based strategies to enhance student achievement. Tutoring will be offered after school to provide additional support	At-risk	2500 Site Allocation (26000.0) Books and Supplies  5000 LCFF S/C Tutoring (2226)
2.3	Teachers will use Thinking Maps, AVID, Focused Schools, i-Ready Math, and district-adopted supplemental materials to enhance mathematics vocabulary and improve student achievement in math.	All Students	2000 LCFF S/C Site Innovation (3313) Books and Supplies  1000 LCFF S/C AVID (4401) Books and Supplies
2.4	Students will have access to enrichment opportunities beyond the core curriculum, including competitions and extended day enrichment	All Students	1000 LCFF S/C Site Innovation (3313)

	classes. Teachers and support staff will also provide tutoring opportunities after school to support students.		Books and Supplies 4000 LCFF S/C Site Innovation (3313) Certificated Salaries  500 LCFF S/C Tutoring (2226) Classified Salaries
2.5	Parents will have opportunities for involvement through education workshops, training, and family math night events to help support their children's learning. The principal and counselor will host Coffee with the Principal and Counselor meetings to share information about school programs, curriculum, Common Core Standards, assessment data, community resources, and nutrition.	All Students	452 Title I- Parent Involvement Books and Supplies
2.7			

## Annual Review

### SPSA Year Reviewed: 2024-25

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

## Analysis

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

Common Core Math Standards and Balanced Math Program (2.1): Last year a group of teachers piloted several math curriculums, while other teachers used supplemental and additional math materials. Using a variety of curriculums and strategies, did not promote the desired results Ben Lomond hoped to achieve. Thus, there was decline in student proficiency rates among all three grade levels.

Professional Learning Communities and Achievement Teams (2.2) and Supplemental Programs (2.4): Teachers collaborated in Professional Learning Communities (PLCs) and Achievement Teams to plan instruction. These collaborative efforts helped adjust instruction and pacing. The use of Thinking Maps, Write from the Beginning and Beyond, and close reading strategies supported students' understanding and application of mathematical concepts.

Strategic and Intensive Interventions (2.3): Strategic and intensive interventions were provided before, after, and during the school day. These interventions included differentiated teaching, hands-on activities, manipulatives, and educational software. The interventionist played a key role in guiding students' learning.

Enrichment Opportunities (2.5): Students were offered enrichment opportunities beyond the core curriculum, including competitions and extended day classes. These activities provided additional practice and challenge for students, contributing to overall skill development in math.

Parent Involvement (2.6): The school provided various opportunities for parent involvement, including workshops, family literacy nights, and meetings with the principal. These initiatives aimed to enhance parents' ability to support their children's learning at home and build a positive community at school.

Grade-Level and Cross-Grade Level Collaboration (2.7): Teachers met regularly in grade-level and cross-grade-level teams to discuss pacing and assessment outcomes. This collaboration ensured that instruction and interventions were consistent and aligned with student needs.

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

The implementation of the strategies generally adhered to the planned activities.

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.

Updated Goal Description: Our new goal is to increase the percentage of students who meet or exceed the standards in the CAASPP Math assessment by 3% by June 2025. Additionally, we will use the iReady Trimester 1 data as a baseline and have a goal to increase proficiency by 3% on the 2nd trimester iReady math data. This aligns with our district's commitment to providing high-quality education and ensuring equity for all students.

Updated Identified Need: We have identified significant gaps in performance, especially among Students with Disabilities (SWD) and other underperforming groups. We need to focus more on helping these students improve their math skills.

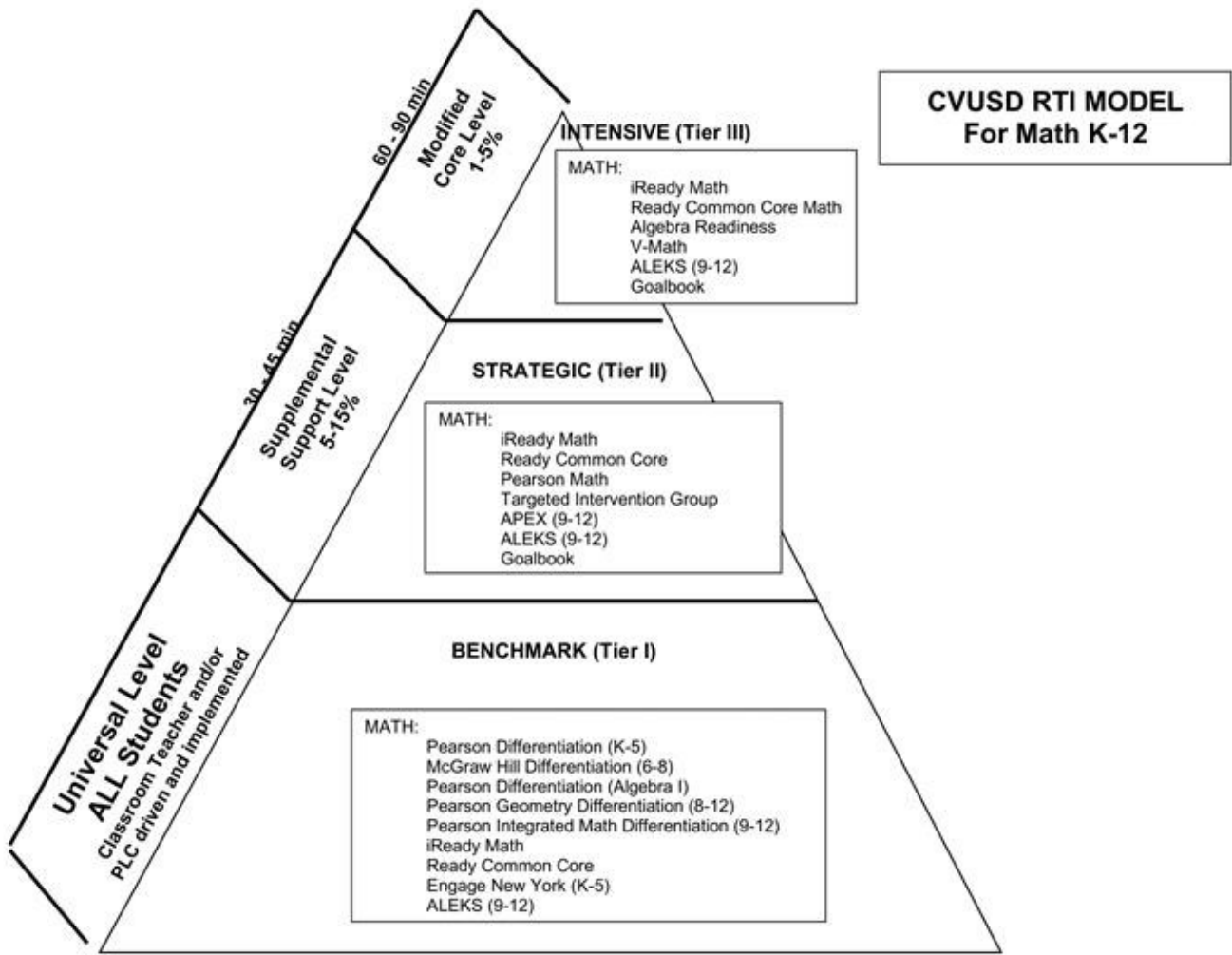
Updated Baseline and Expected Outcomes: Based on the latest available data, we have updated the baseline and expected outcome data for all students, including specific focus areas for Students with Disabilities (SWD), socioeconomically disadvantaged students, and English Learners (EL). These updates reflect our commitment to improving proficiency levels across all groups, ensuring targeted support and resources are provided to meet the needs of each student population.

Edited Strategies and Activities: We have updated our strategies to ensure they are clear and actionable.

Updated Proposed Expenditures: These proposed expenditures reflect the prioritized needs identified through the comprehensive needs assessment and engagement with educational partners. They are designed to address specific student performance gaps and provide the necessary resources to support the updated goal of increasing CAASPP math proficiency. These expenditures are outlined in the updated SPSA, ensuring transparency and accountability in using funds to achieve the articulated goals.

For clarity purposes and to avoid redundancy, strategy 2.6 is included in 2.5 and strategy 2.7 is included in 2.1.

# 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.

#### ELD

By June 2026, we will increase by 3% the percentage of English learners who meet or exceed standards on the math and ELA portions of the CAASPP and increase by 3% the English language proficiency rate on the Summative ELPAC.

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

LCAP goal to which this school goal is aligned.

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

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

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

### Identified Need

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

Overall Low Performance in ELA and Math: The proficiency rates for EL students in both ELA and Math are significantly low at 0% and 4.76%. This indicates that many EL students struggle to meet grade-level standards in these critical areas. The data highlights a pressing need to enhance the quality and effectiveness of instruction tailored to the unique needs of EL students.

Performance Gaps Among Student Groups: A noticeable performance gap exists between EL students and their non-EL peers. EL students face language acquisition challenges, which impact their ability to grasp and excel in academic content areas, particularly reading comprehension and mathematical problem-solving. The gap suggests that existing support mechanisms may not be sufficient or appropriately targeted.

Language Proficiency and Academic Achievement: The data suggests a correlation between language proficiency and academic achievement in EL students. Low performance in both ELA and Math may be linked to insufficient mastery of academic language and vocabulary, which are critical for understanding and expressing complex concepts. This underscores the need for focused interventions that develop both language skills and academic content knowledge.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (EL Student Group)	EL- 0% Met or Exceeded Standard	EL- 3.00% Met or Exceeded Standard
CAASPP Math (EL Student Group)	EL-4.76% Met or Exceeded Standard	EL- 7.76% Met or Exceeded Standard
ELPAC Proficiency	20.29% Proficiency (Level 4 - Well Developed)	23.29% Proficiency (Level 4 - Well Developed)

## 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	Teachers will provide Designated ELD language support based on Common Core standards for at least 30 minutes daily for TK-5 students, using state and district-adopted materials. They will also utilize the ELD Assessment scale, Thinking Maps, Write from the Beginning, Lexia, and supplemental materials. Additional instructional materials, resources, professional books, technology, and supplies will be purchased to support effective ELD instruction.	EL Students	500 Title I - Site Allocation Books and Supplies
3.2	Teachers will participate in professional development and coaching provided by the district EL TOSA to enhance English Learners' achievement, align instruction with the CA ELD standards, and improve teachers' knowledge and skills in research-based instructional strategies for English Learners.	EL Students	District funded
3.3	The ELD Coordinator will enhance English Language Development by providing targeted support and resources for teachers. This includes professional development on ELD Standards and strategies, instructional support, resource creation, and monitoring student progress using ELPAC and ELD rubric data.	EL Students	District funded
3.4	Parent involvement opportunities will be offered to help parents support their children's achievement. English Language Advisory Committee (ELAC) meetings will be held for parents of English Language Learners. The Outreach Liaison will provide Spanish-speaking EL parents with verbal and written translations, fostering a strong home-school connection. The Liaison and principal will increase parent involvement among EL families by inviting them to meetings and events, and addressing their needs through training, resources, and support.	EL Students	500 Title I- Parent Involvement Services and other operating expenditures
3.5	Teachers and support staff will provide targeted after school intervention to provide additional support to struggling learners	EL students	2000 LCFF S/C Tutoring (2226) Certificated Salaries

## Annual Review

## SPSA Year Reviewed: 2024-25

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

### Analysis

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

**Designated ELD Instruction (3.1):** Teachers provided daily designated ELD instruction for at least 30 minutes, using state and district-adopted materials. This approach was supplemented with Thinking Maps, Write from the Beginning, and other materials to support English language development. Despite these efforts, the data shows a decrease in ELA proficiency (from 5.88% to 0%). This indicates a need for further refinement in instructional strategies and materials to better support EL students. However, overall proficiency rates on the ELPAC test did increase and there were student gains.

**Professional Development and Coaching (3.2):** Professional development and coaching were provided to align instruction with CA ELD standards and enhance teachers' skills in supporting EL students. Teachers also worked in PLCs to design lessons addressing EL instructional gaps. The mixed results in proficiency gains highlight the need for ongoing professional development and more targeted coaching.

**Administration of ELPAC Assessment (3.3):** Our ELD coordinator facilitated the ELPAC assessment and compliance documentation, ensuring proper administration and tracking of EL student progress. This process was effective in monitoring language proficiency but did not translate into significant gains in academic proficiency on the CAASPP.

**Support from Outreach Liaison (3.4):** The Outreach Liaison supported students and families, including reviewing assessment results and communicating with families. This support helped maintain a connection between home and school but requires further enhancement to boost academic outcomes. ELAC meetings and other parent involvement opportunities were offered, with translation services provided. These efforts aimed to engage parents in their children's education, yet the impact on student achievement was limited, indicating a need for more targeted parent engagement strategies.

**Targeted Tutoring (3.5):** Targeted tutoring was offered to EL students. Students attended after school tutoring to gain verbal and written skills.

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

**Resource Allocation:** Additional resources were allocated to professional development and instructional materials to better support EL students. However, the expected outcomes in ELA were not achieved, indicating a potential need for reallocation or additional resources in specific areas.

Overall, the strategies and activities were implemented as planned, with some adjustments to resource allocation. The results indicate a need for ongoing and possibly intensified support, particularly in ELA, to increase the number of EL students meeting or exceeding standards by 3%. Further evaluation and refinement of instructional strategies and interventions are essential to better support EL students' academic growth.

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.

**Updated Goal Description:** Our new goal is to increase by 3% the percentage of English learners who meet or exceed standards on the math and ELA portions of the CAASPP and by 3% the English language proficiency rate on the Summative ELPAC by June 2025. This aligns with our district's commitment to providing high-quality education and ensuring equity for all students.

**Updated Identified Need:** Based on the evaluation of data, the need to close the performance gap between EL and non-EL students, which highlights challenges in language acquisition, suggests the need for enhanced, targeted instructional support to improve academic language and content knowledge.

**Updated Baseline and Expected Outcomes:** We have updated the baseline and expected outcomes for English learners based on the latest data. We have also added the Summative ELPAC Proficiency metric to measure and evaluate the effectiveness of updated ELD strategies.

**Edited Strategies and Activities:** We have refined our strategies to make them clear and actionable and removed redundant actions.

**Updated Proposed Expenditures:** These proposed expenditures reflect the prioritized needs identified through the comprehensive needs assessment and engagement with educational partners. They are designed to address EL student performance gaps and provide the necessary resources to support the updated goal of increasing CAASPP EL proficiency. These expenditures are outlined in the updated SPSA, ensuring transparency and accountability in using funds to achieve the articulated goals.

# 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, we will increase the percentage of student proficiency in Science by 3% as measured by CAST.

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

LCAP goal to which this school goal is aligned.

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.

### 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.

**Overall Low Proficiency in Science:** The overall proficiency rate of 32.86% indicates that a substantial portion of students are not meeting the expected standards in science. This suggests a need for improved instructional practices, resources, and support to help more students achieve proficiency.

**Performance Gaps Among Student Groups:** With a proficiency rate of 9%, SWD performs significantly below the overall student population. This highlights the need for specialized instructional strategies and resources to support these students effectively. The proficiency rate for SED students is 26.92%, indicating that they are also underperforming compared to their peers. Limited access to resources outside of school may contribute to this gap, necessitating additional interventions and support.

**Key Areas in Science Education:** Students across all groups show weaknesses in foundational science concepts, which are crucial for building more advanced knowledge. This area needs reinforcement to ensure students can grasp and apply scientific principles effectively. Many students struggle with critical thinking and problem-solving, essential skills for scientific inquiry and understanding. Enhancing these skills is vital for improving overall science proficiency.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAST	All Students- 32.86% Met or Exceeded Standard SWD- 9% Met or Exceeded Standard SED- 26.92% Met or Exceeded Standard	All Students- 35.86% Met or Exceeded Standard SWD- 12% Met or Exceeded Standard SED- 29.92% Met or Exceeded Standard

## 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	Teachers will use district-adopted curriculum (TWIG) and supplemental materials to enhance science concepts and strategies aligned with the NGSS. They will integrate content literacy and the writing process across the science curriculum. Supplemental materials, professional development, resources, technology, software, and supplies will be provided to support science instruction.	All Students	2000 LCFF S/C Site Innovation (3313) Books and Supplies
4.2	Teachers will differentiate instruction to meet the needs of English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.	EL SED SWD	District funded
4.3	Intervention and enrichment opportunities will be offered before and after school to support and enhance the TK-5 science content standards. Teachers and students will have access to materials and resources that promote, support, enrich, and challenge the core curriculum. Professional development, supplemental materials, supplies, subscriptions, and technology will be purchased to support intervention and enrichment programs.	All Students	3000 LCFF S/C Site Innovation (3313) Books and Supplies  3000 LCFF S/C Tutoring (2226) Certificated Salaries
4.4	Teachers will implement STEAM learning experiences for all students. Supplies, professional development, instructional materials, and other resources will be provided to support this.	All Students	1000 Title I - Site Allocation Books and Supplies  2500 LCFF S/C Tutoring (2226) 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.

Core Curriculum and Supplemental Materials (4.1): Teachers were trained on the newly adopted curriculum (TWIG). They familiarized themselves with all the TWIG components to teach science standards. Additional instructional materials and technology supported the integration of content literacy and the writing process into the science curriculum. The students began to make slight gains in science which showed in an increased of 30% proficient to 32.86% proficiency.

Focus on Common Core Content Science Standards (4.2): Emphasis was placed on teaching science through the Next Generation Science Standards (NGSS) lens, particularly those assessed by the CAST. Professional development for teachers was prioritized to enhance their understanding and delivery of these standards. This approach helped refine lesson plans and ensure that instruction was aligned with state expectations, contributing to the incremental improvement in student proficiency.

Differentiated Instruction (4.3): Differentiation strategies were implemented to meet the diverse needs of English Learners (ELs), Gifted and Talented Education (GATE) students, and Students with Disabilities (SWD). By tailoring instruction to individual learning styles and needs, teachers aimed to make science more accessible and engaging for all students. While this strategy provided targeted support, the overall effectiveness in significantly boosting proficiency rates suggests additional differentiation techniques or resources may be necessary.

Materials and resources (4.4): Investments in technology, including software, and additional materials for experiments supported the core science curriculum. This integration aimed to provide students with 21st-century learning experiences, making science instruction more interactive and relevant. While technology played a crucial role in enhancing instruction, further exploration into the most effective technological tools and platforms may be required to maximize student outcomes.

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

Resource Allocation Adjustments: The initial budgeted expenditures anticipated specific needs for instructional materials, professional development, and technology. However, as the strategies were implemented, adjustments were made to allocate more resources in areas where teachers needed additional support to deliver the curriculum effectively.

Expansion of Enrichment Programs: The budget for enrichment programs was increased to accommodate more students and provide a broader range of materials and resources. This expansion aimed to enhance the quality and reach of these programs, although the desired impact on proficiency rates suggests that further adjustments may be needed.

Overall, the strategies and activities were implemented with fidelity, with some adjustments in resource allocation to better meet the needs of students and teachers. While there was some progress toward the goal, the results indicate a need for continued focus on refining instructional practices, expanding enrichment opportunities, and leveraging technology to achieve the desired increase in proficiency in science.

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.

Updated Goal Description: Our new goal is that by June 2026, we will increase the percentage of student proficiency in Science by 3% as measured by CAST. This aligns with our district's commitment to providing high-quality education and ensuring student equity.

Updated Identified Need: Based on the data evaluation, the overall science proficiency rate of 30.31% indicates a need for better instructional practices and resources, particularly to support SWD and SED students who show significantly lower proficiency rates. Key areas needing improvement include foundational science concepts and critical thinking skills, which are essential for scientific inquiry and understanding.

Updated Baseline and Expected Outcomes: Based on the latest data, we have updated the baseline and expected outcomes for all students, Students with Disabilities, and Socioeconomically Disadvantaged students.

Edited Strategies and Activities: We have refined our strategies to make them clear and actionable and removed redundant actions.

Updated Proposed Expenditures: These proposed expenditures reflect the prioritized needs identified through the comprehensive needs assessment and engagement with educational partners. They are designed to address student performance gaps and provide the necessary resources to support the updated goal of increasing CAST proficiency. These expenditures are outlined in the updated SPSA, ensuring transparency and accountability in using funds to achieve the articulated goals.

# 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.

**Attendance**  
By June 2026, we will reduce the percentage of students who are chronically absent by 3%, as measured by DataQuest.

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

LCAP goal to which this school goal is aligned.

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.

### 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.

Overall High Rates of Chronic Absenteeism: The current data shows that 23.8% of all students are chronically absent, which is significantly higher than desired. This indicates a need for a more comprehensive approach to improving attendance and addressing the barriers that lead to chronic absenteeism.

Significant Performance Gaps Among Student Groups: The chronic absenteeism rate for EL students is 21.1%, highlighting a significant gap compared to the overall student population. Language barriers, cultural differences, and a lack of understanding of the importance of regular attendance may contribute to this higher rate. At 34.8%, SWD has the highest rate of chronic absenteeism. This suggests a critical need for specialized support and accommodations to ensure this student group can attend school regularly. Factors such as medical needs, accessibility issues, and a lack of tailored support could be contributing to these high rates. The chronic absenteeism rate for SED students is 28.1%. This group may face unique challenges, including limited access to transportation, unstable housing, and other socioeconomic factors that hinder regular attendance.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism (DataQuest)	All Students- 23.8% EL-24.1% SWD- 34.8% SED- 28.1%	All Students- 20.8% EL- 21.1% SWD- 31.8% SED- 25.5%

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

5.1	An attendance review team will proactively monitor and address chronic absences, building a positive school culture by raising awareness among school personnel, parents, and guardians about the importance of regular attendance. Strategies include offering incentives such as assemblies, "Crash the Class" rewards, home visits, and other activities to celebrate good attendance. The initiative will also involve sending informational letters and flyers, regularly acknowledging positive attendance, and using the Home/School Outreach Liaison to communicate with families and develop interventions. Additionally, parent workshops will be provided to emphasize the importance of attendance. The team will collaborate with the counselor and teachers to create supportive environments for students, offering personal invitations to Saturday School, after school tutoring, and increasing opportunities for at-risk student groups to connect on campus. Time will be spent to incentives perfect attendance and improved attendance.	All students	500 LCFF Attendance (03308) Books and Supplies  1000 LCFF S/C Tutoring (2226) Services and other operating expenditures  500 LCFF S/C Site Innovation (3313) Books and Supplies
5.2	We will provide necessary supplies for our homeless students to remove any potential barriers they might have to attend school such as school supplies, backpacks, and uniforms. Our community liaison and counselor will be able to provide necessary resources and support through our District Wellness Center.	homeless students	1496.00 Title I - Homeless 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.

Attendance Review Team and Early Intervention (5.1): Establishing an attendance review team aimed to identify and address chronic absenteeism early. The team regularly reviewed attendance data and coordinated interventions for at-risk students. Despite these efforts, chronic absenteeism rates increased across all student groups, suggesting that the interventions may not have been sufficient or effectively targeted.

Building a Positive School Culture (5.1): Efforts were made to build a positive school culture and raise awareness about the importance of attendance among school personnel, parents, and guardians. Activities included assemblies, campaigns, and staff training. However, the slight increase in chronic absenteeism indicates that these efforts did not sufficiently impact student attendance behavior, and additional or more engaging activities might be needed.

Attendance Incentives (5.1): The school implemented incentives to encourage good attendance, such as assemblies, postcards home, "Crash the Class" incentives and home visits. While these incentives aimed to make attendance a rewarding experience, the data suggests they were not effective enough in reducing absenteeism, as the rates increased for all student groups.

Communication with Parents (5.1): Regular communication with parents was maintained through informational letters, flyers, and direct contact from the Home/School Outreach Liaison. These communications emphasized the importance of attendance and provided updates on students' attendance status. However, despite these efforts, the increase in absenteeism rates among English Learners (EL), Students with Disabilities (SWD), and Socioeconomically

Disadvantaged (SED) students indicates that the communication may not have been fully effective in addressing underlying issues.

Parent Workshops and Home/School Liaison Involvement (5.1): Parent workshops were offered to reinforce the importance of attendance, and the Home/School Outreach Liaison was involved in communications with families. While these initiatives aimed to engage parents and address barriers to attendance, the data shows that absenteeism rates increased, suggesting that these measures may need to be enhanced or better tailored to the needs of the families.

Student Engagement and Campus Connection (5.1): Efforts to help students feel more connected to the school included working with counselors and teachers to create a welcoming environment and provide personal invites to Saturday School. However, these strategies did not decrease absenteeism rates, indicating that additional support or alternative engagement strategies may be necessary.

Afterschool Tutoring (5.1): Afterschool tutoring was offered, specifically targeting EL and SWD students, to provide additional academic support. While beneficial for academic achievement, this strategy did not appear to significantly impact attendance rates, suggesting that the link between academic support and attendance needs further strengthening.

Homeless Students (5.2): Supplies such as backpacks and uniforms were provided for homeless students to help remove barriers that might impend their success.

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

Resource Allocation: In an attempt to engage students and families more effectively, more resources were allocated towards attendance incentives than initially planned. However, these increased efforts did not reduce chronic absenteeism rates, indicating a need for reevaluating the resource allocation and strategies used.

Engagement and Communication Strategies: Despite the planned communications and workshops, the engagement with families may have been less impactful than intended. More personalized or culturally relevant approaches may be needed to effectively communicate with and support families facing challenges with regular school attendance.

Overall, the strategies and activities implemented to reduce chronic absenteeism did not achieve the desired outcomes, as indicated by the increased absenteeism rates across all groups. This suggests a need for a comprehensive review and possible overhaul of the current strategies, focusing on understanding the root causes of absenteeism and developing more targeted, effective strategies.

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

Updated Goal Description: Our new goal is to reduce the percentage of students who are chronically absent by 3% by June 2026, as measured by DataQuest. This aligns with our district's commitment to providing high-quality education and improving attendance rates.

Updated Identified Need: Based on the data evaluation, we updated the identified need to address the overall high rate of chronic absenteeism, which stands at 23.8% for all students. This highlights the need for a more comprehensive approach to attendance improvement. Significant performance gaps were noted among specific student groups, with EL students at 24.1%, SWD at 34.8%, and SED at 28.1%, indicating the need for targeted support and accommodations to address language barriers, medical needs, and socioeconomic challenges.

Updated Baseline and Expected Outcomes: Based on the latest data, we have updated the baseline and expected outcomes for all students, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

Edited Strategies and Activities: We have rephrased our attendance strategy for clarity and action.

Updated Proposed Expenditures: These proposed expenditures reflect the prioritized needs identified through the comprehensive needs assessment and engagement with educational partners. They are designed to address attendance concerns and provide the necessary resources to support the updated goal of decreasing chronic absenteeism. These expenditures are outlined in the updated SPSA, ensuring transparency and accountability in using funds to achieve the articulated goals.

# 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.

#### School Culture and Climate

Our school will maintain a positive school culture and climate where all students will be connected and thrive both in and out of the classroom.

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

LCAP goal to which this school goal is aligned.

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.

### 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.

In addition to addressing Chronic Absenteeism as reviewed in Goal 5, maintaining a positive school culture and climate will address suspension rates, referrals, and student extracurricular participation. When students have positive connections to their school they will thrive academically and emotionally.

When students feel a sense of belonging, safety, and support within their school environment, they're more likely to engage in their academic work, develop positive behaviors, and build strong relationships with peers and staff.

Expanding our PBIS program to include bi-monthly prize days for positive behavior and monthly extended recess will reward and recognize students. Providing opportunities for positive social emotional and educational enrichment during and after school will aid in achieving this goal.

This goal will be measured by our overall attendance rates, suspension rates, "yellow" slip behavior referrals, and increased extracurricular curricular participation.

### 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
Aeries Analytics Attendance Data	Student attendance is 94%	96.5% for all students
Dataquest Suspension Rates (CA Dashboard)	1.1% suspended	.3% for all students

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<b>6.1</b>	Character Award Monthly Assemblies/Trimester Awards/Student of the month	All Students	1500 LCFF Base Books and Supplies
<b>6.2</b>	PBIS Bear Bucks Store, Golden Bear Recess Supplies, Activities, assemblies	All students	4000 LCFF S/C Site Innovation (3313) Books and Supplies  1350 LCFF Base Classified Salaries
<b>6.3</b>	Extra curricular clubs and activities: service learning group, volleyball club, enrichment, Drama Club, clubs such as Best Buddies.	All students	1500 LCFF S/C Site Innovation (3313) Books and Supplies  2500 LCFF S/C Site Innovation (3313) Certificated Salaries  8014 Prop 28 (67700) Classified Salaries
<b>6.4</b>	Motivational Assemblies, Positive SEL activities, Performing Arts Assemblies/Experiences	All students	3000 LCFF Base Professional/Consulting Services  8014.0 Prop 28 (67700) Books and Supplies
<b>6.5</b>	Provide transition opportunities for preschool students entering kindergarten and fifth-grade students moving to middle school. Assess kindergarten readiness skills before school starts, and meet with preschool teachers to review curriculum and essential skills. Conduct a kindergarten round-up with registration, skill assessment, orientation, and readiness materials. Kindergarten teachers will use assessment data for classroom assignments. Fifth-grade teachers will have release time to meet with middle school teachers to discuss the transition. Fifth-grade students will attend an assembly with the middle school principal and assistant principal, visit the middle school campus, and receive a tour and information.	Incoming preschool students/5th grade students	1500 LCFF S/C Site Innovation (3313) Services and other operating expenditures  1000 LCFF S/C Site Innovation (3313) Books and Supplies
<b>6.6</b>	Provide parent nights and parent education opportunities.	All parents	1000 LCFF S/C Site Innovation (3313) Certificated Salaries  612 LCFF S/C Site Innovation (3313)

			Books and Supplies 500 LCFF S/C Site Innovation (3313) Books and Supplies
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# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

Awards and Recognition program (6.1): This is a positive event on the campus and is well received with students and parents. It's an incentive program that helps students set and achieve desired goals.  
 PBIS, Golden Bear Awards (6.2): Last school year, Ben Lomond expanded their PBIS and Golden Bear recess program to include more frequent opportunities to receive positive feedback. This helped maintain a positive school climate.  
 Clubs (6.3): Ben Lomond continued after school enrichment clubs to include Helping Hands Leadership, Volleyball Club, and the Talent Show.  
 Motivational Assemblies (6.4): Last year, Ben Lomond introduced positive school assemblies that emphasized dance and movement.  
 Feeder and parent opportunities (6.5, 6.6): Ben Lomond had positive feeder school opportunities. Volunteers from the feeder school attended school events to help support family and parent nights. Additionally, they helped Career Day and Read Across America day.

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

There were no major differences between the intended implementation and budgeted expenditures.

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.

Ben Lomond will expand their partnership with the feeder schools and work with the high school to host dance and science club after school. Ben Lomond will expand their Art education to include school wide Great Artist days each month. Ben Lomond will track behavior reports and student data to ensure behaviors are addressed.

# 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	\$33,772.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$129,500.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

## 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	\$7,530.00
Title I- Parent Involvement	\$1,496.00

Subtotal of additional federal funds included for this school: \$10,522.00

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 Base	\$5,850.00
LCFF S/C AVID (4401)	\$6,000.00
LCFF S/C College Campus Visit (04423.0)	\$1,000.00
LCFF S/C New Teacher (2223)	\$2,000.00
LCFF S/C Site Innovation (3313)	\$44,850.00
LCFF S/C Tutoring (2226)	\$17,000.00
Prop 28 (67700)	\$16,028.00
Site Allocation (26000.0)	\$2,500.00
Title I Part A Instructional Aide (30100.0)	\$23,250.00

Subtotal of state or local funds included for this school: \$118,978.00

Total of federal, state, and/or local funds for this school: \$129,500.00

# 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	7,530.00	0.00
Title I Part A Instructional Aide (30100.0)	23,250.00	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)	44,850.00	0.00
LCFF S/C AVID (4401)	6,000.00	0.00
LCFF S/C Tutoring (2226)	17,000.00	0.00
LCFF Attendance (03308)	500.00	0.00
LCFF S/C New Teacher (2223)	2,000.00	0.00
LCFF S/C College Campus Visit (04423.0)	1,000.00	0.00
Site Allocation (26000.0)	2,500.00	0.00
Prop 28 (67700)	16,028.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Attendance (03308)	500.00
LCFF Base	5,850.00
LCFF S/C AVID (4401)	6,000.00
LCFF S/C College Campus Visit (04423.0)	1,000.00
LCFF S/C New Teacher (2223)	2,000.00
LCFF S/C Site Innovation (3313)	44,850.00
LCFF S/C Tutoring (2226)	17,000.00
Prop 28 (67700)	16,028.00
Site Allocation (26000.0)	2,500.00
Title I - Homeless	1,496.00
Title I - Site Allocation	7,530.00
Title I Part A Instructional Aide (30100.0)	23,250.00
Title I- Parent Involvement	1,496.00

## Expenditures by Budget Reference

Budget Reference	Amount
	8,000.00
Books and Supplies	45,186.00
Certificated Salaries	29,700.00
Classified Salaries	35,614.00
Professional/Consulting Services	8,000.00
Services and other operating expenditures	3,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Books and Supplies	LCFF Attendance (03308)	500.00
Books and Supplies	LCFF Base	1,500.00
Classified Salaries	LCFF Base	1,350.00
Professional/Consulting Services	LCFF Base	3,000.00
Books and Supplies	LCFF S/C AVID (4401)	1,000.00
Professional/Consulting Services	LCFF S/C AVID (4401)	5,000.00
	LCFF S/C College Campus Visit (04423.0)	1,000.00
	LCFF S/C New Teacher (2223)	2,000.00
Books and Supplies	LCFF S/C Site Innovation (3313)	23,850.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	19,500.00
Services and other operating expenditures	LCFF S/C Site Innovation (3313)	1,500.00
	LCFF S/C Tutoring (2226)	5,000.00
Certificated Salaries	LCFF S/C Tutoring (2226)	8,000.00
Classified Salaries	LCFF S/C Tutoring (2226)	3,000.00
Services and other operating expenditures	LCFF S/C Tutoring (2226)	1,000.00
Books and Supplies	Prop 28 (67700)	8,014.00
Classified Salaries	Prop 28 (67700)	8,014.00
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	5,330.00
Certificated Salaries	Title I - Site Allocation	2,200.00
Classified Salaries	Title I Part A Instructional Aide (30100.0)	23,250.00
Books and Supplies	Title I- Parent Involvement	996.00
Services and other operating expenditures	Title I- Parent Involvement	500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,924.00
Goal 2	28,090.00
Goal 3	3,000.00
Goal 4	11,500.00
Goal 5	3,496.00
Goal 6	34,490.00

# Positions Funded by School's Categorical Programs

Position and Time Funded	How Many	Funding Sources	Percentage
<b>Administrative Positions</b>			
None	0	N/A	N/A

Certificated Positions	How Many	Funding Sources	Percentage
Title I 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 Ben Lomond 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:** Ryan Price



\_\_\_\_\_  
Signature

11/13/25

\_\_\_\_\_  
Date

**School Site Council President:** Sylvia Diaz -  
see attached file

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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

SB 1667 requires the following school safety plan changes:

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

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

District Representative: Fernando Sanchez. Director of Student Services

# School Site Council Membership

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

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

Name of Members	Role
Ryan Price	Principal
Jennifer Grove	Classroom Teacher
Jaime Hawks	Classroom Teacher
Silvia Diaz	Parent or Community Member
Rebecca Fogg	Other School Staff
Amelia Munoz	Parent or Community Member
Genesis Arellano	Parent or Community Member
Marielyn Lopez	Parent or Community Member
Arianna Magana	Parent or Community Member
Karen Stewart	Classroom Teacher

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

## Ben Lomond 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 *
Ryan Price	X		
Nicole Yap		X	
Laura Hernandez			
Magdalena Hernandez		X	
Jackie Carbajal		X	
Martina Pedroza		X	
Silvia Hernandez		X	
Reyna Flynn		X	
Maria Cecilia Gaytan Sierra		X	X
<b>Numbers of members of each category</b>	<b>1</b>	<b>7</b>	<b>1</b>

# 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**

*Ma Cecilia Gayto*

English Learner Advisory Committee

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

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

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

Attested:

*Ryan Price*

Principal, Ryan Price on

SSC Chairperson, Sylvia Diaz - see attached file on

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## **Budget Summary Table**

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

# Appendix 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
<b>Title I</b>	<b>6,763.05</b>	<p><b>This page is provided by the Educational Services Department charging for services.</b></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>
<b>Title II</b>	<b>\$19,304</b>	<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>
<b>Title III</b>	<b>BASED ON NEED</b>	<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>
<b>Title IV</b>	<b>\$8,870</b>	<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>
<b>Perkins V</b>		<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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